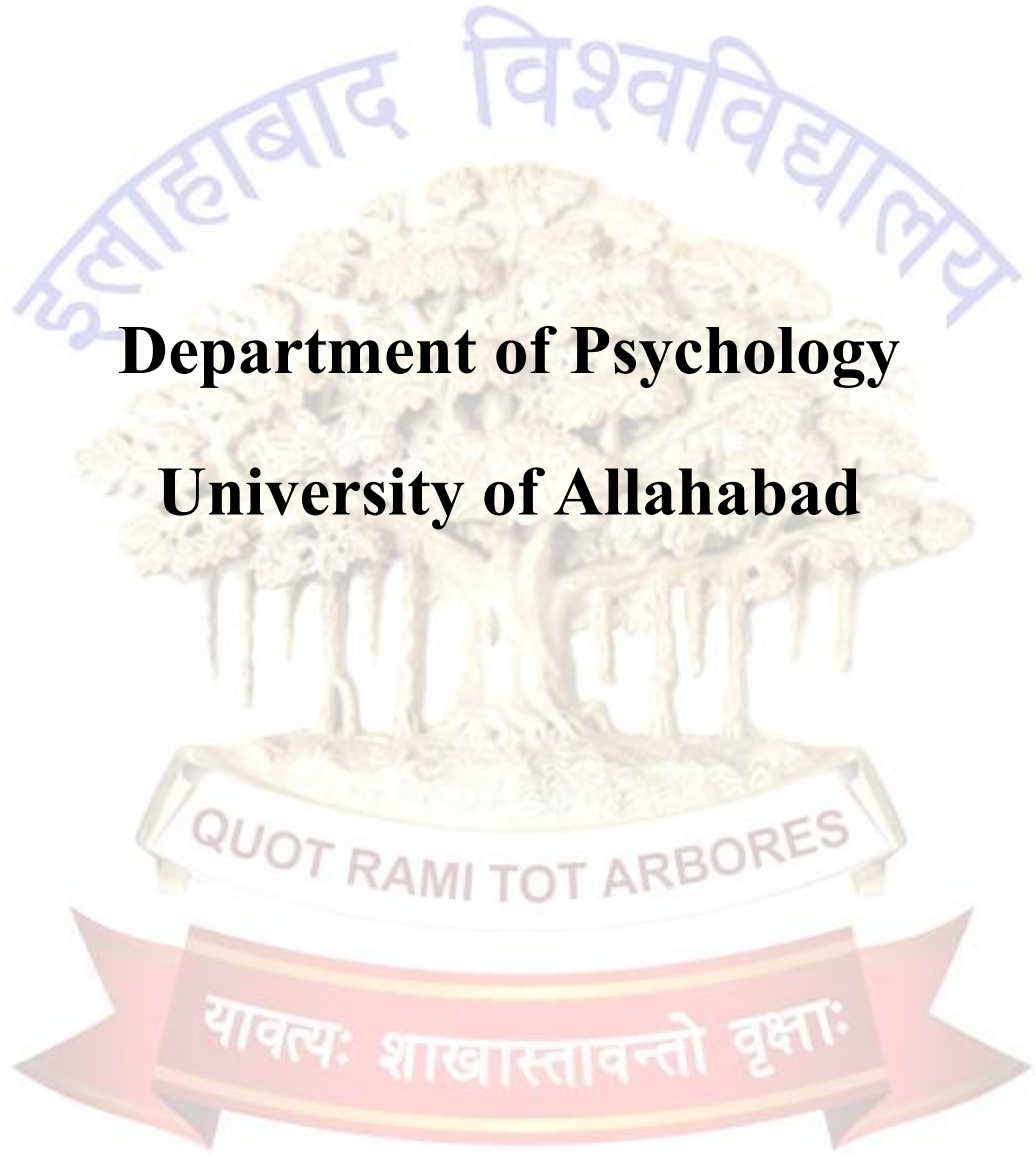




Department of Psychology
University of Allahabad

Learning Outcome Based Curriculum of 3-Years B.A./B.Sc. with Psychology

Learning Outcomes Descriptors and Programme Outcomes (P.O.) for a Bachelor's degree

The bachelor's degree qualifies students who can apply a broad and coherent body of knowledge and skills in a range of contexts to undertake professional work and/or for further learning.

Descriptor	Knowledge and understanding: The graduates should be able to demonstrate the acquisition of:
P.O. 1.	comprehensive, factual, theoretical, and specialized knowledge in broad multidisciplinary contexts with depth in the underlying principles and theories relating to one or more fields of learning.
P.O. 2.	knowledge of the current and emerging issues and developments within the chosen field(s) of learning.
P.O. 3.	procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.
Descriptor	General, technical and professional skills required to perform and accomplish tasks: The graduates should be able to demonstrate the acquisition of:
P.O. 4.	cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning.
P.O. 5.	cognitive and technical skills required to evaluate and analyze complex ideas,
P.O. 6.	cognitive and technical skills required to generate solutions to specific problems associated with the chosen fields of learning.
Descriptor	Application of knowledge and skills: The graduates should be able to demonstrate the ability to:
P.O. 7.	apply the acquired specialized technical or theoretical knowledge, and cognitive and practical skills to gather and analyze quantitative/qualitative data to assess the appropriateness of different approaches to solving problems,
P.O. 8.	employ the right approach to generate solutions to problems related to the chosen fields of learning.
Descriptor	Generic learning outcomes: The graduates should be able to demonstrate the ability to:
P.O. 9.	listen carefully, to read text related to the chosen fields of learning analytically and present complex information in a clear and concise manner to different groups/audiences.
P.O. 10.	communicate in writing and orally the constructs and methodologies adopted for the studies undertaken relating to the chosen fields of learning,

P.O. 11.	make coherent arguments to support the findings/results of the study undertaken to specialist and non-specialist audiences.
P.O. 12.	meet one's own learning needs relating to the chosen field(s) of learning,
P.O. 13.	pursue self-paced and self-directed learning to upgrade knowledge and skills that will help adapt to changing demands of the workplace and pursue higher level of education and training.
P.O. 14.	critically evaluate evidence for taking actions to generate solutions to specific problems associated with the chosen fields of learning based on empirical evidence.
P.O. 15.	make judgement and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems,
P.O. 16.	exercise judgement across a broad range of functions based on empirical evidence, for determining personal and/or group actions to generate solutions to specific problems associated with the chosen fields of learning.
Descriptor	Constitutional, humanistic, ethical, and moral values: The graduates should be able to demonstrate the willingness and ability to:
P.O. 17.	Embrace constitutional, humanistic, ethical, and moral values, and practice these values in life.
P.O. 18.	identify ethical issues related to the chosen fields of study,
P.O. 19.	formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives.
P.O. 20.	follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Descriptor	Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset: The graduates should be able to demonstrate the acquisition of:
P.O. 21.	knowledge and essential skills set and competence that are necessary to take up a professional job relating to the chosen field of learning and professional practice,
P.O. 22.	entrepreneurship skills and mindset required for setting up and running an economic enterprise or pursuing self-employment requiring the exercise of full personal responsibility for the outputs of own work, and full responsibility for the output of the group,
P.O. 23.	the ability to exercise management and supervision in the contexts of work or study activities involving unpredictable work processes and working environments.

Programme specific objectives and expected outcomes

PSO1: To provide exceptional value-based education equivalent to the international standards of professionally train students, who gradually become proficient in fundamentals of psychology and make career in psychology and allied fields.

PSO2: Appreciate the different branches and emerging fields of psychology

PSO3: The emphasis of *Under Graduation programme in psychology* is on the excellence developed amongst students leading to analytical skills, interdisciplinary collaboration and contribution to the wide-ranging humanitarian services to focus on preventive and curative approaches to stimulate positive mental health in society.

PSO4: Enabling the creation of specialized work-force trained to offer services in educational institutions, corporate, primary mental health care setting etc.

B.A./B.Sc. Course Structure

S.N.	Course Code	Course Name
1.	Part I	Basic Psychological processes and Behaviour
2.	Part I	Psychological Statistics
3.	Part I	Practical
4.	Part II	Psychopathology
5.	Part II	Psychology and Social processes
6.	Part II	Practical
7.	Part III	Lifespan Human Development
8.	Part III	Applied Psychology: Organizational Settings
9.	Part III	Applied Psychology: Clinical Psychology in School Settings
10.	Part III	Psychological Research Methods and Measurement
11.	Part III	Practical

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B.A./B.Sc. Part I

Paper I- Basic Psychological Processes and Behaviour

Course Duration	Annual	Year	1 st Year
Course Type	Discipline Based Core Course		
Nature of the Course	Theoretical		
Special Nature/Category of the Course	Basic psychological concepts		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion)		
Assessment and Evaluation	100% - End Term External Examination (University Examination)		

Course Objectives:

Course is designed with the major objectives to

- ✓ Provide understanding of basic concepts in psychology.
- ✓ Offer understanding biological bases of behavior.
- ✓ Offer understanding of cognitive functioning of human behavior.
- ✓ Offer understanding of non-cognitive functioning of human behavior.

Expected Learning Outcomes:

After completing the course, the students will be able to:

CO1: Develop a working knowledge of psychological contents, areas and applications of psychology.

CO2: Knowledge of the fundamental physiological functional mechanism behind the Nervous system in the human body.

CO3: Understanding and application of psychological principles, theories and methods of different psychological areas (like learning, memory, etc.) to understand the complexity of human behaviour.

CO4: Extensive knowledge about different theories and principles of Cognition and Behaviour concerning the areas of Motivation, Emotion, Intelligence, Thinking, and Personality etc.

Mapping of Course Outcome

Course Outcome	PSO1	PSO2	PSO3	PSO4	PO1	PO3	PO15	PO22
CO1	✓		✓	✓	✓	✓		
CO2	✓		✓	✓	✓	✓		
CO3	✓		✓	✓	✓	✓		
CO4	✓	✓	✓	✓			✓	✓

Course Contents:

1. **Introduction:** The science of psychology. Methods of psychology. A brief history of Psychology. Psychology in India. Approaches to Psychology- behavioristic, psychodynamic, cognitive and humanistic. Ethical issues in Psychology.
2. **Biological bases of Behavior:** Structure of neuron, synaptic transmission. The nervous system; central and peripheral. Cortical areas and their functions. The endocrine system.
3. **Sensation and Perception:** Sensory processes- stimulus detection- the absolute and difference threshold. Gestalt principles of perceptual organization. Depth perception. Perceptual constancies and illusion. Perceptual defense; Characteristics of perceiver and perception- Some illustrative experiments.
4. **Learning:** Features of classical and operant conditioning. Cognitions in learning-latent learning and acquisition of cognitive maps. Observational learning. Principles of Behavior Modification.
5. **Memory:** The memory process-Encoding, storage, and retrieval. Memory as information processing- Atkinson's stage model, levels of processing approach to memory.
Types of Long-term memory- episodic, semantic, and procedural memory. Forgetting- Ebbinghaus's forgetting curve. Explanations of forgetting; decay, interference and retrieval related forgetting. Memory as constructive process-Memory distortions and schema.
6. **Thinking:** Concepts and propositions, inductive and deductive reasoning. Steps in problem solving. Decision making-heuristics and biases.
7. **Intelligence:** Nature of intelligence. Intelligence as general and specific mental ability; Crystallized and Fluid intelligence, Emotional intelligence. A brief idea about measurement of intelligence.
8. **Motivation:** Concept and characteristics of motivated behavior. Perspectives on motivation- Instincts and drives, Maslow's need hierarchy. Biogenic motive-hunger. Sociogenic motive-achievement.
9. **Emotion:** Nature of emotions; the eliciting stimuli, appraisals, physiological response and expressions in emotion.
Overview of theories of emotion. Classical and Contemporary theories; James-Lange, Cannon Bard, Schachter and Singer, Lazarus and Facial feedback hypothesis.

Books-

1. Passer, Michael W. & Smith, Ronald E. (2013). Psychology: The Science of Mind and Behavior. McGraw hill Education (Indian Edition).
2. Baron, Robert A. & Misra, G. (2014). Psychology: Indian subcontinent edition, Pearson. Delhi.
3. Ciccarelli, S.K. & Myer, G.E. (2008). Psychology: South Asian Edition Pearson, Delhi.
4. Singh, A.K. (2003). आधुनिक सामान्य मनोविज्ञान/ Motilal Banarasidas, Delhi.

B.A. /B.Sc. Part I

Paper II- Psychological Statistics

Course Duration	Annual	Year	1 st Year
Course Type	Discipline Based Core Course		
Nature of the Course	Theoretical and Analytical		
Special Nature/Category of the Course	Handling of Data, Analytical Skills		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion, Practice/Exercise)		
Assessment and Evaluation	100% - End Term External Examination (University Examination)		

Course Objectives:

Course is designed with the major objectives to

- ✓ Provide understanding of basic concepts and use of statistics in psychology.
- ✓ Offer understanding of measures of central tendency and variability commonly used in psychological studies.
- ✓ Develop skills in preparing graphics for representation of data in psychological researches.
- ✓ Offer understanding of Normal Probability Curve and related concepts used in psychological studies.
- ✓ Provide practical knowledge of hypothesis testing through basic parametric and Non-parametric statistical methods i.e. Correlation, t-test, chi-square, ANOVA as well as associated concepts (degree of freedom, level of significance, Type I and type II errors).

Expected Learning Outcomes:

After completing the course, the students will be able to:

CO1: Understand the basic concept of statistics and scales of measurement used in psychology.

CO2: Learn categorization and presentation of data; graphical representation used to communicate data in easy manner.

CO3: Understand the concept and use of NPC, measures of central tendency, and variability used in psychological researches.

CO4: Use various statistical tools (parametric and non-parametric) for the analysis of data in psychology and related fields of life.

CO5: Get practical knowledge about hypothesis testing and use of concepts like degree of freedom, level of significance, and Type I & type II errors in the process.

Mapping of Course Outcome

Course Outcome	PSO1	PSO2	PSO3	PSO4	PO1	PO3	PO15	PO16
CO1	✓		✓	✓	✓	✓		
CO2	✓		✓	✓	✓	✓		
CO3	✓		✓	✓	✓	✓		
CO4	✓	✓	✓	✓			✓	✓
CO5	✓	✓	✓	✓			✓	✓

Course Contents:

1. An Introduction to Statistics

- Basic concepts, use of statistics in psychology, variables- continuous and categorical.
- Scales of measurement-nominal, ordinal, interval and ratio.
- Descriptive and inferential statistics, data-organization and processing of data.

2. Descriptive Statistics

- Organizing data in frequency distribution.
- Calculation of mean, median and mode from raw and grouped data.
- Concept of variability-calculation of semi interquartile range, standard deviation by raw score, deviation score formula and grouped data variance, average deviation, quartile deviation, percentile point, Centiles and Percentile rank (PR).

3. Graphic representation

- Graphic representation of data-frequency polygon, histogram, bar diagram, ogive and line graph.
- Direct determination of statistics from graph centiles and PR.

4. Correlation

- Measurement of association between variables, nature of relationship, Pearson's coefficient of correlation (r)-Computation of r by raw score method and deviation method, factors influencing the correlation coefficient, interpretation of r.
- Other methods of correlation-Spearman's rank order coefficient of correlation.

5. Normal Distribution

- Concept of probability.
- Nature and characteristics of normal probability curve (NPC), Standard score (z score), applications of NPC.
- Curves other than NPC, concept and calculation of skewness and kurtosis.

6. Inferential Statistics

- Purpose of statistical inference, population and samples, sample representativeness.
- Sampling distribution of means, standard error of mean.

7. Hypothesis testing t test

- Testing hypothesis about single mean, null and alternate hypothesis, region of rejection, confidence limits, One tailed and Two tailed test

- Testing hypothesis about differences between sample means-Nature and assumptions of t test, degree of freedom, level of significance, computation and interpretation of t value, t test for independent and dependent samples, Type I and type II errors.

8. Hypothesis testing II-Analysis of Variance

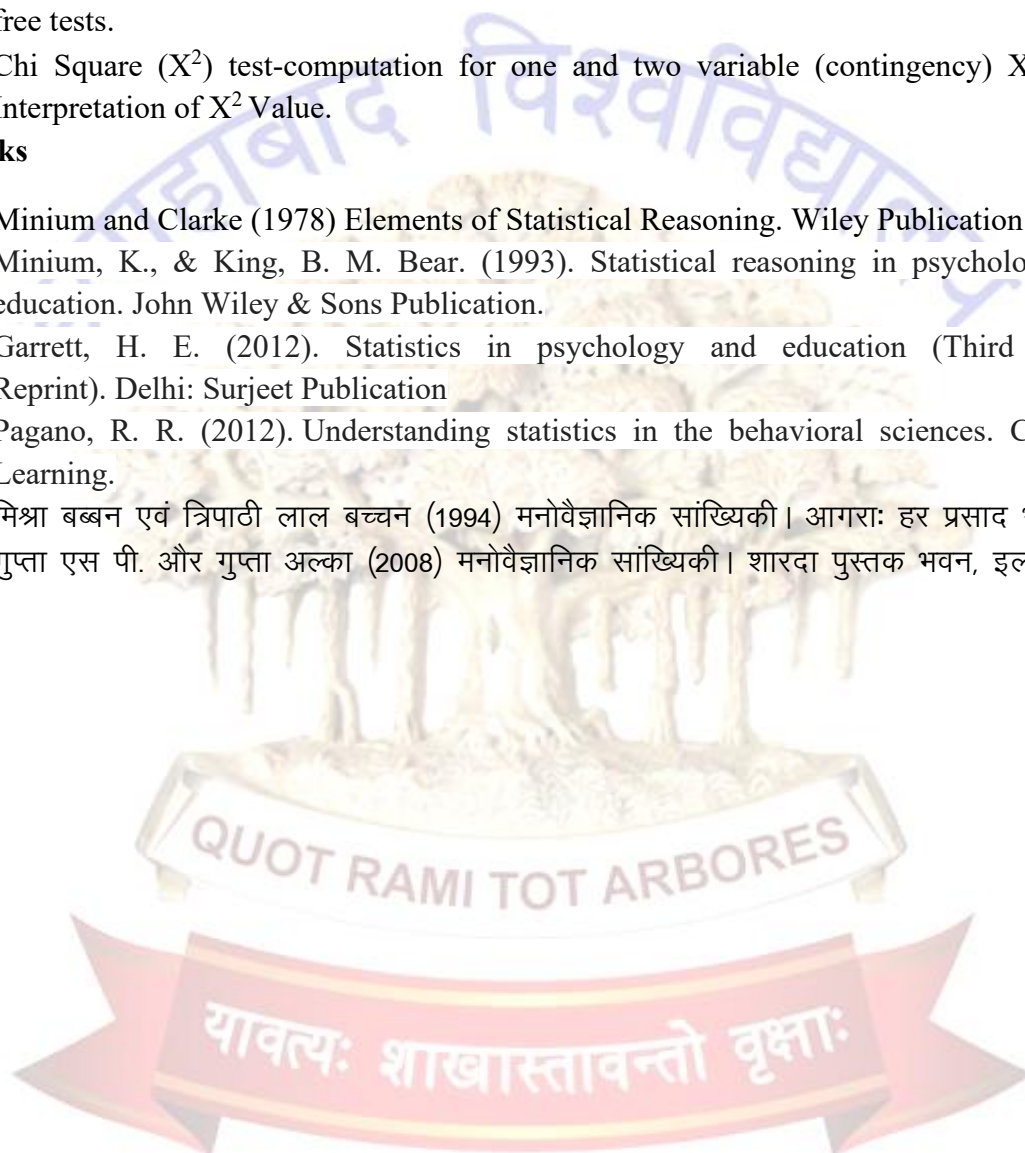
- Analysis of variance-computation of one-way Analysis of Variance, interpretation of results.

9. Non parametric statistical test- X^2

- Differentiation between parametric and Non-parametric tests: concept of distribution free tests.
- Chi Square (X^2) test-computation for one and two variable (contingency) X^2 tests, Interpretation of X^2 Value.

Books

1. Minium and Clarke (1978) Elements of Statistical Reasoning. Wiley Publication
2. Minium, K., & King, B. M. Bear. (1993). Statistical reasoning in psychology and education. John Wiley & Sons Publication.
3. Garrett, H. E. (2012). Statistics in psychology and education (Third Indian Reprint). Delhi: Surjeet Publication
4. Pagano, R. R. (2012). Understanding statistics in the behavioral sciences. Cengage Learning.
5. मिश्रा बब्बन एवं त्रिपाठी लाल बच्चन (1994) मनोवैज्ञानिक सांख्यिकी। आगरा: हर प्रसाद भार्गव।
6. गुप्ता एस पी. और गुप्ता अल्का (2008) मनोवैज्ञानिक सांख्यिकी। शारदा पुस्तक भवन, इलाहाबाद



B.A. I

Paper III- Practical

Course Duration	One Academic Year
Year	Annual based- Year -I
Course Type	Discipline Based Core Course
Nature of Course	Practical
Special Nature/Category of the Course	Conducting Psychological Experiments and Report Writing
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)
Assessment an Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60%- End Term External Examination (University Examination)

Course Objectives:

- ◇ Comprehend key psychological assessment concepts: Experiment purposes, administration, reliability, validity, and current issues.
- ◇ Ability to administration and interpretation of psychological experiments for memory, attention, learning, thinking and motivation.
- ◇ Apply experimental methods to study psychological phenomena's
- ◇ Enhance critical thinking and analytical skills for evaluating psychological experiments and assessments.

Course Learning Outcomes:

CO1: Review the concepts of psychology through the mediums of the experiments.

CO2: Understand the rationale, strengths and limitations of the experimental method of gaining knowledge about mental and behavioural processes.

CO3: Develop skills of conducting and documenting experiments in the field of psychology.

CO4: Learn how to design experimental and non-experimental studies.

CO5: To enhance the scientific temper of the students by providing them with the experimental knowledge of psychology.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO06	PO08
CO1	√					√		
CO2	√	√					√	

CO3	√			√				√
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Course Contents:

Part I : Designing of Experiments

1. Nature of Scientific Method

(a) Defining of Science, Methods and Goals of science, Rules of science.

II. Experimental Approach in Psychology

A. Scientific explanation in psychology; principles of making causal inferences.

B. Experiments in laboratory setting. Experiments in natural setting. Ex. Post-facto studies.

III. Basics of Experimentation

A. Formulation of research problem.

B. Derivation of hypothesis.

C. Identifying Variables: Independent, dependent and extraneous. Operationalization of variables.

D. Techniques of controlling extraneous variables, Exercises in the above topics.

IV. Experimental Design

A. Pre-post single group design, matched group design, advantages and limitations.

B. Design involving more than one levels of independent variables.

V. Exercise the above topics

A. Analysis of data, interpreting results and report writing.

B. Tabulation of raw-data, analysis and report writing.

C. Exercises in the above topic.

VI. Exercises in Designing Experiments

Part II. Conducting experiments in laboratory.

VII. The Students are required to conduct at least three experiment from the areas listed below:

A. Attention/Perception

B. Memory/ Forgetting

C. Learning

D. Thinking/ Problem Solving

E. Motivation/ Emotion

Students are required to complete six experiments. All experiments must be conduct under the guidance of the instructor without which a student will not be permitted to appear in the examination.

B.A./B.Sc.- II
Psychopathology

Course Duration	Annual
Year	2 nd Year
Course Type	Discipline-Based Core
Nature of the Course	Theory
Special Nature/ Category of the Course	Psychology, Clinical Psychology, Mental Health

Methods of Content Interaction

Lecture, Tutorials, Group Discussion, self-study, seminar, workshop, presentations by students, individual and group drills, etc.

Assessment and Evaluation

40% – Continuous Internal Assessment (formative but contributing to final grades)

60% – End Term External Examination (University Examination)

Course Objectives

- To acquaint students with the basic concepts and criteria of abnormality.
- To make students understand the historical perspectives of abnormal behavior.
- To familiarize students with DSM-based classification systems.
- To introduce major theoretical perspectives in psychopathology.
- To help students understand stress, coping mechanisms, and adjustment.
- To develop knowledge of causal factors (biological, psychosocial, socio-cultural).
- To enable understanding of clinical features and etiology of major psychological disorders.
- To familiarize students with theoretical approaches to psychotherapy and psychotherapeutic methods.

Course Learning Outcomes (CLOs)

CO1: Explain and appreciate the meaning, criteria, and historical perspectives of abnormal behavior.

CO2: Analyze the development and classification of disorders through DSM systems.

CO3: Critically evaluate theoretical perspectives (psychoanalytic, individual, analytical, learning, humanistic, cognitive).

CO4: Examine stress, coping, adjustment mechanisms, and causal factors in abnormal behavior.

CO5: Discuss and differentiate major psychological disorders and their etiology (anxiety, mood, schizophrenia, OCD, PTSD, somatoform, delusional, dissociative).

CO6: Evaluate psychotherapeutic approaches and techniques for intervention.

Mapping of Course Outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO12
CO1	√	√				√		√	
CO2	√		√	√		√	√		√
CO3	√	√	√		√		√	√	
CO4	√	√		√		√			√
CO5		√	√	√		√	√		√
CO6	√		√	√	√	√	√	√	√

Course Content (Units I–IX)

Unit I: Meaning and Criteria of Abnormality

- Statistical
- Social Conformity
- Personal Adjustment

Unit II: Historical Perspective of Abnormal Behavior

Unit III: Overview of the Development and Classification System of DSM-IV

Unit IV: Theoretical Perspectives

- Freud's Psychoanalytic Theory
- Adler's Individual Psychology
- Jung's Analytical Theory

Unit V: Human Adjustment and Coping

- Stressors: Conflict, Pressures, Frustration
- Stress tolerance factors
- Coping with stress: Ego defense mechanisms, task-oriented reactions

Unit VI: Causal Factors in Abnormal Behavior

- Biological
- Psychosocial
- Socio-cultural

Unit VII: Disorders as per DSM-IV

- Anxiety Disorders: Generalized Anxiety Disorder (GAD)
- Obsessive-Compulsive Disorder (OCD)
- Post-Traumatic Stress Disorder (PTSD)
- Somatoform Disorders: Conversion, Hypochondriasis, Pain Disorders

- Schizophrenia: Paranoid, Disorganized, Catatonic, Undifferentiated, Residual Types
- Delusional Disorders: Paranoia
- Dissociative Disorders: Amnesia, Fugue, Depersonalization
- Mood Disorders: Depressive, Bipolar

Unit VIII: Theoretical Approaches to Psychotherapies

- Skinner's Operant Conditioning
- Bandura's Social Learning
- Maslow's Humanistic Theory
- Rogers' Client-Centered Theory
- Beck & Ellis: Cognitive Perspective

Unit IX: Psychotherapies

- Freud's Psychoanalysis
- Behavior Modification
- Client-Centered Therapy

Recommended Books

Carson, R. C., Butcher, J. N. & Mineka (2005). Abnormal Psychology and Modern Life. New Delhi: Pearson Education (Singapore) Pvt. Ltd.

Sarason, I. G. & Sarason, B. R. (2002). Abnormal Psychology: The Problem of Maladaptive Behavior. Eastern Economy Edition (11th). New Delhi: Prentice Hall of India.

Coleman, C. (1982). Abnormal Psychology and Modern Life. D.B. Taraporewalla (Indian Reprint).

Schultz, D. (1976). Theories of Personality. New York: Woodsworth Publishing Co.

Comer, J. R. (1998). Abnormal Psychology. New York: Freeman.

सिंह अरुण कुमार (2004). आधुनिक असामान्य मनोविज्ञान. दिल्ली: मोतीलाल बनारसीदास।

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Psychology and Social processes

Course Objectives:

- Expected Learning Outcomes:**

CO1: Students will learn key social psychological concepts, principles, and classic theories related to how individuals perceive, influence, and relate to one another.

CO3: Students will investigate how a person's thoughts, feelings, and behaviours are influenced by the real, imagined, or implied presence of others.

C04: Students will examine the structure and functions of groups, as well as the dynamics within and between groups.

CO5: Students will be encouraged to apply theoretical concepts and research findings to real-life situations and contemporary social issues.

Course Outcome	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO15	PO16
CO1	✓		✓	✓			✓		
CO2	✓		✓	✓			✓		✓
CO3	✓	✓	✓	✓	✓	✓		✓	✓

CO4	✓	✓				✓		✓	
CO5	✓	✓				✓	✓	✓	

I. Introduction to Social Psychology:

- (a) Definition and scope of social psychology,
- (b) A brief history of social psychology, social psychology of India.
- (c) Doing research in social psychology-Experimental, correlational and survey.

II. Social Cognition and Person Perception

- (a) Person perception and impression formation: Asch –central trait, primacy and recency effects; Anderson –cognitive algebra
- (b) Social cognition and information processing: schema, stereotypes, heuristics and biases in person perception.
- (c) Attribution: Inferring the traits and motives of others; theory of attribution – Weiner's attribution theory of success and failure; biases in attribution process.

III. Social Attitudes

- (a) Nature of attitudes- definition & characteristics of attitudes
- (b) Theories of attitude formation – (i) Learning theories and (ii) Cognitive theories
- (c) Measurements of attitudes: Direct Measures - Attitude Scales –Likert Scale, Thurstone Scale.
- (d) Attitude change: concept and techniques; persuasion and role playing; Festinger's cognitive dissonance theory.

IV. Group and Leadership

- (a) Nature and characteristics of groups.
- (b) Group formation: Stages and factors of group formation; Group structure: Roles, status, norms and cohesiveness.
- (c) Leadership: Nature and emergence of leadership, styles of leadership.
- (d) Group and individual performance: Social facilitation and social loafing.

V. Social Influence Processes

- (a) Social Power: Bases of power, determinants of social power.
- (b) Conformity: Formation of group norms, conformity and group pressure, factors affecting conformity-situational and individual.
- (c) Compliance: strategies of compliance.
- (d) Obedience to authority.

VI. Forms of Social Behaviour

- (a) Aggression: Theories- Instinct theory, frustration-aggression, Social learning theory.
Determinants of aggression, control of aggression.
- (b) Interpersonal attraction: Theories- Need for affiliation and Reinforcement theories.
Determinants of interpersonal attraction.
- (c) Helping behaviour: Latane & Darley's Cognitive Model; Determinants of helping behavior.

VII. Application of Social Psychology

- (a) A brief idea about application of social psychology in the areas of- (i) Health and (ii) Environment

RECOMMENDED BOOKS:

1. Baron, R.A. and Byrne, D. (2005). **Social Psychology (10th Edition) Delhi: Pearson Education Pvt. Ltd.**
2. Taylor, S.E., Peplau, L.A & Sears, D.O. (2006). **Social Psychology (12th Edition). New Delhi: Pearson Education.**
3. ल.ब.त्रिपाठी (1992) आधुनिक सामाजिक मनोविज्ञान। आगरा, हरप्रसाद भार्गव।
4. अरुण कुमार सिंह (2014) समाज मनोविज्ञान की रूपरेखा, नई दिल्ली: मोतीलाल बनारसीदास।



B.A./B.Sc. II
Paper III Practical

Course Title: Assessment & Test Administration

Course Duration	One Academic Year
Year	Annual based- Year -II
Course Type	Discipline Based Core Course
Nature of Course	Practical
Special Nature/Category of the Course	Conducting Psychological Tests and Assessments
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60%- End Term External Examination (University Examination)

Course Objectives:

- ◇ Comprehend key psychological assessment concepts: test purposes, administration, reliability, validity, and current issues.
- ◇ Ability to administration and interpretation of psychological tests for intelligence, aptitude, anxiety, and personality.
- ◇ Apply experimental methods to study social psychological phenomena's
- ◇ Enhance critical thinking and analytical skills for evaluating psychological test and assessments.

Course Learning Outcomes:

CO1: Develop comprehensive understanding of psychological assessment concepts

CO2: Build proficiency in test administration and interpretation

CO3: Cultivate critical thinking skills in evaluating psychological testing and assessments

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO06	PO08
CO1	√					√		
CO2	√	√					√	

CO3	√			√				√
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Course Contents:

Unit 1: Basic Concepts in Psychological Assessment :

- A. Purposes and types of tests
- B. Procedures for test administration
- C. Test reliability and validity
- D. Current issues in assessment

Unit 2: Students are expected to prepare a case study with the help of following FOUR Tests.

- A. Intellectual Assessment: Raven's Progressive Matrices/Bhatia Battery/Verbal test.
- B. Aptitude Assessment: Differential Aptitude Test.
- C. Assessment of Anxiety : Sinha W-A Self-Analysis Form
- D. Assessment of Personality: Adjustment inventory (Sexena/Kundu) JMPI.

Unit 3: Experiments : Students will be required to do FOUR experiments in the areas given below:

- Social facilitation
- Attitude change/cooperation/competition
- Group conformity.
- Social factors in perception
- Attribution
- Prosocial behaviour

RECOMMENDED BOOKS :

Anastasi A. (1997). Psychological Testing. New Delhi: Pearson Education.

Cronbach L.J. (1964). Essentials of Psychological Testing New York: Harper and Row.



B.A./B.Sc. Part III

Paper I – Lifespan Human Development

Course Duration	Annual	Year	3 rd Year
Course Type	Discipline Based Core		
Nature of Course	Theory		
Special Nature/Category of the Course	Philosophy behind structure of theories to explain human development		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

This course is designed to provide an introduction to human development by:

- Exploring the lifelong changes that occur from conception to death.
- Analysing each stage of the life cycle to evaluate the cognitive and social influences on human growth.
- Examining the impact of social and cultural contexts on development.

Course Learning Outcomes

After the completion of the course, students will be able to-

CO1: Understand basic concepts, issues and debates in the field of developmental psychology.

CO2: Appreciate principal theories of lifespan development.

CO3: Comprehend human development as progressing through different stages.

CO4: Discuss development from the perspective of different domains such as motor, cognitive, and psychosocial.

CO5: Understand the role of family, peers and community in influencing development at different stages.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	√	√			√	√	√		
CO2	√					√			√
CO3	√					√			√
CO4	√					√			√

CO5	√		√	√		√		√	√
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Course Contents:

1. Introduction:

Concept and nature of human development

The lifespan approach

Culture and development

Determinants of development

Nature and nurture issue

2. An Overview of Theoretical Perspectives:

Freud: Psychosexual development

Erikson: Psychosocial development

Piaget: Cognitive development

Information- Processing theories

Social learning theories

3. Research Designs for Studying Development:

Data collection techniques: Observation, Cross-sectional, Longitudinal and Sequential designs.

4. Prenatal Development:

Mechanisms of heredity

Stages of prenatal development

Effects of prenatal development

5. Sensory and Perceptual Systems of Neonate.

6. Infancy:

5 Perceptual development

Cognitive development

Parent-Child attachment

7. Early Childhood

Cognitive development

Language development-acquisition& theories development of self

Gender identity and roles

Parenting styles

8. Middle Childhood

7 Cognitive development, Moral reasoning

Personality; cognitive styles, Socialization-siblings and peers

9. Adolescence

Cognitive development

Moral development (turmoil)

Adolescent turmoil and identity

Adolescents and their parents

10. Youth and Early adulthood:

Adult identity

Personality adjustment Developmental Tasks,

Life-events and adjustment, Marital adjustment,

Occupational development.

11. Middle Adulthood:

Cognitive development

Learning in middle adulthood

Factors influencing changes in cognitive skills.

Personality stability and change Adult development tasks, theories of Erikson, Peck, Havinghurst & Levinson.

12. Late Adulthood:

An overview of theories of aging

Aging and health-physical changes & health, mental health

Changes in Intelligence with age Cognitive decline.

Recommended Books

- Gormly, Anne V. (1997). Lifespan Human Development. VIth Ed. New York: Holt, Rinehart and Winston, Inc.
- Hurlock, E.B. (2002). Developmental Psychology: A lifespan approach, Vth Ed. New Delhi: Tata McGraw Hill.
- Vander Zanden, JW. (1981). Human Development, IInd Ed. Alfred A. Knopf. Inc.
- Berk, L.E. (2004). Development through the Life Span, Pearson Education. Inc.

B.A./B.Sc. III

Paper II- Applied Psychology: Clinical Psychology in School Settings

Course Duration	Annual	Year	3 rd Year
Course Type	Discipline-Based Elective		
Nature of the Course	Theory		
Special Nature/Category of the Course	The course develops students' ability to critically understand and apply psychotherapeutic interventions across individual, group, and community settings.		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

- ✓ To understand the application of scientific principles and methods in the field of applied psychology.
- ✓ To identify, assess, and manage behavioural, emotional, and learning problems in children from a developmental perspective.
- ✓ To develop competence in clinical diagnostic techniques and the use of psychological assessment tools.
- ✓ To gain knowledge of language development, intellectual functioning, and related disorders.
- ✓ To apply psychological intervention strategies and behaviour modification techniques in therapeutic and educational settings.

Course Learning Outcomes

After the completion of the course, students will be able to

- ✓ Apply the scientific method to the understanding and analysis of human behaviour in applied psychological contexts.
- ✓ Identify and evaluate behavioural, emotional, and developmental issues among children using a developmental framework.
- ✓ Demonstrate proficiency in clinical assessment through diagnostic interviews, mental status examinations, and standardized psychological testing.
- ✓ Explain theoretical perspectives on language development and distinguish between various language and learning disorders.
- ✓ Analyse intellectual functioning with emphasis on mental retardation, academic underachievement, and giftedness in relation to sociocultural and familial factors.
- ✓ Design and implement evidence-based psychological interventions and behaviour modification techniques within therapeutic and educational settings.

Mapping of Course Outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	√	√			√	√	√		
CO2	√					√			√
CO3	√		√			√			√
CO4	√								√
CO5	√		√	√		√		√	√
CO6	√		√			√			√

Course Contents:

1. An Overview of Applied Psychology:

Use of the scientific method

2. Clinical Issues:

Criteria for identifying problem behaviours in children, using the developmental perspective

3. Clinical Techniques:

Process of diagnosis, health history, mental status examination, psychological tests

4. Language development and language disorders:

Functions of language; components of language; overview of language acquisition theories; Ingram's classification of language difficulties

5. Learning Disorders:

Definition, characteristics, causes, dyslexia: clinical features.

6. Perspectives on intellectual functioning:

Mental retardation and its classification; academic underachievement: role of sociocultural, psychological and maladaptive family interaction patterns; gifted children: definition, characteristics

7. Behavioural and conduct problems: Attention-deficit/hyperactivity disorder:

Core characteristics and subtypes; conduct problems: types of anti-social behaviours

8. Emotional disorders:

Anxiety: separation anxiety, school refusal; depression in young people and at different development periods, autism: core characteristics

9. Interventions:

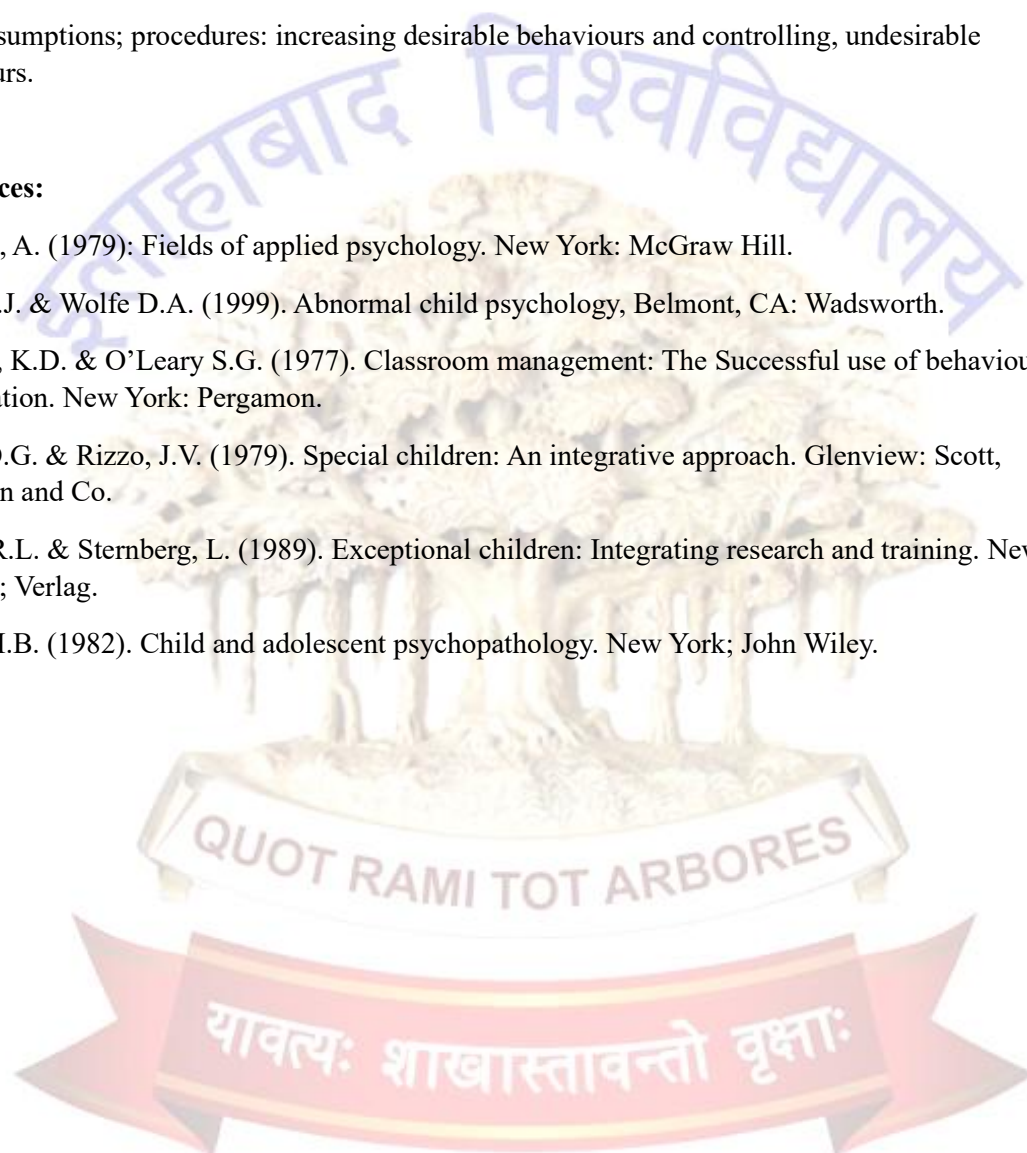
Psychological approaches including play therapy, family and group therapies; parent counselling and parent training.

10. Behaviour modification in classroom Management:

Basic assumptions; procedures: increasing desirable behaviours and controlling, undesirable behaviours.

References:

- Anastasi, A. (1979): Fields of applied psychology. New York: McGraw Hill.
- Mash, E.J. & Wolfe D.A. (1999). Abnormal child psychology, Belmont, CA: Wadsworth.
- O'Leary, K.D. & O'Leary S.G. (1977). Classroom management: The Successful use of behaviour modification. New York: Pergamon.
- Suran, D.G. & Rizzo, J.V. (1979). Special children: An integrative approach. Glenview: Scott, Foresman and Co.
- Taylor, R.L. & Sternberg, L. (1989). Exceptional children: Integrating research and training. New York. Springer; Verlag.
- Weiner, I.B. (1982). Child and adolescent psychopathology. New York; John Wiley.



BA PART III

Psychological Research Methods and Measurement

Course Duration	Annual	Year	3 rd Year
Course Type	Discipline Based Course		
Nature of the Course	Theory		
Special Nature/Category of the Course	Research Ethics, Analytical Skills		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion)		
Assessment and Evaluation	50% - End Term External Examination (University Examination)		

Course Objectives:

- To understand foundational research concepts and methodologies commonly used in psychological studies.
- To develop skills in formulating psychological research questions, hypotheses, and operational definitions for empirical investigation.
- To apply appropriate psychological research designs, sampling techniques, and data collection methods, including experiments, surveys, and observational studies.
- To analyse and interpret psychological data using basic statistical techniques and qualitative methods relevant to behavioural research.
- To recognize and adhere to ethical standards and principles in psychological research, including informed consent, confidentiality, and responsible reporting.

Expected Learning Outcomes:

After completing the course, the students will be able to:

- CO1:** To explain and differentiate among key research concepts, methods, and approaches utilized in psychological research.
- CO2:** To formulate researchable questions, define hypotheses, and identify appropriate variables in psychological studies.
- CO3:** To design basic psychological research projects, select suitable participants, and implement data collection procedures ethically and effectively.
- CO4:** To analyse psychological data using suitable experimental and survey-based studies and qualitative techniques and accurately interpret findings in context.
- CO5:** To apply ethical guidelines throughout the research process, including obtaining informed consent and maintaining confidentiality in reporting results.

Mapping of Course Outcome

Course Outcome	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO15	PO16
CO1	✓		✓	✓			✓		
CO2	✓		✓	✓			✓		✓
CO3	✓	✓	✓	✓	✓	✓		✓	✓
CO4	✓	✓				✓		✓	
CO5	✓	✓				✓	✓	✓	

I Scientific & Psychological Research

- Methods of psychological enquiry; characteristics of scientific method.
- Theory & fact,
- Nature of psychological research – correlational and experimental.

II. Designing Psychological Research

- Meaning, purpose and principles of research design; criteria of good research design, steps in designing research- from choosing a problem to tool construction to planning for data collection.

III. Research Settings

- Field: field observation, field experiments, and survey research
- In depth study- Case study, social, clinical, organizational settings.
- Event based Ex-post facto research
- Library research, historical research
- Laboratory – lab experiments, simulation lab.

IV. Sampling and Survey Research

- population and sample; probability and non-probability samples, methods of drawing random sample, representativeness of sample and sampling error, types of surveys.

V. Development of Psychological Measures- Questionnaires & tests

- Measurement in psychological research- types of scales- transformation of scale, stanine scores, process of development of questionnaires and tests; item writing, types of items, criteria of item selection item analysis- statistical steps; response bias; item response theory

VI. Issues of standardization of tests & questionnaires

- Reliability-concept and methods test-retest, split-half, parallel forms, Cronbach's alpha

- Validity: concept and methods: face, criterion-related, predictive and concurrent, content, construct, cross-validation
- Norms- concept & development of norms, type of norms.

VII. Observation as Research Method:

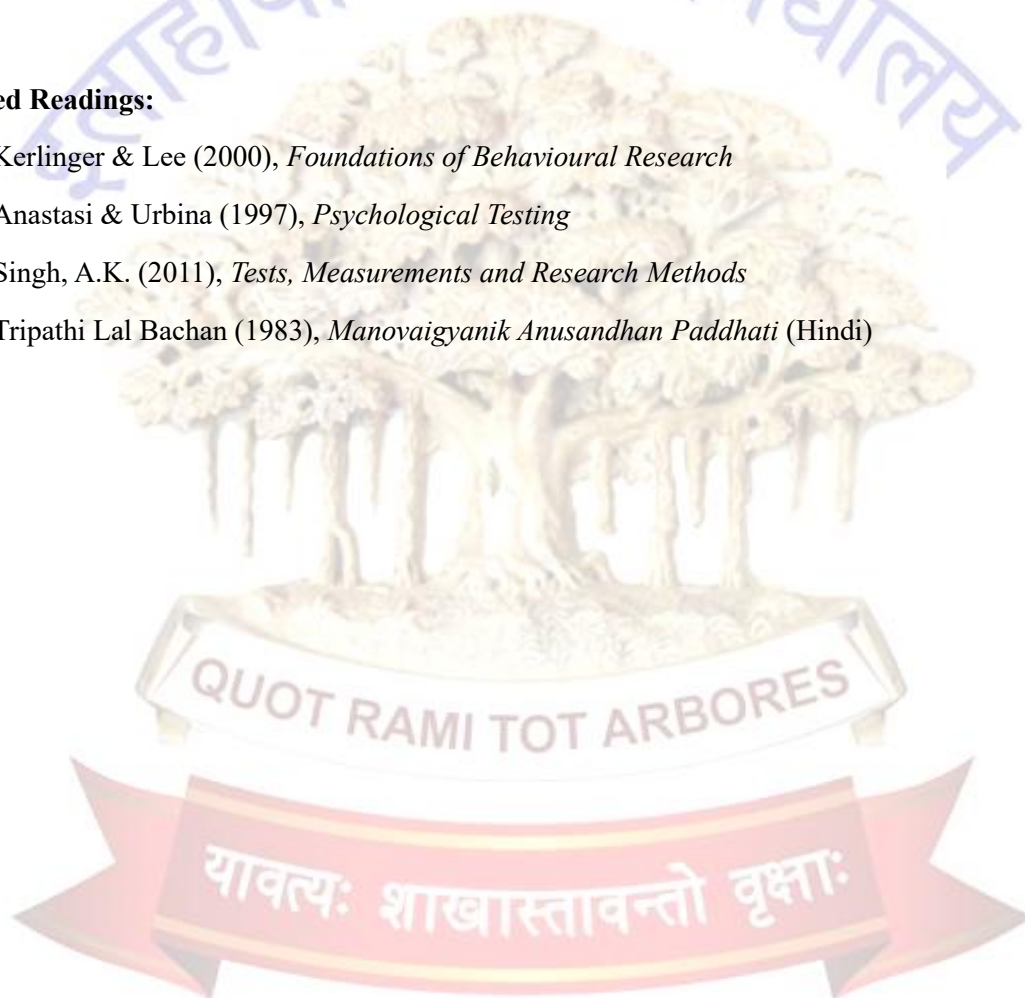
- Nature & types of observation; observation as a tool for data collection,
- Field observation, - planning for observation, training for observation, participant observation

VIII. Ethical Issues in psychological Research

- Rights of Participants- issues of Confidentiality; deception studies; Debriefing & informed consent, sharing results with participants.

Suggested Readings:

- Kerlinger & Lee (2000), *Foundations of Behavioural Research*
- Anastasi & Urbina (1997), *Psychological Testing*
- Singh, A.K. (2011), *Tests, Measurements and Research Methods*
- Tripathi Lal Bachan (1983), *Manovigyanik Anusandhan Paddhati* (Hindi)



BA/B.Sc. PART III

Practicals

Course Duration	Annual	Year	3 rd Year
Course Type	Discipline-Based Course		
Nature of the Course	Practical		
Special Nature/ Category of the Course	Skill-based, Research Applications		

Methods of Content Interaction

Laboratory work, group activities, field visits, supervised practice, peer discussions, report writing, and presentations.

Assessment and Evaluation

50% - End Term External Examination (University Examination)

50% - Continuous Internal Assessment (Performance, Record maintenance, Viva, and Reports)

Course Objectives

- To develop practical knowledge of psychological testing and data collection methods.
- To train students in the process of scale construction.
- To provide hands-on experience in observation methods and report writing.
- To acquaint students with survey methods and comparative analysis of data.
- To develop research aptitude and application-oriented skills in psychology.

Expected Learning Outcomes

CO1: Demonstrate competence in designing and constructing simple psychological scales.

CO2: Conduct systematic observations and prepare detailed observation reports.

CO3: Administer surveys, analyze findings, and prepare comparative reports.

CO4: Apply ethical standards while conducting practical work and reporting results.

CO5: Develop analytical and report writing skills through experiential learning.

Mapping of Course Outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO15
CO1	√	√	√			√		
CO2	√	√		√		√	√	

CO3	√		√	√	√	√		√
CO4		√	√		√		√	√
CO5	√	√	√	√		√	√	

COURSE CONTENT

A. Construction of a Psychological Scale

1. Construction of Items and generation of item pool.
2. Item analyses procedures.
3. Selection of items.
4. Standardization of the scale.

B. Conducting a small study

1. Designing a small survey utilizing the scale constructed in the class.
2. Administering the scale in field settings and collecting the data.
3. Interpreting the data
4. Writing of survey report

C. Observational Study

1. Conducting an observational study in naturalistic settings on any aspect of human development.
2. Preparation of observational record.
3. Interpretation of data.

Suggested Readings:

Kerlinger & Lee (2000). Foundations of Behavioural Research.

Anastasi & Urbina (1997). Psychological Testing.

Singh, A. K. (2011). Tests, Measurements and Research Methods.

Coolican, H. (2018). Research Methods and Statistics in Psychology.

गुप्ताएस. (2007). मनोविज्ञानमेंप्रयोगात्मकपद्धति (Hindi).

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