

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



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02.11.23
Coordinator of Examinations
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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

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

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

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.

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	Attention and Perception- Functions of attention: Signal detection, Selective attention, Divided attention, and Search; Theories of attention: Filter theory, Attenuation theory, and Late selection theory; Perception- Perceptual constancy, Depth perception, Subliminal perception; Theories of perception: Bottom up and Top down processes, Template theories, Prototype theories, Feature theories.
Unit- II	Learning – 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	Memory and Forgetting- 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	Language and Communication- 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	Intelligence- 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	Neuron: 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	Nervous system: Somatic and autonomic nervous system- structures and functions; Spinal cord- structure and functions; Hind brain and Midbrain- structures and functions
Unit-III	Fore Brain: Thalamus, Hypothalamus, Limbic system, Basal ganglia, and Cerebral cortex; Cerebral localization, Neuroplasticity, and Neurogenesis, Split brain phenomenon

Unit-IV	Hormonal action: General principles of hormonal actions, Hormonal influence on growth and activity, Endocrine glands and its specific hormones, Hormones and behaviour.
Unit-V	Brain and Behavior: 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	Nature of development: 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	Basic issues and Theories: 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	Pre-natal Development, Infancy and Childhood: 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	Adolescence and Adulthood: 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	Old age: 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

Note: Students are required to conduct all EIGHT of the following practical and maintain a practical record.	
Practical-1	Distraction of attention: To determine the effect of extraneous and irrelevant stimuli on the work efficiency
Practical-2	Raven’s Standard Progressive Matrices: To assess the level of intelligence of two college students using RPM and to analyse their intellectual status.
Practical-3	Assessment of creativity: 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	Adaptive and coping skills: To assess the level of adaptation and coping strategies of four college students using a standard adaptation questionnaire and coping check list.
Practical-5	Locus Of Control: 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	Attitude towards Women: To assess gender difference in attitude towards women among adolescents using the short version of Spence, Helmirch and Stapp Scale.
Practical-7	Word Association Test: 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	Wechsler Intelligence Scale for Children Revised (WISC R): 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
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

CO 6	2	2	2	2	1	1	2	2	2	2
CO 7	2	2	2	2	1	1	2	2	2	2
CO 8	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	Introduction: 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	Problems, hypotheses, variables: 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	Sampling: Definition- sample size- sampling frame- Types of probability and non-probability sampling; Sampling distribution, Sampling errors
Unit-IV	Research designs: 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	Research tools- 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
CO 1	2	2	1	1	2	1	2	2	2	2
CO 2	2	2	1	1	2	1	2	2	2	2
CO 3	2	2	1	1	2	1	2	2	2	2
CO 4	2	2	1	1	2	1	2	2	2	2
CO 5	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

Semester II Marks- 100 (30+70), Credit- 5, Time- 3 Hours	
Unit I	The Foundations of Cognitive Psychology: 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	Consciousness: 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	Language and Thinking: 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	Applications of Cognitive Psychology: 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	Decision Making and problem solving: 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

Semester II Marks- 100 (30+70), Credit- 5, Time- 3 Hours	
Unit I	Foundation of Applied Social Psychology: 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.
Unit-II	Applying Social Psychology to Arenas of Life: 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	Applying Social Psychology to Social Diversity: 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	Applied Social Psychology in India: 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	Applying Social Psychology to Criminal Justice: 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. 1st year and two from U.G. 2nd 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

Semester III Marks- 100 (30+70), Credit- 5, Time- 3Hours	
Note: Students are required to conduct all EIGHT of the following practical and maintain a practical record.	
Practical-1	Motivational factors of adolescents: To find out the motivational and value profiles of four college students (2 boys & 2 girls) using standard questionnaires.
Practical-2	Decision-making style- 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	Ethical Values: To assess the ethical values of five adolescents by using Donelson's Ethical Position Questionnaire (EPQ) and place them in quadrant.
Practical-4	Assessment of Anxiety: To assess the level of anxiety of a college student using Hamilton Anxiety Rating Scale.
Practical-5	Emotional Intelligence: To find out the Emotional Intelligence of four girls for the examination of the age on the development of EI during adolescence.
Practical-6	Assessment of Depression: To assess the level of depression of a college student using Beck's Depression Inventory.
Practical-7	Academic Stress: 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	Academic Attitude and Behaviour: 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
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	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

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

Semester II Marks- 100 (30+70), Credit- 5, Time- 3Hours	
Objective: 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.	
Outcome: 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	Application of Psychology to Educational Field: 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	Work Psychology and Organizational Behaviour: 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	Community Psychology: 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	Psychology and Economic development: 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	Rehabilitation Psychology: 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
CO 1	2	2	2	2	1	1	2	2	2	2
CO 2	2	2	2	2	2	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

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

Semester II Marks- 100 (30+70), Credit- 5, Time- 3Hours	
Objective: The paper provides the student with a thorough understanding of the causes, features and therapeutic intervention on developmental psychopathology.	
Outcome: Students will be able to analyze the evaluative, observational, clinical, and epidemiologic research approaches in psychopathology research.	
Unit I	Introduction to Developmental Psychopathology: 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	Developmental disorders: 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	Clinical picture and causes: 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	Disorders related to substance use: 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	Causes of abnormal behaviour Biogenic : genetic defects, constitutional liabilities, hormonal and neurotransmitter imbalances, physical deprivation, brain pathology Psychosocial : parental deprivation, pathogenic family patterns, early trauma, pathogenic interpersonal relations, severe stress Socio-cultural : 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

Semester II Marks- 50 , Credit- 4, Time- 3Hours	
Objective: 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.	
Outcome: 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	Psychological Measurement of Individual Difference: 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	Therapeutic Approaches: 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	Application of Psychology to Disadvantaged Groups: 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	Application of Psychology for Social Change: 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
CO 1	1	1	2	2	1	1	2	2	2	2
CO 2	2	2	1	2	1	1	1	2	1	2
CO 3	2	2	1	2	1	2	1	2	1	2
CO 4	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

Semester III	
Marks – 100 (30 + 70)	
Credit – 5	
Objective: 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.	
Outcome: 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	Introduction to Statistics: 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	Parametric Statistics: 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	Non-parametric Statistics: Mann-Whitney U test, Wilcoxon signed-rank test, Kruskal-Wallis H test, Friedman's Two way ANOVA, Chi-square tests.
Unit-IV	Correlations: 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	Regressions: 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

Semester III	
Marks – 100 (30 + 70)	
Credit – 5	
Objective: 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.	
Outcome: Students will be able to apply the principles and understanding in modifying health habits and behaviors.	
Unit I	Nature, Development, Model and need: 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	Health Behaviours: 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	Health Promoting and Compromising Behaviours, Pain management: 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	Seeking and Using Health Care Services: 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	Management of Chronic and Terminal Disorders: 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

Semester III Marks- 100 (30+70), Credit- 5, Time- 3Hours	
Note: Students are required to conduct all EIGHT of the following practical and maintain a practical record.	
Objective: To help students to understand how psychologists study human behaviour and how this knowledge can be used to explain, predict, and influence human behavior	
Outcome: 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	Reporting of Statistical Results: 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	Group Affiliation: 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	How Accurate is Your Self-Concept is: To examine my self-concept by using the "How Accurate is Your Self-Concept?" scale.
Practical-4	Case Reporting: To collect the case history of a high school student in standard format and submit the report.
Practical-5	Personality Types: 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	Indicators of Child Abuse: 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	Spiritual Intelligence: 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	Neuroticism: 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
CO 1	1	1	1	1	1	2	1	2	1	1
CO 2	1	1	2	2	1	2	1	2	1	1
CO 3	1	1	2	2	1	1	2	2	2	1
CO 4	1	1	2	2	2	1	2	2	2	1
CO 5	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

Semester III

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

Unit I **Applied Social Psychology in India**; Applying Social Psychology in Study of Caste, Class, Gender, Population, and Politics in India.

Unit-II **Society, Ecology, and Competence**; Social Psychological aspects of language in India, Disadvantaged Children's Deficiency in Learning.

Unit- III **Psychology of Deprivation, Poverty and Human Development**- Socialization of Indian Children; Planning for Poverty Reduction in India.

Unit-IV **Marginalization and Social Mobility in India**; Development and Social Tensions; Role of Psychology in Nation building.

Unit-V **Violence** :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)

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	2	1	2	1	1	1
CO 2	1	2	1	1	2	1	2	1	1	1
CO 3	1	1	1	1	1	1	2	1	1	2
CO 4	1	2	2	1	1	1	2	1	1	1
CO 5	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

Note: Students are required to conduct all EIGHT of the following practical and maintain a practical record.	
Objective: To help students to understand how psychologists study human behaviour and how this knowledge can be used to explain, predict, and influence human behaviour	
Outcome: 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	Leadership Style: 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	Empathy: 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	Quality of Sleep: To determine and compare the quality of sleep of academically better and poor college students using the 'Pittsburg Sleep Quality Index'.
Practical-4	Marital Relationship: 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	Conflict- Handling: 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	Sense of Humor: 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	Quality of Family Life: 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	Psychology of Happiness: 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

Semester IV Marks- 100 (30+70), Credit- 5, Time- 1 Hour 30 mts.
<p>Objective: 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</p>
<p>Outcome: 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>
<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
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
	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

Semester IV	
Marks – 100 (30 + 70)	
Credit – 5	
Objective: 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.	
Outcome: 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	Looking at Psychology from a positive perspective: 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	Living well at every stage of life: 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	Positive Emotional States and Processes: 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	Mindfulness, Flow and Spirituality: 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	Attachment, Love and Flourishing Relationship: 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

Semester IV Marks- 50 (15+35), Credit- 3, Time- 1 hour 30 mts.	
Objective: 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.	
Outcome: 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	Social Construction of Gender: Sex and Gender - Nature versus Culture, Equality versus Difference - Gender Roles, Gender stereotyping. Women and Religion: women as repositories of cultural practices and traditions - Sexual division of labor, - Public-Private Dichotomy, - Religious conceptualization of women.
Unit-II	Social Structures : Kinship - Forms of Family and Household - Institutions of Marriage and Divorce, Politics of reproduction, Dowry, Property Rights - Class/Caste: hierarchy, difference and mobility; Contemporary Debates: Indian women: Identity and Illusion - Representation and Issues of marginalised women - Violence, victimhood and agency – Empowerment.
Unit- III	Changing Status of Women in India: 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, Sharamshakti 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
CO 1	2	1	1	2	1	2	1	2	1	1
CO 2	2	1	1	2	1	2	2	2	1	1
CO 3	2	1	1	1	1	2	1	2	2	1
CO 4	2	1	2	1	3	2	1	2	2	2
CO 5	2	1	2	1	1	2	1	2	1	2
CO 6	1	1	2	2	2	1	1	1	1	2

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