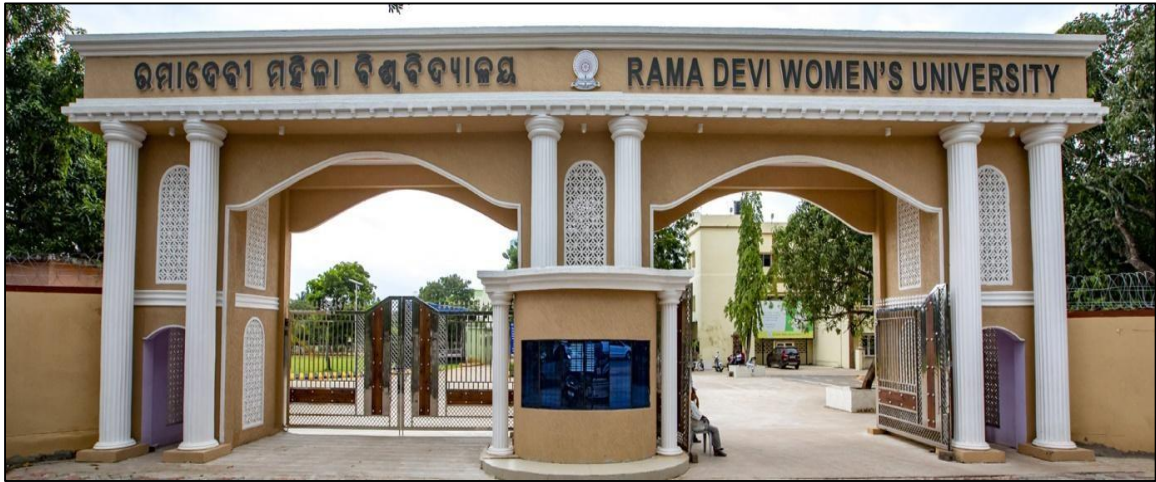


DEPARTMENT OF PSYCHOLOGY

SYLLABUS OF UG PROGRAMME(B.A.)



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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UNDER CHOICE BASED CREDIT SYSTEM

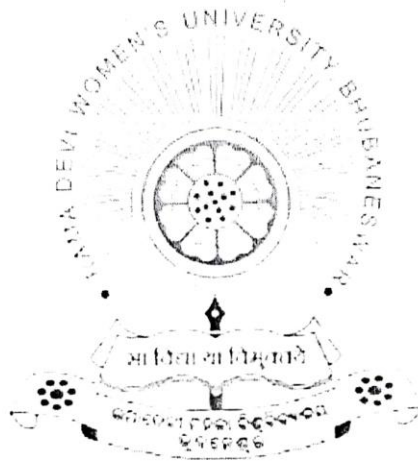
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Gayatri
R.D. Women's University
Bhubaneswar

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



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

UNDER CHOICE BASED CREDIT SYSTEM

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Nikhil
27.8.20
Gayatri Mishra
27.8.2020

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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 CC-II: Basic Developmental Processes	AECC-I: MIL Communication (Odiya/English)			GE Paper-I: Introductory Psychology
II	CC-III: Basic Psychological Processes CC-IV: Processes of Human Empowerment	AECC-II: Environmental Science			GE Paper-II: Basic Developmental Processes
II	CC-V: Statistics		SEC-I: Communicative English		GE Paper-III: Basic Psychological Processes
I	CC-VI: Social Psychology CC-VII: Environmental Psychology				
I	CC-VIII: Psychopathology CC-IX: Educational Psychology CC-X: Psychological Assessment		SEC-II: Leadership & Personality Development		GE Paper-IV: Processes of Human Empowerment
V	CC-XI: Organizational Behavior CC-XII: Health Psychology			DSE-I: Psychological Research and Measurement DSC-II: Ethics, Integrity and Aptitude	
V	CC-XIII: Counseling Psychology CC-XIV: Positive Psychology			DSC-III: Psychology of the Disability DSC-IV: Project & Field work/ Psychology of Crime	

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Nikhil 11.3.22

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27/8/20
Nikhil 27.8.20
Gayatri Mishra,
22.08.2020.

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.

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

**ENVIRONMENTAL STUDIES
&
DISASTER MANAGEMENT**

(AECC I)

SEMESTER-1

FOR UNDER-GRADUATE COURSES ARTS, SCIENCE AND COMMERCE (2021-22)
FULL MARK-100 (Credit-4)

Unit-I (Environment)

(13 periods x 45 min)

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 Environment Protection Act 1986), The Forest Conservation Act 1980 (04 periods)

Unit-II (Climate Change & Sustainable Development) (13 periods x 45 min)

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)

(13 periods x 45 min)

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 arrangements 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,

Unit-IV (Public Health Management)

(13 periods x 45min)

Brief idea on Epidemics 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 vrs Passive, Innate vrs Acquired, Herd Immunity), Incubation 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	22	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 social cognition and processing of social information
- (ii) Positive Psychology-Scope and aims, Nature and characteristics of happiness, Subjective well-being and personal growth

Practical:

- (i) **Intelligence test-** To test the non-verbal intelligence of Two college students using Raven's Standard Progressive Matrices
- (ii) **Personality Type-** To 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

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	2	4	2	4	4	4	4
CO 2	4	4	4	2	4	4	4	4	4	4
CO 3	4	4	2	4	4	2	4	2	4	4
CO 4	4	4	4	2	4	2	4	4	2	4
CO 5	4	4	4	4	4	4	4	4	4	4
CO6	4	4	4	4	4	4	4	4	4	4

AECC-II: MIL ALTERNATIVE ENGLISH

Course Outcomes (Cos)

- 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 1: 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 2: 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 Feeling

UNIT 3:

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

UNIT 4:

- (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

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

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 analyse the theories to understand leadership in group settings.

CO 6.4. Analyse the theories of prosocial behaviour and aggression, and learn the ways to

enhance prosocial behaviour 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 behaviour.

CO 7.2. Understand the hazards to ecology and environment.

CO 7.3. Analyse 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; analyse 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,

Energydepletion; Pro-environmental behaviors.

(ii) Ecosystem and their components; Sustainable development; Resource use: Common propertyresources. 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- natureand 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 BobSimpson’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: COMMUNICATIVE 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: TheActivity 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

Semester III

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 – 5th 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.
- (i) **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/PO	PO 1	PO 2	PO3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	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
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

(i) Fertilization, determination of sex, multiple birth; Prenatal development- germinal stage, embryonic stage, fetal stage; Factors influencing prenatal 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	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

	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	4	4	4	2	2	2
CO 2	2	2	2	4	4	4	4	2	4	4
CO 3	2	2	2	4	4	4	4	2	4	4
CO 4	2	2	2	4	4	4	4	2	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

**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

	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	2	4	2	4	2	4
CO 2	2	4	2	4	2	4	2	4	2	4
CO 3	2	4	2	4	2	4	2	4	2	4
CO 4	2	4	2	4	2	4	2	4	2	4
CO 5	4	4	4	4	4	4	2	4	4	4
CO 6	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

2										
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

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 Yunker, 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 assesses 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
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
- Neutral: 3
- Moderately Related: 4
- Highly Related: 5