

# DEPARTMENT OF PSYCHOLOGY

## SYLLABUS OF UG PROGRAMME(B.A.)



SKILLS	•	
EMPLOYABILITY		
ENTERPRENURESHIP		

**RAMA DEVI WOMEN'S UNIVERSITY**  
Vidya Vihar, Bhubaneswar-751022, Odisha  
Website: <https://rdwu.ac.in>

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# SYLLABUS FOR UNDER GRADUATE COURSE IN **PSYCHOLOGY**

(Bachelor of Arts Examination)



RAMA DEVI WOMEN'S UNIVERSITY  
VIDYA VIHAR, BHUBANESWAR-22

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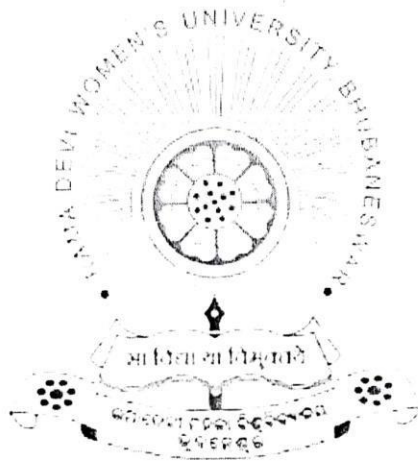
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Office of the Registrar  
R.D. Women's University  
Bhubaneswar

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SYLLABUS FOR UNDER GRADUATE COURSE IN  
**PSYCHOLOGY**  
(Bachelor of Arts Examination)



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## PSYCHOLOGY

### Framework of CBCS Syllabus for PSYCHOLOGY (Honours) from 2019-20

**Full Forms of Course Codes Used:** CC = Core Course, AECC = Ability Enhancement Compulsory Course, SEC = Skill Enhancement Course, DSC = Discipline Specific Elective (Related to Core Subject), GE = Generic Elective (Not related to Core Subject; 2 different subjects of 2 papers each). **Total Marks:** CC (1400) + AECC (200) + SEC (200) + DSC (400) + GE (400) = 2600

Semester	CC 14 papers 100 X 14 = 1400; Credits=14x6=84	AECC 2 Papers 100 X 2 = 200 Credits=4x2=8	SEC 2 Papers 100 X 2 = 200 Credits=4x2=8	DSE 4 Papers 100 X 4 = 400 4x6=24 credits	GE 4 Papers 100 X 4 = 400 4x6=24 credits
I	CC-I: Introductory Psychology	AECC-I: MIL Communication (Odiya/English)			GE Paper-I: Introductory Psychology
	CC-II: Basic Developmental Processes				
II	CC-III: Basic Psychological Processes	AECC-II: Environmental Science			GE Paper-II: Basic Developmental Processes
	CC - IV: Processes of Human Empowerment				
II	CC - V: Statistics		SEC-I: Communicativ e English		GE Paper-III: Basic Psychological Processes
	CC - VI: Social Psychology				
I	CC - VII: Environmental Psychology				
I	CC - VIII: Psychopathology		SEC-II: Leadership & Personality Development		GE Paper-IV: Processes of Human Empowerment
	CC - IX: Educational Psychology				
	CC - X: Psychological Assessment				
V	CC - XI: Organizational Behavior			DSE-I: Psychological Research and Measurement	
	CC - XII: Health Psychology			DSC-II: Ethics, Integrity and Aptitude	
V	CC - XIII: Counseling Psychology			DSC-III: Psychology of the Disability	
	CC - XIV: Positive Psychology			DSC-IV: Project & Field work/ Psychology of Crime	

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27.08.2020

## Framework of CBCS Syllabus for PSYCHOLOGY (Honors) from 2019-20 Onwards

**Full Forms of Course Codes Used:** CC = Core Course, AECC = Ability Enhancement Compulsory Course, SEC = Skill Enhancement Course, DSE = Discipline Specific Elective (Related to Core Subject), GE = Generic Elective (Not-related to Core Subject; 2 different subjects of 2 papers each).

**Total Marks:** CC (1400) + AECC (200) + SEC (200) + DSE (200) + GE (400) = 2400

Semester	CC 14 papers 100 X 14 = 1400; Credits=14x6=84	AECC 2 Papers 100 X 2 = 200 Credits=4x2=8	SEC 2 Papers 100 X 2 = 200 Credits=4x2=8	DSE 4 Papers 100 X 4 = 400 4x6=24 credits	GE 2 Papers 100 X 2 = 200 2x6=12 credits
I	CC – I: Introductory Psychology	AECC I: MIL Communication (Odia/English)			
	CC – II: Basic Developmental Processes				
II	CC – III: Basic Psychological Processes	AECC II: Environmental Science			
	CC – IV: Processes of Human Empowerment				
III	CC – V: Statistics		SEC – I: Compulsory English		GE Paper I: Introductory Psychology
	CC – VI: Social Psychology				
	CC – VII: Environmental Psychology				
IV	CC – VIII: Psychopathology		SEC – II: Logical and Quantitative Analysis		GE Paper II: Basic Developmental Processes
	CC – IX: Educational Psychology				
	CC – X: Psychological Assessment				
V	CC – XI: Organizational Behavior			DSE – I: Psychological Research and Measurement	
	CC – XII: Health Psychology			DSE – II: Psychology and Social Issues	
VI	CC – XIII: Counseling Psychology			DSE – III: Psychology of the Disability	
	CC – XIV: Positive Psychology			DSE – IV: Project & Field work/ Psychology of Crime	

## **PROGRAM OUTCOMES (POs)**

The learning outcomes that a student should be able to demonstrate on completion of a degree level programme are as follows:

**PO 1.** Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, empirical findings to discuss the ways in which psychological principles apply to behavioural phenomena.

**PO 2.** Develop scientific reasoning and problem solving, including effective research methods. Students would learn basic skills and concepts in interpreting behaviour, studying research, and applying research design principles to draw conclusions about behaviour.

**PO 3.** Developing positive attributes such as empathy, compassion, optimism, social participation, and accountability.

**PO 4.** Acquire the skill for self-presentation and self-management, communicating effectively in writing and orally, asking questions, conveying information to others in a simple and unambiguous way, active listening, giving and receiving feedback, making presentations, and report writing.

**PO 5.** Learn the application of psychology-specific content and skills, effective self-reflection skills, project management skills, teamwork skills, and career preparation. These skills would be developed and refined both in traditional academic settings as well as through extracurricular involvement.

**PO 6.** Cultivating an ethical mindset, including a strong work ethic, avoiding unethical behaviours such as data fabrication and plagiarism, being mindful of implications of research using human participants.

**PO 7.** Preparing students for state-level entrance examinations in psychology.

**PO 8.** Developing basic professional skills such as data analysis, computer literacy, psychological testing and measurement, observation, technological application and conceptual growth.

**PO 9.** Holistic development of students to create responsible citizenship through social, moral, ethical, and professional code of conduct.

**PO 10.** Enabling the students to use advanced range of generic skills that are helpful in employment, internships, and social activities.

## **PROGRAM SPECIFIC OUTCOMES (PSOs)**

**PSO 1.** To develop a multi-disciplinary approach in understanding behaviour from the perspective of other social sciences like political science, economics, sociology, logics and mathematics etc., further inculcating a holistic learning experience that fosters professional, and vocational courses in higher education.

**PSO 2.** Understand, analyse and evaluate individual differences based on various perspectives and theories of personality and intelligence. As well as, apply and test individual differences in real life outcomes.

**PSO 3.** To understand the statistical concepts of how data are classified, organized, measured and analysed using different statistical methods and develop the ability to draw inferences about variables under study.

**PSO 4.** Investigate different aspects of human behaviour with an understanding of various research methods and demonstrate their application in psychosocial and professional settings.

<b>COURSE MAPPING</b>	
<b>SKILLS</b>	
<b>EMPLOYABILITY</b>	
<b>ENTERPRENURESHIP</b>	

### **Core Paper-I INTRODUCTORY PSYCHOLOGY**

#### **Course Outcomes**

**CO 1.1.** Acquaint and enrich students' understanding of major psychological concepts and theoretical perspectives, with an emphasis on applications of psychology in everyday life.

**CO 1.2.** Help students learn the scientific discipline of psychology; the advantages, limitations and applications of various research methods used in the field of psychology.

**CO 1.3.** Students will develop critical thinking to use scientific techniques for biological psychology and develop awareness of brain and behaviour inter-relationships.

**CO 1.4.** Understand the nature of consciousness, sleep-wake cycle, hypnosis, hallucinations, and meditation

**CO 1.5.** Experimentally determine the R.L. for two-point tactual sensation by applying the method of limits of psychophysics.

**CO 1.6.** Experimentally determine the D.L. for lifted weights by applying the method of constant stimuli of psychophysics.

## SEMESTER I

### UNIT-I: Introducing Psychology

- (i) Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.
- (ii) Key Perspectives in Psychology- Behavioral, Cognitive, Humanistic, Psychodynamic, and Socio-cultural.

### UNIT- II: Methods in Psychology

- (i) Natural Observation, Survey and Case Study - Nature, advantages and limitations.
- (ii) Experimental and Correlational methods -Nature, advantages and limitations.

### UNIT –III: Biological Bases of Behavior

- (i) Structure and functions of the neurons, Communication within and between neurons, Chemical regulation of the endocrine glands.
- (ii) Structure and functions of the Central nervous system and Autonomic nervous system

### UNIT-IV: States of Mind

- (i) Nature of consciousness; changes in consciousness- sleep-wake schedules
- (ii) Extended states of Consciousness - Hypnosis, Meditation and Hallucinations

### Practical:

- (i) **R.L. by Method of Limits:** To find out the R. L. of volar surface of the right arm of a subject by method of limits
- (ii) **D.L. by Method of Constant Stimuli:** To find out the D.L. for lifted weight of your subject by method of constant stimuli.

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	2	2	4	2	4	2	2	2	2
CO 2	2	2	4	2	2	4	2	4	4	2
CO 3	2	2	4	4	2	4	2	2	2	2
CO 4	2	2	4	4	2	2	2	2	2	2
CO 5	2	2	2	2	2	2	2	2	2	4
CO 6	2	2	2	2	2	4	2	4	2	4



## Core Paper-II

### BASIC DEVELOPMENTAL PROCESSES

#### Course Outcomes

**CO 2.1.** Understand the foundational principles and theories of human development and apply them to examine and evaluate the bio-psychosocial bases of human behaviour throughout the lifespan.

**CO 2.2.** Investigate, apply, and analyse the formulation of change that occurs through physical, cognitive, and socio-emotional factors as people evolve from conception to birth.

**CO 2.3.** Develop an understanding into issues related to culture, gender, sexual identity, environmental and genetic factors that pertain to physical and psychological development.

**CO 2.4.** Students learn to envision issues of self and identity from different points of view, within different disciplinary frameworks, and through different theoretical conceptions.

**CO 2.5.** Practically assess the locus of control of four college students by applying the Rotter's Locus of Control Scale.

**CO 2.6.** Practically measure the emotional intelligence of four college students by applying the Schutte's Emotional Intelligence Scale.

#### Course Content

##### **UNIT-I: Basics of development**

- (i) Meaning, nature, and types of development; Principles of development; Factors influencing development
- (ii) Perspectives of development- Psychoanalytic; Mechanistic; Organismic; Humanistic

##### **UNIT-II: Life in formation**

- (i) Fertilization, determination of sex, multiple birth; Prenatal development- germinal stage, embryonic stage, fetal stage; Factors influencing prenatal development. Impact of perinatal processes on development
- (ii) Physical and motor developments, Social and emotional developments during childhood

##### **UNIT-III: Life in preparation**

- (i) Physical and motor developments, Social and emotional developments during adolescence.
- (ii) Piaget's stage of cognitive development; Kohlberg's stages of moral development

##### **Unit- IV: Self and identity**

- (i) Emergence of self; Structure of the self; Development of personal identity
- (ii) Development of self-control; Development of gender differences and gender roles

##### **Practical:**

- (i) **Locus of Control:** To assess the Locus of Control of four college students by using Rotter's Locus of Control Scale.

(ii) **Emotional Intelligence:** To measure the emotional intelligence of four college students by using the Schutte's Emotional Intelligence Scale.

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	2	2	2	2	2	2	2	2
CO 2	2	2	4	4	2	4	2	4	4	4
CO 3	2	2	4	2	2	2	2	4	2	2
CO 4	2	2	2	2	2	2	2	2	4	2
CO 5	4	4	2	2	2	4	4	4	2	4
CO 6	2	4	2	2	4	2	2	4	2	4

### AECC – 1

### ENVIRONMENTAL STUDIES & DISASTER MANAGEMENT

#### Course Outcome (COs)

After completion of the course the students shall be able to:

1. Students understand about problems of environmental pollution and Impact of pollution on human and ecosystem and control measures.
2. Students will learn about increase in population growth and understand the issues of use of resources in proper manner leading to sustainable development.
3. Learn about causes and impacts of Disasters and Case studies of National and Global disasters and risk reduction approaches of Disasters with safety issues in mitigating Industrial disasters.
4. Basic idea about the mode of transmission and course of some communicable and non-communicable diseases and knowledge on the importance and methods of prevention of epidemics and pandemics

## Unit – I Environment

**The Environment:** The Atmosphere, Lithosphere, Hydrosphere, Biosphere (01 period)

**Ecosystem:** Energy flow in the ecosystem (01 period)

**Biogeochemical Cycle:** Water Cycle, Carbon Cycle, Nitrogen Cycle (02 periods)

**Pollution:** Water Pollution, Air Pollution, Soil Pollution, Radiation Pollution, Industrial Pollution, Light Pollution, Sound Pollution (05 periods)

**Environmental Laws:** Water Act 1974, Air Act 1981, The Wildlife Protection Act 1972, The Environmental Protection Act 1986, The Forest Conservation Act 1980 (04 periods)

## Unit – II Climate Change & Sustainable Development

**Population Ecology:** Individuals, Species, Population, Community (01 period)

**Human Population Growth,** Population Control Methods (01 period)

**Urbanization** and its effect on society (01 period)

**Climate Change:** Causes, effect, Global Warming, Carbon footprint and environmental protection (05 periods)

**Steps taken towards Sustainable Development:** Ban of single-use plastics, Automobile Scrapping Policy, Promotion of Electrical Vehicles (03 periods)

**Brief Idea on Sustainable Development Goals** (SDGs), Agenda 21 of Rio Earth Summit (02 periods)

## Unit – III Disaster Management

**Disaster Management:** Types of disasters (Natural and Man-made) and their causes and effect (02 periods)

**Vulnerability Assessment and Risk Analysis:** Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves, and Lightning) (02 periods)

**Institutional Framework:** Institutional arrangement for disaster management – National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), District Disaster Management Authority (DDMA), National Disaster Response Force (NDRF), and Odisha Disaster Rapid Action Force (ODRAF) (02 periods)

**Preparedness Measures:** Disaster Management Cycle, Early Warning System, Pre-Disaster and Post-Disaster Preparedness, Strengthening of SDMA and DDMA, Community Preparedness, Stakeholder participation, Corporate Social Responsibility (CSR) (05 periods)

**Survival Skills:** Survival skills adopted during and after disaster (Flood, Cyclone, Earthquake)

## Unit – IV Public Health Management

### Brief Idea on Epidemic and Pandemics (01 period)

**Non-communicable diseases** with special reference to Cardiovascular diseases, Cancer, Diabetes, Hypertension, and Obesity and their prevention (02 periods)

**Communicable diseases** with special reference to COVID-19, Flu, Hepatitis, AIDS, and Tuberculosis and their transmission (02 periods)

**Dynamics of Disease Transmission:** Mode of transmission (Direct/Indirect), Events after infection: Immunity (Active vs Passive, Innate vs Acquired, Herd Immunity). Incubacy Period (02 periods)

**Prevention of Epidemics/Pandemics Diseases:** Preventing Measures (Quarantine, Sanitization, Personal Protective measures such as Hand washing and use of protective devices, Vaccination), Control Measures (Surveillance, Isolation, Contact Tracing) (03 periods)

**Life Style Management** (Diet, Physical Exercise, Yoga, and Sleeping Habit) (02 periods)

**Role of Different Sectors in Managing Health Disaster:** Role of Government (Centre and State), Community, Civil Society, Student mass, NGOs (01 period)

### Mapping Of Course Outcomes with the Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	2	4	5
CO2	5	4	5	4	5	2	4	4	2	5
CO3	5	5	5	2	5	4	5	5	4	5
CO4	5	2	4	2	4	5	5	5	5	5

## Core Paper III

### BASIC PSYCHOLOGICAL PROCESSES

#### Course Outcomes

**CO 3.1.** Learn the scientific bases of reasoning about the mechanisms of sensory abilities and perceptual processes in humans

**CO 3.2.** Evaluate how knowledge of the theories and principles of learning and memory is applied in the practical context and its potential areas of research.

**CO 3.3.** Demonstrate an ability to identify practical applications and social relevance of current theories and empirical work in the area of language and communication.

**CO 3.4.** Develop thinking and reasoning skills to arrive at reasoned decisions, evaluate the credibility of different sources of evidence, and acquire the flexibility and confidence to transfer and apply these skills across a range of contexts.

**CO 3.5.** Experimentally demonstrate the learning curve as a function of learning trials by applying the list of non-sense syllables.

**CO 3.6.** Experimentally demonstrate the serial position effect in learning a list of nonsense syllables by the method of anticipation and prompting.

#### Course Content

##### UNIT-I: Sensation and Perception

- (i) Basics of sensation- Sensory receptors (eye and ear), transduction, sensory thresholds, and sensory adaptation
- (ii) Nature of perceptual process- Figure and ground, Grouping (Gestalt laws), Perceptual constancies, and illusions, Perception of distance and depth.

##### UNIT-II: Learning and Memory

- (i) Nature and principles of Classical conditioning, Operant conditioning, and Observational learning
- (ii) The Atkinson and Shiffrin Model of Memory; Types of Memory- episodic, semantic and procedural; Causes of Forgetting- interference, repression, and amnesia

##### UNIT-III: Language and Communication

- (i) Properties and structure of language, Linguistic hierarchy, Language acquisition -predisposition, Nature of effective communication
- (ii) Stages of language development; critical period controversy; speech error and its implications

#### UNIT-IV: Thinking and Reasoning

(i) Thinking process; concepts, categories and prototypes, Decision making and factors influencing decision making.

(ii) Inductive and deductive reasoning; Problem solving approaches; Steps in problem solving

#### Practical:

(i) Learning Curve: To demonstrate the Learning Curve as a function of Learning trials using Non-sense Syllables.

(ii) Serial Position Effect: To demonstrate the serial position effect on memory in learning a list of nonsense syllables.

#### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	2	2	2	2	2	2	2	2
CO 2	2	2	4	4	4	4	2	2	2	4
CO 3	2	2	2	4	4	4	4	2	2	2
CO 4	2	2	4	4	2	2	2	4	2	2
CO 5	2	2	4	2	4	4	2	4	4	4
CO 6	2	2	4	2	4	4	2	4	4	4

#### Core Paper IV

#### PROCESSES OF HUMAN EMPOWERMENT

#### Course Outcomes

**CO 4.1.** Understand, analyse and evaluate individual differences in intelligence, as well as test and measure intelligence using various psychological tools.

**CO 4.2.** Understand, analyse and evaluate individual differences in personality, as well as test and measure personality using various projective and non-projective psychological tools.

**CO 4.3.** Critically evaluate the theories of motivation and emotion; synthesize the understanding about the cognitive, affective processes involved in human behaviour and their applications

**CO 4.4.** Understand the various pathways through which cognitive states and processes influence self-efficacy, optimism, and well-being; and learn the application of positive psychology.

**CO 4.5.** Practically test the non-verbal intelligence of two college students using Raven's Standard Progressive Matrices.

**CO 4.6.** Practically assess the personality type of a student obtaining responses from the student and two other significant persons in his/her life by using Glazer's test of Personality Type.

### Course Content

#### **UNIT-I: Basics of empowerment**

(i) Intelligence- Heredity, environment, and intelligence, Theories of Gardner, Stenberg, &PASS

(ii) Measuring Intelligence: intelligence tests; Interpretation of test score, Cross-cultural issues in testing intelligence

#### **UNIT- II: Sources of Power (1)**

(i) Personality- Freud's theory, and Social cognitive theory

(ii) Personality-Trait and type approach, Biological and sociocultural determinants, Psychometric and projective assessment.

#### **UNIT –III: Sources of Power (2)**

(i) Motivation-Drive theory, Arousal theory, Expectancy theory, Maslow's need hierarchy

(ii) Emotion-Theories of James-Lange, Cannon-Bard, & Schachter-Singer

#### **UNIT –IV: Proving empowered**

(i) Social behavior- Meaning of attribution and errors in attribution, Meaning of socialcognition and processing of social information

(ii) Positive Psychology-Scope and aims, Nature and characteristics of happiness, Subjectivewell-being and personal growth

#### **Practical:**

(i) **Intelligence test-** To test the non-verbal intelligence of Two college students usingRaven's Standard Progressive Matrices

(ii) **Personality Type-** To assess the personality type of a student obtaining responses fromthe student and two other significant persons in his /her life by using Glazer's test of Personality Type

## Mapping of Course Outcomes with Program Outcomes

	<b>P O 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO1</b>	4	4	2	2	4	2	4	4	4	4
<b>CO2</b>	4	4	4	2	4	4	4	4	4	4
<b>CO3</b>	4	4	2	4	4	2	4	2	4	4
<b>CO4</b>	4	4	4	2	4	2	4	4	2	4
<b>CO5</b>	4	4	4	4	4	4	4	4	4	4
<b>CO6</b>	4	4	4	4	4	4	4	4	4	4

### AECC-II: MIL ALTERNATIVE ENGLISH

#### Course Outcomes

**CO 1.** Demonstrate high-level proficiency in writing and speaking English

**CO 2.** Develop skills in organizing and expressing ideas and viewpoints with clarity and coherence in writing and speech

**CO 3.** Enumerate skills in narration, description, and argumentation

**CO 4.** Develop an acumen for a better understanding of the diversity of human experiences

**CO 5.** Acquire an openness to new ideas, perspectives, and ways of thinking

**CO 6.** Enhance literary and critical thinking

#### Course Content

##### Unit I: Short Story

- (i) Jim Corbett – The Fight between Leopards
- (ii) Dash Benhur – The Bicycle
- (iii) Dinanath Pathy – George V High School
- (iv) Alexander Baron – The Man who knew too much
- (v) Will f Jenkins – Uneasy Homecoming



**Unit II: Prose**

- (i) Mahatma Gandhi – The way to Equal Distribution
- (ii) S Radhakrishnan – A Call to Youth
- (iii) C V Raman – Water: The Elixir of Life
- (iv) Harold Nicolson – An Educated Person
- (v) Claire Needell Hollander – No Learning without Feeding

**Unit III:**

- (i) Comprehension of a passage and answering the question

**Unit IV:**

- (i) Language exercises – test of vocabulary, usage and grammar

**Mapping of Course Outcomes with Program Outcomes**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	2	4	5
CO2	5	4	5	4	5	2	4	4	2	5
CO3	5	5	5	2	5	4	5	5	4	5
CO4	4	2	4	2	4	5	5	5	5	5
CO5	4	5	5	5	4	5	5	2	4	5
CO6	5	4	5	4	5	2	4	4	2	5

**Core Paper- V**  
**PSYCHOLOGICAL STATISTICS**

**Course Outcomes**

**CO 5.1.** Develop an understanding of the nature of psychological variables and measure them using appropriate scales of measurement. Learning graphical presentations of statistical data.

**CO 5.2.** Learn the processes of describing and reporting descriptive statistical data through measures of central tendency and variability.

**CO 5.3.** Learn the methods of drawing inferences and conclusions based on statistical analyses of parametric and non-parametric statistical tests. Understand the use of these measures in the application of research studies.

**CO 5.4.** Understand critically the problems faced in testing a hypothesis, and apply the statistical tests to analyse real life problems studies under research.

**CO 5.5.** Reporting of descriptive statistical data, analysis and results using SPSS.

**CO 5.6.** Familiarise with software used in statistical analysis and its applications in the field of research.

**Course Content**

**UNIT-I: Fundamentals of Statistics**

- (i) Meaning and scope of statistics, Nature of variables- Categorical and Continuous, Levels of Measurement- Nominal, Ordinal, Interval, and Ratio
- (ii) Drawing frequency distribution; Graphical representation of grouped data-Polygon, Histogram, Ogive.

**UNIT- II: Measures of Statistics**

- (i) Measures of Central Tendency- Characteristics of mean, median and mode; Computation of mean, median, and mode
- (ii) Measures of Variability- Concept of variability, computation of semi-inter quartile range, Standard deviation and variance, Co-efficient of variation

**UNIT- III: Sources and Applications**

- (i) Concept of Probability; Characteristics of Normal Probability curve, Applications of NPC, Deviation from NPC- Skewness and Kurtosis
- (ii) Concept of correlation, Product-moment correlation (ungrouped data), Rank order correlation, Chi-square test (Contingency Table)

**UNIT –IV: Hypothesis Testing**

- (i) Level of significance; Type I and Type II error; Computation of 't' for independent and dependent samples
- (ii) Purpose and assumptions of ANOVA; One-way and two-way ANOVA

**Practical:**

- (i) Reporting of Statistical Results: To collect data of 60 (30 boys and 30 girls) High School students about their Annual examination marks in four subjects and to report by descriptive statistical analyses.
- (ii) Computer Awareness: To be familiar with software packages of statistics and their applications

**Mapping of Course Outcomes with Program Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	4	2	4	2	4	2	4	2	2
CO 2	4	4	2	4	2	4	2	4	2	2
CO 3	4	4	2	4	2	4	2	4	2	2
CO 4	4	4	2	4	4	4	4	4	4	4
CO 5	4	4	4	4	4	4	4	4	4	4
CO 6	4	4	4	4	4	4	4	4	4	4

**Core Paper-VI  
SOCIAL PSYCHOLOGY**

**Course Outcomes**

**CO 6.1.** Develop an understanding of the basic social psychological concepts and learn the various research methods applied in social psychological research.

**CO 6.2.** Learn the theories of attitude formation, attitude change, and roles of attitude in inter-group situations. Understand the factors leading to prejudice against specific groups and outline different ways of reducing prejudice.

**CO 6.3.** Identify and evaluate the factors impacting group cohesiveness and conflict, and analyze the theories to understand leadership in group settings.

**CO 6.4.** analyze the theories of prosocial behavior and aggression, and learn the ways to

enhance prosocial behavior and reduce aggression as cited from the research findings.

**CO 6.5.** Practically assess the ethical values of five adolescents by using the Donelson's Ethical Position Questionnaire.

**CO 6.6.** Practically measure the attitude of three boys and three girls towards women by using Spence, Helmrich & Stapps' Attitude towards Women scale.

## Course Content

### Semester III

#### UNIT-I: Introduction

(i) Nature, goal, and scope of Social Psychology; **Methods of Social Psychology- Observation; Questionnaire, Interview, and Experiment**

(ii) Social Cognition- Perceiving ourselves: self-concept, self-esteem, self-presentation and self-expression; Perceiving others and forming impressions

#### UNIT- II: Attitude, Prejudice and Stereotypes

(i) Attitudes- Nature, characteristics and functions of attitude; **Attitude formation and change; Attitude measurement**

(ii) Prejudice and Stereotypes- Nature and components of prejudice, Acquisition of prejudice, **Reduction of prejudice**

#### UNIT –III: Group and Leadership

(i) Group - Group structure and function, **Task performance: Social facilitation, social loafing; Conformity, Obedience and social modeling**; Group cohesiveness.

(ii) Leadership- Definitions and functions, Trait, situational, interactional and contingency approaches to leadership; Leadership effectiveness, The charismatic leadership.

#### UNIT- IV: Social Behavior

(i) Pro-social behavior- Cooperation and helping, personal, situational and socio-cultural determinants, Theoretical explanations of pro-social behavior

(ii) Aggression- Theoretical perspectives, Trait, situational and social learning approaches, social and personal determinants of aggression, prevention and control of aggression.

#### Practical:

(i) **Ethical Values:** **To assess the ethical values of five adolescents by using Donelson's Ethical Position Questionnaire (EPQ).**

(ii) **Attitude towards Women:** **To measure the attitude of three boys and three girls towards Women by using Spence, Helmrich & Stapps' Attitude towards Women scale.**

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	2	2	2	2	4	2	2	2
CO 2	4	4	4	4	4	2	4	2	2	4
CO 3	2	4	2	4	2	2	4	2	2	4
CO 4	2	4	2	2	4	2	2	4	2	4
CO 5	4	4	4	4	4	4	4	4	4	4
CO 6	4	4	4	4	4	4	4	4	4	4

### Core Paper- VII ENVIRONMENTAL PSYCHOLOGY

#### Course Outcomes

**CO 7.1.** Understand the inter-relationship between environment and behavior.

**CO 7.2.** Understand the hazards to ecology and environment.

**CO 7.3.** analyze different psychological approaches in the study of man-environment relationship.

**CO 7.4.** Understand the dimensions of environmental impact assessments, consequences of environmental deprivation; demonstrate the methods of creating environmental awareness; analyze the environmental movements of In

**CO 7.5.** Practically assess the environmental literacy of four college students using Bob Simpson's Environmental Literacy and Awareness questionnaire.

**CO 7.6.** Assess the environmental attitude, concern, and sensitivity of four college students using Bob Simpson's Environmental Literacy and Awareness questionnaire.

#### Semester III

##### UNIT -I: Environment and Behavior

(i) Earth as a living system: The Gaia hypothesis, Deep ecology; Man-environment relationship- physical, social, cultural, orientation and product.

(ii) **Effects of Environment on behavior: Noise pollution, Air pollution, Crowding and Population explosion.**

##### UNIT- II: Ecology and Development

(i) Human behavior and Environmental Problems: Global warming, Greenhouse effect,

Energy depletion; Pro-environmental behaviors.

(ii) Ecosystem and their components; Sustainable development; Resource use: Common property resources. Ecology: Acculturation and psychological adaptation

### UNIT –III: Psychological Approaches to environment

- (i) Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson);  
(ii) Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)

### UNIT- IV: Environmental Assessment

- (i) Socio-psychological dimensions of environmental impact; Environmental deprivation-nature and consequences.  
(ii) Creating environmental awareness; Social movements- Chipko, Tehri, Narmada.

#### Practical:

- (i) To assess the environmental literacy of 4 college students using Bob Simpson's Environment literacy and awareness survey questionnaire.  
(ii) To assess the environmental attitude, concern and sensitivity of 4 college students using Bob Simpson's Environment literacy and awareness survey questionnaire.

#### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	2	4	2	4	2	4	2	2
CO 2	2	2	2	2	2	4	2	4	2	2
CO 3	2	2	2	2	2	4	2	2	2	2
CO 4	2	2	4	4	2	4	2	2	2	2
CO 5	4	2	2	2	4	4	2	4	4	4
CO 6	4	2	2	2	4	4	2	4	4	4

## SEC I: COMPULSORY ENGLISH

### Course Outcomes

**CO 1.** Demonstrate high-level proficiency in writing and speaking English

**CO 2.** Develop skills in organizing and expressing ideas and viewpoints with clarity and coherence in writing and speech

**CO 3.** Enumerate skills in narration, description, and argumentation

**CO 4.** Develop an acumen for a better understanding of the diversity of human experiences

**CO 5.** Acquire an openness to new ideas, perspectives, and ways of thinking

**CO 6.** Enhance literary and critical thinking

### Course Content

#### **UNIT-I- BUSINESS COMMUNICATION AND GRAMMAR**

1. Why English Communication is Essential and How to Improve the Skill?

2. Introduction to Voice and Accent

Why do we have such different

accents? Accent Training-

Consequences

Voice and accent in the Enterprise Industry

Globally Comprehensible Accent

Introduction to Phonetics

International Phonetic Alphabet

3. Consonant Sounds

4. Vowels

5. Diphthongs

6. A Few Phonic Rules

7. Word Stress: Syllables

8. Intonation

Intonation and Stress

9. Pacing and Chunking

Common Patterns of

Pacing Importance of

Chunking

10. Fluency

11. Indianisms

Errors relating to Grammar

Vocabulary

#### **UNIT-II: GRAMMAR**

1. English: Spoken Versus Written Communication

2. Nouns

2.1 Kinds of Nouns

- 2.2 Activity 3: Noun Ping-pong
- 2.3 Nouns-Number
- 2.4 Noun-Gender
- 2.5 Countable and Uncountable Nouns
- 3. Pronouns
  - 3.1 Reflexive Pronouns
  - 3.2 Relative Pronouns
  - 3.3 Demonstrative Pronouns
  - 3.4 Interrogative Pronouns
  - 3.5 Indefinite pronouns
  - 3.6 Activity 4: Sentence Auction
- 4. Adjectives
  - 4.1 Activity 5 : Picture perfect
  - 4.2 Positioning of adjectives
  - 4.3 Comparative Degrees of Adjectives
  - 4.4 Order of Adjectives
- 5. Adverbs
  - 5.1 Kinds of Adverb.
  - 5.2 Degree of Comparison
  - 5.3 Word Order with Adverbs
  - 5.4 Activity 6: Relay Race
- 6. Prepositions
  - 6.2 Activity 7: Treasure Hunt
  - 6.3 Activity 8: Route Map
  - 6.4 Prepositions with Adjectives, Nouns and Verbs
- 7. Conjunctions
  - 7.1 Coordinating conjunctions
  - 7.2 Subordinating Conjunctions
  - 7.3 Correlative Conjunctions
  - 7.4 Connecting Adverbs
  - 7.5 Activity 9: The Socks Story
- 8. Verbs
  - 8.1 Verb Classification.
  - 8.2 List of irregular verbs
  - 8.3 Activity 10: Word Search
- 9. Subject and verb agreement
  - 9.1 Activity 11: Tossed Word Salad



9.2 Activity 12: The Sentence Pageant

10. Determiners and Modifiers

10.1 Kinds of determiners

10.2 The Definite and the Indefinite Article

10.3 Definite Article: The Activity 13: Proof Reading

11. Tenses

11.1 Reference Table

11.2 Present Tense

11.3 Activity 14: Instruction Manual

11.4 Activity 15: Commentary

11.5 Past Tense

11.6 Activity 16: The Chain List

11.7 Activity 17: Transcription

11.8 Future Tense

11.9 Activity 18: This Week for You

11.10 Activity 19: Verb Grand Prix

12. Punctuation Forms of Punctuation

### **UNIT-III: READING COMPREHENSION**

Reading – A 7 Step Process

Techniques to enhance students' reading skills

Types of reading skills

Skimming

Scanning

Extensive reading

Intensive reading

Three levels of Reading

Improving your reading speed

Reading Comprehension Practice Exercises

### Mapping of Course Outcomes with Program Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	5	5	2	4	5
CO2	5	4	5	4	5	2	4	4	2	5
CO3	5	5	5	2	5	4	5	5	4	5
CO4	4	2	4	2	4	5	5	5	5	5
CO5	4	5	5	5	4	5	5	2	4	5
CO6	5	4	5	4	5	2	4	4	2	5

### General Elective Paper-I INTRODUCTORY PSYCHOLOGY

#### Course Outcomes

**CO 1.1.** Acquaint and enrich students' understanding of major psychological concepts and theoretical perspectives, with an emphasis on applications of psychology in everyday life.

**CO 1.2.** Help students learn the scientific discipline of psychology; the advantages, limitations and applications of various research methods used in the field of psychology.

**CO 1.3.** Students will develop critical thinking to use scientific techniques for biological psychology and develop and awareness of brain and behaviour inter-relationships.

**CO 1.4.** Understand the nature of consciousness, sleep - wake cycle, hypnosis, hallucinations, and meditation

**CO 1.5.** Experimentally determine the R.L. for two - point tactual sensation by applying the method of limits of psychophysics.

**CO 1.6.** Experimentally determine the D.L. for lifted weights by applying the method of constant stimuli of psychophysics.

## Course Content

### UNIT-I: Introducing Psychology

- (iii) Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.
- (iv) Key Perspectives in Psychology- Behavioral, Cognitive, Humanistic, Psychodynamic, and Socio-cultural.

### UNIT- II: Methods in Psychology

- (iii) Natural Observation, Survey and Case Study - Nature, advantages and limitations.
- (iv) Experimental and Correlational methods -Nature, advantages and limitations.

### UNIT –III: Biological Bases of Behavior

- (iii) Structure and functions of the neurons, Communication within and between neurons, Chemical regulation of the endocrine glands.
- (iv) Structure and functions of the Central nervous system and Autonomic nervous system

### UNIT-IV: States of Mind

- (iii) Nature of consciousness; changes in consciousness- sleep-wake schedules
- (iv) Extended states of Consciousness - Hypnosis, Meditation and Hallucinations

### Practical:

- (iii) R.L. by Method of Limits: To find out the R. L. of volar surface of the right arm of a subject by method of limits
- (iv) D.L. by Method of Constant Stimuli: To find out the D.L. for lifted weight of your subject by method of constant stimuli.

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	2	2	4	2	2	2	4	2	2
CO 2	2	2	4	2	2	4	2	4	4	2
CO 3	2	2	4	4	2	4	2	4	2	2
CO 4	2	2	4	4	2	2	2	4	2	2
CO 5	2	2	2	2	2	2	2	4	2	4
CO 6	2	2	2	2	2	2	2	2	2	4

## Course Outcomes

### Core Paper VIII PSYCHOPATHOLOGY

**CO 8.1.** Acquiring knowledge and skills for assessing maladaptive behaviours using various psychometric tools, understand the theoretical perspectives of psychopathological disorders, learn the skills of diagnostic systems from Diagnostic and Statistical Manual of Mental Disorders – 5<sup>th</sup> edition

**CO 8.2.** Understand the diagnostic criteria, etiological factors, and psychotherapeutic management techniques for treating patients with anxiety and mood disorders in a clinical setting.

**CO 8.3.** Understand the diagnostic criteria, etiological factors, and psychotherapeutic management techniques for treating patients with personality disorders in a clinical setting.

**CO 8.4.** Understand the diagnostic criteria, etiological factors, and psychotherapeutic management techniques for treating patients with schizophrenia in a clinical setting.

**CO 8.5.** Practically assess the levels of anxiety using the Hamilton Anxiety Rating Scale.

**CO 8.6.** Practically formulate the profile and assess the level of depression using the Beck Depression Inventory.

## SEMESTER-IV

### UNIT-I: Basics of Pathology

- (i) Concept of abnormality; Perspectives of abnormal behavior- Psychodynamic, Behavioral, Cognitive, Humanistic-Existential, and Sociocultural
- (ii) Classification of maladaptive behavior-DSM-IV; Assessment techniques- Diagnostic tests, Rating scales, History taking interview, Projective tests

### UNIT- II: Anxiety and Mood disorder

- (i) Symptoms, causes and treatment of Generalized anxiety disorder, Phobic disorder, Obsessive-Compulsive disorder
- (ii) Depressive disorder –Symptoms, causes and treatment of Bipolar affective disorder, and Dysthymia

### UNIT- III: Personality Disorders

- (i) Paranoid, Schizoid, Dissociative, Impulsive
- (ii) Borderline, Anxious, Avoidance, Dependent personality

#### UNIT –IV: Schizophrenia and Therapies

- (i) Characteristics, Major subtypes, Causes and treatment of Schizophrenia
- (ii) Psychodynamic, and Cognitive Behaviour therapy.

#### Practical:

- (i) **Anxiety:** Assessment of Anxiety of a subject by Hamilton Anxiety Rating Scale (HARS)
- (ii) **Depression:** Assessment of Depression Profile of a subject by Beck's Depression Inventory(BDI)

#### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	4	4	4	4	4	4	4	4	4
CO 2	4	4	4	4	4	4	4	4	4	4
CO 3	4	4	4	4	4	4	4	4	4	4
CO 4	4	4	4	4	4	4	4	4	4	4
CO 5	4	4	4	4	4	4	4	4	4	4
CO 6	4	4	4	4	4	4	4	4	4	4

### Core Paper IX EDUCATIONAL PSYCHOLOGY

#### Course Outcomes

**CO 9. 1.** Acquire knowledge about the historical background, methods of educational psychological research, and various skills and aspects required for effective teaching-learning process.

**CO 9. 2.** Understand the role of positive learning environment, learn to create positive learning environment and develop the abilities of a good communicator and qualities of an effective teacher.

**CO 9.3 .** Analyse aptitude, interest and creativity as contributing factors to learning. Learn the various types of assessment tools used in measuring aptitude, interest of learners in classroom settings.

**CO 9. 4.** Gain knowledge about exceptional learners, understand different learning disabilities and develop skills to manage children with disabilities in a

classroom setting.

**CO 9.5 .** Practically assess the academic attitude and behaviour of college students by using Sia's Academic Behaviour Scale.

**CO 9.6.** Practically assess the academic stress of two higher secondary students using Rao's Academic Stress Scale.

### Course Content

#### Semester – IV

##### **UNIT-I: Foundations of Educational Psychology**

- (i) Concepts and principles of educational psychology, The teaching-learning process, Goals of teaching and objectives for learning, transfer of training, reinforcements in learning process
- (ii) Theories of cognitive development-Piaget, Bruner, and Vygotsky.

##### **UNIT- II: Motivation and Classroom Management**

- (i) Meaning of motivation, Intrinsic and extrinsic motivation, Approaches to understand classroom motivation, Motivational techniques in classroom teaching
- (ii) The goals of classroom management, Creating a positive learning environment, Characteristics of an effective teacher, Teacher expectation and students' performance

##### **UNIT- III: Creativity and Aptitude**

- (i) Nature and characteristics of creativity; Theories of creativity; Fostering creativity among children
- (ii) Nature and characteristics of aptitude; Types of aptitude; Measurement of aptitude; Utility of aptitude tests

##### **UNIT –IV: Dealing with ability differences and Testing**

- (i) Teaching children with mental retardation, learning disability, social class differences and educational difficulties, and attention deficit Hyperactive disorder.
- (ii) Types of standardized tests- Achievement test, and aptitude tests, Advantages and limitations of standardized test.

##### **Practical:**

- (i) **Academic Behaviour:** To assess the academic attitude and behavior of college students by using Sia's Academic Behavior Scale
- (ii) **Academic Stress:** To assess the academic stress of two higher Secondary students using Rao's Academic Stress Scale.

## Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	4	4	4	4	4	4	4	4	4
CO 2	4	4	4	4	4	4	4	4	4	4
CO 3	4	4	4	4	4	4	4	4	4	4
CO 4	4	4	4	4	4	4	4	4	4	4
CO 5	4	4	4	4	4	4	4	4	4	4
CO 6	4	4	4	4	4	4	4	4	4	4

### Core Paper-X PSYCHOLOGICAL ASSESSMENT

#### Course Outcomes

**CO 10.1.** Develop an understanding of parameters of assessment, learn the types of scaling, and techniques of developing scales in formulating psychological tools of assessment.

**CO 10. 2.** In- depth understanding of the principles of test construction and test standardization, learn the classification of psychological tests along with its uses, advantages, limitation, and applications.

**CO 10. 3.** Extensive knowledge about the assessment tools of intelligence and personality testing, its applications in varied settings.

**CO 10.4.** Comprehensive understanding of tools of assessment used in classroom settings, learn the techniques of grading and reporting classroom performance, and learn the application of computer assessment in classrooms.

**CO 10.5.** Practically assess the empathetic behaviour of five college students using the Toronto Empathy Questionnaire by Spreng.

**CO 10. 6.** Practically assess the sense of humor of four college students using the McGhee's Scale of Sense of Humor.

#### Course Content

## Semester – IV

### UNIT-I: Introduction

- (i) Nature and Scope of human assessment; Parameters of assessment
- (ii) Psychological scaling, Methods of scaling

### UNIT- II: Psychological Tests

- (i) Principles of test construction and standardization- Item analysis, reliability, validity and development of norms
- (ii) Types of psychological tests- Individual, group, performance, verbal, nonverbal

### UNIT –III: Assessment of Ability

- (i) Assessment of general abilities- Intelligence, interest, interpersonal interaction
- (ii) Assessment of personality- Use of self-report inventories, interview, projective and non-projective tests

### UNIT- IV: Classroom Assessment

- (i) Classroom as assessment context, Traditional tests, Alternative assessment
- (ii) Grading and reporting of performance, Computer and assessment

### Practical:

- (i) Empathy: To assess the empathy behavior of Five college students using Spreng's Empathy questionnaire.
- (ii) Sense of Humor: To assess the Sense of Humor of 4 College Students Using McGhee's Scale of Sense of Humor (MSSH)

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	4	2	4	4	4	4	4	2	2
CO 2	2	4	2	4	4	4	4	4	2	2
CO 3	2	4	4	4	2	4	4	4	2	2
CO 4	2	4	4	4	2	4	4	4	2	2
CO 5	4	4	2	4	2	4	2	4	4	4
CO 6	4	4	2	4	2	4	2	4	4	4



**Paper Code – SEC II**  
**LOGICAL AND MATHEMATICAL REASONING**

**Course Outcomes**

**CO 1.** Use their logical thinking and analytical abilities to solve Quantitative aptitude questions from company specific and other competitive tests.

**CO 2.** Solve questions related to Time and distance and time and work etc. from company specific and other competitive tests.

**CO 3.** Understand solve puzzle related questions from specific and other competitive tests.

**CO 4.** Solve questions related to permutation & combinations and probabilities from company specific and other competitive tests.

**CO 5.** Detect errors of grammar and usage in a given sentence/text and rectify them by making appropriate changes.

**CO 6.** Solve questions based on critical reasoning.

**CO 7.** Analyze reading passages and quickly find out the correct responses to questions asked by using reading skills like skimming, scanning, reading between the lines, etc.

**CO 8.** To use idiomatic expressions in writing and speaking and to solve questions based on them.

**Course Content**

**SKILL ENHANCEMENT COURSE**

**I. Quantitative Aptitude & Data Interpretation**

- **Unit – 1:** Whole numbers, Integers, Rational and irrational numbers, Fractions, Square roots and Cube roots, Surds and Indices, Problems on Numbers, Divisibility, Steps of Long Division Method for Finding Square Roots.
- **Unit -2:** Basic concepts, Different formulae of Percentage, Profit and Loss, Discount, Simple interest, Ratio and Proportion, Mixture.
- **Unit- 3:** Time and Work, Pipes and Cisterns, Basic concepts of Time, Distance and Speed; relationship among them.
- **Unit – 4:** Concept of Angles, Different Polygons like triangles, rectangle, square, right-angled triangle, Pythagorean Theorem, Perimeter and Area of Triangles, Rectangles, Circles.

- **Unit – 5:** Raw and Grouped Data, Bar Graphs, Pie charts, Mean, Median and Mode, Events and Sample Space, Probability.

## II. Logical Reasoning

- **Unit - 1:** Analogy basing on kinds of relationships, Simple Analogy; Pattern and Series of Numbers, Letters, Figures. Coding-Decoding of Numbers, Letters, Symbols (Figures), Blood relations.
- **Unit – 2:** Logical Statements – Two premise argument, more than two premise argument using connectives.
- **Unit -3:** Venn Diagrams, Mirror Images, Problems on Cubes and Dices.

### Mapping of Course Outcomes with Program Outcomes

CO/P O	PO 1	PO 2	PO3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO1	5	5	5	5	4	5	5	2	4	5
CO2	5	4	5	4	5	2	4	4	2	5
CO3	5	5	5	2	5	4	5	5	4	5
CO4	4	2	4	2	4	5	5	5	5	5
CO5	4	5	5	5	4	5	5	2	4	5
CO6	5	4	5	4	5	2	4	4	2	5
CO7	4	5	4	4	2	2	4	4	5	5
CO8	4	4	2	2	4	4	4	4	4	5

### Generic Elective Paper II BASIC DEVELOPMENTAL PROCESSES

#### Course Outcomes

**CO 2.1.** Understand the foundational principles and theories of human development and apply them to examine and evaluate the bio-psychosocial bases of human behaviour throughout the lifespan.

**CO 2.2.** Investigate, apply, and analyse the formulation of change that occurs through physical, cognitive, and socio-emotional factors as people evolve from conception to birth.

**CO 2.3.** Develop an understanding into issues related to culture, gender, sexual identity, environmental and genetic factors that pertain to physical and psychological development.

**CO 2.4.** Students learn to envision issues of self and identity from different points of view, within different disciplinary frameworks, and through different theoretical conceptions.

**CO 2.5.** Practically assess the locus of control of four college students by applying the Rotter's Locus of Control Scale.

**CO 2.6.** Practically measure the emotional intelligence of four college students by applying the Schutte's Emotional Intelligence Scale.

## Course Content

### UNIT-I: Basics of Development

- (i) Meaning, nature, and types of development; Principles of development; Factors influencing development
- (ii) Perspectives of development- Psychoanalytic; Mechanistic; Organismic; Humanistic

### UNIT-II: Life in formation

- (iii) Fertilization, determination of sex, multiple birth; Prenatal development- germinal stage, embryonic stage, fetal stage; Factors influencing prenatal development. Impact of perinatal processes on development
- (iv) Physical and motor developments, Social and emotional developments during childhood

### UNIT-III: Life in preparation

- (iii) Physical and motor developments, Social and emotional developments during adolescence.
- (iv) Piaget's stage of cognitive development; Kohlberg's stages of moral development

### Unit- IV: Self and identity

- (iii) Emergence of self; Structure of the self; Development of personal identity
- (iv) Development of self-control; Development of gender differences and gender roles

#### Practical:

- (iii) **Locus of Control:** To assess the Locus of Control of four college students by using Rotter's Locus of Control Scale.

(iv) **Emotional Intelligence:** To measure the emotional intelligence of four college students by using the Schutte's Emotional Intelligence Scale.

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	2	2	2	2	2	2	2	2
CO 2	2	4	4	4	2	2	2	4	4	4
CO 3	2	2	4	2	2	4	2	4	2	2
CO 4	2	4	2	2	2	4	2	4	4	2
CO 5	4	4	2	2	2	4	4	4	2	4
CO 6	2	4	2	2	4	4	2	4	2	4

### Core Paper XI ORGANIZATIONAL BEHAVIOR

#### Course Outcomes

**CO 11.1.** Understand the different concepts, historical accounts, and perspectives of organizational behaviour.

**CO 11.2.** Understand the structure, functions, roles of organizations; learn the processes of group decision-making and leadership functions in organizations.

**CO 11.3.** Understand the theories of work motivation and related issues of power and politics in the organizational setup; learn the effective managerial intervention methods to motivate employees.

**CO 11.4.** Help students demonstrate professional skills in the evaluation, management, and development of human resources in the organization.

**CO 11.5.** Practically measure the basic leadership style of four college students using the Greenberg's scale of Basic Leadership Style.

**CO 11.6.** Practically measure the conflict-handling style of four college students using the Rahim's scale of Conflict-Handling Style.

## Course Content

### UNIT I: Historical context of organizational behavior

- (i) Contributions of Taylor, Weber and Fayoll; Challenges, Scope and opportunities for OB
- (ii) OB perspectives-Open system approach, Human relations perspective, Socio-technical approach, OB model responsive to Indian realities

### UNIT-II: Organization System

- (i) Structure and functions of organization, Common organizational designs, Management roles, functions and skills
- (ii) Group decision making processes in organizations, Organizational leadership and types of leadership in organizations

### UNIT- III: Work, Power and Politics

- (i) Contemporary theories of work motivation- ERG theory, McClelland's theory of needs, Cognitive evaluation theory, Goal-setting theory, Reinforcement theory
- (ii) Defining power in organization, Bases of power, Power tactics, Nature of organizational politics, Impression management, and defensive behavior

### UNIT –IV: Human resource development and Evaluation

- (i) Human Skills and Abilities, Selection Practices for Optimal Use of Human Resources; Training Programs for the Development of Human Resources
- (ii) Performance Evaluation- Purpose, Methods, Potential Problems and methods to overcome them

#### Practical:

- (i) **Leadership Style:** To measure his basic leadership style of 4 college students by using Greenberg Basic Leadership Style scale
- (ii) **Conflict-Handling:** To measure the conflict-handling style of 4 college students by using Rahim's scale to identify their conflict handling style.

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	4	4	4	4	4	4	4	4	4
CO 2	4	4	4	4	4	4	4	4	4	4
CO 3	4	4	4	4	4	4	4	4	4	4
CO 4	4	4	4	4	4	4	4	4	4	4
CO 5	4	4	4	4	4	4	4	4	4	4
CO 6	4	4	4	4	4	4	4	4	4	4

**Core Paper XII**  
**HEALTH PSYCHOLOGY**

**Course Outcomes**

**CO 12.1.** Understand the concepts and scope of health psychology, learn the bio-psychosocial model of health and illness, demonstrate an understanding of the concepts of stress and coping, and practice the skills in administering relaxation techniques.

**CO 12.2.** Understand the significance of behavioural and psychological correlates of health and illness, demonstrate an understanding of the models of health

**CO 12.3.** Identify and analyse the methods of symptom perception, compliance behaviour, coping with the crises of illness; and demonstrate an application of health promoting and enhancing behaviour

**CO 12.4.** Extensive analysis of health issues among children, women, and elderly.

**CO 12.5.** Practically assess the sleep quality of four college students by applying Pittsburgh's Sleep Quality Index (PSQI)

**CO 12.6.** Practically assesses the coping strategies of four college students by applying Tobin's Coping Strategy Inventory (TCSI)

**Course Content**

**UNIT-I: Introduction**

- (i) Goals of Health Psychology, , Biopsychosocial model of health and illness
- (ii) Basic nature of stress, Cognitive appraisal of stressors, Some major causes of stress, Management of stress

**UNIT- II: Health and Illness**

- (i) Behavioral and psychological correlates of illness, Approaches to promoting wellness, Some common health beliefs and their implications
- (ii) Models of health- The cognition models- The health belief model, The protection motivation model, Leventhal's self-regulatory model.

**UNIT –III: Health and Coping**

- (i) Individual differences in symptom perception, Coping with the crises of illness; Compliance behavior and improving compliance.
- (ii) Health enhancing behavior- Diet management, Yoga and Exercise

**UNIT- IV: Health Issues**

- (i) Children health issues- Malnutrition, Immunization, Autism, ADHD
- (ii) Health issues of women and elderly: Diabetes, Osteoporosis, Alzheimer's Disease, Depression

**Practical:**

- (i) **Sleep Quality:** To assess the Sleep quality of 4 college students The Pittsburgh Sleep Quality Index (PSQI)
- (ii) **Coping Strategies:** To assess of the Coping Strategies of 4 college students by Tobin's Coping Strategy Inventory (TCSI)

**Mapping of Course Outcomes with Program Outcomes**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	2	2	2	2	4	4	4	2	2	2
<b>CO 2</b>	2	2	2	4	4	4	4	2	4	4
<b>CO 3</b>	2	2	2	4	4	4	4	2	4	4
<b>CO 4</b>	2	2	2	4	4	4	4	2	4	4
<b>CO 5</b>	4	4	4	4	4	4	4	4	4	4
<b>CO 6</b>	4	4	4	4	4	4	4	4	4	4

**Discipline Specific Elective Paper-I  
PSYCHOLOGICAL RESEARCH AND MEASUREMENT**

**Course Outcomes**

**CO 1.** Demonstrate an understanding of the scientific methods, types of psychological research, and sampling techniques; applying this knowledge to conduct quantitative research

**CO 2.** Demonstrate the purpose and methods of psychological scaling; explain the concept of test construction

**CO 3.** Explain the types of pre and post-test, factorial, and randomized block design applied in research; demonstrate the process of standardization of tests using reliability, validity, norms

**CO 4.** Explain the techniques of assessment of personality using projective and psychometric

tools, and principles and procedures of interviewing

**CO 5.** Study the personality dynamics of an individual by administering the Thematic Apperception Test

**CO 6.** Practically administer the Jung/Kent-Rosan off list of Word Association Test on a participant and present a psychological report on the areas of emotional difficulties

## **Course Content**

### **UNIT-I: Psychological Research**

- (i) Assumptions of science, Characteristics of scientific methods, Psychological research: Correlational and experimental
- (ii) Sampling frame: probability and non-probability samples, sample size, sampling error

### **UNIT- II: Psychological Scaling and Construction of test**

- (i) Purpose of scaling and types of psychological data, Psychological scaling methods: Familiarity with Thurstone, Likert and Guttman scale
- (ii) Construction of test: Theory of measurement error; Operationalizing a concept, Generating items, Item analysis, Item response theory

### **UNIT –III:**

- (i) Experimental Designs: Pretest- post-test design, Factorial designs, Randomized Block design
- (ii) Standardization of tests: Reliability and validity of tests, Development of norms and interpreting test scores

### **UNIT- IV:**

- (i) Assessment of Personality: Psychometric and projective techniques, Familiarity with MMPI, Rorschach, WAT, and TAT
- (ii) Interviewing: Principles and procedures of interviewing, gaining cooperation, motivating respondents, training of interviewers, ethics of interviewing

### **Practical:**

- (i) TAT: To administer the TAT on a subject and give summary report
- (ii) Word Association test: To administer the Jung / Kent-Rosanoff list of WAT on a subject and report on his areas of emotional difficulties



### Mapping of Course Outcomes with Program Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	2	4	2	4	2	4	2	4	2	4
<b>CO 2</b>	2	4	2	4	2	4	2	4	2	4
<b>CO 3</b>	2	4	2	4	2	4	2	4	2	4
<b>CO 4</b>	2	4	2	4	2	4	2	4	2	4
<b>CO 5</b>	4	4	4	4	4	4	2	4	4	4
<b>CO 6</b>	4	4	4	4	4	4	2	4	4	4

**Discipline Specific Elective Paper-II**  
**PSYCHOLOGY AND SOCIAL ISSUES**

**Course Outcomes**

**CO 1.** Understand the structure and characteristics of the social systems in India through family, caste, class, power, religion; and the theories of poverty, sources of deprivation, inequality, and social justice

**CO 2.** Demonstrate an understanding of the role of behaviour in health and illness, prevention techniques, health scenario in India; development of politics using ideologies, small groups; issues of quality of life, human and social development

**CO 3.** Understand the psychology of corruption, bribery, juvenile delinquency, terrorism, criminal behaviour, alcoholism, and psychopaths

**CO 4.** Explain the concepts of social integration and categories of violence, and apply the intervention techniques to handle conflicts, prejudices, achieve social integration,

**CO 5.** Practically assess the quality of life of four families using the Beach Centre Family Quality of Life Scale

**CO 6.** Practically assess the community integration of a village by using Barry Willer's Community Integrity Questionnaire

**Course Content**

**UNIT-I: Understanding Social Systems**

- (i) Indian Family System; Social stratification; caste, class, power, Religious ethics
- (ii) Poverty and Deprivation: Theories of poverty, Concomitants of poverty, Sources of deprivation, inequality and social justice.

**UNIT- II**

- (i) **Health and wellbeing: Role of behaviour in health problems, Behavioural sciences in disease prevention and control, India's health scenario**
- (ii) Political Behaviour: Development of ideology, Use of small groups in politics, Issues of human and social development, Quality of life and development

**UNIT –III: Antisocial Behaviour**

- (i) **Corruption and bribery, Juvenile delinquency, terrorism,**

(ii) Crime and criminal behaviour, Alcoholism and drug abuse, Psychopath

#### UNIT- IV

(i) Social integration: The concept of social integration; Causal factors of social conflicts and prejudices; Psychological strategies for handling the conflicts and prejudices; Measures to achieve social integration.

(ii) Violence: Nature and categories of violence, violence in family and marriage, rape, Collective violence for social change

#### Practical:

i) **Quality of Life:** To assess the quality-of-life family of 4 families using Beach Centre Family Quality of Life Scale

ii) **Community Integration:** To assess the community integration of a village by using Community integration questionnaire (CIQ) of Barry Willer

#### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	4	4	4	4	4	4	4	4	4
CO 2	4	4	4	4	4	4	4	4	4	4
CO 3	4	4	4	4	4	4	4	4	4	4
CO 4	4	4	4	4	4	4	4	4	4	4
CO 5	4	4	4	4	4	4	4	4	4	4
CO 6	4	4	4	4	4	4	4	4	4	4

- Note related: 1
- From What Related: 2
- Nutral: 3
- Moderately Related: 4
- Highly Related: 5

**Core Paper XIII**  
**COUNSELING PSYCHOLOGY**

**Course Outcomes**

**CO 13.1.** Understand the concept, scope, purpose of counselling psychology in India; explain the characteristics of a good counsellor; learn the ethics, values, process, education and training methods of counsellors

**CO 13.2.** Understand the techniques and applications of psychodynamic and cognitive approaches to counselling along with the Indian contribution of yoga and meditation in the field of counselling psychology

**CO 13.3.** Demonstrate the procedures of working in a counselling relationship; learn the emphases, roles, and activities of school and college counsellors

**CO 13.4.** Explain the process and techniques of family and marriage counselling; alcohol and drug abuse counselling; counselling persons with suicidal tendencies and victims of harassment and violence.

**CO 13.5.** Practically assess the marital relationship of two couples applying the Lerner's Couple Adjustment Scale

**CO 13.6.** Practically demonstrate four case studies of high school students with problem behaviours in a case record format

**Course Content**

**UNIT-I: Basics of Counseling**

- (i) Meaning, scope and purpose of counseling with special reference to India; The counseling process, counseling relationship, counseling interview
- (ii) Characteristics of a good counselor, Ethics and values in counseling; Education and training of the counselor

**UNIT –II: Theories and Techniques of Counseling**

- (i) Psychodynamic approach - Freud and Neo Freudians; Humanistic approach - Existential and Client-Centred
- (ii) Cognitive approach - Rational-emotive and transaction analysis; Behavioral approach - Behavior modification; Indian contribution - yoga and meditation

**UNIT- III: Counseling Programs**

- (i) Working in a counseling relationship, transference and counter transference, termination of counseling relationship, Factors influencing counseling
- (ii) Student counseling, Emphases, roles and activities of the school, and college counselor.

**UNIT –IV: Counseling application**

- (i) Family and Marriage Counseling, Family life and family cycle, Models and methods of

family counseling

- (ii) Alcohol and drug abuse counseling; Counseling the persons with Suicidal tendencies, and Victims of Harassment and Violence

**Practical:**

- (i) Marital Relationship- To assess the marital relationship of 2 couples using Lerner's Couple adjustment scale
- (ii) Case Reporting: To complete four case studies of high school students with problem behavior in the appropriate case record proforma

**Mapping of Course Outcomes with Program Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	4	4	4	4	4	4	4	4	4
CO 2	4	4	4	4	4	4	4	4	4	4
CO 3	4	4	4	4	4	4	4	4	4	4
CO 4	4	4	4	4	4	4	4	4	4	4
CO 5	4	4	4	4	4	4	4	4	4	4
CO 6	4	4	4	4	4	4	4	4	4	4

**Core Paper XIV  
POSITIVE PSYCHOLOGY**

**Course Outcomes**

**CO 14.1.** Demonstrate an understanding of the history and scope of positive psychology and its cross-cultural perspectives; extensive knowledge of the contributions of the pioneers of positive psychology.

**CO 14.2.** Understand the concepts of flow and happiness; study the related theories and models explaining happiness behaviour and its consequences; develop the skill to apply the strength-based approach of flow and happiness in psychotherapeutic interventions.

**CO 14.3.** Develop the skills to understand learn the application skill of attaining and promoting psychological well-being, altruism, hope, resilience, positive thinking, character strengths.

**CO 14.4.** Comprehensive knowledge and skills of increasing optimism, discovering strength, practising mindfulness, building healthy relationships, practising yoga, meditation and

developing spiritual intelligence applied in psychotherapeutic interventions.

**CO 14.5.** Practically measure the happiness of four adults using the Oxford Happiness Questionnaire.

**CO 14.6.** Practically measure the spiritual intelligence of four adults using the King’s Spiritual Intelligence Test.

### Course Content

#### UNIT-I: Foundations

- (i) Historical roots and goals of positive psychology, Positive emotions, Positive Individual traits, and positive subjective experience
- (ii) Contribution of Martin Seligman, Albert Bandura, Carol Dweck and Abraham Maslow to positive psychology

#### UNIT- II: Flow and Happiness

- (i) Components of flow, Conditions and mechanisms of flow, Positive and negative consequences of flow experience
- (ii) Meaning and nature of happiness, Sources of happiness, Theories of happiness- Set-point theory, Life satisfaction and Affective state theories.

#### UNIT –III: Precursors to Positive Psychology

- (i) Character strength, Altruism, Hope and Optimism, Positive thinking, Resilience
- (ii) Psychology of well-being: Meaning of well-being, The well-being models, Factors affecting well-being, Promoting well-being among people

#### UNIT- IV: Ways to Positive Psychology

- (i) Discovering strength, Increasing optimism, Self-direction, Purpose, gratitude, Mindfulness, and Activities and experience
- (ii) Effects of exercise, Yoga, meditation and spiritual intelligence on development of positive psychology; Positive psychology in building relationship

#### Practical:

- (i) Happiness: To measure the happiness of 4 adults using Oxford Happiness questionnaire
- (ii) Spiritual Intelligence: To measure the spiritual intelligence of 4 adults using King’s Spiritual Intelligence test.

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	4	4	4	4	4	4	4	4	4
CO	4	4	4	4	4	4	4	4	4	4

<b>2</b>										
<b>CO 3</b>	4	4	4	4	4	4	4	4	4	4
<b>CO 4</b>	4	4	4	4	4	4	4	4	4	4
<b>CO 5</b>	4	4	4	4	4	4	4	4	4	4
<b>CO 6</b>	4	4	4	4	4	4	4	4	4	4

**Discipline Specific Elective Paper-III  
PSYCHOLOGY OF DISABILITY**

**Course Outcomes**

**CO 1.** Demonstrate an understanding of concept, types, assessment, and diagnostic criteria of disabilities; in-dept knowledge on the disability policy of India, rehabilitation council of India, national trust, Equal opportunities bill and its application in the profession of clinical and rehabilitation psychologist

**CO 2.** Explain the theoretical models of disability, its advantages, limitations, and applications in dealing with persons with disability

**CO 3.** Understand the social and familial support structures of disability, the belief and attitudes towards disability; the psychological, educational, and employment issues faced by disabled persons

**CO 4.** Demonstrate an understanding and application of the techniques of psychotherapeutic and rehabilitative intervention plans for disabled persons; and critically analyse the contemporary debates around euthanasia and prenatal selection

**CO 5.** Practically assess the attitude of eight college students, including two boys and two girls, towards disability by applying the Attitude towards Disabled Persons Scale developed by Yucker, Block & Young

**CO 6** Practically assess the knowledge and awareness of four college students about the state of affairs of disability in India using multiple choice questionnaire

**Course Content**

**UNIT I**

- (i) Conceptualizing Disability: Meaning and Definition, Types of disability, Assessment and Diagnosis
- (ii) Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust

**UNIT-II**

- (i) Theorizing Disability: Charity Model: Welfare Model; Medical Model
- (ii) Social Model: culture as disability; Empowerment Model

**UNIT- III**

- (i) Disability support: Beliefs and attitudes towards disability; Family, care, and support structure
- (ii) Issues of Access: Built and Psychological; Education and Employment, learning disability

**UNIT -IV**

- (i) Designing Interventions: Psychotherapeutic approaches; Rehabilitation
- (ii) Contemporary Debates: euthanasia, prenatal selection

**Practical:**

- (i) To assess the attitude of 8 college students by using ‘Attitude towards Disabled Persons Scale’ (Yuker et al., 1998).
- (ii) To assess the knowledge of 4 college students about Disability Policy in India using a Questionnaire.

**Mapping of Course Outcomes with Program Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	2	2	2	2	2	2	2	2
CO 2	4	4	4	2	2	2	2	2	2	2
CO 3	2	4	4	2	2	2	2	2	2	2
CO 4	2	4	4	2	2	2	2	4	2	4
CO 5	4	4	4	4	4	4	4	4	4	4
CO 6	4	4	4	4	4	4	4	4	4	4



**Discipline Specific Elective Paper-IV**  
**DISSERTATION / RESEARCH PROJECT**

**Course Outcomes**

- CO 1.** Independently prepare a research design to carry out a research project
- CO 2.** Review the related research papers and discover a research problem for the study, and formulate the hypothesis
- CO 3.** Understand and apply the process of administration, scoring, and interpretation of the instrument to be used to measure the variables under study
- CO 4.** Learn and apply the use of statistical techniques for interpretation of data
- CO 5.** Learn the APA style of reporting a research study
- CO 6.** Prepare the report as per the guidelines of APA

**Course Content**

**Unit I**

- A student is required to carry out a project on an issue of interest to him / her under the guidance and supervision of a teacher. In order to do so s/he must have the knowledge in research methodology and of steps in planning and conducting research. The supervisors may help the students to go on field study / study tour relevant to their work. Thirty hours of class may be arranged in the routine to help students understand research methodology, and planning, conduction and reporting on the research. An external examiner with the supervisor as the internal examiner will evaluate the research project on the basis of scientific methodology in writing the report, and presentation skill and performance in the viva.

**Format**

- (i) Abstract – 150 words including problem, method and results.
- (ii) Introduction – Theoretical considerations leading to the logic and rationale for the present research
- (iii) Review- Explaining current knowledge including substantive findings and theoretical and methodological contributions to the topic, objectives and hypotheses of the present research
- (iv) Method – Design, Sample, Measures, Procedure
- (v) Results- Quantitative analysis of group data (Raw data should not be attached in Appendix)  
Graphical representation of data wherever required.  
Qualitative analysis wherever done should indicate the method of qualitative analysis.

(vi) Discussion

(vii) Reference APA Style and Appendix

**Note:** Project should be in Soft binding. It should be typed in Times New Roman 14 letter size with 1.5 spacing on one sides of the paper. Total text should not exceed 50 pages (References & Appendices extra). Two copies of the project should be submitted to the College.

**Reference -** American Psychological Association (APA) – Publication Manual 2006 to be followed for project writing

Mark distribution for dissertation / Research project						
Identification of problem	Review of Literature	Methodology	Analysis	Findings	Viva-voce	Total
10	10	10	25	20	25	100

**Mapping of Course Outcomes with Program Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	4	4	4	4	4	4	4	4	4
CO 2	4	4	4	4	4	4	4	4	4	4
CO 3	4	4	4	4	4	4	4	4	4	4
CO 4	4	4	4	4	4	4	4	4	4	4
CO 5	4	4	4	4	4	4	4	4	4	4
CO 6	4	4	4	4	4	4	4	4	4	4

**DSE Paper-IV /Alternative to dissertation  
PSYCHOLOGY OF CRIME**

**Course Outcomes**

**CO 1.** Gain knowledge about the basics of criminology and become familiar with the psychosocial factors leads to criminal behaviour

**CO 2.** Explain the theories of criminal behaviour and learn its application in the field of psychology

**CO 3.** Demonstrate an understanding of the crime prevention and control models used in the field of criminal psychology

**CO 4.** Learn the application of psychological interventions while dealing with the victims of rape and sexual assault, domestic violence, bullying, school and workplace violence, and terrorism

**CO 5.** Practically administer the Guilt Quotient scale developed by Chattopadhyay

**CO 6.** Practically asses the attitude towards domestic violence using the Domestic Violence Scale developed by Michael

**Course Content**

**UNIT-I: Introduction to crime**

- (i) Definition, meaning, and nature of criminal behavior; Factors of criminal behavior: Antisocial values; Peer influence; Antisocial personality; Dysfunctional family; Substance abuse
- (ii) Major types of crimes: Homicide; Robbery, Sexual offences; Cybercrimes.

**UNIT- II: Theories of Criminal Behavior**

- (i) Social disorganization theory; Rational choice theory; Strain theory
- (ii) Social learning theory; Social control theory, Labeling theory; Genetic theory

**UNIT –III: Crime prevention and Control**

- (i) Crime prevention models: Primary prevention, Secondary prevention; Tertiary prevention
- (ii) Crime control: Crime control model and Due process model

**UNIT –IV: Special Victims**

- (i) Rape and sexual assault; Domestic violence; Bullying and school violence
- (ii) Workplace violence, Victims of terrorism

**Practical:**

- (i) Guilt quotient: Test your subject’s Guilt Quotient Using Chattopadhyay’s “What is your guilt quotient?” scale.
- (ii) Domestic Violence: Using the “Domestic Violence Scale (Michale, 2008)” assess your subject’s attitude towards domestic violence.

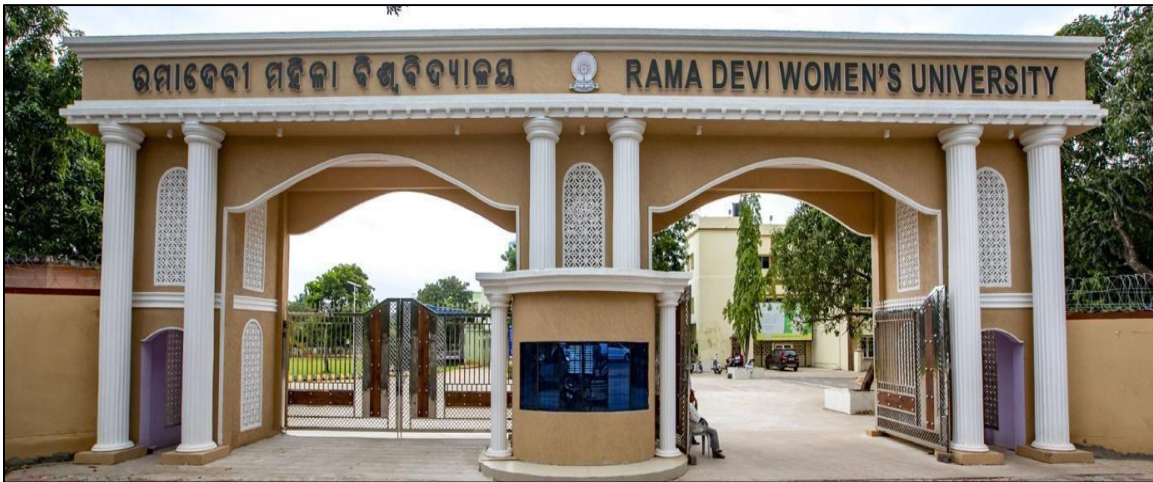
**Mapping of Course Outcomes with Program Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	4	4	4	4	4	4	4	4	4	4
<b>CO 2</b>	4	4	4	4	4	4	4	4	4	4
<b>CO 3</b>	4	4	4	4	4	4	4	4	4	4
<b>CO 4</b>	4	4	4	4	4	4	4	4	4	4
<b>CO 5</b>	4	4	4	4	4	4	4	4	4	4
<b>CO 6</b>	4	4	4	4	4	4	4	4	4	4

- Note related: 1
- From What Related: 2
- Nutral: 3
- Moderately Related: 4
- Highly Related: 5

# DEPARTMENT OF PSYCHOLOGY

## SYLLABUS OF PG PROGRAMME(M.A.)



**RAMA DEVI WOMEN'S UNIVERSITY**  
Vidya Vihar, Bhubaneswar-751022, Odisha  
Website: <https://rdwu.ac.in>

2023 AB

# Department of Psychology

## Syllabus for PG in Psychology



*Manjushri*  
02.11.23  
Department of Examinations  
R.W.U. Bhubaneswar

DEPARTMENT OF PSYCHOLOGY

RAMADEVI WOMEN'S UNIVERSITY, BHUBANESWAR

## DETAILED OUTLINE OF THE SYLLABUS

Rama Devi Women's University  
M.A. Psychology  
With Effect from 2022-23 Academic Session

<b>SEMESTER I</b>					
<b>Course Component</b>	<b>Title of the Paper</b>	<b>Credits</b>	<b>Mid Sem</b>	<b>End Sem</b>	<b>Total</b>
Hard Core-101	<b>Advanced General Psychology</b>	5	30	70	100
Hard Core-102	<b>Physiological Psychology</b>	5	30	70	100
Hard Core-103	<b>Lifespan Developmental Psychology</b>	5	30	70	100
Hard Core-104	<b>Practical</b>	5	30	70	100
Allied Core-101	<b>Computer Application Course</b>	3	Mid-Sem 10 + Practical 10=20 marks	30	50
<b>Total</b>		<b>23</b>	<b>135</b>	<b>315</b>	<b>450</b>
<b>SEMESTER II</b>					
<b>Course Component</b>	<b>Title of the Paper</b>	<b>Credits</b>	<b>Mid Sem</b>	<b>End Sem</b>	<b>Total</b>
Hard Core-201	<b>Research Methodology</b>	5	30	70	100
Hard Core-202	<b>Cognitive Psychology</b>	5	30	70	100
Hard Core-203	<b>Applied Social Psychology</b>	5	30	70	100
Hard Core-204	<b>Practical</b>	5	30	70	100
Core Elective-201 (Special Paper)	<b>Applied Psychology</b>	5	30	70	100
	<b>Psychopathology</b>	5	30	70	100
Open Elective-201	<b>Psychology of Individual and Social Issues</b>	4		50	50
<b>Total</b>		<b>29</b>	<b>150</b>	<b>400</b>	<b>550</b>

*Mh 11.5.22*  
*R.S 11.5.22*

*A*  
*Uk 11/05/22*  
*MAn 11.5.22*

<b>SEMESTER III</b>					
<b>Course Component</b>	<b>Title of the Paper</b>	<b>Credits</b>	<b>Mid Sem</b>	<b>End Sem</b>	<b>Total</b>
Hard Core-301	<b>Statistics</b>	5	30	70	100
Hard Core-302	<b>Health Psychology</b>	5	30	70	100
Hard Core-303	<b>Practical</b>	5	30	70	100
Core Elective – 301 (Special Paper)	<b>School Counseling</b>	5	30	70	100
	<b>Guidance &amp; Counseling</b>				
Core Elective – 302 (Special Paper)	<b>Theoretical System in Psychology</b>	5	30	70	100
	<b>Applied Social Psychology-II</b>				
FI-201	<b>Field Internship</b>	3		50	50
<b>Total</b>		<b>28</b>	<b>150</b>	<b>400</b>	<b>550</b>
<b>SEMESTER IV</b>					
<b>Course Component</b>	<b>Title of the Paper</b>	<b>Credits</b>	<b>Mid Sem</b>	<b>End Sem</b>	<b>Total</b>
Hard Core-401	<b>Social Psychology</b>	5	30	70	100
Hard Core-402	<b>Practical</b>	5	30	70	100
Hard Core-403	<b>Dissertation</b>	5	30	70	100
Core Elective-401 (Special Paper)	<b>Positive Psychology</b>	5	30	70	100
	<b>Counseling Psychology</b>				
Allied Core-401	<b>Women &amp; Society</b>	3	15	35	50
<b>Total</b>		<b>23</b>	<b>105</b>	<b>345</b>	<b>450</b>

## **PROGRAM OUTCOMES (POs)**

The learning outcomes that a student should be able to demonstrate on completion of a degree level program are as follows:

- PO 1.** Cultivating a scientific perspective to understand the complexities of human behaviour and experiences at individual and group levels.
- PO 2.** Providing students with the opportunities for work experience in organizations dealing with psychopathological disorders and disadvantaged conditions.
- PO 3.** Developing basic professional skills pertaining to psychological testing, assessment, and counselling techniques.
- PO 4.** Developing the ability to use skills in specific areas related to chosen specialization such as cognitive, organizational, clinical, counselling, health, educational, social, community settings
- PO 5.** Developing computer literacy, including the ability to use various e-resources, technology, and statistical software usages.
- PO 6.** Acquiring a range of analytical and field-based skills on gender perspectives and apply in the professional field of women studies.
- PO 7.** Cultivating an ethical mindset, including a strong work ethic, avoiding unethical behaviours such as data fabrication and plagiarism, being mindful of implications of research using human participants.
- PO 8.** Developing skills of communication, negotiation, team work, effective presentation, group discussions.
- PO 9.** Developing basic professional skills such as data analysis, psychological testing and measurement, observation, technological application to conceptual growth.
- PO 10.** Enabling the students to use advanced range of generic skills that are helpful in social and community activities.

## **PROGRAM SPECIFIC OUTCOMES (PSOs)**

- PSO 1.** To provide an opportunity to expand the knowledge base to the world of practice with a view to promote healthy interface between academic and society.
- PSO 2.** To identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.
- PSO 3.** Identify, classify and diagnose different psychological disorders; examine and apply the different treatment programs for various psychological disorders so that students can opt for professional career choices in clinical and other applied branches of psychology.
- PSO 4.** To develop a multi-disciplinary approach in understanding behaviour from the perspectives of psychology and develop skills that would foster professional and vocational career choices in the near future.

### **Mapping Colours**

<b>SKILLS</b>	Yellow
<b>EMPLOYABILITY</b>	Blue
<b>ENTERPRENURESHIP</b>	Red



## Hard Core 101: Advanced General Psychology

### Course Outcomes

**CO 1.** Demonstrate an understanding of the functions and theories of attention and perception and learn its application in the area of psychological assessment

**CO 2.** Gain knowledge of the important processes, types and principles of learning and the application of the theories of classical and operant conditioning, observational and social learning in behaviour therapy

**CO 3.** Learn the types, stages, and models of memory and forgetting; apply these theoretical principles in the assessment and intervention of memory-related dysfunctions

**CO 4.** Develop an insight into the nature, theories, and stages of language development; understand the types, process, and barriers to communication; apply these concepts in the formulation and analysis of speech dysfunctions and achieving effective communication in classroom and counselling settings

**CO 5.** Comprehend the theories and measurement of intelligence, emotional and artificial intelligence; learn the application of measurement of intelligence in therapeutic assessment of children and adults

### Course Content

Unit-I	<b>Attention and Perception-</b> Functions of attention: Signal detection, Selective attention, Divided attention, and Search; Theories of attention: Filter theory, Attenuation theory, and Late selection theory; <b>Perception-</b> Perceptual constancy, Depth perception, Subliminal perception; Theories of perception: Bottom up and Top down processes, Template theories, Prototype theories, Feature theories.
Unit- II	<b>Learning</b> – Classical conditioning, Operant conditioning, Cognitive learning, Social Learning, Social constructivism, Brain-Based Learning; Optimizing learning: Programmed learning, Transfer of learning, Role of reward and punishment in learning
Unit- III	<b>Memory and Forgetting-</b> Processing of memory: Short-term memory, Long-term memory; Types of long-term memory; Stages of memory: Encoding, Storage, Retrieval; Models of memory: Atkinson-Shiffrin, Levels of processing model, Parallel Distributed Processing; Nature and theories of forgetting
Unit-IV	<b>Language and Communication-</b> Properties of language; Language acquisition: Behaviourist theory, Nativist theory, Interactionist theory, Language in social context; Communication process: context, sender, message, medium, and recipient; Types of communication: verbal, nonverbal, symbolic and meta-communication; Psychological barriers to communication
Unit -V	<b>Intelligence-</b> Definition, Theories of intelligence: Spearman, Thurstone, Gardner, and Stenberg; Measurement of intelligence; Emotional intelligence: Definition and its components; Artificial intelligence: Definition and its application

## Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	1	1	1	2	2	2	1	2	1	1
CO 2	1	1	1	1	2	1	2	2	2	2
CO 3	1	1	1	1	1	1	1	2	1	1
CO 4	1	1	1	1	1	1	1	2	2	1
CO 5	1	1	1	1	1	2	2	2	2	1

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

### Hard Core 102: Physiological Psychology

#### Course Outcomes

**CO 1.** Demonstrate an understanding of the structure functions and types of neurons, process of generation and degeneration of neurons, types and functions of neurotransmitters; and learn its application to the field of neuropsychological assessment

**CO 2.** Identify the working of, structure and functions of autonomic and somatic nervous system, spinal cord, hindbrain and midbrain; and learn its application to the field of neurocognitive assessment

**CO 3.** Understand the working of, structure and functions of fore brain; and learn its application to the field of neurocognitive assessment

**CO 4.** Develop an insight into the principles of hormonal actions, hormonal influence on growth and activity; the structure and functions of endocrine glands and the hormones secreted; and learn the application of hormonal behavioural influence on the interventions of disorders due to hormonal imbalance

**CO 5.** Explain the physiological bases of sleep, arousal, activity, emotional motivational and sexual behaviour; learn the mechanisms of neural bases to apply in the management of sleep emotional motivational and sexual dysfunctions

#### Course Content

Unit I	<b>Neuron:</b> Structure and functions of neuron, Types of neuron, Communication within and between neurons; generation and degeneration of neuron, Types and functions of neurotransmitters
Unit-II	<b>Nervous system:</b> Somatic and autonomic nervous system- structures and functions; Spinal cord- structure and functions; Hind brain and Midbrain- structures and functions
Unit-III	<b>Fore Brain:</b> Thalamus, Hypothalamus, Limbic system, Basal ganglia, and Cerebral cortex; Cerebral localization, Neuroplasticity, and Neurogenesis, Split brain phenomenon

Unit-IV	<b>Hormonal action:</b> General principles of hormonal actions, Hormonal influence on growth and activity, Endocrine glands and its specific hormones, Hormones and behaviour.
Unit-V	<b>Brain and Behavior:</b> Physiological bases of- Sleep, arousal and activity, Emotional behaviour, Motivational behaviour, and Sexual behaviour

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	1	1	2	1	1	1	1	1
CO 2	2	2	2	2	2	1	2	2	2	2
CO 3	2	2	2	2	1	2	2	2	2	2
CO 4	2	2	2	2	1	2	2	2	2	2
CO 5	2	2	2	2	2	1	1	2	1	1

1 – Low Correlation                      2 – Moderate Correlation                      3 – High Correlation

### Hard Core 103: Lifespan Developmental Psychology

#### Course Outcomes

**CO 1.** Explain the phases and perspectives of life-span development; learn the different research methods used in the field of developmental psychology

**CO 2.** Explain the theories and models of psychological principles to developmental processes; learn the application of the theories to cross-cultural analysis and interventions in developmental research

**CO 3.** Understand the stages during prenatal infancy and childhood, learn the areas of physical cognitive psychosocial physiological and its impact on the course of development; apply the concepts to the psychotherapeutic management.

**CO 4.** Understand the domains of the period of adolescence, adulthood and its challenges in the course of life; learn its applications for the management of crisis in midlife, gender roles and differences, self and identity, sexuality

**CO 5.** Understand the various challenges, theories of old age, and demonstrate the ability to deal with the crises and health risks faced during old age

#### Course Content

Unit I	<b>Nature of development:</b> Definition, broad realms, role of maturation and learning, phases of development, life-span perspective on human development, Research methods: Observation, Longitudinal, Cross-sectional, Sequential, Experimental, Correlational, Case study, Self-report measures.
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Unit-II	<b>Basic issues and Theories:</b> Role of Nature and Nurture, Activity and Passivity, Continuity and Discontinuity, Universality and Particularity, Theories: Psychoanalytic, Operant Conditioning, Cognitive Social Learning, Piaget's Cognitive Development, Vygotsky's Socio-cultural perspective, Erikson's theory, Bronfenbrenner's Ecological Approach to Development, Organismic Model, Mechanistic Model, Contextual Model.
Unit-III	<b>Pre-natal Development, Infancy and Childhood:</b> Stages of Prenatal Development, Mother's age, Emotional State and Nutrition, Teratogens; Endocrine and Nervous System, Infant: Body, Physical growth, Brain, Physical behaviour, Cognitive and Psycho-social development; Child: Body, Brain and Physical behaviour, Cognitive and Psycho-social development, Moral Development.
Unit-IV	<b>Adolescence and Adulthood:</b> Adolescence- Period of transition from childhood to adulthood, Body: Physical and Sexual maturation, Brain, Physical behaviour, Cognitive and Psycho-social development, Problems, Moral Development; Adult: Body, Reproductive system, Physical behaviour, Cognitive and Psycho-social development, Moral Development, Gender Role, Sexuality, Midlife crisis.
Unit-V	<b>Old age:</b> Ageing, Physical changes, Cognitive decline, Disease, Disuse and abuse, Theories of ageing: Programmed theory and Damage theory, Death, Kubler-Ross theory on dying, Bereavement, Bowlby's theory on bereavement Optimizing Healthy life: Nutrition, Exercise, Avoiding known health risks.

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	1	1	1	2	2	1	1	1
CO 2	2	1	1	2	1	2	2	1	1	1
CO 3	2	2	2	1	2	2	2	1	1	1
CO 4	2	2	1	2	2	1	2	1	1	1
CO 5	2	1	1	1	2	2	2	1	1	1

1 – Low Correlation                      2 – Moderate Correlation                      3 – High Correlation

### Hard Core 104: Practical

#### Course Outcomes

**CO 1.** Practically determine the effect of extraneous and irrelevant stimuli on the work efficiency of students

**CO 2.** Practically assess the level of intelligence of two college students using the Raven's Standard Progressive Matrices to analyse their IQ

**CO 3.** Assess the creativity of four class VIII students by using the Teachers' Rating of Children's Creativity Scale and comment on their traits of creativity

**CO 4.** Practically assess the level of adaptation and coping strategies of four college students using a standard adaptation questionnaire and coping checklist

**CO 5.** Practically assess and examine the gender difference in the locus of control of four college students, two boys and two girls

**CO 6.** Assess the gender difference in attitude towards women among adolescents using the short version of attitude towards women scale developed by Spence, Helm Reich and Stapp

**CO 7.** Identify the critical words of the participant using Jung's Word Association Test form and analyse the clusters of complexes

**CO 8.** Approximately estimate the IQs of four children in the age group of 10 to 14 years using the coding subtest in the performance scale of the Weschler Intelligence Scale of Children-Revised

## Course Content

<b>Note:</b> Students are required to conduct all EIGHT of the following practical and maintain a practical record.	
Practical-1	<b>Distraction of attention:</b> To determine the effect of extraneous and irrelevant stimuli on the work efficiency
Practical-2	<b>Raven's Standard Progressive Matrices:</b> To assess the level of intelligence of two college students using RPM and to analyse their intellectual status.
Practical-3	<b>Assessment of creativity:</b> To assess the creativity of four class VIII students by using the „Teacher's Rating of Children's Creativity Scale“ and comment on their creativity traits
Practical-4	<b>Adaptive and coping skills:</b> To assess the level of adaptation and coping strategies of four college students using a standard adaptation questionnaire and coping check list.
Practical-5	<b>Locus Of Control:</b> To assess the locus of control of four college students including two boys and two girls to examine gender difference in locus of control.
Practical-6	<b>Attitude towards Women:</b> To assess gender difference in attitude towards women among adolescents using the short version of Spence, Helmirch and Stapp Scale.
Practical-7	<b>Word Association Test:</b> To identify the critical words of the Subject using Jung's word Association Test form (R) and analyze on his / her clusters of complex.
Practical-8	<b>Wechsler Intelligence Scale for Children Revised (WISC R):</b> To approximately estimate the IQs of 4 children in age group of 10 to 14 years using the Coding Subtest in the Performance Scale of the WISC-R.

## Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	2	2	2	2	1	1	2	2	2	2
<b>CO 2</b>	2	2	2	2	1	1	2	2	2	2
<b>CO 3</b>	2	2	2	2	1	1	2	2	2	2
<b>CO 4</b>	2	2	2	2	1	1	2	2	2	2
<b>CO 5</b>	2	2	2	2	1	1	2	2	2	2

<b>CO 6</b>	2	2	2	2	1	1	2	2	2	2
<b>CO 7</b>	2	2	2	2	1	1	2	2	2	2
<b>CO 8</b>	2	2	2	2	1	1	2	2	2	2

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

Course Code: **AC-101**

Course Title: **COMPUTER APPLICATIONS IN TEACHING LEARNING**

(Compulsory Course for All PG students)

Credits: 03	Marks: 50	Mid-Sem 10 + Practical 10 = 20 marks	End Sem: 30 Marks	Total Hours: 45
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### Course Outcomes

**CO 1.** Demonstrate basic understanding of computer applications with reference to MS Windows, MS excel and MS PowerPoint. (Applying)

**CO 2.** Generate spreadsheets, charts and presentations (Creating); Explain different OERs, MOOCs available for effective learning. (Understanding)

**CO 3.** Develop learners' e-portfolios. (Creating); Determine similarity index of the various documents like dissertations, theses through plagiarism testing software. (Evaluating)

### COURSE CONTENTS

#### Unit-I: Basics of Computer Applications (CO1, CO2, CO3, and CO4) 15 Hours

- Basics of MS Windows: Desktop, Recycle bin, My Computer, Documents, Pictures, Music, Videos, Task Bar and Control Panel. MS-Word and its features: Creating, Editing, Formatting and Printing of Documents, Inserting, Word Art, Page Numbers, Mail Merge.
- MS-Excel and its features: Creating a new worksheet, selecting cells, Entering and editing Text, Numbers, Inserting Rows/Columns, changing widths and heights of rows and columns, Formulae, referencing cells, changing of font sizes and colors.
- MS-PowerPoint and its features: Creating, Inserting and Deleting Slides of a Presentation. Adding Pictures, Inserting Objects, Audio, Video, Custom Animation and Hyperlinking of documents.

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#### Unit-II: E-learning and its applications (CO5, CO2, CO3) 15 Hours

- Concept of e-learning, Approaches to e-learning: Offline, Online, Synchronous, Asynchronous, Blended learning and Mobile Learning. Security concerns related to interactive contents: Viewing, disabling and managing interactive content; securing the computer from viruses and other internet attacks.

- Creating and Sharing: (i) G-Suite: Gmail, Drive, Calendar, Meet, Chat, Doc, Sheet, Slides (ii) Surveying: SurveyMonkey, Google Forms, online spreadsheets (iii) Google Classroom: conducting classes, assessment and evaluation.
- Development of Self-Learning Materials (SLM) and e-content: Concept and its purposes, Conventional Teaching versus SLMs & e-content, Types of SLMs and e-content, Process of Developing SLMs and e-content, Content Organization, Integrating video and audio into SLMs.

### Unit-III: Trends in Teaching Learning Practices (CO6, CO7, CO8, CO9, CO10)

15 Hours

- Open Education Resources: Creative Common, Massive Open Online Courses; creating learners' E-portfolios; Accessing Online Repositories, Online Libraries and E-Resources.
- Artificial Intelligence: Concept and its applications in teaching learning practices. Introduction to SPSS and R, Latex.
- Plagiarism: Regulations, similarity index of the various documents like dissertations, theses etc. through plagiarism testing software (Mendeley, Zotero).

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	2	2	1	1	2	1
CO 2	2	2	2	1	2	1	1	2	2	2
CO 3	1	1	2	2	2	2	2	1	2	1

1 – Low Correlation                      2 – Moderate Correlation                      3 – High Correlation

### Hard Core 201: Research Methodology

#### Course Outcomes

**CO 1.** Gain knowledge about the concept of research, its objectives, and understand the different types of research used in behaviour science in order to demonstrate its application in conducting research studies

**CO 2.** Understand the concept and formulation of research problem, hypothesis and gain knowledge about the steps involved in conducting research; develop the skill to follow the format of writing a research proposal and report using the APA guidelines for demonstrating its application in the conduction of research studies

**CO 3.** Understand the sampling techniques, errors involved and learn its applications in different areas of conducting research

**CO 4.** Understand the concept principles and classification of research designs, develop an insight into the internal and external validity of research designs, and develop the skill of formulating designs in research studies

**CO 5.** Demonstrate an understanding of the concept types and qualities of research tools, its reliability and validity, the construction and standardization procedures, and the development of norms for research tools

### Course Content

Unit I	<b>Introduction:</b> Definition and objectives of research; Criteria of a good research, Types of research- basic research, applied research, action research- quantitative and qualitative research
Unit-II	<b>Problems, hypotheses, variables:</b> Steps in research: Identifying and defining research problems- criteria for problem selection- formulating hypotheses- testing hypotheses- Type I and Type II error- Definition and types of variables, Research proposal and report writing.
Unit-III	<b>Sampling:</b> Definition- sample size- sampling frame- Types of probability and non-probability sampling; Sampling distribution, Sampling errors
Unit-IV	<b>Research designs:</b> Meaning, purpose and principles; Experimental designs – Post test only design, Pre-test post-test only design, Solomon 4 group design, factorial design, randomized block design, crossover design; internal and external validity of research designs; Quasi experimental research designs- Non-randomized control group and time series design.
Unit-V	<b>Research tools-</b> Types of research tools, Qualities of a good research tool, Reliability and validity of research tools, Construction and standardization of research tools, Interpretation of test scores, Score transformation and development of test norms

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	2	2	1	1	2	1	2	2	2	2
<b>CO 2</b>	2	2	1	1	2	1	2	2	2	2
<b>CO 3</b>	2	2	1	1	2	1	2	2	2	2
<b>CO 4</b>	2	2	1	1	2	1	2	2	2	2
<b>CO 5</b>	2	2	1	1	2	1	2	2	2	2

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation



## Hard Core 202: Cognitive Psychology

### Course Outcomes

**CO 1.** Develop an insight into the foundations of cognitive psychology, its brief history, physiological mechanisms, and research methods used in this field; demonstrate the ability to develop the skills of conducting cognitive science research

**CO 2.** Understand the concept theories functions of consciousness, and develop an insight into the Indian perspectives on consciousness and its implications in the field of psychotherapeutic intervention

**CO 3.** Understand the concepts process methods of language, thinking, reasoning, decision-making, and problem-solving; demonstrating the skills to apply these methods in real life events

**CO 4.** In-depth understanding of the applications of cognitive psychology in the areas of behavioural economics, consumer behaviour, social and clinical psychological interventions

**CO 5.** Understand the models and theories of decision making and problem solving; develop the skills to apply them in real life events

### Course Content

<b>Semester II</b> <b>Marks- 100 (30+70), Credit- 5, Time- 3 Hours</b>	
Unit I	<b>The Foundations of Cognitive Psychology:</b> The Science of the Mind - scope of cognitive psychology, A Brief History, the emergence of modern cognitive psychology; Research in cognitive psychology; The neural basis of cognition -the Principal Structures of the Brain – neurons, communication of neurons, structure of functions of brain
Unit-II	<b>Consciousness:</b> Meaning, history; Consciousness and cognitive psychology; Modern theories of consciousness-DICE, Global Workplace; The functions of Consciousness – cognitive neuroscience of consciousness, the function of neuronal workspace, consciousness as justification for action; Indian thoughts on consciousness – Vedic model -the five levels; Buddhist model.
Unit- III	<b>Language and Thinking:</b> Concepts: Definitions and Prototypes; Organization of Language, Phonology, Words, Syntax, Sentence Parsing, Language and Thought, Judgment Heuristics, Anchoring; Reasoning: Confirmation and Disconfirmation, Logic, Decision-Making; Problem Solving: General Problem-Solving Methods, Relying on Past Knowledge. Defining the Problem
Unit-IV	<b>Applications of Cognitive Psychology:</b> Cognitive perspectives on emotion and motivation; emotional intelligence , Knowledge representation; Imagery; Feature Integration , Language and Reading behaviour; Applications of Cognitive Psychology in different areas a. Behavioural Economics and Consumer Behaviour b. Social Psychology c. Clinical Psychology
Unit-V	<b>Decision Making and problem solving:</b> Models & theories; Complex and uncertain decision making; Human problem solving strategies- heuristics and algorithmic; expert and novice problem solvers; Artificial Intelligence.

## Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	2	2	1	1	2	2	2	2
CO 2	2	2	2	2	1	1	2	2	2	2
CO 3	2	2	2	2	1	1	2	2	2	2
CO 4	2	2	2	2	1	1	2	2	2	2
CO 5	2	2	2	2	1	1	2	2	2	2

1 – Low Correlation                      2 – Moderate Correlation                      3 – High Correlation

### Hard Core 203: Applied Social Psychology

#### Course Outcomes

**CO 1.** Develop an insight into the foundations of applied social psychology, its historical context, the needs to expand this field, and develop the skill to apply its roles in social cultural organizational community economical and criminal settings

**CO 2.** Learn the applications of social psychology to different arenas of life in community settings and achieving a positive well-being

**CO 3.** Learn the applications of social psychology in addressing and handling social diversities across cultures and countries

**CO 4.** Learn the applications of social psychology in the study of Indian caste, class, gender, politics, developmental policies, poverty reduction techniques, and the socialization of children in Indian families

**CO 5.** Develop the skill of applications of social psychology to the field of criminal justice system through the modes of responding to the police investigation, courtroom, and prison settings

#### Course Content

<b>Semester II</b> <b>Marks- 100 (30+70), Credit- 5, Time- 3 Hours</b>	
<b>Unit I</b>	<b>Foundation of Applied Social Psychology:</b> Defining Social Psychology, Defining Applied Social Psychology, Applied Social Psychology as a Science, Historical Context of Applied Social Psychology, Social Influences on Behaviour, Needs for a Broad Approach, and Various Roles of Applied Social Psychology.
<b>Unit-II</b>	<b>Applying Social Psychology to Arenas of Life:</b> Introduction; Applying Social Psychology to the Community- Definition, Origins and Approaches to Community Psychology, Sense of Community, and Applying Social Psychology to Positive Well-Being.

Unit- III	<b>Applying Social Psychology to Social Diversity:</b> Applying Social Psychology to Social Diversity- Cultural Diversity, Demographics: Personal Diversity, Diversity: Opportunities, Diversity: Challenges- Prejudice & Discrimination; Diversity and Conflict- Theories of Conflict, Conflict Management and Resolution.
Unit-IV	<b>Applied Social Psychology in India:</b> Applying Social Psychology in Study of Caste, Class, Gender, Population, and Politics in India. Psychology of Deprivation, Poverty and Human Development- Socialization of Indian Children; Planning for Poverty Reduction in India.
Unit-V	<b>Applying Social Psychology to Criminal Justice:</b> The Crime and Criminal- The Social Psychology of a Crime, the Origin of Criminal Behaviour, The response to the Criminal Justice System- The Police Investigation, The Courtroom, and The Prison Setting

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	2	2	1	2	2	2	2	2
CO 2	2	2	2	2	1	2	2	2	2	2
CO 3	2	2	2	2	1	2	2	2	2	2
CO 4	2	2	2	2	1	2	2	2	2	2
CO 5	2	2	2	2	1	2	2	2	2	2

1 – Low Correlation                      2 – Moderate Correlation                      3 – High Correlation

### Hard Core 204: Practical

#### Course Outcomes

**CO 1.** Evaluate the motivational and value profiles of four college students (two boys and two girls) using „What motivates you?“ questionnaire

**CO 2.** Compare the decision-making styles of three boys and three girls in the age group 18 to 20 years using „What is your decision-making style?“ questionnaire

**CO 3.** Assess the ethical values of five adolescents by using the Donelson’s Ethical Position Questionnaire and place them in quadrants

**CO 4.** Assess the level of anxiety of a college student using the Hamilton Anxiety Rating Scale

**CO 5.** Assess the Emotional Intelligence of four girls (two from U.G. 1<sup>st</sup> year and two from U.G. 2<sup>nd</sup> year) belonging to the age group 18-20 years, and examine the influence of age on the development of emotional intelligence during adolescence

**CO 6.** Assess the level of depression of a college student using the Beck Depression Inventory

**CO 7.** Assess the academic stress of two higher secondary students in terms of academic frustration, conflict, pressure, and anxiety using the Rao’s Academic Stress Scale

**CO 8.** Assess the academic attitude and behaviour of two college students, study the gender difference in respect of their engagement, perception of teacher support and academic expectations using the Student's Academic Attitude and Behaviour Rating Scale

## Course Content

<b>Semester III</b> <b>Marks- 100 (30+70), Credit- 5, Time- 3Hours</b>	
<b>Note:</b> Students are required to conduct all EIGHT of the following practical and maintain a practical record.	
Practical-1	<b>Motivational factors of adolescents:</b> To find out the motivational and value profiles of four college students (2 boys & 2 girls) using standard questionnaires.
Practical-2	<b>Decision-making style-</b> To compare the decision-making styles of 3 boys and 3 girls (18 to 20 years of age) using a standard decision-making style questionnaire.
Practical-3	<b>Ethical Values:</b> To assess the ethical values of five adolescents by using Donelson's Ethical Position Questionnaire (EPQ) and place them in quadrant.
Practical-4	<b>Assessment of Anxiety:</b> To assess the level of anxiety of a college student using Hamilton Anxiety Rating Scale.
Practical-5	<b>Emotional Intelligence:</b> To find out the Emotional Intelligence of four girls for the examination of the age on the development of EI during adolescence.
Practical-6	<b>Assessment of Depression:</b> To assess the level of depression of a college student using Beck's Depression Inventory.
Practical-7	<b>Academic Stress:</b> To assess the academic stress of two Higher Secondary students, in terms of academic frustration, conflict ,pressure and anxiety using Rao's Academic Stress Scale.
Practical-8	<b>Academic Attitude and Behaviour:</b> To assess the academic attitude and behaviour of two college students and study the gender difference in respect of their engagement, perception of competence , perception of teacher support and academic expectations using the Student's Academic Attitude and Behaviour Rating Scale.

## Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	2	2	2	2	1	2	2	2	2	2
<b>CO 2</b>	2	2	2	2	1	2	2	2	2	2
<b>CO 3</b>	2	2	2	2	1	1	2	2	2	2
<b>CO 4</b>	2	2	2	2	1	1	2	2	2	2
<b>CO 5</b>	2	2	2	2	1	1	2	2	2	2

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

## Core Elective 201: Applied Psychology

### Course Outcomes

**CO 1.** Develop an in-depth understanding of the applications of psychology to the field of education, learn the skills involved in handling specially-abled students in a classroom, develop the skills of training students for improving memory and academic achievements, develop the skill to use psychological tests in classroom assessments

**CO 2.** Learn the applications of psychological principles and methods in training and human resource development, leadership and participatory management, advertising and marketing; and develop the skills of using psychological interventions in the field of military selection, recruitment, and training of personnel

**CO 3.** Develop the skills of applying psychological principles and methods in handling issues surrounding community settings and political behaviours

**CO 4.** Understand the role of psychologists in the field of information technology, mass media boom, economic development, and women entrepreneurs

**CO 5.** Develop the skills of primary secondary and tertiary prevention techniques in the rehabilitation of mental and socially challenged persons; learn psychotherapeutic management skills for applying to patients suffering from substance abuse, juvenile delinquency, and the victims of violence, rape, and abuse

### Course Content

<b>Semester II</b> <b>Marks- 100 (30+70), Credit- 5, Time- 3Hours</b>	
<b>Objective:</b> To impart conceptual and theoretical knowledge to students in the fundamental areas of psychology. To familiarize the students with applications of psychological principles in different applied areas of Psychology.	
<b>Outcome:</b> Students will be able to appreciate the extensive application of psychology in various aspects of human life, thereby helping them to choose their field of specialization in their future career.	
Unit I	<b>Application of Psychology to Educational Field:</b> Psychological principles underlying effective teaching-learning process. Learning styles. Gifted, retarded, learning disabled and their training. Training for improving memory and better academic achievement. Use of Psychological tests in educational institutions.
Unit-II	<b>Work Psychology and Organizational Behaviour:</b> Personnel selection and training. Use of Psychological tests in the industry. Training and human resource development. Theories of work motivation. Leadership and participatory management. Advertising and marketing. The concept of Military psychology, and Psychological warfare; Role of psychologists in the defence selection, recruitment and training of personnel
Unit- III	<b>Community Psychology:</b> Definition and concept of Community Psychology; Role of community psychologists in social change; Use of small groups in social action; Arousing community consciousness and action for handling social problems; Group decision making and leadership for social change. Psychology of political and voting behaviours; Psychology of corruption and strategies to deal with Psychology of Terrorism

Unit-IV	<b>Psychology and Economic development:</b> Achievement motivation and economic development. Principles of behavioral economics, Motivating and training people for entrepreneurship and economic development. Women Entrepreneurs; Multilevel marketing, The present scenario of information technology and the mass media boom and the role of psychologists.
Unit-V	<b>Rehabilitation Psychology:</b> Primary, secondary and tertiary; prevention programmes role of psychologists. Organising of services for rehabilitation of physically, mentally and socially challenged persons including old persons. Rehabilitation of persons suffering from substance abuse, juvenile delinquency, criminal behaviours. Rehabilitation of victims of violence. Rehabilitation of HIV/.AIDS victims

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	2	2	2	2	1	1	2	2	2	2
<b>CO 2</b>	2	2	2	2	2	1	2	2	2	2
<b>CO 3</b>	2	2	2	2	1	1	2	2	2	2
<b>CO 4</b>	2	2	2	2	1	1	2	2	2	2
<b>CO 5</b>	2	2	2	2	1	1	2	2	2	2

1 – Low Correlation                      2 – Moderate Correlation                      3 – High Correlation

### Core Elective 201: Psychopathology

#### Course Outcomes

**CO 1.** Develop an in-depth understanding of the symptom criteria, assessment tools, diagnosis, treatment strategies, research methods for child psychopathology

**CO 2.** Explain the disorders of childhood, communication, and motor skills; understand their clinical pictures, causal attributions, classifications, and psychotherapeutic management skills

**CO 3.** Outline the classification of anxiety disorders and pervasive developmental disorders, the clinical picture, causal factors, and explain therapeutic interventions to deal with them in a clinical setting

**CO 4.** Explain the substance use disorders, their clinical symptoms, causal factors, and therapeutic interventions

**CO 5.** Learn the major biological, psycho-social, and socio-cultural causal attributions of abnormal behaviour

## Course Content

<b>Semester II</b> <b>Marks- 100 (30+70), Credit- 5, Time- 3Hours</b>	
<b>Objective:</b> The paper provides the student with a thorough understanding of the causes, features and therapeutic intervention on developmental psychopathology.	
<b>Outcome:</b> Students will be able to analyze the evaluative, observational, clinical, and epidemiologic research approaches in psychopathology research.	
Unit I	<b>Introduction to Developmental Psychopathology:</b> Models of child psychopathology; Development and Expression of psychopathology; DSM criteria of child psychopathology; Assessment, Diagnosis and Treatment strategies; Research on child Psychopathology; An overview of child psychopathology in India
Unit-II	<b>Developmental disorders:</b> Diagnosed first in infancy, childhood, and adolescence Mental retardation; Learning disorders• Motor skills disorder: Developmental Coordination disorder Communication disorders: Expressive language disorder; Mixed Receptive-Expressive language Disorder; Phonological disorder; Stuttering
Unit- III	<b>Clinical picture and causes:</b> GAD, Panic Disorder, Phobia, OCD, Conversion Disorder, Dissociative disorders, Post-Traumatic Stress Disorder, Pervasive Developmental Disorders: Autistic disorder; Attention-Deficit and Disruptive Behaviour Disorders: Attention Deficit/Hyperactivity Disorder.
Unit-IV	<b>Disorders related to substance use:</b> Alcohol related disorders – alcohol use, intoxication, withdrawal; Cannabis related disorders – cannabis use, intoxication, withdrawal; Hallucinogen related disorders – hallucinogen use, intoxication, persisting perception disorder; Tobacco related disorders. – Prevalence, Symptoms, Causes, Treatment.
Unit-V	<b>Causes of abnormal behaviour Biogenic :</b> genetic defects, constitutional liabilities, hormonal and neurotransmitter imbalances, physical deprivation, brain pathology <b>Psychosocial :</b> parental deprivation, pathogenic family patterns, early trauma, pathogenic interpersonal relations, severe stress <b>Socio-cultural :</b> War and violence, group prejudice and discrimination, poverty and unemployment

## Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	1	1	2	2	2	1	2	2	1	1
CO 2	1	1	1	2	1	1	2	2	2	2
CO 3	1	1	1	2	1	1	2	1	1	1
CO 4	1	1	2	2	2	1	2	1	1	2
CO 5	1	1	2	2	1	1	2	2	2	2

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

## Open Elective 201: Psychology of Individual and Social Issues

### Course Outcomes

**CO 1.** Develop an extensive knowledge of psychological measurement of individual differences, standardization and construction of psychological tests, ethical issues in the use of psychological tests

**CO 2.** Learn the techniques and applications of psychotherapeutic approaches for intervention and management of psychosocial dysfunctions

**CO 3.** Learn the applications of psychological interventions to the socially deprived and disadvantaged groups

**CO 4.** Demonstrate an understanding of the applications of psychological bases for social change

### Course Content

<b>Semester II</b> <b>Marks- 50 , Credit- 4, Time- 3Hours</b>	
<b>Objective:</b> To impart conceptual and theoretical knowledge to students in the fundamental areas of individual difference. To familiarize the students with applications of social issues in different applied areas of Psychology.	
<b>Outcome:</b> Students will be able to appreciate the extensive application of psychology in various aspects of human life, thereby helping them to choose their field of specialization in their future career.	
Unit I	<b>Psychological Measurement of Individual Difference:</b> The nature of individual differences; Characteristics and Construction of standardized psychological tests; Use, misuse and limitation of psychology tests; Ethical issues in the use of psychological tests.
Unit-II	<b>Therapeutic Approaches:</b> Psychodynamic Therapies, Behaviour Therapies, Client Centered Therapy, Cognitive Therapies, Indigenous Therapies (Yoga, Reiki, Meditation) , Biofeedback Therapy, Prevention and Rehabilitation of the mentally ill.
Unit- III	<b>Application of Psychology to Disadvantaged Groups:</b> The concepts of disadvantaged, deprivation and socially deprived; social, physical, cultural and economic consequences of disadvantaged and deprived groups; Educating and motivating the disadvantaged towards development.
Unit-IV	<b>Application of Psychology for Social Change:</b> Characteristics of social change, Psychological Bases of Social change; Steps in the change process; Resistance to change; Factor Contributing to resistance; Planning for change; The concept of change proneness

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	1	1	2	2	1	1	2	2	2	2
<b>CO 2</b>	2	2	1	2	1	1	1	2	1	2
<b>CO 3</b>	2	2	1	2	1	2	1	2	1	2
<b>CO 4</b>	2	2	1	2	1	1	1	2	1	2

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation



## Hard Core 301: Statistics

### Course Outcomes

**CO 1.** Develop an extensive knowledge of the concept and applications of the normal probability curve, hypothesis testing, levels of significance, confidence interval, effect size, and power of statistical test

**CO 2.** Develop an in-depth understanding of the assumptions of parametric statistical tests - its computations, assumptions, and uses in research work

**CO 3.** Develop an in-depth understanding of the assumptions of non-parametric statistical tests - its computations, assumptions, and uses in research work

**CO 4.** Develop an in-depth understanding of the assumptions of correlational methods in statistics - its computations, assumptions, and uses in research work

**CO 5.** Understand the concept, assumptions, equations, and interpretations of regression and its types; learn the application of regression statistics in research designs

### Course Content

<b>Semester III</b>	
<b>Marks – 100 (30 + 70)</b>	
<b>Credit – 5</b>	
<b>Objective:</b> To create among students an in-depth understanding of quantitative data analysis and interpretations in psychological research and, to help students learn the usefulness and application of different statistical methods in psychology.	
<b>Outcome:</b> Students will be able to independently carry out their assigned practical, field works and research projects requiring quantitative analysis and interpretation of data	
Unit I	<b>Introduction to Statistics:</b> Normal Probability Curve- Characteristics, errors, and applications; Hypothesis testing: Type I and Type II error, Level of significance, Confidence interval, effect size, Power of the test
Unit-II	<b>Parametric Statistics:</b> Assumptions, advantages, and limitations, single sample, z-test, Independent and correlated sample „t“ test, One way analysis of variance, Two way analysis of variance, Post-hoc tests- Scheffe and Tukey, Eta square test.
Unit- III	<b>Non-parametric Statistics:</b> Mann-Whitney U test, Wilcoxon signed-rank test, Kruskal-Wallis H test, Friedman’s Two way ANOVA, Chi-square tests.
Unit-IV	<b>Correlations:</b> Pearson’s product-moment correlation- ungrouped and grouped data, Rank order correlation, Special types of correlations - Phi-coefficient, Kendall’s Tau, Biserial and Point biserial correlations, partial and multiple correlations.
Unit-V	<b>Regressions:</b> Bivariate regression - Assumptions of regression, Building blocks of regression, Ordinary least square solution, Regression line, equation, and parameters, interpretation of regression and accuracy of prediction, Concept of multiple regression

## Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	1	1	2	2	2	1	2	1	2	1
CO 2	2	1	2	2	2	1	2	1	2	1
CO 3	2	1	2	1	2	1	2	1	2	1
CO 4	2	2	2	1	2	1	2	1	2	1
CO 5	1	2	2	1	2	2	2	1	2	2

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

### Hard Core 302: Health Psychology

#### Course Outcomes

**CO 1.** Develop an insight into the nature models and scope of health psychology

**CO 2.** Understand the role of behavioural factors in disease and disorder prevention, control, and management

**CO 3.** Understand the psychological interventions and assessments underlying health promoting and compromising behaviours; learn the skills of pain management

**CO 4.** Learn the skills of seeking and using health care services

**CO 5.** Understand the psychotherapeutic techniques and applications of management of chronic and terminal illnesses

#### Course Content

<b>Semester III</b>	
<b>Marks – 100 (30 + 70)</b>	
<b>Credit – 5</b>	
<b>Objective:</b> To enable the students, gain an understanding of the health habits and behaviours, as well as the psychological principles applied in promotion and prevention of diseases, predicting health behaviors.	
<b>Outcome:</b> Students will be able to apply the principles and understanding in modifying health habits and behaviors.	
Unit I	<b>Nature, Development, Model and need:</b> Definition of Health Psychology; Mind-Body Relationship; History of Health Psychology as a branch of study; Rise of Biopsychosocial Model – advantages, clinical implications; The Need for Health Psychology – changing patterns of illness, advances in technology and research, expanded health care services, increased medical acceptance.
Unit-II	<b>Health Behaviours:</b> Role of behavioural factors in Disease and Disorder, Health behaviours and health habits, Practicing and changing health behaviours, Barriers to modify poor health behaviours, Attitude change, Health Belief Model, Cognitive Behavioural Approaches, Health modifications through family, Self- Help Groups,

	Schools, Workplace Intervention, Community Based Intervention, Mass Media, Cellular phone, Landlines, Internet.
Unit- III	<b>Health Promoting and Compromising Behaviours, Pain management:</b> Benefits of Exercise, Healthy diet, Sleep and health, Obesity, Eating Disorders, Alcoholism and problem Drinking, Treatment programme, Preventive approaches, Smoking and Nicotine addiction, Intervention to reduce smoking, Smoking prevention programme, Elusive nature of pain, Acute and Chronic pain and Personality, Pain Control Techniques.
Unit-IV	<b>Seeking and Using Health Care Services:</b> Recognition and Interpretation of symptoms, Nature of patient-provider communication, Language Barriers to effective communication, Patients' contribution to faulty communication, Good communication, Placebo effect, Non-adherence to treatment Regimens, Ways to improve adherence to treatment, Structure of the Hospital, Effect of Hospitalization on the patients, Burnout among Health Care Professionals.
Unit-V	<b>Management of Chronic and Terminal Disorders:</b> Quality of life, Emotional responses to Chronic illnesses, Personal Issues, Coping strategies, Physical Rehabilitation, Job Redesign and Vocational issues, Social Interaction problems, Gender and the impact of Chronic illness, Positive changes - Intervention-Pharmacological, Individual Therapy, Relaxation, Stress Management and Exercise, Social Support Interventions, Help on the Internet, Support Groups, Hospice care.

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	1	2	2	1	2	2	1	2
CO 2	2	2	1	2	1	1	2	1	1	2
CO 3	2	3	2	1	1	2	2	1	1	1
CO 4	3	1	1	1	1	2	1	1	2	2
CO 5	2	1	2	1	2	1	1	1	1	1

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

### Hard Core 303: Practical

#### Course Outcomes

**CO 1.** Study the mean difference in the academic performance of boys and girls in four school students namely English, mathematics, history and geography for essay type examinations

**CO 2.** Self-administer two questionnaires to learn about personal affinity towards one group and the primary mode of conflict-handling intention in the group

**CO 3.** Examine the self-concept by self-administering the „How accurate is your self-concept?“ scale

**CO 4.** Collect the case history of one high school student in standard format and formulate a case report

**CO 5.** Determine the personality type of a student by obtaining responses from him/her and also about him/her from two of his/her close friends using Glazer's „Are you stress-prone Type A personality?“ scale

**CO 6.** Assess the extent of physical neglect and physical abuse of two primary school students on the basis of teachers' rating on the „Indicators of Child Abuse“ checklist

**CO 7.** Assess the spiritual intelligence of four adults including two men and two women, using the King's Spiritual Intelligence questionnaire and find out the gender difference in spiritual intelligence during early adulthood

**CO 8.** Determine the modes of adjustment, general levels of adjustment and areas of adjustment such as marital, social, and vocational

## Course Content

<b>Semester III</b> <b>Marks- 100 (30+70), Credit- 5, Time- 3Hours</b>	
<b>Note:</b> Students are required to conduct all EIGHT of the following practical and maintain a practical record.	
<b>Objective:</b> To help students to understand how psychologists study human behaviour and how this knowledge can be used to explain, predict, and influence human behavior	
<b>Outcome:</b> Students will be able to demonstrate skills in research, communication and reporting of research documents, ethical behaviour in research, professional in test administration and interpretation and understand the mechanisms of complex cognitive processes	
Practical-1	<b>Reporting of Statistical Results:</b> To study the difference in the academic performance of boys and girls in four school subjects namely English, Mathematics, History and Geography for essay type examinations.
Practical-2	<b>Group Affiliation:</b> To self-administer two questionnaires to learn about my affinity towards my group and the primary mode of my conflict-handling intention in the group.
Practical-3	<b>How Accurate is Your Self-Concept is:</b> To examine my self-concept by using the “How Accurate is Your Self-Concept?” scale.
Practical-4	<b>Case Reporting:</b> To collect the case history of a high school student in standard format and submit the report.
Practical-5	<b>Personality Types:</b> To determine the personality type of a student by obtaining responses from him/her and also about him /her from two of his / her close friends using Glazer's “Are you stress- prone Type A personality?” Scale.
Practical-6	<b>Indicators of Child Abuse:</b> To assess the extent of physical neglect and physical abuse of 2 primary school children on the basis of teachers' rating on the “Indicators of Child Abuse” Checklist.
Practical-7	<b>Spiritual Intelligence:</b> To assess the spiritual intelligence of 4 adults including two men and two women, using King's Spiritual intelligence questionnaire and to find out gender difference in Spiritual Intelligence during early adulthood.
Practical-8	<b>Neuroticism:</b> To determine the modes of adjustment, general levels of Adjustment & areas of Adjustment such as marital, social & vocational.

## Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	2	2	2	2	2	2	2	2
CO 2	2	2	2	2	2	2	2	2	2	2
CO 3	2	2	2	2	2	2	2	2	2	2
CO 4	2	2	2	2	2	2	2	2	2	2
CO 5	2	2	2	2	2	2	2	2	2	2
CO 6	2	2	2	2	2	2	2	2	2	2
CO 7	2	2	2	2	2	2	2	2	2	2
CO 8	2	2	2	2	2	2	2	2	2	2

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

### Core Elective 301: School Counselling

#### Course Outcomes

**CO 1.** Develop an understanding of the history, nature, scope, and requirements of counselling in school settings

**CO 2.** Develop the skills for the management of scholastic, emotional, conduct, sexuality problem areas in childhood and adolescence, as well as counselling parents and teachers

**CO 3.** Develop the skills for managing social and personal problems in school setting

**CO 4.** Understand and learn to apply the skills for managing and guiding special learners and under achievers in school

**CO 5.** Demonstrate the skills and abilities to provide psychological interventions in victims of physical, verbal, sexual, emotional abuse

#### Course Content

**Semester III**  
**Marks- 100 (30+70), Credit- 5, Time- 3Hours**

**Unit I Introduction to guidance and counselling :**

History, nature, scope and needs of counselling in schools, individual differences, the role of student advisor and teacher in school counselling - important features; School counselling for the 21st century.

**Unit-II Counselling and management:**

Common childhood problems, School refusal, scholastic backwardness, conduct and emotional problems, counselling adolescents regarding sexuality and substance abuse, counselling parents and teachers.

**Unit- III Strategies for Social and Personal Problems:**

Developing self-confidence, Assertive training, Improving communication skills, Mental and Physical Methods of Relaxation; Self-improving Programmes : study skills training, Problem Solving Techniques, Managing Motivation, Time Management, Remedies for Procrastination, Decision Making.

**Unit-IV Areas of Educational Guidance:**

Purpose, Functions, Guidance for Special Learners, Gifted and Creative Students, Under Achievers, Students with Learning Disabilities.

**Unit-V Abuse Counselling:**

Types of Abuse, Causal Theories of Abuse, Effects of Abuse, Statutory Requirements, Implications for Counselors, Support Networks, Referral Processes. Legal and Ethical responsibilities in school counselling: Legal concepts - Ethical standards - Government regulations - Maintaining good student records

**Mapping of Course Outcomes with Program Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	1	1	1	1	1	2	1	2	1	1
<b>CO 2</b>	1	1	2	2	1	2	1	2	1	1
<b>CO 3</b>	1	1	2	2	1	1	2	2	2	1
<b>CO 4</b>	1	1	2	2	2	1	2	2	2	1
<b>CO 5</b>	1	1	2	2	2	1	1	2	2	1

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

## Core Elective 301: Guidance & Counselling

### Course Outcomes

- CO 1.** Understand the concept, processes, techniques, and challenges of guidance and counselling
- CO 2.** Understand the characteristics of different areas and stages of development, learn the skills of handling problems of childhood, adolescence, adulthood, and old age
- CO 3.** Develop basic counselling skills, interview and history taking techniques, collecting and documenting case histories, and working with other health professionals
- CO 4.** Develop ethical understanding and codes of conduct in practising counselling in professional setting
- CO 5.** Develop the skills and techniques of providing counselling services to special groups such as socially and economically disadvantaged, destitute, orphans, drop-outs, drug addicts, suicidal

### Course Content

#### Semester III

Marks- 100 (30+70), Credit- 5, Time- 3Hours

##### Unit I **Nature and Scope Of Guidance:**

Concept and Definition of Guidance and Counselling, Guidance and Life Goals, the Counselling Vocation, The Phases of the Counselling Process (Assessment, Intervention, and Termination) , Characteristics of an Effective Counsellor, Personal challenges as a Counsellor.

##### Unit-II **Stages of Human Development and Areas Of Guidance:**

Characteristics of Different Stages of Development (Physical, Cognitive, Emotional, Social, and Moral), Problems of Childhood, Problems of Adolescence, Problems of Adulthood and the Aged, The Concept of Adjustment and Adjustment at Different Stages of Life

##### Unit- III **The Client-Counsellor Relationship:**

The Counsellor as a Role Model, The Counsellor's Needs Counsellor Objectivity/Subjectivity, Emotional Involvement, Counsellor Limits in Practice. Basic Counselling Skills: Observation Skills, Questioning, Communication Skills (Listening, Feedback, Non-Verbal), Making Notes and Reflections, The Counselling Interview History Taking, Interviewing (Characteristics, Types, Techniques), and Developing Case Histories: Collecting, Documenting Information, Working with Other Professionals.

##### Unit-IV **Ethics in Counselling:**

Need for Ethical Standards, Ethical Codes and Guidelines. Rights of Clients: Dimensions of Confidentiality, Dual Relationships in Counselling Practices, The Counsellor's Ethical and Legal Responsibilities, Ethical Issues in the Assessment Process.

##### Unit-V **Counselling Special Groups:**

Characteristics and Needs of Special Groups, Socially and Economically Disadvantaged, Destitute and Orphans, Delinquents, Drop-outs, Aids Patients, Drug Addicts and Alcoholics, Suicide, Abuse Counselling. Identifying Support Networks, Referral Processes.

## Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	1	2	1	1	1	2	1	1	2	2
CO 2	1	2	1	1	1	2	1	1	2	2
CO 3	1	1	1	1	1	2	1	2	1	2
CO 4	1	1	2	1	2	1	2	1	1	2
CO 5	1	2	2	2	1	1	2	1	1	2

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

### Core Elective 302: Theoretical Systems in Psychology

#### Course Outcomes

**CO 1.** Develop an understanding of the evolution of scientific method in psychology as a science and social science

**CO 2.** Gain knowledge about the evolution of contemporary psychology through post-modern and multicultural movements

**CO 3.** Develop an extensive understanding of functionalism, behaviourism, gestalt, and cognitivism as the foundational approaches in the field of psychology

**CO 4.** Develop an understanding of constructivism and social constructivism as the contemporary approaches in psychology

**CO 5.** Gain knowledge about the developmental initiatives and the call of indigenization towards achieving a global psychological paradigm

#### Course Content



**Semester III**  
**Marks- 100 (30+70), Credit- 5, Time- 3Hours**

**Unit I The Evolution of the Scientific Method in Psychology:**

An overview of Psychology as a Science, as a social science. The rise of Experimental Psychology; Voluntarism; Structuralism (Contribution of Wilhelm Wundt and Titchener); and Other Early Approaches to Psychology.

**Unit-II Contemporary Psychology:**

The diversity of contemporary psychology, the tension between pure, scientific and applied psychology, psychology's status as a science, globalization and the field of psychology, post-modernism, and multicultural movements

**Unit- III Approaches of Psychology:**

Functionalism (James, Dewey, and Cattell), Behaviourism (Watson, Skinner and Mc Dougall), Gestalt (Wertheimer, Koffka and Kohler) and Cognitivism (Piaget and Post Piagetian).

**Unit-IV Other Approaches of Psychology II:**

Constructivism and Social Constructivism (Vygotsky, Gregan and Bruner)

**Unit-V Development Initiatives and the Call for Indigenization:**

Western psychology in the developing world, the call for indigenization, systematic deterrents to the development of psychology in the developing world, linking the social and economic aspects toward a global psychology paradigm

**Mapping of Course Outcomes with Program Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	1	1	2	1	2	1	2	1	2
CO 2	2	2	1	2	1	1	1	2	1	2
CO 3	2	1	2	2	2	1	1	1	1	2
CO 4	2	1	2	2	2	2	1	1	1	2
CO 5	2	1	1	2	1	2	2	1	1	2
	1 – Low Correlation			2 – Moderate Correlation			3 – High Correlation			

## Core Elective 302: Applied Social Psychology II

### Course Outcomes

- CO 1.** Learn the application of social psychology in Indian caste, class, gender, population, and policy systems
- CO 2.** Learn the social psychological aspects of language in India, and the deficiencies of learning in disadvantaged children
- CO 3.** Understand the psychology of deprivation, poverty, and human development
- CO 4.** Understand the role of psychology in nation building
- CO 5.** Develop an in-depth understanding of the types, causes, consequences, prevention, and interventions for violence against children in India

### Course Content

<p><b>Semester III</b>  <b>Marks- 100 (30+70), Credit- 5, Time- 3Hours</b></p>
<p><b>Unit I Applied Social Psychology in India;</b> Applying Social Psychology in Study of Caste, Class, Gender, Population, and Politics in India.</p>
<p><b>Unit-II Society, Ecology, and Competence;</b> Social Psychological aspects of language in India, Disadvantaged Children's Deficiency in Learning.</p>
<p><b>Unit- III Psychology of Deprivation, Poverty and Human Development-</b> Socialization of Indian Children; Planning for Poverty Reduction in India.</p>
<p><b>Unit-IV Marginalization and Social Mobility in India;</b> Development and Social Tensions; Role of Psychology in Nation building.</p>
<p><b>Unit-V Violence :</b>Types of violence. Violence against children, causes and consequences, prevention and intervention. UN Convention on Rights of the Child, Role of International Agencies, legal measures for prevention of violence against children, National Commission for Protection of Child Rights, its objectives and importance; Integrated Child Protection Scheme (ICPS)</p>

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	1	1	1	1	2	1	2	1	1	1
<b>CO 2</b>	1	2	1	1	2	1	2	1	1	1
<b>CO 3</b>	1	1	1	1	1	1	2	1	1	2
<b>CO 4</b>	1	2	2	1	1	1	2	1	1	1
<b>CO 5</b>	1	1	1	1	1	1	1	1	1	1

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

## FI-201: Field Internship

### Course Outcomes

**CO 1.** First hand training and exposure to work culture, ethical conducts, and professional practice of psychotherapeutic interventions in a clinical setting

**CO 2.** This field experience gained in a clinical setup allows for better employment opportunities in the future

### Course Content

**Semester III**  
**Marks- 50 (10+40), Credit- 3, Time- 1 hour 30 minutes**

**Objective:** The internship programme is to expose the students to the work environment to have practical idea about the nature of the work that they are likely to take up in future. Work place can be a Mental hospital or Psychiatric clinic, schools and colleges, NGOs, Special schools having children with various degrees of Mental retardation, Rehabilitation Centres where skill trainings are provided taking into consideration their ability, aptitude and interest.

**Outcome:** First hand training will give a broad idea about the various activities that are being taken up by institutions for the children and adults with special needs. The experience gained in these organizations will help them in getting employment in Government and Private organizations to work for the differently abled people and specially challenged children.

They can get associated with NGOs as Trainers to impart training and getting them skilled for appropriate employment and Self-help skills. Head of the Department and Faculty members must have to take up the challenges in contacting the Heads of such organization for the placement in training programmes as interns. Faculty members have to guide students in carrying out the work and writing a report on the basis of their direct exposure and hand on experience. At the end of the training programme, students have to submit an Internship report for evaluation by the departmental examining committee. Looking at the progress and commitment of the students, Mid-Sem assessment is to be done. Likewise, final assessment is to be made on the basis of the entire work accomplished at the end of the Semester by the Examining Committee.

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	2	2	2	2	2	2	2	2
CO 2	2	2	2	2	2	2	2	2	2	2

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

### Hard Core 401: Social Psychology

## Course Outcomes

**CO 1.** Develop an understanding of the basic social psychological concepts and learn the various research methods applied in social psychological research.

**CO 2.** Learn the theories of attitude formation, attitude change, and roles of attitude in inter-group situations. Understand the factors leading to prejudice against specific groups and outline different ways of reducing prejudice.

**CO 3.** Identify and evaluate the factors impacting group cohesiveness and conflict, and analyse the theories to understand leadership in group settings.

**CO 4.** Analyse the theories of pro-social behaviour and aggression, and learn the ways to enhance pro-social behaviour and reduce aggression as cited from the research findings.

**CO 5.** Practically assess the ethical values of five adolescents by using the Donelson's Ethical Position Questionnaire.

### Semester IV

Marks- 100 (30+70), Credit- 5, Time- 3Hours

#### Unit I **Nature and perspectives in Social psychology, Attribution and Impression formation:**

Definition of Social Psychology, its scientific nature, behaviour in socio-cultural context, new perspectives in new millennium: influence of Cognitive perspective, Social diversity, Role of biological factors and the Evolutionary perspective; Attribution, Theories, Basic sources of Error; Impression formation and Impression management.

#### Unit-II **Nature of Attitude, Cognitive dissonance, Social Identity and Gender Identity:**

Attitude, Nature and formation, Change, Persuasion, Resistance, Cognitive Dissonance, Reducing Dissonance, Social Identity, Self-concept, Self-esteem, Gender Identity, Gender Stereotypes, Gender revolution and related issues.

#### Unit- III **Prejudice, Discrimination, Inter personal attraction, Close relation:**

Prejudice and Discrimination, Nature and Origin, Intergroup conflict, Role of Social Learning, Social Categorization, Stereotypes, Techniques to reduce Prejudice; Interpersonal attraction, Power of proximity, Need to affiliate, Determinants of Interpersonal Likes and Dislikes, Close relationship: Adult relationship and attachment style, Romantic Relationships, Marriage, the ultimate close relationship.

#### Unit-IV **Altruism, Nature and Empathy; Aggression, theoretical perspective, Determinants and prevention:**

Altruism, Prosocial Behaviour, Bystander's apathy, Decision to help in an emergency, Self-interest, Moral integrity and Moral Hypocrisy, Empathy-Altruism; Aggression, its nature, Theoretical perspectives, Determinants- Social, Personal and Situational, Bullying, Workplace violence, Prevention and Control of Aggression.

#### Unit-V **Nature and function of Group, Social loafing, Conflict and leadership:**

Group, Nature, function, Roles, Status, Norms and Cohesiveness, Social facilitation and Social Loafing, Cooperation and Conflict, Nature, Causes and Effects of Conflict, Leadership: Patterns of influence within Groups.

## Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	1	1	1	1	1	1	2	1	1	1
CO 2	2	2	2	2	2	1	2	1	1	2
CO 3	1	2	1	2	1	1	2	1	1	2
CO 4	1	2	1	1	2	1	1	2	1	2
CO 5	2	2	2	2	2	2	2	2	2	2
CO 6	2	2	2	2	2	2	2	2	2	2

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

## Hard Core 402: Practical

### Course Outcomes

**CO 1.** Practically assess the basic leadership styles of four college students including two boys and two girls and observe gender difference in leadership style using the Greenberg Basic Leadership Styles Questionnaire.

**CO 2.** Evaluate the pattern of development of empathy among the adolescent girls in the age group of 14 to 18 years using the Toronto Empathy Questionnaire.

**CO 3.** Determine and compare the quality of sleep of academically better and poor college students using the „Pittsburgh Sleep Quality Index“.

**CO 4.** To measure the marital relationship of two couples using Learner’s Couple Adjustment Scale and find out the effect of aging on couple adjustment.

**CO 5.** Assess the conflict-Handling style of four college students including two boys and two girls and observe gender differences in conflict-handling by using Rahim’s Scale for Interpersonal Conflict-Handling Style.

**CO 6.** Determine the sense of humor of four college students including two boys and two girls and observe gender differences in sense of humor using the Sense of Humor Questionnaire.

**CO 7.** Assess the quality of life in two nuclear and two joint families by obtaining responses from their adolescent sons using „The Beach Center Family Quality of life Scale.“

**CO 8.** Measure the level of happiness of four adults, 2 each belonging to low and high income level, using Oxford Happiness Questionnaire.

### Course Content

**Semester IV**

**Marks- 100 (30+70), Credit- 5, Time- 3Hours**

<b>Note:</b> Students are required to conduct all EIGHT of the following practical and maintain a practical record.	
<b>Objective:</b> To help students to understand how psychologists study human behaviour and how this knowledge can be used to explain, predict, and influence human behaviour	
<b>Outcome:</b> Students will be able to demonstrate skills in research, communication and reporting of research documents, ethical behaviour in research, professional in test administration and interpretation and understand the mechanisms of complex cognitive processes	
Practical-1	<b>Leadership Style:</b> To assess the basic leadership styles of 4 college students including two boys and two girls and to observe gender difference in leadership style using the Greenberg Basic Leadership Styles Questionnaire.
Practical-2	<b>Empathy:</b> To find out the pattern of development of empathy among the adolescent girls in the age group of 14 to 18 years using the Toronto Empathy Questionnaire.
Practical-3	<b>Quality of Sleep:</b> To determine and compare the quality of sleep of academically better and poor college students using the „Pittsburg Sleep Quality Index“.
Practical-4	<b>Marital Relationship:</b> To measure the marital relationship of two couples using Learner’s Couple Adjustment Scale and find out the effect of aging on couple adjustment.
Practical-5	<b>Conflict- Handling:</b> To assess the conflict-Handling style of 4 college students including two boys and two girls and to observe gender difference in conflict-handling by using Rahim Scale for Interpersonal Conflict-Handling Style.
Practical-6	<b>Sense of Humor:</b> To determine the sense of humor of 4 college students including two boys and two girls to observe gender difference in sense of humor using the Sense of Humor Questionnaire.
Practical-7	<b>Quality of Family Life:</b> To assess the quality of life in two nuclear and two joint families by obtaining responses from their adolescent sons using „The Beach Center Family Quality of life Scale.“
Practical-8	<b>Psychology of Happiness:</b> To measure the level of happiness of 4 adults, 2 each belonging to low and high income level, using Oxford Happiness Questionnaire.

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	2	2	1	2	2	2	2	2
CO 2	2	2	2	2	1	2	2	2	2	2
CO 3	2	2	2	2	1	2	2	2	2	2
CO 4	2	2	2	2	1	2	2	2	2	2
CO 5	2	2	2	2	1	2	2	2	2	2
CO 6	2	2	2	2	1	2	2	2	2	2
CO 7	2	2	2	2	1	2	2	2	2	2
CO 8	2	2	2	2	1	2	2	2	2	2

1 – Low Correlation                      2 – Moderate Correlation                      3 – High Correlation

## Hard Core 403: Dissertation

### Course Outcomes

- CO 1.** Independently prepare a research design to carry out a research project
- CO 2.** Review the related research papers and discover a research problem for the study, and formulate the hypothesis
- CO 3.** Understand and apply the process of administration, scoring, and interpretation of the instrument to be used to measure the variables under study
- CO 4.** Learn and apply the use of statistical techniques for interpretation of data
- CO 5.** Learn the APA style of reporting a research study
- CO 6.** Prepare the research report as per the guidelines of APA

### Course Content

<b>Semester IV</b> <b>Marks- 100 (30+70), Credit- 5, Time- 1 Hour 30 mts.</b>
<b>Objective:</b> Students are to be exposed to the field of research, select a research topic, plan out the design to conduct research, selection of sample and tools, statistical methods to analyse the data and writing the dissertation on the basis of their the findings
<b>Outcome:</b> Students will develop the skill to conduct research independently on psycho- socially relevant topics and contribute to the alleviation of problems that are affecting the children, adolescents, adults and elderly population through policy decisions of the government and psychological intervention at the individual and also at the community level.
<p>Initially Students have to discuss their research ideas with their respective supervisors and give shape to a proposal for carrying out a research study. Topics should have academic and social relevance , so that the work can be published in journals as papers or as book chapters</p>
<p>In the examination, students have to present their work through ppt mode, followed by question and answer session. Students have to defend their work, explain and clarify the queries of the examiners. The Examining committee will have to evaluate the quality of the research work, presentation skill, and performance in the viva voce and accordingly marks will be awarded.</p>

### Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	2	2	2	2	2	2	2	2	2	2
<b>CO 2</b>	2	2	2	2	2	2	2	2	2	2
<b>CO 3</b>	2	2	2	2	2	2	2	2	2	2
<b>CO 4</b>	2	2	2	2	2	2	2	2	2	2
<b>CO 5</b>	2	2	2	2	2	2	2	2	2	2

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

## Core Elective 401: Positive Psychology

### Course Outcomes

- CO 1.** Develop an in-depth knowledge of the perspectives of positive psychology
- CO 2.** Learn the skills and applications of developing resilience in childhood, positive youth development, and life tasks of adulthood
- CO 3.** Understand the concepts of positive emotional states and processes of attaining psychological well-being
- CO 4.** Develop an extensive knowledge of the mindfulness, flow, and spirituality; learn its practical applications in treating psychopathology
- CO 5.** Demonstrate an understanding of the concepts and applications of attachment, love and flourishing relationships; learn its application in building positive and health relationship

### Course Content

<b>Semester IV</b>	
<b>Marks – 100 (30 + 70)</b>	
<b>Credit – 5</b>	
<b>Objective:</b> To expose students to the magnificent role played by our positive thinking, attitude, social support, helping behavior, optimism and hope leading to a happy and meaningful life.	
<b>Outcome:</b> Positive frame of mind and outlook will bring in sea change in the behavior of people making them more efficacious and promote their well-being.	
Unit I	<b>Looking at Psychology from a positive perspective:</b> Defining Positive Psychology, Building human strength, Going from Negative to Positive, Eastern and Western perspectives: Athenian, Judeo-Christianity traditions; Confucianism, Taoism, Buddhism, Hinduism, Different ways to positive outcome, The Rugged Individualist and the construct of Hope, Eastern values: Compassion and Harmony.
Unit-II	<b>Living well at every stage of life:</b> Resilience in Childhood: Nature of Resilience, Resilience Resources; Positive Youth Development: Nature, Programs of Development; The Life Tasks of Adulthood: Trajectories of precocious children, Primary tasks of adulthood, Successful aging: Features, Adult Development study; Developmental focus in Positive Psychology.
Unit- III	<b>Positive Emotional States and Processes:</b> Defining Emotional terms: Affect, Emotion, Happiness, Subjective Well-being; Positive Emotions: Expanding the Repertoire of Pleasure, Determinants of Well-being, 21st Century definition of Happiness, Complete Mental Health: Emotional, Social and Psychological Well-Being, Increasing Happiness in life, Enhancement strategies.
Unit-IV	<b>Mindfulness, Flow and Spirituality:</b> Mindfulness as a state of mind, Moment to moment searches, In search of Novelty, Benefits of Mindfulness; Flow; In search of absorption, Optimal Experience, The flow state, The Autotelic Personality, Longitudinal Flow Research, Cultural comparisons, Fostering Flow and its benefits; Spirituality: In search of the Sacred, Benefits of Spirituality.
Unit-V	<b>Attachment, Love and Flourishing Relationship:</b> Infant attachment, Adult Attachment Security, Passionate and Companionate aspects of Romantic Love, Triangular theory of Love, Self-expression theory of Romantic Love, Flourishing Relationship: Purposive Positive Relationship Behaviours, Building a Mindful Relationship Connection, Creating a Culture of Appreciation, Capitalizing on Positive Events, Praise: Encouraging Signs.



## Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	1	2	2	2	1	2	1	1	2	2
CO 2	1	1	1	1	1	1	1	1	2	2
CO 3	1	2	1	1	1	2	2	1	1	2
CO 4	1	1	1	2	1	1	2	1	1	2
CO 5	1	1	2	1	1	1	2	1	2	2

1 – Low Correlation                      2 – Moderate Correlation                      3 – High Correlation

### Core Elective 401: Counselling Psychology

#### Course Outcomes

**CO 1.** Develop a foundational knowledge on the concept, history, and current trends in counselling; learn the comparative analysis between counselling, guidance, and psychotherapy

**CO 2.** Develop an understanding of the structure, settings, and processes of the counselling sessions; learn the roles and qualities of an effective counsellor

**CO 3.** Develop an in-depth knowledge of the theoretical approaches and their applications used in counselling process

**CO 4.** Develop an understanding and practical applications of counselling the victims of children from – abused, alcoholic, divorced parents

**CO 5.** Learn the ethical considerations, rules, and issues involved in the counselling process

#### Course Content

## Semester IV

Marks- 100 (30+70), Credit- 5, Time- 3Hours

### Unit I **Definition and nature:**

Definition of Counselling, History and current trends, Dealing with violence, Trauma and Crises, Guidance, Psychotherapy and Counselling, Promoting wellness

### Unit-II **Set up and processes in Counselling:**

Structure, Initiative, Physical setting, Client Qualities, Counsellor Qualities, Effective Counsellor, Types of initial interviews, Conducting the initial interview, Exploration and identification of goals, Transference and Countertransference, Termination.

### Unit- III **Theories of Counselling:**

Psychoanalysis, Rogerian Counselling, Rational Emotive Therapy, Cognitive Behavioural Counselling, Transactional Analysis.

Unit-IV **Relief and Transformation through Counselling:** Child abuse, Children of divorced parents, Children in alcoholic families, AIDS Counselling, Homeless children, Marriage and family Counselling, Counselling the elderly

Unit-V **Ethics and Counselling:** Definitions of Ethics, Morality and Law, Ethics in Counselling, Educating Counsellors in Ethical Decision Making

## Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	1	2	2	1	2	2	2	1	1
CO 2	2	1	1	2	1	1	2	2	1	1
CO 3	2	1	1	2	1	2	1	2	2	1
CO 4	2	2	2	2	1	1	1	2	2	2
CO 5	2	1	2	2	1	1	2	2	2	2

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation

## Allied Core 401: Women & Society

### Course Outcomes

**CO 1.** Familiarize with the women lead environmental movements and women's participation in the climate resilience natural resources management.

**CO 2.** Acquire knowledge on the differential impact of climate change disasters.

**CO 3.** Be familiar with the role of technology and how has ICT brought about a change in on women's everyday lives and livelihoods.

**CO 4.** It will enhance students' critical thinking in the use and management of technology in different productive sectors across different category of women.

**CO 5.** Gain an insight into the women and law from rights and equality of opportunity in the access to justice as well as the nuances involved in it.

**CO 6.** Entrust with the duties of framing reports, conducting research and development activities and solving the issues of injustice imparted to the public.

## Course Content

<b>Semester IV</b> <b>Marks- 50 (15+35), Credit- 3, Time- 1 hour 30 mts.</b>	
<b>Objective:</b> This course will highlight the social construction of gender in Indian society and the role of social institutions in the socialization process. Gendered family relations do not occur in vacuum and the course work help trace the reasons of gender inequality and gender discrimination.	
<b>Outcome:</b> The students will understand the Social construction of Gender, Gender Roles and Gender stereotyping. The course will enable students to understand Women and Religion and Religious conceptualization of women. It discusses Social Structures, Changing Status of Women in India and Contemporary Debates on Indian women and Empowerment.	
Unit I	<b>Social Construction of Gender:</b> Sex and Gender - Nature versus Culture, Equality versus Difference - Gender Roles, Gender stereotyping. <b>Women and Religion:</b> women as repositories of cultural practices and traditions - Sexual division of labor, - Public-Private Dichotomy, - Religious conceptualization of women.
Unit-II	<b>Social Structures :</b> Kinship - Forms of Family and Household - Institutions of Marriage and Divorce, Politics of reproduction, Dowry, Property Rights - Class/Caste: hierarchy, difference and mobility; <b>Contemporary Debates:</b> Indian women: Identity and Illusion - Representation and Issues of marginalised women - Violence, victimhood and agency – Empowerment.
Unit- III	<b>Changing Status of Women in India:</b> Women in Ancient and Pre-Colonial India - Women in Colonial Period: Women's participation in the freedom movement, and women's organization - Women in Post-Colonial India: Towards Equality Report, Shramshakti Report

## Mapping of Course Outcomes with Program Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	2	1	1	2	1	2	1	2	1	1
<b>CO 2</b>	2	1	1	2	1	2	2	2	1	1
<b>CO 3</b>	2	1	1	1	1	2	1	2	2	1
<b>CO 4</b>	2	1	2	1	3	2	1	2	2	2
<b>CO 5</b>	2	1	2	1	1	2	1	2	1	2
<b>CO 6</b>	1	1	2	2	2	1	1	1	1	2

1 – Low Correlation

2 – Moderate Correlation

3 – High Correlation