LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)

for

B.Sc. PSYCHOLOGY

(with effect from 2021-22)

POST GRADUATE AND RESEARCH DEPARTMENT OF PSYCHOLOGY

GOVERNMENT ARTS COLLEGE (AUTONOMOUS) COIMBATORE 641 018

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Foreword

UGC has been taking several initiatives for quality improvement in higher education system in the country. Curriculum revision is one of the focus areas of these initiatives. Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the higher educational system. The ever evolving and fast changing educational technology have posed various challenges as far as curriculum in the Higher Educational Institutions (HEIs) is concerned. The curriculum requires to be updated more often keeping in view the latest developments in the society and to address the society's needs from time to time.

The Quality Mandate notified by UGC was discussed in the Conference of Vice-Chancellors and Directors of HEIs during 26-28th July, 2018; wherein it was inter-alia resolved to revise the curriculum based on Learning Outcome Curriculum Framework (LOCF).

Learning Outcome Curriculum Framework (LOCF) aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of LOCF is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. Besides this, students will attain various 21st century skills like critical thinking, problem solving, analytic reasoning, cognitive skills, self directed learning etc.. A note on LOCF for undergraduate education is available on the UGC website www.ugc.ac.in. It can serve as guiding documents for all Universities undertaking the task of curriculum revision and adoption of outcome based approach.

To facilitate the process of curriculum based on LOCF approach, UGC had constituted subject specific Expert Committees to develop model curriculum. I feel happy to present the model curriculum to all the HEIs. Universities may revise the curriculum as per their requirement based on this suggestive model within the overall frame work of Choice Based Credit System (CBCS) and LOCF.

I express my gratitude and appreciation for the efforts put in by the Chairperson/Member/Co-opted members/experts of the committees for developing model curriculum. I also take the opportunity to thank Prof. Bhushan Patwardhan, Vice-Chairman, UGC for providing guidance to carry forward this task. My sincere acknowledgement to Prof. Rajnish Jain, Secretary, UGC for all the Administrative support. I also acknowledge the work done by Dr. (Mrs.) Renu Batra, Additional Secretary, UGC for coordinating this important exercise.

All the esteemed Vice-Chancellors are requested to take necessary steps in consultation with the Statutory Authorities of the Universities to revise and implement the curriculum based on the learning outcome based approach to further improve the quality of higher education.

New Delhi
30th July, 2019

(Prof. D. P. Singh)
Chairman
University Grants Commission

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Preamble

At the outset it must be mentioned that the present document should best be taken as a guiding framework. In preparing the same we are well aware that in some small pockets in the country, the teaching of Psychology is thriving in creative directions. A few departments are grounded in cultural perspectives, some other in the cognitive - experimental and industrial-organizational areas. There are recent explorations which are very welcome and which are evolving the psychosocial clinical perspective. All of these are pointing to the growth and diversity of the promise which the field and discipline hold. The LOCF thus not to be seen as an imposition, it is to be better understood as a document to be studied in relation to other advances in the field of psychology. The courses being suggested here are not to be simply taken and adopted by colleagues in other institutions and departments. That would perhaps not reflect the spirit of our efforts. We would be happier if this document can generate further debate, dialogue and discussion and if it can be referred to time and again, even as colleagues and instructors develop their own foci. We look at our work in developing the LOCF as a work in progress. We do not claim to have covered all possible dimensions that the vibrant discipline of psychology promises.

The LOCF intends to offer a broad guideline to reorient the organization of teaching-learning processes at the UG level to augment the quality of learning in the context of contemporary challenges of higher education in India. It explores the opportunities to improve class room transaction, teacher preparation and sense of relevance for the learners. In this endeavour it departs from the earlier scheme in a major way and explicitly states the learning outcomes and uses that to organize the diverse teaching-learning processes. In so doing it tries to address the needs of society, groups and the individual.

This scheme considers learning as an experiential and participatory activity with sufficient space for innovation and initiative, building the scientific spirit of objectivity and critical perspective. In this venture teachers and learners are assumed to jointly engage in a creative exercise of knowledge construction and skill building. In this way it allows the learner to feel more empowered. It also recognizes the need to align the relevant pedagogical processes with emerging scientific and technological developments, internationalization of education as well as the immediate local realities.

In the last few decades, the discipline of Psychology has also emerged as a crucial social science with a strong perspective on social justice. Its training can empower students to engage with social reality through a critical lens and thus contribute to the processes of socio-cultural transformation and justice, besides having relevant social values and skills. In the post-colonial era, there is a need for psychologists to retain a dual focus- to sharpen knowledge perspectives emerging from secular scientific knowledge systems and to provide space for the emergence of voices which are indigenous, local, culturally grounded in folk traditions and proximate to the lives and struggles "of the people", thereby aligning the anthropological and sociological knowledge domains. This could imply that in the Indian context, even as we are interested in recovering 'a psychology' that vibes with our felt experiences, we are open to critically examining these discourses in the very traditions we follow and respect. This would also make us realise that we need to embrace our own culture and social processes with critical appraisal and analytical mind. While there may be depth in our traditions and collective symbols, yet like all other societies of the world, we too have sanctioned much violence and oppression, be it through caste, class, religious or gender inequality.

It is our endeavour to initiate the undergraduate students of Psychology into a self-conscious reading of the history of Psychology, and particularly of the myriad meanings, associations, life contexts and significations connoted by the term "Indian Psychology". The task before the psychologist is not a simple one. It is not simply to critique the West and thus perpetuate the binary between eastern and western perspectives. Instead, we must also emphasize the complementarity in human processes between different cultures - be they eastern or western, but at the same time also keep space for their distinctiveness. The crucial work before us as psychologists is to re-examine the universal psychological dynamics in relation to cultural specifics.

One significant development in the study of psychology has been its reflexive and experiential turn. Shifting the focus from its positivist base, psychologists all over the world have been showing interest in a qualitative understanding of human processes apart from their quantification and statistical measurement. This has once again created space for the study of psychology to recover and strengthen its links with humanist, existential, spiritual, and psychodynamic and other human science models, signifying engaging research methods. The repertoire of the psychologist today is thus both broader in range and richer with deep

insights. The reflexive turn in psychology has carved in room for subjectivity to be studied in all of its nuanced aspects.

Another distinguishing feature of the emerging concerns in the field of psychological science is its openness to accommodate diverse viewpoints. The student is facilitated to develop an inward pointing self-reflective lens (which is also a prerequisite of science in the form self-criticality) as well as capacity for immersive, critical and empathetic engagement attuned to the lives he/she endeavours to study.

As a part of Quality Mandate of the UGC, the initiative aspires to establish a close connection of education with individual and cultural lives in the Indian context and to foster the association between learning and employment. Rooted in the disciplinary developments the courses designed in this framework relate to the traditional Indian cultural ethos as well as contemporary realities including globalization.

It is realized that the approach to treat knowledge as mere reproduction by the teachers in the classroom setting seems to have lost its relevance. The active engagement of the learner with the course content, teaching methodology and evaluation is critical to ensure the attainment of learning outcomes. Despite institutional compulsions of treating all knowledge disciplines by adopting uniform processes of teaching, examination and evaluation, there is need to evolve the same by taking in view, the nature and texture of the discipline.

The assumption that these outcomes will take place inside the student only through teaching-learning process is fraught with infirmities. The student is not an empty vessel where all kinds of knowledge can be placed. They are active processors of information with their own schema of acquisition and retention. Therefore, a pedagogy which compels the learner to be active is desirable precondition for effective learning. Teachers' pedagogical skills need to be sharpened.

The taken for granted assumption that is commonly shared is that knowledge and its application constitutes a two-step process in a sequential manner. This may be relevant for some disciplines of knowledge. However, in psychological sciences, the knowledge and societal application share a symbiotic relationship. Application must happen in thinking first before it is made to happen in reality. The history of development of applied psychology is full of such developments. It warrants us to take up psychology teaching in a new

perspective. There is need to bring social concerns and real life challenges within the premises of institutions of higher learning. It is suggested that relevant societal concerns be brought into the active research domain and in teaching and learning process. Schools, industries, mental health institutions, communities, villages, people with special needs, families too are sites for learning, which deserves to be an agenda of higher education.

It should also be remembered that the society/ surrounding cannot be taken as passive consumers of knowledge created within universities and colleges. They should also be made active participants in shaping the social sciences. Teaching program therefore must include the agenda/ courses which are meaningful to the surrounding society. Educational institutions must reach out to the society. This will give us opportunity to get validation of skill training, knowledge acquisition, research and demonstration of relevance of graduate attributes. In turn, this kind of experience will also help shaping the learning outcomes. The employability gap would also be addressed.

Preparing teachers to teach through pedagogies suitable to promote the values given in the LOCF document is an essential condition for the attainment of LOCF. It is perhaps the most daunting challenge in order to fulfil the mandate of LOCF. The diversity maintenance and appreciation, along with standardization of teaching - learning across the nation requires accommodating local realities with an open mind.

1. Introduction

The LOCF for a B.Sc. degree in Psychology aims at offering a general framework within which psychology teaching may be organized. It serves twin goals of responding to the needs of students to grow as competent, self-reflective learners with relevant academic and professional skills and to prepare them as contributors to the growing discipline of psychology. This framework is intended to help maintaining the standards of teaching, its periodic review against graduate attributes, qualification descriptors, program learning outcomes and course level learning outcomes. It should be viewed in the spirit of innovation in teaching-learning process and should not be treated as an imposition of uniform syllabi, teaching-learning practices and the modalities of student assessment. They are adopted according to local conditions, pertinent regulations, regional priorities and availability of the expertise.

It must be noted that the landscape of undergraduate education in psychology is changing. Psychology's academic significance is on the rise and so are its contributions to human welfare. In fact psychology is now being introduced as an allied course in many disciplines and its teaching is considered highly relevant to address mental health concerns (e.g. depression, anxiety, stress, learning difficulties, suicide) , social issues (e.g. prejudice and discrimination, violence, child abuse, media effects, problems of youth and elderly people), life style related health problems (e.g. CHD, hypertension, cancer, drug abuse and other kinds of addictions) and facilitating psychological health, personal growth and well-being. Therefore, psychology graduates need to be equipped to appreciate and deal with these challenges. Indeed, the scope of psychology teaching has widened and societal expectations from psychology graduates have gone up.

As a discipline, psychology is characterized by huge variety in its scholarly content and approach. While psychology happens to be a social or behavioural science with noticeable advances in neuroscience, cognitive science, consciousness studies and studies of indigenous concepts, theories and practices, it is also a humanist and relational pursuit with strong implications for our social and cultural life. Psychology is both a human science and an art with a rich field of critical knowledge that endeavours to approximate the processes of lived life and social reality.

Looking at the diversity and complexity of India, there cannot be unitary learning outcomes for the entire nation. In view of this the planning of psychology curriculum needs to take into account the following considerations.

1) Entry level expectations of students coming from Central and State Boards and their socio-economic background.

2) General expectations from a three-year undergraduate training.

3) The changing profile of undergraduate students. A majority of today's learners is digital native. Their ways of learning have undergone significant changes.

The proposed LOCF, therefore, has to be adapted to the regional and linguistic diversities and differentials as the Indian academic scenario is quite varied and the UG courses are offered under varying conditions. The delivery of courses is constrained by the nomenclature (e.g. B.A., B.Sc.) and structural organization. Also, the extent of academic facilities (e.g. availability of faculty and their expertise, resources and opportunities for field training) critically determine the scope of curriculum design and transaction.

Learning Outcomes based approach to Curriculum Planning

2.1 Nature and extent of the B.Sc. degree program in Psychology

The discipline of psychology has grown as a science of mental processes and behaviour. Nonetheless, strong attempts have been made to humanize the discipline and retrieve its connection to themes and issues that are closer to lived realities. It has deep links with culture, biology and development. The main stream psychology has its roots in Euro-American traditions of scholarship. In the course of its history, it has adopted a variety of theoretical perspectives. Many of them have maintained distinct paradigmatic stances with distinguishing set of concepts and methods. In recent years attention has been paid to cultural and cross-cultural dimensions of human life and to Indian psychology with its indigenous perspectives on consciousness, self, meditation, motives and morality.

Contemporary psychology focuses on cognitive, affective and behavioural processes and their linkages. Its applications encompass intra-individual, individual, interpersonal and

intergroup levels of functioning and aim at improving the quality of life. This has resulted into several streams of specialization (e.g. cognitive, personality, social, industrial-organizational, clinical, educational, abnormal, environmental, biological, health, community, counselling, positive, forensic).

In the course of their studies, psychologists adopt a wide range of quantitative and qualitative methods. Therefore, psychology graduates are required to learn techniques to assess various psychological attributes such as attitudes, abilities, personality dispositions, values, interests and behaviours. However, it must be realized that it is not just the "other" or the "outside" that needs to be studied by a psychology student, but also the "self" or the "inside" needs to be explored. Thus, self-observation is a necessary attribute as it also develops self-awareness-a valued quality in any psychology professional.

Honing in the skills of the students in a qualitative direction where they learn to explore and employ their growing acumen in real life fields is necessary. In this direction, the pursuit of psychology as a psycho-cultural process should be emphasized. The LOCF visualizes that graduate training needs to attend to the following considerations.

- Practical training, internship and field placement.

- Engaging in conversations, learning the art of qualitative interviewing (semi structured and unstructured interviews), collecting data on significant critical and cultural issues, learning to listen to the narratives of pain and social suffering, attending to shifts in inter-generational concerns related to self and psyche and so on and so forth.

- Exposure to ways of thinking and relating with self and others through practical exercises which delve into autobiographical awareness and creating a story of their life.

- Using projective measures for competence in clinical work.

- Yogic training and meditation to enhance students' health and well-being and building their professional skills.

- Learning planning and conducting small scale studies and analyzing data following scientifically.

- Learning to write the reports of studies which may be published in scientific journals and popular media.

- Mastery of the use of computers and internet in conducting experiments and surveys.

- Analyzing the obtained data manually as well as through SPSS and other software.

- Mastery of communication and counselling skills.

The overarching aim of undergraduate training in psychology is to create a self-reflexive ad self-reflective stance in the students' growth through self-awareness, critical perspective building, enhancing societal sensibility and preparing for professional life through seeking knowledge in basic psychology and acquiring relevant skills. The specific aims are elaborated in the next section.

2.2   Aims of Bachelor's Degree Programme in Psychology

The undergraduate psychology programme aims at the following goals:

1. Offering learning opportunities to orient the students towards scientific and humanistic study of the complexities of human mind and behaviour.
2. Imparting knowledge of basic psychological concepts and methods, and developing ability to appreciate the challenges in field settings.
3. Help shaping cognitive, affective and behavioural abilities of students for building responsible psychology professionals and researchers.
4. Facilitating acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, interviewing, developing psychological tools, behaviour modification, data analysis, report writing).
5. Promoting self-understanding, reflexivity and personal growth. Helping students understand the complexities of self and human relationships and how the two make each other up.
6. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

7. Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.

8. Developing respect for social diversity and increasing social and cultural relevance of learning.

3. Graduate Attributes in B.Sc. Psychology

A graduate of psychology should be psychologically literate student with reasonable degree of understanding of core concepts of psychology, awareness of their applications and linkages with allied disciplines. A good psychologist, therefore, is bound to be a good practitioner. Psychological literacy entails:

- *Comprehending core psychological concepts and theories*: Ability to understand major concepts, theories, principles, perspectives, historical roots and empirical findings. This makes students theoretically informed and insightful about one's own and others' behaviours and mental processes.

- *Fostering an applied perspective*: Good understanding of concepts and principles would prepare for applications to individual level behavioural problems, and problems of society at large. Individual assessment (differentiating individuals on the basis of personality traits, aptitudes, values, abilities etc.), counselling and building human strengths are the major skills that a psychologist initially needs to acquire.

- *Establishing interface with socio-cultural context*: A healthy interface between society, culture and academic pursuit in the discipline of psychology needs to evolve.

- *Building scientific attitude and perspective*: S cientific inquiry and critical thinking, ability to plan, design and conduct research, analyse data and interpret them and behaviour is a must for psychology graduates. To achieve this, procedural knowledge of psychological testing, basic data analytic methods, field observation, group activities, planning and conducting simple experiments, use of software for conducting computer-based experiments and data analysis are required.

- *Social and multicultural sensibility*: Students must have the ability to incorporate socio- cultural factors in scientific research, so as to conduct contextually sensitive research. This also requires cross-cultural understanding of psychological phenomena and an ability to view things from international/global perspective as well as awareness of indigenous Indian perspectives.

- *Self-awareness, relational well-being and personal growth*: Becoming aware of one's strengths and weaknesses, figuring out one's self and identity, relating with self and

world of social relationships, capabilities and ways to organize everyday life and relationships in such a way that the level of subjective wellbeing increases.

- *Ability to communicate and having empathy*: Acquiring the skills to present oneself effectively to others, effectively communicate the intentions and displaying them with the help of suitable cues. Students have to interact with people with empathy, compassion and concern, also an understanding of social injustice and striving for justice, appreciation of others

- *Demonstrating moral and ethical awareness and reasoning:* Students have to resist the temptations to indulge in malpractices and stand by the moral and ethical practices in academic life particularly during evaluation and assessment. In particular, awareness of intellectual property rights and issues of plagiarism are necessary.

4. Qualification Descriptors for a Bachelor's Degree Program in Psychology

Bachelor's Degree

The qualification descriptors for a Bachelor's degree program in psychology include the following:

- Demonstrate (i) comprehension of the field of Psychology, its major sub fields like Abnormal Psychology, Counselling Psychology, Industrial Psychology, Forensic Psychology, etc., and its applications and how the discipline is positioned in relation to key social and biological disciplines; (ii) understanding the methodological approaches to psychology including experimentation, observation, interviewing, using self-report (verbal) measures and various instruments; (iii) skills of communication, counselling and scientific writing.

- Use psychological knowledge, understanding and skills to identify psychologically relevant problems, search, formulate and design relevant studies incorporating psychological variables and processes and conducting small studies using suitable methods.

- Making attempt at self-analysis, self-awareness and taking steps for self-growth.

- Documenting the studies in terms of scientific reports as well as popular writing with evidence.

5. Programme Learning Outcomes

The learners who complete three years of full-time undergraduate programme in psychology would earn a Bachelor's degree. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural and social competencies as described below.

Academic Competence

- Disciplinary knowledge in Psychology and methods including observation, interviewing, introspection, etc.

- Basic professional skills pertaining to psychological testing, assessment and counselling.

- Ability to use counselling skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).

- Ability to relate and connect concepts with personal experiences and using critical thinking.

- Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.

- Ability to use various e-resources and social media to undertake Psychology research.

- Articulation of ideas, scientific writing and authentic reporting, effective presentation skills.

- Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

Personal & Behavioural Competence

- Self-development, health and hygiene, self-regulation skills.

- Developing positive attributes such as empathy, compassion, social participation, and accountability.

- Developing cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.

- Having conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.

- Appreciating and tolerating different perspectives.

- Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.

Social Competence

- Collaboration, cooperation and realizing the power of groups and community.

- Analysing social problems and understanding social dynamics.

- Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.

- Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc).

- Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.

- Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

Index for program learning outcome tables:

Table 1 (a)

Programme outcomes	General Psy	Child & Adolescence Psy	Physiological Psy	Counselling Psy	Abnormal Psy	Industrial & Organizational Psy	Social Psy	Psychology of Crime	Health Psy	Consumer Behaviour	Practicals
FOUNDATIONAL COURSES											
Academic Competence (1.1 to 1.8)											
1.1 Disciplinary Knowledge	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
1.2 Professional Skills					✔	✔	✔				✔
1.3 Application of Skills to chosen specialization	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔
1.4 Experiential Learning & Critical Thinking	✔		✔	✔			✔	✔	✔		✔
1.5 Application to Psychology related Problems	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
1.6 Knowledge of e-resources & social media				✔				✔		✔	✔
1.7 Skills in scientific writing & Effective presentation skills		✔		✔	✔			✔		✔	✔
1.8 Critical evaluation of theoretical approaches	✔	✔	✔	✔		✔	✔		✔	✔	✔

TABLE 1 (b)   FOUNDATIONAL COURSES

Programme outcomes	General Psy	Child & Adolescence Psy	Physiological Psy	Counselling Psy	Abnormal Psy	Industrial & Organizational Psy	Social Psy	Psychology of Crime	Health Psy	Consumer Behaviour	Practicals
2. Personal & Behavioural Competence (2.1 to 2. 6)											
2.1 Self development &self regulation skills	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
2.2 Social skills (empathy) & accountability	✔			✔		✔	✔		✔		
2.3 Cultural and historical sensibility		✔	✔							✔	
2.4 Conversational Competence & Communication skills				✔	✔		✔			✔	
2.5 Appreciating Diverse perspectives			✔				✔		✔	✔	
2.6 Ability to work in groups & teams (negotiation)		✔		✔		✔	✔			✔	

Programme outcomes	TABLE 1 (c) CORE COURSES										
	General Psy	Child & Adolescence Psy	Physiological Psy	Counselling Psy	Abnormal Psy	Industrial & Organizational Psy	Social Psy	Psychology of Crime	Health Psy	Consumer Behaviour	Practicals
3. Social Competence (3.1 to 3.6)											
3.1 collaboration, Cooperation & Community feel				✓		✓	✓	✓	✓	✓	
3.2 Understanding social dynamics & social problems		✓		✓			✓			✓	
3.3 Gender Sensitivity & awareness of gender fluidity issues		✓		✓				✓			
3.4 Ethical, Social & Ecological responsibility		✓	✓	✓	✓	✓	✓		✓	✓	
3.5 Moral & Ethical Awareness & reasoning	✓		✓		✓					✓	✓
3.6 Multilevel Commitment to health & wellbeing					✓	✓	✓	✓	✓		

Programme outcomes	SKILL BASED COURSES				
	Statistics-I	Statistics-II	Psychological Assessment-I	Psychological Assessment-II	
TABLE 2 (a)					

Academic Competence (1.1 to 1.8)

Programme outcomes	Statistics-I	Statistics-II	Psychological Assessment-I	Psychological Assessment-II
1.1 Disciplinary Knowledge	✔	✔	✔	✔
1.2 Professional Skills	✔	✔	✔	✔
1.3 Application of Skills to chosen specialization	✔	✔	✔	✔
1.4 Experiential Learning &Critical Thinking	✔		✔	✔
1.5 Application to Psychology related Problems	✔		✔	✔
1.6 Knowledge of e-resources & social media		✔		✔
1.7 Skills in scientific writing & Effective presentation skills	✔	✔		
1.8 Critical evaluation of theoretical approaches				

Programme outcomes	SKILL BASED COURSES								
	Statistics-I	Statistics-II	Psychological Assessment-I	Psychological Assessment-II					
2. Personal & Behavioural Competence (2.1 to 2. 6)									
2.1 Self development&self regulation skills	✔	✔	✔	✔					
2.2 Social skills (empathy) & accountability			✔	✔					
2.3 Cultural and historical sensibility	✔		✔						
2.4 Conversational Competence & Communication skills	✔		✔						
2.5 Appreciating Diverse perspectives			✔	✔					
2.6 Ability to work in groups & teams (negotiation)	✔	✔	✔						

TABLE 2 (b)

TABLE 2 (c)									
Programme outcomes	**Skill Based Courses**								
	Statistics-I	Statistics-II	Psychological Assessment-I	Psychological Assessment-II					
3. Social Competence (3.1 to 3.6)									
3.1 collaboration, Cooperation & Community feel			✔						
3.2 Understanding social dynamics & social problems	✔	✔							
3.3 Gender Sensitivity & awareness of gender fluidity issues			✔	✔					
3.4 Ethical, Social & Ecological responsibility			✔						
3.5 Moral & Ethical Awareness & reasoning		✔	✔						
3.6 Multilevel Commitment to health & wellbeing			✔						

Programme outcomes	GENERIC ELECTIVE COURSE (GE)		
	Psychology for Happy Living	Positive Psychology	
Academic Competence (1.1 to 1.8)			
1.1 Disciplinary Knowledge	✓	✓	
1.2 Professional Skills	✓		
1.3 Application of Skills to chosen specialization	✓		
1.4 Experiential Learning &Critical Thinking	✓	✓	
1.5 Application to Psychology related Problems	✓	✓	
1.6 Knowledge of e-resources & social media	✓		
1.7 Skills in scientific writing & Effective presentation skills	✓		
1.8 Critical evaluation of Theoretical Approaches		✓	

<div align="center">Table 3 (a)</div>

Programme outcomes	GENERIC ELECTIVE COURSE (GE)		
	Psychology for Happy Living	Positive Psychology	
2. Personal & Behavioural Competence (2.1 to 2. 6)			
2.1 Self development&self regulation skills	✔	✔	
2.2 Social skills (empathy) &acountability	✔	✔	
2.3 Cultural and historical sensibility			
2.4 Conversational Competence & Communication skills	✔	✔	
2.5 Appreciating Diverse perspectives			
2.6 Ability to work in groups & teams (negotiation)	✔	✔	

Above the table: **Table 3 (b)**

Table 3 (c)			
Programme outcomes	**GENERIC ELECTIVE COURSE (GE)**		
	Psychology for Happy Living	Positive Psychology	
3. Social Competence (3.1 to 3.6)			
3.1 collaboration, Cooperation & Community feel	✔	✔	
3.2 Understanding social dynamics & social problems	✔	✔	
3.3 Gender Sensitivity & awareness of gender fluidity issues			
3.4 Ethical, Social & Ecological responsibility	✔	✔	
3.5 Moral & Ethical Awareness & reasoning			
3.6 Multilevel Commitment to health & wellbeing	✔	✔	

6. Structure of B.Sc. (Psychology)
(Details of courses to be taught)

In order to achieve the aims of undergraduate program in psychology Core (Foundational) Courses and Electives (Specialization) are envisaged. The Core courses are designed to promote common educational edifice for the discipline. They are essential as they provide foundational knowledge and enable the students to take up more specialized courses of their choice. The Elective courses are intended to cater to various specializations, subject combinations and CBCS program requirements.

The curriculum proposes to have a strong interface between regular and online learning modes, thereby, actively utilizing national knowledge network resources. The faculty would utilize virtual and actual class rooms through video lectures, small group discussions, tutorials and individual presentations. Community engagement may be incorporated through socially driven small scale research projects, workshops, field/laboratory training/experiential exercises and simulations utilizing currently available knowledge systems and technological facilities. Keeping the credit system in view a minimum of 40-50 hours of active engagement over one semester is required.

As the Indian institutions of higher learning vary considerably in terms of physical infra structure, faculty strength, academic resources and availability of expertise a basket of courses is offered so that institutions may exercise their choice. It is envisaged that learning opportunities may be ensured for diverse academic arrangements depending upon the scheme adopted by the University. Nonetheless, care is taken to bring in the elements of skill to enhance employment opportunities. It is to be remembered that a significant number of students are admitted to Graduation Program after having done Psychology in 12th grade but many come without such an exposure. So, the transition has to be made smooth for both the groups.

The teaching departments may plan along the lines of offering certain generic or foundational courses along with courses focusing on skill with wider range of application during the first two years or first three semesters of the undergraduate program. Specialized courses to prepare students to build professional competence can be introduced in later

semesters. Broad specializations that may be offered in the Indian setting include the following:

1. Clinical -Counselling
2. Industrial -Organizational
3. Applied Social Psychology
4. Cognitive - Educational Psychology
5. Health - Positive Psychology
6. Self and Relationship
7. Indian Psychology
8. Forensic Psychology

It may be noted that the above specializations are tentative and can be formed by inclusion of relevant cluster of papers, depending on the availability of expertise and necessary facilities. It should also be noted that the specialization courses too have emphases which are foundational and are applied.

6.1 Course Learning Outcomes

This document gives autonomy and freedom to the board of studies to design their structure and choose their own courses. Depending on their local circumstances such as infrastructure, laboratory set up, finances, expertise etc, they may decide to consider specific courses suitable to their needs. The present exercise is not to create a uniform course across the country, but to reinforce the idea that it should be of good quality, respect local concerns and be of global standards. Three kinds of courses have been suggested – 1) Foundational 2) Elective, and 3) Skill Based. It may be noted that there is a slight departure from the CBCS framework, as the categorization of courses is very blurred and complex for students and teachers.

Foundational Courses (FC): These courses have implications for several domains of psychology. Psychological literacy is incomplete without understanding these foundational courses. The CBCS program has been implemented in different universities with diverse emphases. Keeping that in view, some relatively essential courses have been included. It is desired that the foundational courses are studied by all the psychology students. Of course, some flexibility may be given depending on the local circumstances as stated earlier. In the CBCS syllabus such courses are labelled "Core courses", however no such flexibility has been allowed.

S.No.	Core Paper
1	Core Paper I: General Psychology I
2	Core Paper II: General Psychology II
3	Core Paper III: Abnormal Psychology I
4	Core Paper IV: Abnormal Psychology II
5	Core Paper V: Industrial & Organizational Psychology I
6	Core Paper VI: Social Psychology I
7	Core Paper VII: Psychology of Crime I
8	Core Paper VIII: Health Psychology
9	Core Paper IX: Industrial & Organizational Psychology II
10	Core Paper X: Social Psychology II
11	Core Paper XI: Psychology of Crime II
12	Core Paper XII: Consumer Behaviour

Core Practical:

S.No.	Core Practical
1	Core Practical I: Experimental Psychology I
2	Core Practical II: Experimental Psychology II
3	Core Practical III: Experimental Psychology III

Allied Papers:

S.No.	Allied Papers
1	Allied I Paper I: Child & Adolescence Psychology
2	Allied I Paper II: Physiological Psychology
3	Allied II Paper I: Statistics I
4	Allied II Paper II: Statistics II

Skill Based Courses (SBC): These courses focus on developing skills or proficiencies in the students, and are aimed at providing hands-on training. In the CBCS syllabus, these courses are offered under the label of "Ability Enhancement Elective Courses (AEEC)". The skill-based courses can be offered to both Psychology as well as non-Psychology students. Since only a total of 4 credits (2 credits for theory and 2 credits for practical) have been provided to SBCs under the CBCS framework, it is advisable that each of the following papers be divided into two parts (with 2 units each). The two parts maybe taught in different semesters.

S.No.	Skill Based Papers
1	Skill Based Elective I: Counselling Psychology I
2	Skill Based Elective II: Counselling Psychology II
3	Skill Based Elective III: Psychological Assessment I

4	Skill Based Elective IV: Psychological Assessment II

Elective Courses (EC): These courses offer choices and can be opted from a pool of courses. These are considered specialized or advanced to that particular course and provide extensive exposure in the area chosen. They are also considered more applied in nature. These courses are akin to "Discipline Specific Elective" under the CBCS framework.

Generic Elective (GE) Courses: As the name suggests, the scope of GE courses is very wide owing to the diversity of disciplinary backgrounds from which students opt GE courses in Psychology. Hence, University and College departments may design courses suitable to the kind of non-Psychology courses offered at their respective department/institution. A list of some papers is provided below:

S.No.	Non-major elective papers
1	Non-Major Elective Paper I: Psychology for Happy Living
2	Non-Major Elective Paper II: Positive Psychology

The proposed semester wise distribution of courses/papers is given in the following Table :

Semester	Foundational Paper (Core+Allied +Practicals) (14)	Skill Based Paper (2)	Elective Paper (Discipline Specific) (4)	Generic Elective (non-Psychology students) (4)	TOTAL PAPERS
I	2				2
II	3				3
III	2	1			3
IV	3	1			4
V	4	1		1	6
VI	5	1		1	7

Course wise classes and credits are given in Table 2

Course	Number	Classes	Credits 1 credit = 1 Theory (Th) period of 1 hour 1 credit = 1 Tutorial (Tut) period of 1 hr. 1 credit = 2 practicum (P) periods of 1 hour each	Total Credits
Foundational	14	Theory only: 5Th+1Tut/Group Theory and Practical: 4Th+4P/group	5+1 = 6 4+4/2=6	6*14 = 84
Skill	2	2Th+4P	2+4/2= 4	2*4 = 08
Discipline Specific Elective	4	4Th+4P/group	5+1 = 6 4+4/2= 6	4*6 = 24
Generic Elective	4	5 Th + 1 Tut	5+1 = 6	4*6 = 24
Total Credits				140
In addition to the above courses, two Ability Enhancement Compulsory Courses (such as English and Environmental Sciences) with 4 credits each (that is 4 classes each) may also be taught. So the total credit for AECC will be 08.				

Note: The readers may find certain degree of overlap that is unavoidable, since there are diverse ways to organize and selectively emphasize the contents in a particular course.

Credit Scheme

Universities have freedom to address the teaching requirements according to the local, and regional, conditions. The credits earned should depend on the scheme adopted by the university or college for the various subjects. It is expected that one course should carry 4 credits if it is taught 4 hours throughout the week as per the UGC norms. The 6 credit formula will be used as follows:

- One theory period of 1 hour = 1 credit
- One Tutorial Period of 1 hour = 1 Credit
- 2 practicum period of 1 hour each = 1 Credit

Course Credit

- Theory Courses with tutorial: 5hour +1Tutorial for a group of 10 students (6 Credits)
- Theory courses with practical: (will no tutorial): 4theory +4 practicals for a group of 10 students (6 credits)

6.1 Course Learning Outcomes

B.Sc. PSYCHOLOGY
SCHEME OF EXAMINATIONS: CBCS PATTERN
(For the students admitted during the academic year 2021-2022 and onwards)

Part	Sub Code	Title of the Paper	Hrs (wk)	Internal (CA) Marks	External Marks	Total Marks	Ext – Min.	Total Pass Mark	Credits
		Semester - 1							
I		**Part – I:** Language: Tamil I	6	50	50	100	30	40	3
II		**Part –II:** English I	6	50	50	100	30	40	3
III	21BPS13C	Core Paper I: General Psychology I	6	50	50	100	30	40	4
III		Core Practical I: Experimental Psychology I	4						
III	21BPS14A	Allied I Paper I: Child & Adolescence Psychology	6	50	50	100	30	40	4
IV		**Environmental Studies**	2	50	50	100	30	40	2
		Semester – 1I							
I		**Part – I:** Language: Tamil II	6	50	50	100	30	40	3
II		**Part –II:** English II	6	50	50	100	30	40	3
III	21BPS23C	Core Paper II: General Psychology II	6	50	50	100	30	40	4
III	21BPS25P	Core Practical I: Experimental Psychology I	4	40	60	100	24	40	4
III	21BPS24A	Allied I Paper II: Physiological Psychology	6	50	50	100	30	40	4
IV		**Value Education – Gandhian Thoughts**	2	50	50	100	30	40	2
		Semester – III							
*I/III		*Part – I: Language: Tamil III	6	50	50	100	30	40	3
I/III		*Part –II: English III	6	50	50	100	30	40	3
III	21BPS33C	Core Paper III: Abnormal Psychology I	4	50	50	100	30	40	4
III		Core Practical II: Experimental Psychology II	4						
III	21BPS34A	Allied II Paper I: Statistics I	6	50	50	100	30	40	4
IV	21BPS35S	Skill Based Elective I: Counselling Psychology I	4	50	50	100	30	40	3
		Semester - IV							
I*/III		*Part – I: Language: Tamil III	6	50	50	100	30	40	3
I*/III		*Part –II: English III	6	50	50	100	30	40	3
III	21BPS43C	Core Paper IV: Abnormal Psychology II	4	50	50	100	30	40	4
III	21BPS44A	Allied II Paper II: Statistics II	6	50	50	100	30	40	4
III	21BPS45P	Core Practical II: Experimental Psychology II	4	40	60	100	24	40	4

IV	21BPS46S	Skill Based Elective II: Counselling Psychology II	4	50	50	100	30	40	3
V		@Extension Activities: NCC/NSS/SPORTS//YRC		-	100	100	40	40	1
Semester - V									
III	21BPS51C	Core Paper V: Industrial & Organizational Psychology I	5	50	50	100	30	40	4
III	21BPS52C	Core Paper VI: Social Psychology I	4	50	50	100	30	40	4
III	21BPS53C	Core Paper VII: Psychology of Crime I	4	50	50	100	30	40	4
III	21BPS54C	Core Paper VIII: Health Psychology	4	50	50	100	30	40	4
IV	21BPS55S	Skill Based Elective III: Psychological Assessment I	4	50	50	100	30	40	3
IV	21BPS5EL	Non-Major Elective Paper I: Psychology for Happy Living	3	50	50	100	30	40	2
		Core Practical III: Experimental Psychology III	4						
Semester - VI									
III	21BPS61C	Core Paper IX: Industrial & Organizational Psychology II	5	50	50	100	30	40	5
III	21BPS62C	Core Paper X: Social Psychology II	4	50	50	100	30	40	5
III	21BPS63C	Core Paper XI: Psychology of Crime II	4	50	50	100	30	40	5
III	21BPS64C	Core Paper XII: Consumer Behaviour	4	50	50	100	30	40	5
III	21BPS65P	Core Practical III: Experimental Psychology III	4	40	60	100	24	40	4
III	21BPS66V	Project & Viva-voce	2	20	80	100	32	40	15
IV	21BPS67S	Skill Based Elective IV: Psychological Assessment II	4	50	50	100	30	40	3
IV	21BPS6EL	Non-Major Elective Paper II: Positive Psychology	3	50	50	100	30	40	2
		Total / Credits				**3600**			**140**

*Courses offered with four semester Language Papers
@ No External Examinations. Only Continuous Internal Assessment (CIA)

Includes 25/40 Continuous Internal Assessment marks for theory and practical papers respectively

Project evalution done by both Internal and External examiner for 80 Marks

B.Sc. PSYCHOLOGY - CHOICE BASED CREDIT SYSTEM
SCHEME OF EXAMINATIONS (2021-2022 ONWARDS)

Part	Sub Code	Title of the Paper	Page Number
		Semester - 1	
I		**Part – I:** Language: Tamil I	
II		**Part –II:** English I	
III	21BPS13C	Core Paper I: General Psychology I	
III		Core Practical I: Experimental Psychology I	
III	21BPS14A	Allied I Paper I: Child & Adolescence Psychology	
IV		**Environmental Studies**	
		Semester – 1I	
I		**Part – I:** Language: Tamil II	
II		**Part –II:** English II	
III	21BPS23C	Core Paper II: General Psychology II	
III	21BPS25P	Core Practical I: Experimental Psychology I	
III	21BPS24A	Allied I Paper II: Physiological Psychology	
IV		**Value Education – Gandhian Thoughts**	
		Semester – III	
*I/III		*Part – I: Language: Tamil III	
I/III		*Part –II: English III	
III	21BPS33C	Core Paper III: Abnormal Psychology I	
III		Core Practical II: Experimental Psychology II	
III	21BPS34A	Allied II Paper I: Statistics I	
IV	21BPS35S	Skill Based Elective I: Counselling Psychology I	
		Semester - IV	
I*/III		*Part – I: Language: Tamil III	
I*/III		*Part –II: English III	
III	21BPS43C	Core Paper IV: Abnormal Psychology II	
III	21BPS44A	Allied II Paper II: Statistics II	
III	21BPS45P	Core Practical II: Experimental Psychology II	
IV	21BPS46S	Skill Based Elective II: Counselling Psychology II	
V		**@Extension Activities: NCC/NSS/SPORTS//YRC**	
		Semester - V	
III	21BPS51C	Core Paper V: Industrial & Organizational Psychology I	
III	21BPS52C	Core Paper VI: Social Psychology I	
III	21BPS53C	Core Paper VII: Psychology of Crime I	
III	21BPS54C	Core Paper VIII: Health Psychology	
IV	21BPS55S	Skill Based Elective III: Psychological Assessment I	
IV	21BPS5EL	Non-Major Elective Paper I: Psychology for Happy Living	
		Core Practical III: Experimental Psychology III	

		Semester - VI		
III	21BPS61C	Core Paper IX: Industrial & Organizational Psychology II	
III	21BPS62C	Core Paper X: Social Psychology II	
III	21BPS63C	Core Paper XI: Psychology of Crime II	
III	21BPS64C	Core Paper XII: Consumer Behaviour	
III	21BPS65P	Core Practical III: Experimental Psychology III	
III	21BPS66V	Project & Viva-voce	
IV	21BPS67S	Skill Based Elective IV: Psychological Assessment II	
IV	21BPS6EL	Non-Major Elective Paper II: Positive Psychology	
		Total / Credits	

Semester	Paper No.	Part	Subject Code	w.e.f.
I	Core Paper I	III	21BPS13C	2021-2022 onwards

CORE: Paper - I

SEMESTER I

GENERAL PSYCHOLOGY -I

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Describe the nature, subject matter and scope of Psychology
CO2	Discuss the processes of sensation and important concepts of psychophysics
CO3	Relate the process of attention and perception
CO4	Explain the process of learning
CO5	Identify and categorise the process of remembering and forgetting

UNIT I: INTRODUCING PSYCHOLOGY

Nature and Definition, Subject matter and Scope. Psychology as a science - Goals or objectives of psychology. Sub-fields or branches of psychology. Relationship of psychology with other disciplines - New frontiers of psychology. **Schools of Psychology**- Structuralism- Functionalism- Associationism- Behaviourism- Gestaltism- Psychoanalysis- Neo-Freudians- Humanistic Psychology. Modern perspectives. **Major Methods of Psychology**- Observation- Introspection- Experimental method- Interview method- Case study method- Questionnaire method- Cross-sectional method- Longitudinal method- Sequential method- Survey method.

UNIT II: SENSORY PROCESS AND PSYCHOPHYSICS

Introduction -Receptors and effectors- Sensory processes. Sensation: Nature and definition. Sensory channel: Processing- Psychophysical relations and methods of study. Some important concepts of psychophysics- Weber's Law- Gustav Fechner's law -Steven's power law- Modern Psychophysics. **Visual and Other Sensory Processes** -Introduction- Visual sensation -Color vision. The auditory sensation -Theories of hearing. Other senses –Smell –Taste -Skin sensation -kinesthetic-Sense of balance.

UNIT III: ATTENTION AND PERCEPTION

Attentional Process- Introduction- Nature and Definition. Span of attention- Fluctuation of attention- Division of attention- Distraction of attention. Kinds of attention- Selective attention-Sustained attention- Determinants or conditions (factors) of attention. **Perceptual process**-Introduction- Nature and Definition of perception. Characteristics of perception- Perceptual organization- Figure and ground perception- Visual space perception-Stereoscopic vision. Perception of motion- Perception of time- Illusions- Hallucinations-Extra sensory perception.

UNIT IV: LEARNING

       Introduction- Nature and Definition of learning. Kinds of learning- Classical conditioning-Features- Determinants- Theories- Significance- Discrimination- Counter conditioning- Pseudo conditioning. Operant conditioning- Reinforcement- Significance of instrumental (operant) conditioning. **Some Major Principles of Learning**- Insight theory- C.L Hull's Reinforcement Theory-Tolman's Cognitive Theory. Guthrie's Contiguity Theory - Observational Learning- Latent Learning. Skill learning- Verbal Learning- Transfer of Learning.

UNIT V: REMEMBERING AND FORGETTING

       Memory- Introduction- Information processing model of memory- Atkinson Shiffrin Model of Memory. Types of long-term memory- Retention- The process of retrieval in memory- Organization in memory. Construction and reconstruction in memory- Some important phenomena of memory. **Forgetting**-Theories- Causes- Memory span. Amnesia- Improving memory.

TEXT BOOK:

1. Mishra, B. R. (2019). Psychology: The study of human behaviour (2nd ed.). New Delhi. PHI Learning Pvt Ltd.

REFERENCES:

1. Morgan, C.T., King R.A., Weisz, J.R. and John Schopler, Introduction to Psychology (7th Edition) New Delhi: Tata McGraw Hill, 2008.

2. Hilgard, E.R., Atkinson, R.C., and Atkinson, R.L., Introduction to Psychology (6th Edition) New Delhi: Oxford and IBH Publishing Co., 2003.

3. Robert, A. Baron, Psychology (5th Edition) New Delhi: Prentice Hall of India, 2004.

4. Mangal, S.K., General Psychology, New Delhi: Sterling Publishers, 2009.

PROGRAMME LEVEL OUTCOMES		COURSE LEVEL OUTCOMES				
		1	2	3	4	5
1	Disciplinary Knowledge	✓	✓			✓
2	Communication skills		✓			✓
3	Critical thinking	✓			✓	
4	Research related skills				✓	✓
5	Analytical reasoning		✓	✓	✓	
6	Problem solving		✓	✓	✓	
7	Team work	✓				✓
8	Moral and ethical awareness	✓				✓

Semester	Paper No.	Part	Subject Code	w.e.f.
I	Allied I - Paper I	III	21BPS14A	2021-2022 onwards

.   Allied – I: Paper I

SEMESTER I

CHILD AND ADOLESCENCE PSYCHOLOGY

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Explain the nature and stages of prenatal development and the process of birth
CO2	Categorize the different patterns of development of Infancy
CO3	Describe the characteristics and compare the major developments of Early childhood
CO4	Identify and analyse the dimensions of development during middle and late childhood
CO5	Discuss the nature and organise the various patterns of development in Adolescence

UNIT - I : PRENATAL DEVELOPMENT AND BIRTH

The Course of Prenatal Development – Teratology and hazards to prenatal development – Normal prenatal development – Birth: The birth process – Assessing the new born – Preterm and low birth weight infants – The post-partum period – Physical adjustments – Emotional and Psychological Adjustments.

UNIT - II : INFANCY

Physical Growth and Development in Infancy – Motor development – Sensory and Perceptual Development – Cognitive Development: Piaget's theory of infant development, Language Development – socioemotional Development: Emotional and Personality Development – Social Orientation/Understanding and Attachment.

UNIT - III : EARLY CHILDHOOD

Physical and Cognitive Development in early childhood – Physical changes – cognitive changes – Language development – Socioemotional development: Emotional and Personality development – Families – Peer relations, Play and Media/Screen.

UNIT - IV : MIDDLE AND LATE CHILDHOOD

Physical and Cognitive Development – Physical changes and health – Cognitive changes – Language development – Socioemotional development: Emotional and Personality development – Families – Peers - Schools.

UNIT - V : ADOLESCENCE

Physical and Cognitive Development – The nature of Adolescence – Physical changes – Adolescent Cognition – Socioemotional development: The self, Identity and Religious/Spiritual development – Families – Peers – Culture and Adolescent development – Adolescent problems.

TEXT BOOKS:

1. John W. Santrock (2019). Life-span Development. 17th Edition. McGraw Hill Education. New York.

2. Diane E. Papalia and Gabriela Martorell (2020). Experience Human Development. 14th Edition. McGraw Hill Education.

REFERENCES:

1. Robert S. Feldman and Nandita Babu (2018). Development Across the Life Span. 8th edition. Pearson Education.

2. Elizabeth B. Hurlock (2017). Developmental Psychology: A Life - Span Approach. 5th Edition. McGraw Hill Education.

PEDAGOGY:

Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.

Mapping with Programme Outcomes

			COURSE LEVEL OUTCOMES				
			1	2	3	4	5
PROGRAMME LEVEL OUTCOMES	1	Disciplinary Knowledge	✔	✔			✔
	2	Communication skills		✔			✔
	3	Critical thinking	✔			✔	
	4	Research related skills				✔	✔
	5	Analytical reasoning		✔	✔	✔	
	6	Problem solving		✔	✔	✔	
	7	Team work	✔				✔
	8	Moral and ethical awareness	✔				✔

Semester	Paper No.	Part	Subject Code	w.e.f.
I & II	Core Practical I	III	21BPS25P	2021-2022 onwards

SEMESTER I and II

EXPERIMENTAL PSYCHOLOGY – I

(Examination in Semester - II) (Conduction of all experiments is compulsory)

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Discuss the methods of measuring the suggestibility of a person
CO2	Identify the factors influencing a person's thoughts
CO3	Describe the ways of assessing the sensory and motor abilities
CO4	Examine how to measure the various aspects of attention
CO5	Explain how optical illusion and its effects can be measured

SUGGESTION

Progressive Weights

Suggestible Questions

ASSOCIATION

Free-Association - Word list Method

Free-Association - Chain Method

SENSORY AND MOTOR TESTS

Visual Acuity

Colour Blindness

Motor tests

ATTENTION

Distraction of Attention

Division of Attention

Span of Attention

PERCEPTION

Optical Illusion

Span of Apprehension

REFERENCES:

1. Anastasi & Urbina (2010). Psychological Testing (7th Ed.). New Delhi: PHI Learning Pvt. Ltd.

2. Rajamanickam (2005). Experimental Psychology, Vol I & II. New Delhi: Concept Publishing Company.

3. Collins, M. and Drever, J: Experimental Psychology, Ludhiana: Lyall Book Depot, 1968.

4. Kuppuswamy B: Elementary Experiments in Psychology, Madras: Oxford University Press, 1954.

5. Woodworth, R.S. and Schlosberg, H: Experimental Psychology, New Delhi: Oxford and IBH Publishing Co. 1971.

6. Freeman F.S: Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH Publishing Co. 1976.

Mapping with Programme Outcomes

			COURSE LEVEL OUTCOMES				
			1	2	3	4	5
PROGRAMME LEVEL OUTCOMES	1	Disciplinary Knowledge	✔	✔			✔
	2	Communication skills		✔			✔
	3	Critical thinking	✔			✔	
	4	Research related skills				✔	✔
	5	Analytical reasoning		✔	✔	✔	
	6	Problem solving		✔	✔	✔	
	7	Team work	✔				✔
	8	Moral and ethical awareness	✔				✔

Semester	Paper No.	Part	Subject Code	w.e.f.
II	Core Paper I	III	21BPS23C	2021-2022 onwards

CORE: Paper - II

SEMESTER II

GENERAL PSYCHOLOGY – II

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Describe the nature and concepts of thinking.
CO2	Discuss the processes of motivation, frustration and conflict.
CO3	Relate the nature and role of emotions.
CO4	Synthesize the concept of intelligence and related concepts.
CO5	Classify the approaches to personality, its determinants and assessment.

UNIT I: THINKING

Introduction- Nature- Definition. Kinds-tools of thinking- Role of set and direction. Trial and error in thinking- Insight in thinking - Problem solving. Theories of learning. Concepts-Creative thinking.

UNIT II: MOTIVATION

Introduction- Nature and Definition - Motivational cycle. Homeostasis-Two fundamental theories of motivation. Kinds of motives- Intrinsic and extrinsic framework of motivation. Measurement of motives- Measurement of human socio-psychogenic(acquired)motives - Frustration of motives. Conflict- Reactions to frustrations. Some basic approaches of theories of motivation.

UNIT III: EMOTION

Introduction- Nature, Meaning and Definition- Difference between emotion and feeling. Motives and emotions. Some basic emotions- Physiological correlates of emotion. Theories of emotion. Roles of nervous system in emotion- Physiological measures of emotion.

UNIT IV: INTELLIGENCE

Introduction- Nature and Definition. Theories of intelligence. Assessing intelligence. Some important environmental determinants of intelligence. Individual differences in intelligence. Causes of mental retardation- Special abilities.

UNIT V: PERSONALITY

Introduction- Meaning. Dynamic process-oriented view of personality- Behaviourist approaches to personality. The humanistic theories of personality- Kurt Lewin's field theory of personality. New advances: Five factor model of personality - Determinants of personality. Assessment of personality.

TEXT BOOK:

1.Mishra, B. R. (2019). *Psychology: The study of human behaviour* (2nd ed.). New Delhi. PHI Learning Pvt Ltd.

REFERENCES:

1. Morgan, C.T., King R.A., Weisz, J.R. and John Schopler, Introduction to Psychology (7th Edition) New Delhi: Tata McGraw Hill, 2008.

2. Hilgard, E.R., Atkinson, R.C., and Atkinson, R.L., Introduction to Psychology (6th Edition) New Delhi: Oxford and IBH Publishing Co., 2003.

3. Robert, A. Baron, Psychology (5th Edition) New Delhi: Prentice Hall of India, 2004.

Mapping with Programme Outcomes

<table>
<tr><th rowspan="2" colspan="3"></th><th colspan="5">COURSE LEVEL OUTCOMES</th></tr>
<tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr>
<tr><th rowspan="8">PROGRAMME LEVEL OUTCOMES</th><td>1</td><td>Disciplinary Knowledge</td><td>✔</td><td>✔</td><td></td><td></td><td>✔</td></tr>
<tr><td>2</td><td>Communication skills</td><td></td><td>✔</td><td></td><td></td><td>✔</td></tr>
<tr><td>3</td><td>Critical thinking</td><td>✔</td><td></td><td></td><td>✔</td><td></td></tr>
<tr><td>4</td><td>Research related skills</td><td></td><td></td><td></td><td>✔</td><td>✔</td></tr>
<tr><td>5</td><td>Analytical reasoning</td><td></td><td>✔</td><td>✔</td><td>✔</td><td></td></tr>
<tr><td>6</td><td>Problem solving</td><td></td><td>✔</td><td>✔</td><td>✔</td><td></td></tr>
<tr><td>7</td><td>Team work</td><td>✔</td><td></td><td></td><td></td><td>✔</td></tr>
<tr><td>8</td><td>Moral and ethical awareness</td><td>✔</td><td></td><td></td><td></td><td>✔</td></tr>
</table>

Semester	Paper No.	Part	Subject Code	w.e.f.
II	Allied I Paper II	III	21BPS14A	2021-2022 onwards

Allied I: Paper II

PHYSIOLOGICAL PSYCHOLOGY

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Paraphrase the meaning and approaches to Physiological Psychology and modern techniques of brain imaging.
CO2	Discover the nature and functions of neurons.
CO3	Summarize the structure of human nervous system and brain-behaviour relationship
CO4	Identify the influence of hormones on behaviour.
CO5	Compare the physiological correlates of emotion and learning

UNIT – I: INTRODUCTION

Foundations of Behavioural neuroscience - Concept of mind – The Modern Era of Brain Imaging –natural selection and evolution-ethical issues in research with humans and other animals-future of neuroscience: career and strategies for learning – C T Scan, M R I Scan, P E T Scan, r CBF – Approach to Physiological Psychology: Philosophic Approaches, Clinical Approaches and Experimental Method.

UNIT – II: STRUCTURE, FUNCTIONS OF CELLS AND NERVOUS SYSTEM

Cell of the nervous system-communication within a neuron-communication between neurons-basic feature of the nervous system—Development of the nervous system-structure and function of the central nervous system- structure and function of the peripheral nervous system.

UNIT – III: VISION, AUDITION, THE BODY SENSES, AND THE CHEMICAL SENSES

The eye-brain regions involved in visual processing-perception of colour-perception of form-perception of spatial location-perception of orientation and movement – Audition - vestibular system - somatosenses-gustation - olfaction.

UNIT – IV: SLEEP AND BIOLOGICAL RHYTHMS

What is sleep-why do we sleep-physiological mechanism of sleep and waking- Disorder of sleep- Biological clocks

UNIT – V: PSYCHOPHARMACOLOGY

Principles of Psychopharmacology-An overview of psychopharmacology, Pharmacokinetics, Effects of repeated administration, Placebo Effects - Sites of drug Actions-Effects on Production of neurotransmitters, Effects on storage and release of neurotransmitters, Effects on receptors, Reuptake to Destruction of Neurotransmitters - Neurotransmitters and Neuromodulators-Amino acids, Acetylcholine, The Monoamines, Peptides, Lipids

TEXT BOOK:

Neil R. Carlson & Melissa A. Birkett. (2017). Physiology of Behaviour. Twelfth Edition, Pearson.

REFERENCES:

1. Charles, F. Levinthal; Introduction to Physiological Psychology, 3rd Edition, New Delhi: Prentice Hall of India, 1990.
2. Morgan, C.T., Physiological Psychology, New York: McGraw Hill, 1965.
3. Richard, F. Thompson: Foundations of Physiological Psychology, New York: Harper International, 1967.

Mapping with Programme Outcomes

			COURSE LEVEL OUTCOMES				
			1	2	3	4	5
PROGRAMME LEVEL OUTCOMES	1	Disciplinary Knowledge	✓	✓			✓
	2	Communication skills		✓			✓
	3	Critical thinking	✓			✓	
	4	Research related skills				✓	✓
	5	Analytical reasoning		✓	✓	✓	
	6	Problem solving		✓	✓	✓	
	7	Team work	✓				✓
	8	Moral and ethical awareness	✓				✓

Semester	Paper No.	Part	Subject Code	w.e.f.
III	Core Paper III	III	21BPS33C	2021-2022 onwards

Core Paper III

Semester III
ABNORMAL PSYCHOLOGY – I

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

C.O1	Summarize the Concepts and Historical perspectives of Abnormal Psychology.
C.O2	Identify Anxiety, Trauma and Stress related disorders.
C.O3	Determine the symptoms, causes of Obsessive-Compulsive disorders and other related disorders.
C.O4	Explain the Somatic and Dissociative Disorder.
C.O5	Paraphrase the causes and treatment of Mood Disorder and Suicide.

UNIT – I: ABNORMAL BEHAVIOUR IN HISTORICAL CONTEXT

Definition-Understanding Psychopathology- The Supernatural Tradition- The Biological Tradition-The Psychological Tradition- The Present Scientific Method and an Integrative Approach-Diagnosing Psychological Disorders.

UNIT – II: ANXIETY, TRAUMA AND STRESSOR-RELATED DISORDERS.

The Complexity of Anxiety Disorders- Anxiety Disorders: Generalized Anxiety Disorder-Panic Disorder and Agoraphobia-Specific Phobia-Social Anxiety Disorder- Trauma and Stressor Related Disorder: Post Traumatic Stress Disorder.

UNIT – III: OBSESSIVE-COMPULSIVE AND RELATED DISORDER

Obsessive-Compulsive Disorder- Body Dimorphic Disorder- Other Obsessive-Compulsive and Related Disorder: Hoarding Disorder-Trichotillomania and Excoriation.

UNIT – IV: SOMATIC SYMPTOM AND RELATED DISORDERS AND DISSOCIATIVEDISORDER

Somatic Symptom and Related Disorders- Somatic Symptom Disorder-Illness Anxiety Disorder-Psychological Factors Affecting Medical Condition-Conversion Disorder Dissociative Disorder: Depersonalization-Derealization Disorder-Dissociative Amnesia-Dissociative Identity Disorder.

UNIT – V: MOOD DISORDER AND SUICIDE.

Understanding and Defining Mood Disorders- Prevalence of Mood Disorder- Causes of Mood Disorder- Treatment of Mood Disorder- Suicide.

TEXT BOOKS:
1. David H. Barlow and V. Mark Durand. (2015). Abnormal Psychology-An Integrative approach. (7th Edition). Cengage Learning.
2. Sarason, I.G. and Sarason, B.R (2005). Abnormal Psychology- The Problem of maladaptive behaviour, (11th Ed.), New Delhi: Prentice Hall of India.
3. Kring et.al. (2010). Abnormal Psychology (11th Ed.). New Delhi: Wiley India Pvt. Ltd.

PEDAGOGY:
Lecture by chalk & talk, Power Point Presentation, E-content, Social interaction, Online Group Discussion Assignment Quiz Seminar and Observational Learning.

MAPPING WITH PROGRAM OUTCOMES:

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<tr><th rowspan="2">PROGRAMME LEVEL OUTCOMES</th><th colspan="2" rowspan="2"></th><th colspan="5">COURSE LEVEL OUTCOMES</th></tr>
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<tr><td>8</td><td>Moral and ethical awareness</td><td>✔</td><td></td><td></td><td></td><td>✔</td></tr>
</table>

Semester	Paper No.	Part	Subject Code	w.e.f.
III	Allied II – Paper I	III	21BPS34A	2021-2022 onwards

Allied II: Paper I

SEMESTER III

STATISTICS - I

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

C.O.1	Classify the statistical tools and their applications in Psychology
C.O.2	Outline the diagrammatic representation of data
C.O.3	Describe about the measures of dispersion and Skewness
C.O.4	Explain the meaning, types and ways of calculating Correlation
C.O.5	Discuss and summarize the concept of probability

UNIT I

Definition of Statistics - Importance of Statistics in Psychology and Research - Collection of Data - Primary and Secondary - Classification of Data - Formation of Frequency Distribution.

UNIT II

Diagrammatic and Graphical Representation of Statistical Data - Simple, Multiple, Sub Divided, Percentage Bar Diagrams and Pie Diagram - Histogram, Frequency Polygon, Frequency Curve, Ogives - Measures of Central Tendency - Mean, Median, Mode, Geometric Mean and Harmonic Mean.

UNIT III

Measures of Dispersion – Range, Quartile Deviation, Mean Deviation (about Mean), Standard Deviation and Co-efficient of Variation – Concept of Skewness – Karl Pearson's and Bowley's Coefficient of Skewness – Simple Problems

UNIT IV

Correlation – Scatter Diagram – Karl Pearson's Coefficient of Correlation – Spearman's Rank Correlation. Regression Equations – Properties of Regression Coefficients – Simple Problems.

UNIT V

Concept of Probability – Basic Definitions – Mathematical and Statistical Approach – Addition and Multiplication Theorems (Without Proof) – Simple Problems. Note: No derivation, only Concepts and Simple Problems throughout the Syllabus.

TEXT BOOKS:

1. S.P. Gupta - Statistical Methods, Sultan Chand & Sons, New Delhi, 42nd revised Edition, 2012.

2. R.S.N. Pillai and V. Bagavathi - Statistics – Sultan Chand & Sons Company Ltd, New Delhi.

3. J.P Verma and Mohammed Ghufran- Statistics for Psychology, Tata McGraw Hill Education (P) Ltd. New Delhi.

REFERENCE BOOKS:

1. Henry E. Garrett - Statistics in Psychology and Education, Paragon International Publishers, Twelfth Indian Reprint, 2007.

2. S.K. Mangal - Statistics in Psychology, PHI Learning Private Limited, New Delhi, Second Edition, 2009.

MAPPING WITH PROGRAM OUTCOMES:

			COURSE LEVEL OUTCOMES				
			1	2	3	4	5
PROGRAMME LEVEL OUTCOMES	1	Disciplinary Knowledge	✔	✔			✔
	2	Communication skills		✔			✔
	3	Critical thinking	✔			✔	
	4	Research related skills				✔	✔
	5	Analytical reasoning		✔	✔	✔	
	6	Problem solving		✔	✔	✔	
	7	Team work	✔				✔
	8	Moral and ethical awareness	✔				✔

Semester	Paper No.	Part	Subject Code	w.e.f.
III	Skill Based Elective I	III	21BPS35S	2021-2022 onwards

Skill Based Elective I

SEMESTER III
COUNSELLING PSYCHOLOGY-I

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Restate the importance of counselling in the present context
CO2	Classify the methods of establishing counselling relationship
CO3	Describe the dynamics and termination of counselling relationship
CO4	Examine the psychoanalytic and humanistic approaches to counselling
CO5	Compare the behavioural, cognitive and other approaches to counselling

UNIT I: INTRODUCTION

History of and Trends in Counselling - Definition of Counselling – History of Counselling – Current trends in the New Millennium - Dealing with violence, trauma and crises, the - challenge of managed care, promoting wellness, concern for social justice, greater emphasis on the use of technology and leadership.

UNIT II: COUNSELLING PROCESS

Building Counselling Relationships – Factors that influence the Counselling process – Seriousness of the presenting problem, Structure, Initiative, the physical setting, Client qualities and Counsellor qualities - Types of Initial Interviews – Conducting the initial interview – exploration and the identification of goals.

UNIT III: COUNSELLING RELATIONSHIPS

Working in a Counselling Relationship – Counsellor skills in the understanding and action phases – Transference and Counter transference – the real relationship. Termination of Counselling Relationships – Function of termination – Timing of termination – Issues of termination – Resistance to termination – Premature termination – Counsellor initiated termination.

UNIT IV: THEORIES OF COUNSELLING

Psychoanalytic, Adlerian and Humanistic Theories of Counselling– Psychoanalytic theories – Psychoanalysis - Adlerian theory – Adlerian Counselling - Humanistic theories – Person Centered Counselling, Existential Counselling and Gestalt therapy.

UNIT V: THEORIES OF COUNSELLING

Behavioural, Cognitive, Systemic, Brief and Crisis Theories of Counselling – Behavioural Counselling – Cognitive and Cognitive-Behavioural counselling – Systems Theories – Brief Counselling Approaches –Solution-focused counselling, Narrative Counselling – Crisis Counselling

Approaches.

TEXT BOOK:

Samuel T. Gladding. (2009). Counselling– A Comprehensive Profession. Sixth Edition. Pearson Education.

 REFERENCES:

1. Narayana Rao, S.: Counselling Psychology (2010). New Delhi: Tata McGraw Hill.

2. Nelson Jones, Richard. (1982). The Theory and Practice of Counselling Psychology, London: Holt,

Rinehart and Winston.

3. Gibson, Robert L and Mitchell, Marianne H, (1981). Introduction to Guidance, New York:

MacMillan.

Mapping with Programme Outcomes

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			1	2	3	4	5
PROGRAMME LEVEL OUTCOMES	1	Disciplinary Knowledge	✔	✔			✔
	2	Communication skills		✔			✔
	3	Critical thinking	✔			✔	
	4	Research related skills				✔	✔
	5	Analytical reasoning		✔	✔	✔	
	6	Problem solving		✔	✔	✔	
	7	Team work	✔				✔
	8	Moral and ethical awareness	✔				✔

Semester	Paper No.	Part	Subject Code	w.e.f.
IV	Core Paper IV	III	21BPS43C	2021-2022 onwards

Core Paper IV

Semester IV
ABNORMAL PSYCHOLOGY – II

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

C.O.1	Identify the Sexual Dysfunctions, Paraphilic and Gender Dysphoria
C.O.2	Distinguish the Substance Related, Addictive and Impulse – Control Disorder
C.O.3	Discuss about various Personality Disorders.
C.O.4	Summarize the Schizophrenia Spectrum and Other Psychotic Disorders
C.O.5	Recall the various Neurodevelopment Disorders.

UNIT- I: SEXUAL DYSFUNCTIONS, PARAPHILIC DISORDERS, AND GENDER DYSPHORIA

What is Normal Sexuality-An Overview of Sexual Dysfunction-Assessing Sexual Behaviour-Causes and Treatment of Sexual Dysfunction-Paraphilic Disorders- Assessing and Treating Paraphilic Disorders- Gender Dysphoria.

UNIT-II: SUBSTANCE-RELATED, ADDICTIVE AND IMPULSE-CONTROL DISORDER.

Perspective on Substance-Related and Addictive Disorders-Depressants-Stimulants-Opioids-Cannabis-Related Disorder- Hallucinogens-Related Disorder- Other Drugs of Abuse- Causes of Substance-Related Disorder- Treatment of Substance-Related Disorders-Gambling Disorder-Impulse-Control Disorders

UNIT –III: PERSONALITY DISORDERS

An Overview of Personality Disorders- Cluster A Personality Disorder- Cluster B Personality Disorder- Cluster C Personality Disorder

UNIT-IV: SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS

Perspective on Schizophrenia-Clinical Description, Symptoms and Subtypes- Prevalence and Causes of Schizophrenia- Treatment of Schizophrenia.

UNIT-V: NEURODEVELOPMENTAL DISORDERS

Overview of Neurodevelopment Disorder- Attention-Deficit/Hyperactivity Disorder-Specific Learning Disorder-Autism Spectrum Disorder- Intellectual Disability- Prevention of Neurodevelopment Disorders.

TEXT BOOKS:

1. David H. Barlow and V. Mark Durand. (2015). Abnormal Psychology-An Integrative approach. (7th Edition). Cengage Learning.

2. Sarason, I.G. and Sarason, B.R (2005). Abnormal Psychology, The Problem of maladaptive behaviour, (11th Ed.), New Delhi: Prentice Hall of India.

3. Kring et.al. (2010). Abnormal Psychology (11th Ed.). New Delhi: Wiley India Pvt. Ltd.

PEDAGOGY:

Lecture by chalk & talk, Power Point Presentation, E-content, Social interaction, Online Group Discussion Assignment Quiz Seminar and Observational Learning.

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(PROGRAMME LEVEL OUTCOMES)

Semester	Paper No.	Part	Subject Code	w.e.f.
IV	Allied II – Paper II	III	21BPS44A	2021-2022 onwards

Allied II: Paper II

SEMESTER IV

STATISTICS - II

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

C.O.1	Name some of the statistical tools and their applications in Psychology
C.O.2	Discuss the meaning, types of sampling and tests of significance
C.O.3	Distinguish between the small sample tests, tests for single and two means and tests for independence of attributes
C.O.4	Explain the various measurement and scaling techniques
C.O.5	Examine the concept of non-parametric tests and its types

UNIT I

Probability Distribution – Binomial, Poisson and Normal Distributions – Properties and Applications (without Proof) – Simple Problems.

UNIT II

Sampling – Advantages and Disadvantages – Simple Random Sampling – Stratified Random Sampling – Systematic Sampling – (Concept Only) – Sampling Distribution – Standard Error – Tests of Significance – Type I and Type II Errors – Large Sample Tests for Single Mean and Two Means. Tests for single proportion and difference of two proportions.

UNIT III

Small Sample Tests – Test for Single Mean and Two Means – Paired 't' Test Chi-Square Test for Independence of Attributes. Association of Attributes – Contingency Tables – Methods of Studying Association – Yule's Coefficient of Association

UNIT IV

Measurement and scaling techniques- Categorical Variables-Data Types-Metric, Interval and Ratio data. Non-Metric data- Nominal, ordinal data. Scales of measurement - Comparative scale, paired Comparison scale, rank order scale, constant sum scale, Noncomparative scale- continuous rating scale, Itemized rating scale- Likert scale, Guttmann scale

UNIT V

Non – Parametric Tests– Introduction advantages and disadvantages. Run test, Sign test, Median test, Mann-Whitney U test (one sample only), Kolmogorov Smirnov test (two samples).

TEXT BOOKS:

1. R.S.N. Pillai and V. Bagavathi - Statistics – Theory and Practice, S. Chand & Sons Company Ltd, New Delhi.

2. S.C. Gupta and V.K. Kapoor - Fundamentals of Applied Statistics, Sultan Chand & Sons, New Delhi, 11th revised Edition, June 2012.

3. J.P Verma and Mohammed Ghufran- Statistics for Psychology, Tata McGraw Hill Education (P)Ltd. New Delhi.

REFERENCE BOOKS:

1. Henry E. Garrett - Statistics in Psychology and Education, Paragon International Publishers, Twelfth Indian Reprint, 2007.

2. S.K. Mangal - Statistics in Psychology, PHI Learning Private Limited, New Delhi, Second Edition, 2009.

MAPPING WITH PROGRAM OUTCOMES:

			COURSE LEVEL OUTCOMES				
			1	2	3	4	5
PROGRAMME LEVEL OUTCOMES	1	Disciplinary Knowledge	✓	✓			✓
	2	Communication skills		✓			✓
	3	Critical thinking	✓			✓	
	4	Research related skills				✓	✓
	5	Analytical reasoning		✓	✓	✓	
	6	Problem solving		✓	✓	✓	
	7	Team work	✓				✓
	8	Moral and ethical awareness	✓				✓

Semester	Paper No.	Part	Subject Code	w.e.f.
III & IV	Core Practical II	III	21BPS45P	2021-2022 onwards

Core Practical II

SEMESTER III & IV
EXPERIMENTAL PSYCHOLOGY – II
(Examination only in Semester - IV) (Conduction of all experiments is compulsory)

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Examine how to measure emotions through facial expressions
CO2	Restate the ways of assessing different aspects of reaction time
CO3	Paraphrase the various measurements of learning
CO4	Assess the capacity of a person's clarity of imagination
CO5	Examine the different ways of solving problems

FEELING AND EMOTION

Judging emotions from photographs

REACTION TIME

Simple reaction time

Discrimination time

Choice reaction time

Association reaction time

LEARNING

Trial and Error learning

Insight Learning

Effect of punishment on learning

Habit interference

IMAGINATION

Vividness of Imagery

THINKING AND REASONING

Concept formation

Problem solving

REFERENCES:

1. Anastasi & Urbina (2010). Psychological Testing (7th Ed.). New Delhi: PHI Learning Pvt. Ltd.

2. Rajamanickam (2005). Experimental Psychology, Vol I & II. New Delhi: Concept Publishing Company.

3. Collins, M. and Drever, J: Experimental Psychology, Ludhiana: Lyall Book Depot, 1968.

4. Kuppuswamy B: Elementary Experiments in Psychology, Madras: Oxford University Press, 1954.

5. Woodworth, R.S. and Schlosberg, H: Experimental Psychology, New Delhi: Oxford and IBH Publishing Co. 1971.

6. Freeman F.S: Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH Publishing Co. 1976.

Mapping with Programme Outcomes

			COURSE LEVEL OUTCOMES				
			1	2	3	4	5
	1	Disciplinary Knowledge	✓	✓			✓
	2	Communication skills		✓			✓
	3	Critical thinking	✓			✓	
	4	Research related skills				✓	✓
	5	Analytical reasoning		✓	✓	✓	
	6	Problem solving		✓	✓	✓	
	7	Team work	✓				✓
	8	Moral and ethical awareness	✓				✓

(PROGRAMME LEVEL OUTCOMES)

Semester	Paper No.	Part	Subject Code	w.e.f.
IV	Skill Based Elective II	IV	21BPS46S	2021-2022 onwards

Skill Based Elective II

SEMESTER IV
COUNSELLING PSYCHOLOGY-II

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Summarize the nature, types and issues of group counselling
CO2	Describe the basic elements in career counselling
CO3	Discuss the importance and process of marriage counselling
CO4	Examine the importance of counselling process in educational institutions
CO5	Outline the methods of counselling abused and disabled individuals.

UNIT I: GROUPS IN COUNSELLING

A brief history of groups – the place of groups in counselling – Benefits and drawbacks of groups – Types of groups – Psycho educational group, Psychotherapy groups and Task/Work group – Stages in groups – Issues in groups.

UNIT II: CAREER COUNSELLING

The importance of Career Counselling – The Scope of Career Counselling– Career Information – Career development theories and counselling – Trait and Factor Theory, Developmental Theories and Social Cognitive Theory – Career counselling with diverse populations.

UNIT III: MARRIAGE, COUPLE AND FAMILY COUNSELLING

The changing forms of family life – The beginnings of Marriage, Couple and Family Counselling – Associations, Education and Research – Family life and Family life cycle – Marriage/Family Counselling versus Individual/Group Counselling – The process of Marriage, Couple and Family Counselling.

UNIT IV: EDUCATIONAL COUNSELLING

Elementary school counselling and guidance – Middle school counselling and guidance – Secondary school counselling and guidance – 21st century school counselling, College Counselling and Student life services – The beginning of student life services and college students – College counselling – Students life professionals – Counselling and student life services with non-traditional students.

UNIT V: ABUSE AND DISABILITY COUNSELLING

Abuse – Interpersonal abuse – Preventing and treating interpersonal abuse – Interpersonal abuse – Affiliation, Certification and Education of substance abuse counsellors – Counselling people with Compulsive Gambling and Work Addiction – Counselling people with disabilities – The nature

of disabilities – Affiliation, Certification and Education of disability counsellors – Working with people with disabilities – Counselling related to specific disabilities.

TEXT BOOK:

Samuel T. Gladding (2009). Counselling – A comprehensive Profession. 6th Edition. Pearson Education

REFERENCES:

1. Narayana Rao, S. Counselling Psychology (2010). New Delhi: Tata McGraw Hill.

2. Nelson Jones, Richard. (1982). The Theory and Practice of Counselling Psychology, London: Holt, Rinehart and Winstion.

3. Gibson, Robert L and Mitchell, Marianne H, (1981). Introduction to Guidance, New York; MacMillan.

Mapping With Programme Outcomes

			COURSE LEVEL OUTCOMES				
			1	2	3	4	5
PROGRAMME LEVEL OUTCOMES	1	Disciplinary Knowledge	✓	✓			✓
	2	Communication skills		✓			✓
	3	Critical thinking	✓			✓	
	4	Research related skills				✓	✓
	5	Analytical reasoning		✓	✓	✓	
	6	Problem solving		✓	✓	✓	
	7	Team work	✓				✓
	8	Moral and ethical awareness	✓				✓

Semester	Paper No.	Part	Subject Code	w.e.f.
V	Core Paper V	III	21BPS51C	2021-2022 onwards

<div align="right">Core Paper V</div>

SEMESTER V

INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY-I

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Discuss the nature of Industrial and Organization Psychology
CO2	Explain the scope of Job Analysis and
CO3	Summarize about the various methods of Recruitment Process
CO4	Explain the nature of Training and Development
CO5	Describe the various methods of Performance Methods

UNIT -I: INTRODUCTION

Definition – Historical development of I-O Psychology – Scope of I-O Psychology – Challenges for I-O Psychology – I-O Psychology as a career. Working Conditions -Physical working conditions – Work schedules.

UNIT – II: JOB ANALYSIS AND JOB EVALUATION

Job Analysis - Definition, Applications and Scope - Various Methods of Job Analysis- Job Evaluation: - Various Methods of Job Evaluation.

UNIT – III: EMPLOYEE SELECTION PRINCIPLES AND TECHNIQUES

Employee preferences – The recruitment process – Selection Techniques: Biographical information – Application Blanks – Biographical Inventories –Interviews – References and Letters of recommendation – Assessment Centers.

UNIT – IV: TRAINING AND DEVELOPMENT

Scope of organizational training programs – Goals of organizational training programs – The Pre training Environment - Psychological factors in training –Training Methods – Evaluating Organizational training programs – Career development and planning.

UNIT – V: PERFORMANCE APPRAISAL

The need for Performance Appraisal – Techniques of Performance Appraisals: Objective Performance Appraisal Methods – Judge mental Performance Appraisal Methods – Performance Appraisal for Managers – Bias in Performance Appraisal –Improving Performance Appraisals – The Post appraisal Interview.

TEXT BOOK:

Duane P. Schultz and Sydney Ellen Schultz (2016). Psychology and work today: an introduction to

industrial and organizational psychology. Tenth Edition. London: Routledge/Taylor & Francis.

REFERENCES:

1. Miner John, B., Industrial and Organization Psychology, New York: McGraw -Hill, 1992.

2. John. W. and Keith Davis. Organizational Behaviour: Human Behaviour at Work, Tenth Edition, Tata McGraw-Hill edition 1998.

3. Narendra Singh. Industrial Psychology, Tata McGraw - Hill, 2011, New Delhi, 2011.

Mapping With Program Outcomes

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<td>7</td>
<td>Team work</td>
<td>✓</td>
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<td>8</td>
<td>Moral and ethical awareness</td>
<td>✓</td>
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</table>

Semester	Paper No.	Part	Subject Code	w.e.f.
V	Core Paper VI	III	21BPS52C	2021-2022 onwards

Core Paper VI

SEMESTER V
SOCIAL PSYCHOLOGY – I

COURSE OUTCOMES: On the successful completion of the course, students will be able to

CO1	Describe the roots of Social Psychology and different methods of data collection
CO2	Discuss about Perceiving and understanding individuals
CO3	Explain about Prejudice and the roots of prejudice
CO4	Identify the meaning and ways of Perceiving oneself and understanding others
CO5	Outline the concept of Interpersonal attraction and close relationships

UNIT – I: AN INTRODUCTION TO SOCIAL PSYCHOLOGY

Social Psychology: What It Is and Is Not - Social Psychology Is Scientific in Nature - Social Psychology Focuses on the Behaviour of Individuals - Social Psychology Seeks to Understand the Causes of Social Behaviour. The Role of Theory in Social Psychology - Research as the Route to Increased Knowledge - Systematic Observation-Correlation - The Search for Relationships - The Experimental Method- Meta-Analysis.

UNIT – II: PERCEIVING AND UNDERSTANDING OTHERS

Social Perception - Heuristics: Simple Rules in Social Cognition - Nonverbal communication, Automatic and Controlled Processing in Social Thought. Attribution: Situational and Dispositional Causes - Theories of Attribution: Jones and Davis's Theory - Kelley's Theory – Impression formation and impression management.

UNIT – III: PREJUDICE, DISCRIMINATION AND STEREOTYPES

Prejudice- Discrimination and Stereotypes – The causes effects and cures- Nature and origins stereotyping-Prejudice and Discrimination: Feelings and action toward Social groups, Techniques for countering its effects

UNIT – IV: THE SELF AND ATTITUDE

Defining the Self: Self Presentation-Self-Knowledge-Thinking about the self-Personal versus social identity- Self-Esteem-Attitudes towards our selves- Social comparison- Evaluation of ourselves- Attitude Formation-Development of attitudes-Attitude influence and guide behaviour-Fine art of persuasion- Cognitive Dissonance

UNIT – V: INTERPERSONAL ATTRACTION: CLOSE RELATIONSHIPS

Internal determination and external determinants of attraction – Factors based interacting with

others – Interdependent relationships with family and friends – Marriage - Troubled Relationships and the effects of Marital Failure.

TEXT BOOKS:

1. Nyla R. Branscombe., Robert A. Baron., Social Psychology, (14th Edition), Pearson Education Limited 2017.

2. David G. Myers. Social Psychology, (10th Edition). McGraw-Hill Publications, New York, NY 10020, 2011.

3. Baron, R. A., Bharadwaj. G., Branscombe, N. R. and Byrne, D. Social Psychology, (8th Edition). New Delhi; Pearson Education (2009)

REFERENCE BOOKS:

1. Feldman, Robert S., Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall, 1998.

2. Baron, R.A. and Byrne, D., Social Psychology, (8th Edition). New Delhi: Prentice Hall of India, 1997.

Mapping With Program Outcomes

PROGRAMME LEVEL OUTCOMES			COURSE LEVEL OUTCOMES				
			1	2	3	4	5
	1	Disciplinary Knowledge	✔	✔			✔
	2	Communication skills		✔			✔
	3	Critical thinking	✔			✔	
	4	Research related skills				✔	✔
	5	Analytical reasoning		✔	✔	✔	
	6	Problem solving		✔	✔	✔	
	7	Team work	✔				✔
	8	Moral and ethical awareness	✔				✔

Semester	Paper No.	Part	Subject Code	w.e.f.
V	Core Paper VII	III	21BPS53C	2021-2022 onwards

CORE: Paper -VII

SEMESTER V
PSYCHOLOGY OF CRIME - I

COURSE OUTCOMES: On the successful completion of the course, students will be able to

CO1	Explain the meaning, history and ingredients of crime
CO2	Describe the individual causes of crime
CO3	Discuss the society-centric causes of crime
CO4	Identify the meaning and causes of juvenile delinquency
CO5	Outline the meaning, causes and types of white-collar crimes

UNIT – I: CONCEPT OF CRIME

Meaning and Significance of Crime - Historical Retrospection - Concept of Crime and Criminology - Definitions of Crime - Ingredients of Crime.

UNIT – II: CRIME CAUSATION

Individual causes - intelligence and mental deficiency - Heredity - chromosomes and endocrine disorders - sex - age - alcoholism - narcotic drugs - psychological theory of causation – environment- society centric causes.

UNIT – III: THEORY OF DIFFERENTIAL ASSOCIATION

Anomie - Labelling - Gang Delinquency - Family - Education - Mass Media - Religion - Economic Theories - Bonger's Theory.

UNIT – IV: JUVENILE DELINQUENCY

Definition - Causes - Socio Psychological background - Illegitimate Birth - Broken Homes - Influence of Parents - Divorce - Employment of Mother - upbringing - Family Size and Siblings - Economic Condition - Interpersonal relations.

UNIT – V: WHITE COLLAR CRIMES

White Collar Crime - Definitions - Implications, Causes - Classification and Types of White-Collar Crimes - White Collar Crimes in India.

TEXT BOOKS:

1. Edwin, H. Sutherland & Donald R. Cressey: Principles of Criminology, The Times of India Press, Bombay, 1965.

2. Harry Elmer Barnes & Negley K. Teeters. N.W: New Horizons in Criminology, Prentice Hall of India Pvt. Ltd. New Delhi,1966.

3. Stephan Hurwitz & Karl, O. Christiansen: Criminology, George Allen & Unwin Ltd. 1983.

4. Dr. M. Ponnaian: Criminology and Penology, Pon Rani Publications, Delhi, 1995.

Mapping With Program Outcomes

			COURSE LEVEL OUTCOMES				
			1	2	3	4	5
PROGRAMME LEVEL OUTCOMES	1	Disciplinary Knowledge	✔	✔			✔
	2	Communication skills		✔			✔
	3	Critical thinking	✔			✔	
	4	Research related skills				✔	✔
	5	Analytical reasoning		✔	✔	✔	
	6	Problem solving		✔	✔	✔	
	7	Team work	✔				✔
	8	Moral and ethical awareness	✔				✔

Semester	Paper No.	Part	Subject Code	w.e.f.
V	Core Paper VIII	III	21BPS54C	2021-2022 onwards

CORE: Paper -VIII

SEMESTER V
HEALTH PSYCHOLOGY

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Describe the meaning of health and the models of health
CO2	Discuss about the various systems of the body
CO3	Restate the effects of healthy behaviours
CO4	Examine about the types of health enhancing behaviours
CO5	Paraphrase the meaning and effects of health promotion

UNIT I: INTRODUCTION TO HEALTH PSYCHOLOGY

Definition of Health Psychology – The Mind-Body Relationship: A Brief History-The Rise of the Biopsychosocial Method – The Need for Health Psychology – Health Psychology Research – What is Health Psychology Training for? - Careers in Health Psychology.

UNIT II: SYSTEMS OF THE BODY

Nervous System - Endocrine System – The Cardiovascular System - The Respiratory System - The Digestive System and Metabolism of Food — The Renal System — The Reproductive System, Genetics and Health — The Immune System

UNIT III: HEALTH BEHAVIOUR

Introduction to Health Behaviour - Changing Health Habits - Cognitive Behavioural Approaches to Health Behaviour change – Trans-theoretical Model of Behaviour Change - Changing Health Behaviours through Social Engineering - Venues for Health Habit Modification

UNIT IV: HEALTH – PROMOTING AND COMPROMISING BEHAVIOURS

Exercise – Accident Prevention – Vaccinations and Screening – Sun Safety Practices – Developing a Healthy Diet – Sleep, Rest, Renewal and Savouring – Eating Disorders – Alcoholism and Problem Drinking - Maintaining healthy diet - Weight control – Obesity - Smoking

UNIT V: MANAGEMENT OF CHRONIC HEALTH DISORDERS

Quality of Life – Emotional Responses to Chronic Health Disorders – Personal Issues in Chronic Health Disorders – Coping with Chronic Health Disorders – Co-management of Chronic Health Disorders – Psychological Interventions and Chronic Health Disorders

TEXT BOOK:

Shelley E. Taylor. (2018). Health Psychology. Tenth (Indian) Edition. McGraw Hill Education.

REFERENCE BOOKS:

1. M. Robin DiMatteo., Leslie R. Martin. (2018). Health Psychology – 1st Edition. Pearson.

2. Jame Ogdeu. (2010). Health Psychology – 6th Edition. Tata Mc Graw Hill.

Mapping With Programme Outcomes

			COURSE LEVEL OUTCOMES				
			1	2	3	4	5
	1	Disciplinary Knowledge	✓	✓			✓
	2	Communication skills		✓			✓
	3	Critical thinking	✓			✓	
	4	Research related skills				✓	✓
	5	Analytical reasoning		✓	✓	✓	
	6	Problem solving		✓	✓	✓	
	7	Team work	✓				✓
	8	Moral and ethical awareness	✓				✓

(Left vertical label: PROGRAMME LEVEL OUTCOMES)

Skill Based Elective III

SEMESTER V
PSYCHOLOGICAL ASSESSMENT - I

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Explain the meaning, definition and the various types of tests
CO2	Examine the historical background of Psychological testing
CO3	Compare the concepts of reliability and validity and organize the steps of test construction
CO4	Describe the individual and group tests of intelligence
CO5	Categorise the infant, preschool assessment tools and the tests for persons with disabilities

UNIT – I: NATURE AND USES OF PSYCHOLOGICAL TESTING

Definition of a test - Distinctions in Testing - Types of Tests - Uses of Testing-Standardized Procedures in Test Administration - Desirable Procedures of Test Administration - Influence of the Examiner - Background and Motivation for the Examinee - Ethical and Social Implications of Testing - Responsibilities of Test Publishers and Users.

UNIT – II: ORIGINS OF PSYCHOLOGICAL TESTING

The Origins of Psychological Testing - Rudimentary Forms of Testing - The Brass Instruments Era - Rating scales and their origins - Changing Conceptions of Mental Retardation in the 1800s - Testing from the early 1900s to the present: Early Uses and Abuses of Tests - Early Educational Testing - Development of Aptitude Tests - Personality and Vocational Testing - Origins of Projective Testing.

UNIT – III: RELIABILITY, VALIDITY AND TEST CONSTRUCTION

Concepts of Reliability: Sources of Measurement Error - Reliability Coefficient - Reliability as Temporal Stability - as Internal Consistency. Validity: A Definition - Content Validity – Criterion-related validity - Construct Validity – its Approaches. Test construction: Defining the test – Selecting a scaling method – Representative scaling methods – Constructing the items – Testing the items – Revising and publishing the items.

UNIT – IV: INDIVIDUAL AND GROUP TESTS OF INTELLIGENCE

Individual tests of Intelligence and achievement – The Wechsler Scales - Stanford Binet Scales, Detroit Tests of Learning Aptitude, The Cognitive Assessment System-II, Kaufman Brief Intelligence Tests-2 - Nature and Assessment of Learning Disabilities. Group Tests of ability – Multiple Aptitude Test Batteries – Predicting college Performance -Educational Achievement tests.

UNIT – V: ASSESSING SPECIAL POPULATIONS

INFANT AND PRESCHOOL ASSESSMENT: Assessment of Infant Capacities & Preschool Intelligence - Practical Utility of Infant and Preschool Assessment - Screening for School Readiness -

DIAL 4. TESTING PERSONS WITH DISABILITIES: Non-Language Tests – Non-Reading and Motor-Reduced Tests - Testing Persons with Visual Impairments & Individuals Who Are Deaf - Assessment of Adaptive Behaviour in Intellectual Disability & Autism Spectrum Disorders.

TEXT BOOKS:
1. Robert J. Gregory (2017). Psychological Testing-History, Principles and Applications. (7th Ed.) Global Edition. New Delhi: Pearson Education.
2. Gerald Goldstein, Daniel N. Allen and John Deluca. (2019). Handbook of Psychological Assessment. Fourth Edition. Elsevier Science.

REFERENCES:
1. Ronald Jay Cohen and Mark E. Swerdlik (2018). Psychological Testing and Assessment: An Introduction to Tests and Measurement. 9th Edition. McGraw Hill Education. Indian Edition.
2. Robert M. Kaplan and Dennis P. Saccuzzo (2017). Psychological Testing: Principles, Applications and Issues. 9th Edition. Cengage Learning.

PEDAGOGY: Lecture by chalk & talk, Power Point Presentation, e-content, Group Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.

MAPPING WITH PROGRAM OUTCOMES:

PROGRAMME LEVEL OUTCOMES		COURSE LEVEL OUTCOMES				
		1	2	3	4	5
1	Disciplinary Knowledge	✔	✔			✔
2	Communication skills		✔			✔
3	Critical thinking	✔			✔	
4	Research related skills				✔	✔
5	Analytical reasoning		✔	✔	✔	
6	Problem solving		✔	✔	✔	
7	Team work	✔				✔
8	Moral and ethical awareness	✔				✔

B.A., B.Sc., B.Com. - Non-Psychology – Majors

SEMESTER V

PSYCHOLOGY FOR HAPPY LIVING

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Compare the methods and approaches to understand Psychology
CO2	Identify the meaning and measures of Happiness
CO3	Explain the meaning of money, happiness and culture
CO4	Summarize the theories, types and assessment of Personality
CO5	Distinguish the various infant, preschool assessment tools and the tests for persons with disabilities

UNIT I: INTRODUCTION

Definition of Psychology- Subfields of Psychology – Methods of Psychology - Major Perspectives: Psychoanalytic, Behavioural, Cognitive and Humanistic.

UNIT II: THE MEANING AND MEASURE OF HAPPINESS

Psychology of Well-being - Happiness – Subjective Well-being – Self-realization – Happiness and the facts of life – Gender and happiness – Marriage and happiness – Other facts of life.

UNIT III: MONEY HAPPINESS AND CULTURE

Physical and mental health –The paradox of affluence – Interpreting national comparisons – Understanding money and happiness – The meaning of happiness – Culture and well-being.

UNIT IV: PERSONALITY THEORIES

Definition – Theories of personality - Freud, Adler, Jung, Maslow, Rogers, Eric Erikson, Type A and Type B Personalities – Personality Assessment

UNIT V: COPING WITH NORMAL PERSONALITY PROBLEMS

Conflict -Definition-Types of conflict –Resolving Conflict - Frustration -Definition-Sources of frustration – Coping with Frustration - Stress - Definition of stress - Sources of stress - Management of stress.

REFERENCES:

1. Hilgard, E.R., Atkinson, R.C., and Atkinson, R.L., Introduction to Psychology (6thEdition) New Delhi: Oxford and IBH Publishing Co., 2004.

2. Baron A. Robert., Psychology, (3rd Edition), New Delhi. Prentice hall of India, 2004.

3. Baumgardner Steve, R., and Crothers Marie, K., Positive Psychology. Edition (2015 Dorling Kindersley (India) Pvt. Ltd.

4. Lugo O. James., and Hershey L. Gerald., Living Psychology (3rd Edition), New York: Macmillan Publishing Co., Inc., 1981.

MAPPING WITH PROGRAM OUTCOMES:

			COURSE LEVEL OUTCOMES				
			1	2	3	4	5
	1	Disciplinary Knowledge	✔	✔			✔
	2	Communication skills		✔			✔
	3	Critical thinking	✔			✔	
	4	Research related skills				✔	✔
	5	Analytical reasoning		✔	✔	✔	
	6	Problem solving		✔	✔	✔	
	7	Team work	✔				✔
	8	Moral and ethical awareness	✔				✔

(PROGRAMME LEVEL OUTCOMES)

Semester	Paper No.	Part	Subject Code	w.e.f.
VI	Core Paper IX	III	21BPS61C	2021-2022 onwards

<div align="right">Core Paper IX</div>

SEMESTER VI

INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY-II

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Explain the students about concept of motivation
CO2	Examine the various causes of accidents and preventive measures
CO3	Outline about the various causes of stress and stress management
CO4	Discuss the nature of Engineering Psychology
CO5	Describe Organization Culture, functions and importance .

UNIT – I: MOTIVATION, JOB SATISFACTION AND JOB INVOLVEMENT

Motivation: - Content Theories of Motivation – Process Theories of Motivation – Job Satisfaction: Impact of Personal Characteristics – Job Satisfaction and On the Job Behaviour – Job Involvement and Organizational Commitment.

UNIT – II: ACCIDENT AND SAFETY

Accident Statistics – Causes of Accidents – Work Place Factor – Personal Factor - Accident Proneness – Accident Prevention – Work Place Design – Safety Training – Management Support – Safety Publicity Campaigns.

UNIT – III: STRESS IN THE WORKPLACE

Occupational Health Psychology – Physiological Effects of Stress – Individual Differences in Stress Responses – Work Family Conflicts – Causes of Stress in the Workplace – Effects of Stress in the Workplace – Treating Stress in the Workplace.

UNIT – IV: ENGINEERING PSYCHOLOGY

History and Scope of Engineering Psychology – Time and Motion Study – Person Machine Systems – Workspace Design – Displays – Controls – Design of Computer Work stations. Meaning – Environment for Work - Engineering Psychology and Ergonomics - Boredom - Fatigue - Monotony - Relieving Boredom, Fatigue and Monotony.

UNIT – V: ORGANISATIONAL CULTURE

Organisational Culture - Definition - How is Organisational Culture Developed - Levels of Organisational Culture - Characteristics of Organisational Culture - Theories of Organisational Culture - Types of Organisational culture - Strength of Organisational culture - Functions, Importance of Organisational Culture - Beginning of Organisational Culture - Sustaining of Culture - changing

Organizational Culture.

TEXT BOOK:

Duane P. Schultz and Sydney Ellen Schultz (2016). Psychology and work today: an introduction to industrial and organizational psychology. Tenth Edition. London: Routledge/Taylor & Francis.

REFERENCES:

1. Miner John, B. (1992). Industrial and Organisational Psychology, New York: McGraw -Hill.

2. John. W. and Keith Davis. (1998). Organizational Behaviour: Human Behaviour at Work, Tenth Edition, Tata McGraw - Hill edition.

3.Narendra Singh. (2011). Industrial Psychology, Tata McGraw - Hill, New Delhi.

Mapping With Programme Outcomes

<table>
<tr><td colspan="2" rowspan="2"></td><td colspan="5">COURSE LEVEL OUTCOMES</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td rowspan="8">PROGRAMME LEVEL OUTCOMES</td></tr>
<tr><td>1</td><td>Disciplinary Knowledge</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td></tr>
<tr><td>2</td><td>Communication skills</td><td></td><td>✓</td><td></td><td></td><td>✓</td></tr>
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<tr><td>4</td><td>Research related skills</td><td></td><td></td><td></td><td>✓</td><td>✓</td></tr>
<tr><td>5</td><td>Analytical reasoning</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>6</td><td>Problem solving</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>7</td><td>Team work</td><td>✓</td><td></td><td></td><td></td><td>✓</td></tr>
<tr><td>8</td><td>Moral and ethical awareness</td><td>✓</td><td></td><td></td><td></td><td>✓</td></tr>
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Semester	Paper No.	Part	Subject Code	w.e.f.
VI	Core Paper X	III	21BPS62C	2021-2022 onwards

Core Paper X

SEMESTER VI
SOCIAL PSYCHOLOGY – II

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Examine the meaning, motives and ways of prosocial behaviour
CO2	Explain the nature, causes and factors influencing Aggression
CO3	Summarize the benefits of being in groups and making decision in groups
CO4	Determine the meaning and factors influencing Conformity and compliance
CO5	Outline the application of social psychology concepts in various avenues

UNIT – I: PROSOCIAL BEHAVIOR

Prosocial Behaviour and Altruism: Prosocial Behaviour - Motives for Prosocial Behaviour - Dealing with emergencies-Motives for prosocial behaviour-Responding to an emergency, External and internal influence on helping behaviour- Gender and Prosocial Behaviour. Crowdfunding: A New Type of Prosocial Behaviour-Long term commitment to prosocial acts - Factors That Increase or Decrease the Tendency to Help.

UNIT – II: AGGRESSION

Nature, Causes, and Control- Perspectives on aggression- Causes of human aggression: Social, cultural, personal and situational – Modern Theories of Aggression -Aggression in ongoing relationship: bullying and aggression at work-The prevention and control of aggression: some useful techniques.

UNIT-III: GROUPS AND INDIVIDUALS

Benefits of joining: Effects of the presence of others: From task performance to Behaviour in Crowds-Social loafing: Letting others do the work –Coordination in groups- Perceived fairness in groups: Its nature and effects- Decision making by groups

UNIT – IV: CONFORMITY, COMPLIANCE AND OBEDIENCE

Social Influence - Conformity: Factors affecting Conformity - The bases of Conformity - Reasons for Nonconformity - Compliance: The Foot-in-the-Door Technique – The Door-in-the-Face Technique – The That's-Not-All Technique - The Lowballing Technique - On-the-Job Influence. Obedience: Obedience to Authority - Milgram Studies - Defying Social Pressure.

UNIT – V: APPLYING SOCIAL PSYCHOLOGY

Applying Social Psychology to the interpersonal aspects of the legal System – The Testimony of Eye witnesses - Problems and solutions – Processing Health Related Information – Fostering Happiness in Life -world of work – Job satisfaction – Helping – and Leadership.

TEXT BOOKS:

1. Nyla R. Branscombe., Robert A. Baron. (2017). Social Psychology, (14th Edition), Pearson Education Limited.

2. David G. Myers. (2011). Social Psychology, (10th Edition). McGraw-Hill Publications, New York, NY 10020.

3. Baron, R. A., Bharadwaj. G., Branscombe, N. R. and Byrne, D. (2009). Social Psychology, (8th Edition). New Delhi; Pearson Education.

REFERENCE BOOKS:

1. Feldman, Robert S. (1998). Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall.

2. Baron, R.A. and Byrne, D. (1997). Social Psychology, (8th Edition). New Delhi: Prentice Hall of India.

Mapping With Program Outcomes

			COURSE LEVEL OUTCOMES				
			1	2	3	4	5
PROGRAMME LEVEL OUTCOMES	1	Disciplinary Knowledge	✔	✔			✔
	2	Communication skills		✔			✔
	3	Critical thinking	✔			✔	
	4	Research related skills				✔	✔
	5	Analytical reasoning		✔	✔	✔	
	6	Problem solving		✔	✔	✔	
	7	Team work	✔				✔
	8	Moral and ethical awareness	✔				✔

Semester	Paper No.	Part	Subject Code	w.e.f.
VI	Core Paper XI	III	21BPS63C	2021-2022 onwards

CORE: Paper -XI

SEMESTER VI
PSYCHOLOGY OF CRIME - II

COURSE OUTCOMES: On the successful completion of the course, students will be able to

CO1	Explain the nature and types of crime against women
CO2	Examine the psychological dimension of probation and parole
CO3	Identify and compare the theories of punishment
CO4	Determine the causes and methods to mitigate recidivism
CO5	Describe the meaning and types of cybercrimes

UNIT – I: CRIME AGAINST WOMEN

Types of crime against women - prevention of crime against women, female criminality.

UNIT – II: PROBATION AND PAROLE

Concept of probation - origin and advantages of probation - parole, origin and aims - Parole regulations.

UNIT – III: PUNISHMENT

Reaction to punishments - Theories of Punishment: retributive, deterrent, expiation -kinds of punishments.

UNIT – IV: PREVENTION OF CRIME AND DELINQUENCY

Crime prevention and crime control - crime prevention methods. RECIDIVISM: Psychology of recidivism - measure of recidivism - Methods to mitigate recidivism.

UNIT – V: CYBER-CRIMES

Types of computer crimes – Types of attacks on computer systems – Argot of computer crime – Online predators – The future of crime: methods of predicting future crimes.

REFERENCES

1. Edwin, H. Sutherland & Donald R. Cressey: Principles of Criminology, The Times of India Press, Bombay, 1965.

2. Harry Elmer Barnes & Negley K. Teeters N, W: New Horizons in Criminology, Prentice Hall of India Pvt. Ltd. New Delhi, 1966.

3. Stephan Hurwitze & Karl O. Christiansen: Criminology, George Allen & Unwin Ltd. 1983.

4. Dr. M. Ponnaian: Criminology and Penology, Pon Rani Publications, Delhi, 1995.

5. Godwin, M.G. (2000). Criminal Psychology and Forensic Technology. New York: CRC Press.

6. Frank E. Hagan. Introduction to Criminology (7th Ed.). Sage Publications. New Delhi, 2011.

Mapping With Program Outcomes

PROGRAMME LEVEL OUTCOMES		COURSE LEVEL OUTCOMES				
		1	2	3	4	5
1	Disciplinary Knowledge	✓	✓			✓
2	Communication skills		✓			✓
3	Critical thinking	✓			✓	
4	Research related skills				✓	✓
5	Analytical reasoning		✓	✓	✓	
6	Problem solving		✓	✓	✓	
7	Team work	✓				✓
8	Moral and ethical awareness	✓				✓

Semester	Paper No.	Part	Subject Code	w.e.f.
VI	Core Paper XII	III	21BPS64C	2021-2022 onwards

Core Paper XII

SEMESTER VI
CONSUMER BEHAVIOUR

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Identify the nature of consumer behaviour and realize how markets are classified
CO2	Examine the influence of motivation and personality on consumer behaviour
CO3	Describe the elements of consumer perception and its impact on consumer behaviour
CO4	Assess the trends of advertising in social media and its impact on consumer behaviour
CO5	Outline the impact of family, reference groups and culture on consumer behaviour

UNIT- I: CONSUMER BEHAVIOUR AND MARKET SEGMENTATION

Consumer Behaviour: Introduction, Definition, Consumer behaviour and the marketing mix, Antecedents of Consumer Behaviour **(Zubin Sethna and Jim Blythe, 2019). Consumer Behaviour and Technology**: The Marketing concept, technology benefits consumers and marketers. **Consumer Decision Making**- Input, Process, Output. **Market Segmentation**- Meaning- Demographics, Lifestyles and Geography, Product Benefits, Media Exposure, Product Usage, Selecting Target Markets **(Schiffman, Wisenblit and Ramesh Kumar, 2019).**

UNIT-II: CONSUMER MOTIVATION AND PERSONALITY

Consumer Motivation-The dynamics: Needs, Need Arousal, Goals, Needs and goals are interdependent, Frustration and Defense mechanisms, Systems of needs: Murray's needs, Maslow's needs, Hidden motives. **Personality**-Personality development: Personality reflects individual differences, Consistent and Enduring, Personality can change, Freudian & Neo-Freudian Theory, Personality traits, Self-perception: The extended self, altering the self.

UNIT-III: CONSUMER PERCEPTION AND CONSUMER LEARNING

Consumer Perception- The Absolute and Differential Thresholds, Perceptual Selection & Organization, Interpretation: Cues, Consumer Imagery, Risk Perception. **Consumer Learning**- The elements of Consumer Learning, Classical Conditioning, Instrumental Conditioning, Observational Learning, Information Processing, Cognitive Learning, Outcomes and Measures of Consumer Learning.

UNIT-IV: SOCIAL MEDIA AND MOBILE ADVERTISING

Social Media and Consumer Behaviour: Individuals and Networks, Consumer Engagement, **Advertising on Social Media**: Advertising Channels, Google, Advertising strategies, **Mobile Advertising**: Consumer Response, Promotional Tactics, Advantages and Shortcomings, Desktop versus Mobile Devices, The Future, **Traditional Media's Evolution**: Television, Radio, Print Media, Out-of-home Media, Branded Content.

UNIT-V: CONSUMER IN THEIR SOCIAL AND CULTURAL SETTINGS

Reference Groups: The credibility & persuasive power, Consumption relation reference groups, Factors affecting reference group influence, Endorsers and Spokespersons, Opinion Leaders & word-of-mouth. Family & Consumer socialization, Family decision making and members' roles, The Family Life Cycle. **Cultural Values**: Culture's role and dynamics, Learning & measuring Cultural values, Core cultural values.

TEXT BOOKS

1. Leon G. Schiffman, Joe Wisenblit and Ramesh Kumar, S. (2019). Consumer Behaviour. 12th edition. Pearson India Education Services Pvt. Ltd.

2. David L. Mothersbaugh, Del I. Hawkins and Amit Mookerjee. (2019). Consumer Behavior: Building Marketing Strategy. 13th Edition. McGraw Hill. Special Indian Edition.

REFERENCES

1. Zubin Sethna and Jim Blythe. (2019). Consumer Behaviour. 4th Edition. Sage Publications. New Delhi.

2. Michael R. Solomon. (2020). Consumer Behaviour: Buying, Having, Being. 13th Edition. Pearson.

PEDAGOGY: Lecture by chalk & talk, Power Point Presentation, Group Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.

MAPPING WITH PROGRAM OUTCOMES:

			COURSE LEVEL OUTCOMES				
			1	2	3	4	5
PROGRAMME LEVEL OUTCOMES	1	Disciplinary Knowledge	✔	✔			✔
	2	Communication skills		✔			✔
	3	Critical thinking	✔			✔	
	4	Research related skills				✔	✔
	5	Analytical reasoning		✔	✔	✔	
	6	Problem solving		✔	✔	✔	
	7	Team work	✔				✔
	8	Moral and ethical awareness	✔				✔

Core Practical III

SEMESTER V & VI

EXPERIMENTAL PSYCHOLOGY - III

(EXAMINATION ONLY IN SEMESTER – VI)

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Identify the methods of measuring personality
CO2	Examine the ways of assessing memory
CO3	Relate the various methods of measuring intelligence

CO4	Assess emotional intelligence, achievement motivation and creativity
CO5	Outline the ways of measuring adjustment and interest

PERSONALITY

1. Eysenck's Personality Inventory (EPI)

2. Ascendance-Submission Reaction Study

3. Neo FFI personality test

APTITUDE TEST

DAT

4. Space Relations

5. Numerical ability

6. Abstract reasoning

7. Language usage

8. Clerical speed & accuracy

REMEMBERING AND FORGETTING

9. Immediate Memory span

INTELLIGENCE

10. Verbal Test of Intelligence: Modified Alpha Examination - Form-9

11. Non-Verbal Test of Intelligence: Standard Progressive Matrices

12. Performance Tests of Intelligence: Bhatia's Battery of Tests

13. Social intelligence scale (SIS) by USHA GANESHAN

EMOTIONAL INTELLIGENCE, ACHIEVEMENT MOTIVATION AND CREATIVITY

14. Emotional Maturity Scale (AES) constructed by Schutt et al.

15. Achievement Motivation Scale

16. The Wallach-Kogan Battery of Creativity instruments

ADJUSTMENT

17. Bell's Adjustment Inventory

18. Taylor's Manifest Anxiety Scale

INTEREST SCALE

19. Thurstone Interest Schedule

20. EPPS

REFERENCES

1. Anastasi & Urbina (2010). Psychological Testing (7th Ed.). New Delhi: PHI Learning Pvt. Ltd.

2. Rajamanickam (2005). Experimental Psychology, Vol I & II. New Delhi: Concept Publishing Company.

3. Kuppuswamy B: Elementary Experiments in Psychology, Madras: Oxford. University Press, 1954.

4. Woodworth, R.S. and Schlosberg, H: Experimental Psychology, New Delhi: Oxford and IBH Publishing Co. 1971.

5. Freeman F.S: Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH Publishing Co. 1976.

Mapping with Programme Outcomes

PROGRAMME LEVEL OUTCOMES		COURSE LEVEL OUTCOMES				
		1	2	3	4	5
1	Disciplinary Knowledge	✔	✔			✔
2	Communication skills		✔			✔
3	Critical thinking	✔			✔	
4	Research related skills				✔	✔
5	Analytical reasoning		✔	✔	✔	
6	Problem solving		✔	✔	✔	
7	Team work	✔				✔
8	Moral and ethical	✔				✔

Semester	Paper No.	Part	Subject Code	w.e.f.
V & VI	Project	III	21BPS66V	2021-2022 onwards

PROJECT

SEMESTER V & VI

PROJECT WORK AND VIVA VOCE (100 MARKS)

The students are required to take up a group project work on an issue of psychological importance under the supervision of teachers. The project work may be either examining the relationship among certain psychological variables or psychological case analyses. The project work shall be carried out during the V and VI semesters and the project report shall be submitted at the end of the VI semester neatly typed and bound (1 Hard Copy and 1 Soft Copy in PDF format).

VALUATION PATTERN

Internal: 20 Marks
External: 80 Marks

Semester	Paper No.	Part	Subject Code	w.e.f.
VI	Skill Based Elective IV	IV	21BPS67S	2021-2022 onwards

SEMESTER VI

PSYCHOLOGICAL ASSESSMENT - II

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Synthesize the various assessment tools of personality
CO2	Outline the methods of assessing human strengths
CO3	Summarize the model of brain behaviour relationship and evaluate the neuropsychological assessment procedures
CO4	Categorise and compare the tests used in industries and organisations
CO5	Examine the prospects of computerized assessment

UNIT – I: PERSONALITY TESTING

The Projective Hypothesis - Association Techniques - Completion Techniques - Construction Techniques - Expression Techniques - Theory guided Inventories - Factor Analytically Derived inventories - Criterion Keyed Inventories - Behavioural Assessment - Structured Interview Schedules - Analogue Behavioural Assessment - Ecological Momentary Assessment.

UNIT – II: EVALUATION OF NORMALITY AND HUMAN STRENGTHS

Broad band tests of normal personality - MBTI, CPI, NEOPI-Revised – The Assessment of Moral Judgement - The Assessment of Spiritual and Religious Concepts - Positive Psychological Assessment: Assessment of Creativity, Emotional Intelligence, Optimism and Gratitude - Sense of Humour: Self-report Measures.

UNIT – III: NEUROPSYCHOLOGICAL TESTING

Behavioural assessment of Neuropathology - A Conceptual Model of Brain Behaviour Relationships - Assessment of Sensory Input - Measures of Attention and Concentration - Tests of Learning and Memory - Assessment of Language Functions - Tests of Spatial and Manipulatory ability - Assessment of Executive Functions - Tests Batteries in Neuropsychological Assessment - Screening for Alcohol use disorders.

UNIT – IV: INDUSTRIAL, OCCUPATIONAL AND CAREER ASSESSMENT

The Role of Testing in Personnel Selection: Autobiographical Data - The Employment Interview - Cognitive Ability Tests - Personality Tests - Paper-and-Pencil Integrity Tests - Work Sample and Situational Exercises - Appraisal of Work Performance - Approaches to Performance Appraisal - Inventories for Career Assessment - Inventories for Interest Assessment.

UNIT – V: COMPUTERIZED ASSESSMENT AND THE FUTURE OF TESTING

Computers in Testing: Overview and History - Computer Based Test Interpretation: Current Status - Virtual Reality and Smartphones - Evaluation of Computer Based Test Interpretation - Computerized Adaptive Testing - The Future of Testing.

TEXT BOOKS

1. Robert J. Gregory (2017). Psychological Testing-History, Principles and Applications. (7th Ed.) Global Edition. New Delhi: Pearson Education.
2. Robert J. Gregory (2017). Psychological Testing-History, Principles and Applications. (7th Ed.) Kindle Edition. Pearson Education.

REFERENCES

1. Gerald Goldstein, Daniel N. Allen and John Deluca. (2019). Handbook of Psychological Assessment. Fourth Edition. Elsevier Science.
2. Ronald Jay Cohen and Mark E. Swerdlik (2018). Psychological Testing and Assessment: An Introduction to Tests and Measurement. 9th Edition. McGraw Hill Education. Indian Edition.
3. Robert M. Kaplan and Dennis P. Saccuzzo (2017). Psychological Testing: Principles, Applications and Issues. 9th Edition. Cengage Learning.

PEDAGOGY: Lecture by chalk & talk, Power Point Presentation, Social Interaction, Online Group Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.

MAPPING WITH PROGRAM OUTCOMES:

PROGRAMME LEVEL OUTCOMES		COURSE LEVEL OUTCOMES				
		1	2	3	4	5
1	Disciplinary Knowledge	✓	✓			✓
2	Communication skills		✓			✓
3	Critical thinking	✓			✓	
4	Research related skills				✓	✓
5	Analytical reasoning		✓	✓	✓	
6	Problem solving		✓	✓	✓	
7	Team work	✓				✓
8	Moral and ethical	✓				✓

Semester	Paper No.	Part	Subject Code	w.e.f.
VI	Non-major Elective II	IV	21BPS6EL	2021-2022 onwards

Non-major Elective II

B.A., B.Sc., B.Com. - Non-Psychology – Majors
SEMESTER VI
POSITIVE PSYCHOLOGY

COURSE OUTCOMES: On the successful completion of the course, students will be able to:

CO1	Describe the assumptions and goals of Positive Psychology
CO2	Measure the development of positive emotions
CO3	Explain the concept of resilience and the effect of trauma
CO4	Discuss the concept of materialism and its consequences
CO5	Recall about the components of marriage and good life

UNIT I: INTRODUCTION

Positive Psychology - traditional psychology Assumptions, goals and definition - Positive emotions and well-being - Theory of positive emotions and health resources - Happiness and positive behaviour -Cultivating positive emotion - Flow experience -Savouring.

UNIT II: RESILIENCE, SELF REGULATION AND SELF CONTROL

What is resilience? – Developmental perspectives – research – Sources of resilience in children to later life- Successful aging – growth to trauma – Value of self-control – Personal goals and self-regulation – Planning for regulation success – goals that create – Self regulation problems – everyday explanation for self-control behaviour – Goal disengagement.

UNIT III: PERSONAL GOALS TO WELLBEING AND POSITIVE TRAITS

Goals connect having and doing – Personal goals – Search for universal human motives – Personalization of goals – goals contribute most to wellbeing – materialism and it is discontent – making of positive trait – personality emotions and biology – positive beliefs.

UNIT IV: STRENGHTS OF CHARACTER, CLOSE RELATIONSHIPS AND WELLBEING

Developing classification of human virtues – wisdom as a foundational strengths and virtue – transcendence – religion and spirituality – religion and virtue – Defining Close relationships - on the lighter side friendship and romantic love –cultural context of love, marriage and divorce – people bring to romantic relationships – food for thought – contours of a happy marriage.

UNIT V: LIFE ABOVE ZERO

Positive psychology revisited – Interconnection of the "good" and the "bad" – Contours of a positive life; meaning and means – mindfulness and well-being – east-west and positive psychology –

Positive psychology and the status Quo.

TEXT BOOK:

Baumgardner Steve, R., and Crothers Marie, K., Positive Psychology. Edition (2015). Dorling Kindersley (India) Pvt. Ltd.

REFERENCES:

1. Chadha N.K., Harpeet Bhatia., and Daisy Sharma., Perspectives in Positive psychology. Edition (2012)

2. Seligman, M. E. P., Rashid, T., & Parks, A. C. (2006) Positive Psychotherapy. American Psychologist.

MAPPING WITH PROGRAM OUTCOMES:

<table>
<tr><td rowspan="2" colspan="2"></td><td colspan="5">COURSE LEVEL OUTCOMES</td></tr>
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<tr><td>8</td><td>Moral and ethical awareness</td><td>✓</td><td></td><td></td><td></td><td>✓</td></tr>
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PROGRAMME LEVEL OUTCOMES

7. Teaching-Learning Process

Some Pedagogical Imperatives

A programme of study leading to undergraduate degree in psychology aims at acquisition of basic knowledge in the field as well as developing a set of professional skills. To this end reorientation of teacher training is a must. The teachers need to be introduced to the use of a multipronged strategy involving lectures, tutorials, seminars, workshops, practicum, laboratory work, project-based learning, games, experiential learning, internship and case analysis. The ritualistic dichotomy of theory and practical teaching needs to be dropped and a proper blending of various teaching-learning strategies needs to be encouraged. For example, case study can be used for building case analysis and nurturing critical thinking etc. Similarly, experiential learning may be profitably used to build many social skills and developing various concepts realistically so as to embrace a learner centric perspective.

There should be a clear focus on the following components:

- Creating an awareness of appropriate use of qualitative and quantitative methods.
- Training in designing and conducting experiments, preparing questionnaires and interview schedules and using them.
- Use of computers and familiarity with software such as SPSS for conducting studies and data analysis.
- Use of internship for having first-hand experience in real life circumstances needs to be encouraged. Learning by doing offers opportunities to apply knowledge and refine the skills.
- Conducting field visits, field observations and field immersion (identifying problems, finding solutions, action research) need to be incorporated in various courses.
- Provision for exercises in writing scientific reports of various kinds should be given.
- The teachers need to be encouraged to have greater use of participative and activity driven class room teaching.
- Encouraging individual as well as group presentations by the students in the class may help encouraging collaborative learning and installing self-confidence among students.
- Developing mentoring relationships with students would lead to a deeper understanding and appreciation of their life circumstances by the teachers. This will help teachers in contextualizing their teaching efforts and result in diverse positive outcomes.

- Developing peer learning classrooms where senior and bright students can be engaged in collaboration rather than in competition. Peer learning classrooms can also be instrumental in providing students' services for weaker students particularly those struggling on language and cultural diversity fronts. These students may be helped with provisions of additional services by their peers to help overcome these difficulties.

- Classroom teaching needs to encourage learning to raise questions and work toward their solutions. This may be given some space in teaching and assessment.

- Discussion needs to be promoted in class rooms by addressing controversies in discourses on various themes. It will help nurturing critical thinking.

- Promoting self-awareness and introduction to the use of first-person methods may contribute to personal growth.

- Students delving into autobiographical awareness and creating a story of life through pictures/ familial photographs, reflective selections from moments of life and other self-exploration and relational concerns.

- Social awareness should also form part of academic deliberations.

- Efforts should be made to ensure that diversity issues are carefully considered and infused throughout the curriculum.

- Nurturing cross fertilization of ideas through interdisciplinary appreciation and openness would improve the quality of teaching.

- Dialogue and exchange of ideas between psychology's sub-disciplines and with allied disciplines like neuro-science, sociology, management, economics, sociology, anthropology, literature and humanities need to be encouraged.

- Encourage students to learn courses through MOOCs offered by SWAYAM platform.

Practical Training in Psychology: Some Suggestions for Methodological Innovations

Being a human science, Psychology teaching involves training students in a variety of skills that are expected to prepare learners in the dual role of a scientist as well as a professional. The academic learning of the theories and principles has to be grounded in the process of connecting them with social reality. Thus, designing, planning, conducting, analyzing, interpreting and documenting / reporting psychological studies assumes an integral place in training which is usually treated as 'practical work' to be carried out in laboratory and or field setting. In broad terms such assignments focus on a variety of activities that employ diverse methods and tools and are used individually or jointly under the direct or

indirect supervision of the faculty.

The expansion of the field of psychology has made practical training a multipronged and specialized endeavour. The traditional practical training has been confined to the testing and or illustrating psychological theories / concepts/principles. This mode of training could provide only limited scope for creativity, problem solving and appreciating social and psychological reality resulting in poor transfer of knowledge from theory to practice and vice versa. The strategy of prescribing a fixed set of practical exercises has served only limited purpose. In order to meet the emerging challenges effectively a reorientation of practical training is warranted. For these following considerations may be taken into account:

1. The introduction of ICT has paved the way for more precise measurement, data generation, data storage, data analysis and documentation. This can be attained in the following ways:

   - Orienting towards the use of ICT in designing and conducting psychological experiments (training in the use of open-source psychological experiment generating software such as PsychoPY, OpenSesame, PEBL etc. or its commercial counterparts (such as SuperLab, EventIDE, Inquisit E-prime, DirectRT, MediaLab etc.).

   - Using the computer-based resources in psychological testing (developing computer administered version of existing psychological tests along with its scoring and interpretative report).

   - Learning to use online free resources to conduct online survey or survey through e-mail with computerized scoring (use of free online resources for developing online survey)

   - Introducing the use of free online resources for accessing psychological literature (books, journal articles, etc.) and utilizing them in writing a report on given construct/theory (e.g., PubMed, Pubmed Central, Google Scholar, Google Books etc.) or for developing knowledge and insight into the psychological concepts (Psychwiki, StatWiki and other online free psychological resources).

   - Use of ICT resources in scientific writing (e.g., use of open source/free resources for reference management e.g., Zotero, Mendeley; its commercial equivalent may also be introduced if available e.g. Endnote).

   - Introducing use of Excel in data organization and analyses (including use of inbuilt statistical functions and statistical analysis addin).

   - Introduction of software for statistical analyses (such as SPSS, PSPP – a software very similar to SPSS but free).

- Using the said software for doing analysis of earlier published data, data available online or hypothetical data given by the tutor.

2. The expansion of methodological repertoire to incorporate quantitative as well as qualitative methods of research is a must.

3. The possibility of collaborative, joint and sharable projects in which a group of learners may join the study/exercise/assignment needs to be created.

- Comprehension and writing of detailed summary of earlier published research of high quality (high impact journals) with critical examination of methodology (supervised training is required) may be introduced as an assignment. The research papers may be provided without abstract and the student may be asked to write the abstract of that paper.

- Involving students to write report of a given scientific session of the departmental conference may help them to sharpen their writing skills.

- Introducing "journal Club" where the students may be assigned to present a brief theoretical paper or a concept paper in the presence of all faculty members. This may be organized weekly or fortnightly depending on the intake so that every student gets chance to present a paper. The responsibility of its organization may also be assigned to students but the discussant should be among the faculty members or senior students and research scholars.

- Reading texts like stories in a group and learning the technique of identifying themes and honing skills of qualitative research.

- Writing joint research project proposal that involves interaction with at least one other related discipline may be introduced. (The tutor may evaluate and give feedback to further improve and then ask to revise).

- Field work/Dissertation (that may or may not involve collaboration of others) has to be systematically introduced as a part of teaching program.

- Writing a brief review of a specified area/topic; presenting integrative summary of a few interrelated papers addressing different aspects of the same phenomenon, process, and/or concept would be very useful to augment knowledge.

- Preparing APA style results Tables based on the statistical output of popular software such as SPSS (this may include those statistical analyses that are in accordance with defined learning outcome) and writing the results in APA style and basic interpretation of the findings may be introduced as an exercise.

4. Provision of internship/apprenticeship/ supervised training with experts in field as a genuine component of academic learning.

   - Placement of students in specialized labs across the country for training would be useful. This may also be implemented through student exchange programme and the interest of the student may also be taken into account while making the placement.

   - Winter and summer training programme in which students may be attached to different organizations for on-the-job training (the selection of organization be based on the learning outcomes for instance the students may be placed to clinical psychology institute/mental hospitals/hospitals for general health counselling if the learning outcome is to develop skill related to clinical and counselling psychology. Similarly, the students may be placed to different units of industries (e.g, HR division) for training aligned with the outcome to develop organizational psychology skills.

     Students may be placed in different schools for learning the real life assessment, diagnosis and providing guidance and counselling to school children in need.

   - Internship in reputed or specialized institute of higher education under direct supervision of teaching faculty would certain by bring quality in training.

5. Creating space for innovation and creativity in designing and planning studies /projects can provide opportunity to the learners to attend to worthwhile local social and cultural problems and issues.

   - During the internship the scope for creativity in designing and planning research may be created. The concerned supervisor may encourage the students to come up with some novel ideas or thoughts (under his/her direct supervision).

   - Social outreach programmes may be formulated in which the student may take active part in addressing local social/cultural problems and issues by identifying problems on margins and vulnerabilities.

6. Practical training in psychology needs to focus on social concerns that are closer to students' lived reality as well as aims at honing in the skills of students in a qualitative direction where they learn to explore and employ their growing acumen in real life fields. Narrative based small exercises to help students concentrate on thematic related to - experiences of caste, class, poverty, sexualities, body, gender, the deprivation in economic affluence, etc. Reading short stories and works of literature as well as seeing films and cinema (historical and contemporary ones) and considering them as rich and varied sources, repertoire of human emotions and expressions.

7. Provision for specialized training for bright students on a selective basis and scope for giving due credit to the same in the curriculum may be considered.

8. Creating more space to build strong connections between research and teaching is necessary.

Assessment Methods

Assessing learner achievement has to undergo a shift in its approach by suitably aligning it with the kind of learning process and outcome (e.g. knowledge, skills, practices, creative work). The current practice of awarding marks or grades provides only distal estimate of the extent of learning. In its true sense, the goal of assessment should be to provide feedback that may help acknowledge the quality and extent of learning evidenced by the learner. Also, it should be formative as well as summative rather than having a single time assessment providing summary statement of relative position in a group of learners.

The learning outcomes may be assessed more effectively through a variety of methods including written examination, viva voce, practical work, problem solving, seminar presentation, interviews, contribution to projects, writing of research reports and reviews etc. Learner's assessment needs to be based not just on the student's ability to provide answers, but also to raise the right questions. A profile depicting the level of performance or achievement in various areas of learning may provide a better estimate of student's learning.

8.   Need for Teachers' Training

The implementation of the proposed LOCF requires pedagogical reorientation of teachers with respect to the process of class room transaction. It acknowledges the fact that being a human science the traditional practice of mere elaboration of theoretical contents without relating to personal experience and social reality is insufficient and does not serve the purpose of higher education. Therefore, this LOCF aspires to replace the prevailing approach of 'completing a course' or 'coving topics' by a mastery oriented experiential learning and competency building approach. It would have greater role for activity, reflection and competency development. It would strive to enhance student engagement to achieve the goal of building academic competence as well as skill building. In addition the agenda of personal growth and well-being of learner would also be attended. The process of teaching- learning, therefore, needs to give more space for creativity, innovation and problem solving in organizing learning. In so doing reflective competence and relational competence would also receive greater attention. Finally, the gap between life challenges

and class room learning shall be bridged by creating opportunities to blend theory and practice in the context of real-world context. In nut shell learning would be made personally more meaningful and socially relevant.

Unfortunately, there is no provision for systematic training of the faculty entering to the stream of higher education. The imperatives of introducing the LOCF require the following:

1. Immediate strengthening faculty strength as most of the centres of higher learning are under staffed and running the programmes with ad hoc arrangements. Similarly providing lab facility, library and e-resources would be necessary.

2. Right now, there is paucity of good teaching material. Therefore, some good university departments may be entrusted with the responsibility to work as resource centres in various areas of specialization and disseminate the articles/resources across the country.

3. Currently good learning material is often available in English only. There is considerable gap between material in English and material available in Indian. The resources, therefore, should also be prepared and disseminated in Indian languages also as the under graduate teaching is often done through these languages.

4. Being a good teacher requires lot of effort and commitment. The present LOCF demands that faculty should act in more imaginative ways so that they are able to utilize the opportunities furnished by ICT revolution to augment teaching-learning. Teaching therefore needs to be encouraged incentivized at par with research.

5. The faculty needs periodic training to align with the LOCF. The LOCF as outlined above requires a variety of activities including workshop, experiential exercise, observation, experiment, internship, psychological testing, group work, writing workshop and presentations depending upon the nature of course. Also, psychology is a fast growing discipline and the faculty need to keep themselves abreast with the theoretical and methodological developments.

9. Keywords

Biopsychology	Indian	Reflexivity
Clinical	Indigenous	Relations
Cognitive	Innovative	Research
Communication	Internship	Science
Community	Learner centric	Scientific Writing
Competence	Learner's assessment	Self
Consciousness	Learning outcome	Skill
Counseling	Mental disorder	Social problems
Credit Scheme	Mental health	Societal application
Critical thinking	Method	Spiritual
Culture	Multicultural sensibility	Sport
Ecological responsibility	Organization	Statistics
Environment	Pedagogy	Teacher training
Experiential learning	Perspectives	Testing
Forensic	Positive psychology	Transpersonal
Gender	Practical training	Yoga

Expert Committee members of Learning Outcomes based Curriculum Framework (LOCF) Psychology

Prof. Girishwar Misra, Vice Chancellor, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha – 442001 (Chairman)

Prof. Anand Prakash, Department of Psychology, University of Delhi, Delhi - 110007

Prof. Rashmi Kumar, Department of Psychology, University of Allahabad, Allahabad-211002

Prof. Rakesh Pandey, Department of Psychology, Banaras Hindu University, Varanasi-221005.

Dr. Vanita Sondhi, Vivekananda College, University of Delhi, Vivek Vihar, Delhi – 110095

Dr. Shivantika Sharad, Vivekananda College, University of Delhi, Vivek Vihar, Delhi – 110095

Co-opted Members & Special Invitees:

Prof. Honey Oberoi, Department of Psychology , Bharat Ratna B.R. Ambedkar University , Lothian Road , Kashmere Gate Delhi-110006

Prof. Purnima Singh, Department of Humanities & Social Sciences, IIT Delhi, Delhi-110016

Prof. Ghazi Shahnawaz , Department of Psychology, Jamia Millia Islamia, New Delhi, Delhi -10025

Prof. Sonali De, Department of Psychology, University of Calcutta, 92, A.P.C. Road, Kolkata - 700 009

Professor Kumar Ravipriya, Department of Psychology, IIT Kanpur, Kanpur-208016

Dr Shilpa Ashok Pandit, Department of Psychology, Chinmaya Vishvidyapeetham, Adi Shankara Marg, Veliyanad, Ernakulam-682313

Dr. Preeti Kapur, Daulat Ram College, University of Delhi, Delhi-110007

Dr. Navin Kumar, Bhim Rao Ambedkar College, University of Delhi, Delhi-Yamuna Vihar, Wazirabad Rd, Delhi-110094

Dr. Ishita Upadhyay , Department of Psychology, University of Delhi, Delhi-110007

Dr. Indiwar Misra, Bhim Rao Ambedkar College, University of Delhi, DelhiYamuna Vihar, Wazirabad Rd, Delhi-110094

Dr. Sujit Ram Tripathi, Sri Aurobindo College, University of Delhi, New Delhi-110016

Dr. Sunil K. Verma, Vivekananda College, University of Delhi, Vivek Vihar, Delhi – 110095

Dr. Kshitija Wason, Daulat Ram College, University of Delhi, Delhi-110007

Dr. Virendra Pratap Yadava, Shyama Prasad Mukherjee College, University of Delhi, Punjabi Bagh, New Delhi, Delhi 110026