

DEPARTMENT OF PSYCHOLOGY
UNDERGRADUATE (BA/BSc) HONOURS PROGRAMME
COURSE OUTCOME UNDER CCF, 2022

SEMESTER	PAPER/ COURSE NAME	PROGRAM SPECIFIC OBJECTIVES
I	DSCC 1 – INTRODUCTION TO PSYCHOLOGY	<p>Understanding the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life. It involves learning about methods, subfields of Psychology, Psychology in modern India and cognitive processes like Perception, Learning, Motivation and Memory.</p> <p>Conduction, evaluation and interpretation of data obtained from experiments on threshold evaluation, attention and time perception.</p>
	SEC 1 – STRESS MANAGEMENT	<p>Defining the term stress and demonstrate command of the basic terminology, concepts, and principles of the concept.</p> <p>Gaining knowledge of the nature, different sources , effects and symptoms of stress.</p> <p>Developing knowledge about managing stress through practical expertise on the same.</p>
II	DSCC 2 – BASIC PSYCHOLOGICAL PROCESSES	<p>Understanding the mental processes to begin with sensation and perception and how it results in thoughts and communication.</p> <p>Understanding the structural and functional dynamics of each of the mental processes and their interconnectedness.</p> <p>Understanding the bases of sensory actions and the processes of integration of sensory</p>

		<p>actions in creating and interpreting perceptual events.</p> <p>Gaining knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes.</p> <p>Understand the physiological and biochemical links of human behaviour.</p> <p>Influence of behaviour, cognition and the environment on bodily system, and developing an appreciation for neurobiological basis of behaviour.</p>
III	DSCC 3 - BIOPSYCHOLOGY	<p>To explore the biological basis of experience and behaviour, develop an understanding of the influence of behaviour, cognition, and the environment on bodily system and an appreciation of the neurobiological basis of psychological function and dysfunction.</p> <p>Acquiring knowledge about methods and ethics of Biopsychology, functioning and organization of nervous system and the details of the neuroendocrine system</p> <p>Conduction, evaluation and interpretation of data obtained from experiments on Arousal and Action.</p>
	DSCC 4 - BASICS OF DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY	<p>To equip with an understanding of the concept and process of human development across the life span and to impart an understanding of the various domains of human development To inculcate sensitivity to socio-cultural context of human development, Learning about stages and domains of Human Development</p> <p>Understanding the interface between education and psychology, to appreciate the various issues and challenges that emerge with reference to the application of psychological ideas and theories in the discipline of education and to help deal with various problems and issues related to student diversity in a classroom. Knowing about</p>

		<p>the Debates and Issues in Educational Psychology, Classroom Management & Assessment and Inclusive Education</p> <p>Administration and interpretation of test findings on Intelligence and Learning.</p>
	<p>SEC 3 – BEHAVIOUR MODIFICATION</p>	<p>Developing the knowledge about the concept and techniques of behaviour modification and its applications. Learning about conditioning, reinforcement, cognitive perspective and applications.</p> <p>Experimentation on reinforcement and its impact on different behaviours.</p>
	<p>DSCC 5 – BASICS OF SOCIAL AND INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</p>	<p>Developing skills to understand the nature of groups; influence of group on individual behaviour; crowd and mob behaviour, leadership and social issues like public opinion and propaganda.</p> <p>Developing an understanding of the Introduction: Aim, scope and methods of Industrial Psychology; Work and Environment- Role of Illumination, Ventilation, Temperature, Noise; Accidents in Industry-its Causes and Prevention.</p> <p>Understanding organizational commitment</p> <p>Conduction, evaluation and interpretation of data on effect of group upon individual behaviour and testing achievement motivation.</p>
	<p>DSCC 6 – ADVANCED SOCIAL PSYCHOLOGY</p>	<p>Learning about social organization, social interaction; person perception, attribution and attitude.</p> <p>Gaining insight into self-knowledge, self-regulation, impact of culture on self and social comparison.</p> <p>Developing knowledge about Group psychology, Conformity, Compliance and Norms;</p>

IV		<p>Leadership, Leadership and morale, Stereotype, prejudice and discrimination.</p> <p>Gathering practical knowledge of group cohesiveness and formation of impression</p>
	<p>DSCC 7 – STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH - I</p>	<p>Introducing the concepts of sampling, normal probability curve - its properties and applications and concept of standard scores.</p> <p>Understanding the concept of correlation, knowing the meaning and computation of bivariate distribution; product moment, rank difference, Biserial, point biserial, tetrachoric, phi coefficient, contingency coefficient.</p> <p>Developing knowledge of statistical inference – concepts and steps involved in drawing a statistical inference. Learning the concept of parametric and non-parametric statistics.</p> <p>Understanding meaning of experimental hypothesis – null hypothesis and its testing, concept of standard error. Learning to compute and use t-test and chi square tests.</p>
	<p>DSCC 8 – RESEARCH METHODOLOGY - I</p>	<p>Introduction to the concept of research problem and hypothesis, characteristics of problems, definitions, sources and criteria of good hypothesis, hypothesis and theory.</p> <p>Gathering conceptual knowledge of experimental method and field study.</p> <p>Learning how to design experiments with the principles of controlling subject, situation and sequence related variables, designs of single and separate groups, quasi experimental and time series designs of experiments.</p>

		<p>Learning the development and standardisation of psychological test through understanding concepts of item analysis, reliability, validity and norms; theoretical understanding of computation of reliability and validity.</p> <p>Learning to construct attitude scale and computing reliability</p>
	<p>DSCC 9 – PSYCHOLOGY OF INDIVIDUAL DIFFERENCES</p>	<p>Understanding the nature of personality, biopsychosocial foundations of personality. Impact of culture and gender on personality. Gaining knowledge of the psychodynamic (Freud), humanistic (Maslow) and social (Bandura) perspective of personality.</p> <p>Learning about intelligence – psychometric and cognitive approaches, theories of intelligence – Gardner and Sternberg. Conceptual understanding of emotional intelligence, impact of heredity and environment on individual difference in intelligence, group differences in intelligence and extremes of intelligence. Learning about aptitude and interest.</p> <p>Learning to administer culture fair intelligence test and personality test.</p>
	<p>DSCC 10 – DEVELOPMENTAL PSYCHOLOGY</p>	<p>Introducing the concept of human development, Cephalocaudal and Proximodistal direction of growth, research designs</p> <p>Understanding the Piagetian and Vygotskian perspective of cognitive development. Gaining understanding of language development, emotional development; moral development from the perspective of Kohlberg and personality development.</p> <p>Learning about the socio-cultural contexts of family, peers, schooling and media with human development.</p> <p>Administering parent-child relationship scale and aptitude tests.</p>

<p>V</p>	<p>DSCC 11 – STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH - II</p>	<p>Advanced understanding of inferential statistics and hypothesis testing, including meaning of statistical inference and hypothesis testing, properties of the sampling distribution, one-tailed & two-tailed tests, steps for hypothesis testing, t distribution, characteristics of student's distribution of t, assumptions associated with inference about the difference between two independent means, the statistical decision regarding retention and rejection of null hypothesis.</p> <p>Interpreting results of hypothesis testing, errors in hypothesis testing, power of a test, degrees of freedom, levels of significance versus p-values.</p> <p>Understanding hypothesis testing about the difference between two dependent means, determining a formula for t, degrees of freedom for tests of no difference between dependent means, testing a hypothesis about two dependent means using the formula involving standard errors and correlation only, learning the assumptions when testing a hypothesis about the difference between two dependent means.</p> <p>Learning about confidence intervals, relation between confidence intervals and hypothesis testing and the advantages of confidence intervals.</p> <p>Learning to test hypothesis for differences among three or more groups. Understanding concept of one-way analysis of variance (ANOVA), concept of t and f test and their relationship along with the computation</p> <p>Gathering understanding of non-parametric approaches to data by learning about distribution-free nonparametric tests, comparison with parametric tests, uses and applications of nonparametric tests.</p>
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	<p>DSCC 12 - RESEARCH METHODOLOGY - II</p>	<p>Understanding what is psychological research, goals of psychological research, principles of good research, ethics in psychological research, quantitative & qualitative orientations towards research & their steps, distinction between qualitative & quantitative research orientations.</p> <p>Knowing about probability & non probability sampling methods.</p> <p>Learning all methods of data collection focussing on detailed understanding case study, observation, interview & survey.</p> <p>Preparing semi-structured interview on coping, comparing it with coping scale and experimentation on complex reaction time.</p>
	<p>DSCC 13 – BASICS OF ADJUSTMENT AND ABNORMAL PSYCHOLOGY</p>	<p>Introducing the concepts of adjustment, mental health, mental hygiene, criteria and factors of adjustment.</p> <p>Understanding the concept and types of stress, frustration and conflict, reaction to stress - generalized principles of adjustive behaviour; task oriented and defence oriented reaction patterns.</p> <p>Introducing the concept of abnormality, criteria of normality, a) biological; b) psychological (concept of neuroticism, psychoticism); c) socio-cultural determinants of abnormal behaviour.</p> <p>Getting acquainted with DSM 5. Learning the symptoms of different types schizophrenia, mood disorders, and anxiety disorders.</p> <p>Learning to administer personality inventory and depression inventory.</p>

VI	DSCC 14 – PSYCHOPATHOLOGY	<p>Learning the concepts psychopathology, their current classification (according to APA), concept of neurotic, psychotic, psycho-physiological disorders.</p> <p>Gaining knowledge about the case history, interview, psychometric, and projective methods of studying abnormal behaviour along with their classroom demonstrations.</p> <p>Learning to denote the signs, symptoms and etiology of different types of anxiety disorder, somatoform disorders, mood disorders, schizophrenia spectrum disorders.</p> <p>Learning to administer personality questionnaire and general health questionnaire.</p>
	DSCC 15 – ORGANIZATIONAL BEHAVIOUR	<p>Understanding the historical antecedents of organizational behaviour, scientific management & human relations movement;, contemporary trends and challenges of organizational behaviour, especially in the Indian setting.</p> <p>Learning about job satisfaction, organizational citizenship behaviour, work motivation, motivation theories of Maslow, McClelland, two factor theory, contemporary theories and their applications in goal setting & MBO, equity, expectancy, job characteristics model & job redesign.</p> <p>Conceptualizing the dynamics of organizational behaviour through learning about organizational culture, organizational politics, gender issues at workplace, its influence on work life balance, sexual harassment at workplace. Also learning about optimism in organizational behaviour.</p> <p>Learning to administer optimism scale and preparing semi-structured interview to know the work life balance of the employee of an organization</p>

VII	DSCC 16 – APPLIED SOCIAL PSYCHOLOGY	<p>Introducing the nature of applied social psychology, social influences on behaviour, participatory action and learning research techniques as methodological approaches.</p> <p>Learning to apply social psychological understanding to environment, diversity, work, health, legal system, aggression and non-violence, technology and education.</p> <p>Preparing questionnaire on addiction and eye-witness eye witness memory of crime scene.</p>
	DSCC 17 – COMMUNITY PSYCHOLOGY	<p>Learning to define community psychology, types of communities, models. 7 core values of community psychology.</p> <p>Understanding the process of community organization for health promotion, importance. Learning to create community program for child and maternal health, physical challenged and old age in the Indian context.</p> <p>Learning about Interventions in the form of community development and empowerment through case studies in Indian context.</p> <p>Constructing semi-structured interview on women empowerment and administering family environment scale.</p>
	DSCC 18 – HEALTH PSYCHOLOGY	<p>Introducing the social, emotional, cognitive and physical components of health, mind-body relationship, goals of health psychology, and bio- psychosocial model of health.</p> <p>Learning the characteristics of health behaviour; barriers to health behaviour, theories of health behaviour and their implications.</p> <p>Understanding health enhancing behaviours and well-being like exercise, nutrition, safety, pain, stress management happiness. Knowing about life satisfaction, resilience, optimism and hope.</p>

		Administering hope scale and construct semi-structured interview on health behaviour to compare with Cornell Medical Index.
	DSCC 19 – QUALITATIVE RESEARCH METHODS	<p>Knowing about the historical moments in qualitative research, ethical issues & considerations.</p> <p>Learning about focus group discussion, use of secondary data, characteristics of qualitative research, sampling, trustworthiness, data generation in qualitative research (coding techniques)</p> <p>Gaining knowledge of writing in qualitative research -- practice of interpretation, evaluation and representation.</p> <p>Conducting practical on focus group discussion.</p>
	DSCC 20 – COUNSELLING PSYCHOLOGY	<p>Introducing the nature and goals of counselling, learning about counselling as a profession, professional ethics, about the personality characteristics of effective counsellor and learning the status of counselling psychology in India.</p> <p>Understanding building counselling relationships, working in a counselling relationship and closing counselling relationships.</p> <p>Learning the psychoanalytic, humanistic, behavioural, cognitive and Indian (yoga and meditation) techniques of counselling.</p> <p>Practical on intervention of counselling.</p>
	DSCC 21 – THEORY, CONSTRUCTION AND RESEARCH DESIGN	<p>Learning to construct theory in psychology.</p> <p>Preparing advanced research design & sampling design with sample size estimation. (8 hours)</p>

VIII		<p>Learning to write report in the APA format for analysis of quantitative data.</p> <p>Computing correlation, regression, and 2-way ANOVA.</p>
	DSCC 22 – ADVANED COGNITIVE PROCESSES	<p>Understanding the theory of signal detectability and parallel distributed processing model.</p> <p>Understanding the meta-cognition module and consciousness.</p> <p>Advanced understanding of cognitive perspectives on emotion and motivation, applications of cognitive psychology in social psychology and clinical psychology.</p> <p>Learning to experiment on signal detection.</p>
	DSCC 23 – POSITIVE PSYCHOLOGY	<p>Introducing the concept of positive psychology, western and eastern perspectives on positive psychology, character strengths and virtues.</p> <p>Understanding happiness (emphasizing on Indian perspective) and well-being, positive affect and positive emotions, emotional intelligence, resilience</p> <p>Learning about the positive cognitive states and processes of self-efficacy, optimism, hope, wisdom, flow, mindfulness.</p> <p>Knowing the application of positive psychology in work, education, ageing, and health.</p> <p>Working on mindfulness scale and construct a semi-structured interview on resilience and compare that with Annalakshmi’s Scale.</p>
	DSCC 24 – PERSONALITY PSYCHOLOGY	<p>Learning the psychoanalytic theories of Jung, Adler, Erikson, and object relations theories of Klein, and Mahler.</p>

		<p>Understanding the trait and humanistic theories of personality of Cattell, Eysenck, Rogers.</p> <p>Learning to measure personality with Neo-Five personality inventory.</p>
	DSCC 25 – INDIAN PSYCHOLOGY (WITHOUT RESEARCH)	<p>Understanding the need to study Indian Psychology.</p> <p>Learning the alternate concept of mind in Indian philosophies of Vedanta, Samkhya, Nyaya, Buddhism.</p> <p>Understanding the Indian approach to cognition, self and consciousness, moral behaviour, and psychological disorders.</p> <p>Learning the concept and significance of meditation.</p> <p>Practical on the effect of meditation.</p>

PROGRAM OUTCOMES

1. **Understanding Psychological Principles:** Students will demonstrate a comprehensive understanding of foundational concepts, theories, and principles in psychology.
2. **Research Skills:** Students will be able to design, conduct, and analyze research studies using appropriate methodologies and statistical tools.
3. **Critical Thinking:** Students will apply critical thinking skills to evaluate psychological research, theories, and practices.

4. **Application of Knowledge:** Students will apply psychological concepts to real-world problems and scenarios, including in areas such as mental health, education, and organizational settings.
5. **Ethical and Professional Conduct:** Students will understand and adhere to ethical standards and professional practices in psychology.
6. **Communication Skills:** Students will effectively communicate psychological concepts and research findings in both written and oral formats.
7. **Cultural Competence:** Students will appreciate and respect diversity and demonstrate an understanding of how cultural, social, and individual factors influence behaviour and mental processes.
8. **Personal and Professional Development:** Students will reflect on their personal and professional growth, identifying areas for further development in the field of psychology.

These outcomes aim to ensure that graduates are well-prepared for either further academic study or entry-level positions in various professional settings related to psychology.