

Learning Outcomes of Subject of Psychology:

1. To develop skills regarding the way psychological knowledge can be applied in various areas of life
2. Along with practical knowledge, students will develop skills regarding the way psychological knowledge can be applied in various areas of life - , so that students will become capable of handling challenges of real-life situations

1. Course Outcomes:

UNIVERSITY OF MUMBAI

Revised Syllabus of Courses of B. A. Programme at Semester I with Effect from the Academic
Year 2018-2019

F.Y.B.A. – Fundamental psychology part - 1

| Syllabus | Objective | Outcome |
|--|---|---|
| Unit-I The science of Psychology a) The history of Psychology. b) The Fields of Psychology Today. c) Scientific research. d) Ethics of Psychological Research. e) Applying Psychology to Everyday life. | 1. To impart knowledge of the basic concepts and modern trends in Psychology. 3. To make the students aware of the applications of Psychological concepts in different areas of day to day life. | To make students understand about the fundamental concepts of general psychology. |
| | | |
| Unit-II The Biological Perspective. A) Neurons and Nerves: Building the Network. b) An overview of the Nervous System. c) Distant connections: The Endocrine Glands. d) Looking inside the Living Brain. | 1) To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology. | To impart knowledge about the biological bases of human behavior. |

| | | |
|--|---|---|
| e) From the Bottom up: The structures of the Brain. f) Classic studies in Psychology. g) Applying Psychology to Everyday life. | | |
| Unit-III Learning. a) Definition of Learning. b) Classical conditioning, and Operant conditioning c) Cognitive learning Theory. d) Observational Learning. | 1) To make students aware of the applications of Psychological concepts in different day to day life. | 1) To help learners aware of the theatrical and applied aspect of classical and operant conditioning. |
| Unit – IV Memory A) What is memory? b) The Information Processing Model: Three Memory Systems. c) Retrieval of Long –term Memories. d) Forgetting. e) Neuroscience of memory. f) Applying Psychology to Everyday life. | | 1) to impart knowledge about the nature and process of memory |

| Syllabus | Objective | Outcome |
|---|--|--|
| Unit I: Cognition: Thinking, Intelligence, and Language. A) How People think. B) Intelligence. c) Language | 1) To impart knowledge of the basic concepts and modern trends in Psychology. 2. To foster interest in the subject of Psychology and to | To make students aware of various cognitive abilities. |

| | | |
|---|---|--|
| d) Applying Psychology to Everyday life. | <p>create a foundation for further studies in Psychology.</p> <p>3. To make the students aware of the applications of Psychological concepts in different areas of day to day life.</p> | |
| | | |
| Unit II: <p>Motivation and Emotion.</p> <p>a) Approaches to understanding Motivation.</p> <p>b) What, Hungry again? Why People Eat.</p> <p>c) Emotion.</p> <p>d) Culture and Emotions.</p> <p>e) Applying Psychology to Everyday life.</p> | | To help students develop interest into the theatrical and practical aspects of motivation and emotion. |
| | | |
| Unit III: <p>Theories of Personality.</p> <p>A) Psychodynamic Perspective.</p> <p>B) Psychoanalysis in the East.</p> <p>c) The Behavioural and Social Cognitive View of Personality.</p> <p>D) The Third Force: Humanism and Personality.</p> <p>e) Trait Theories: Who are you?</p> <p>f) Modern Trait Theories: The Big Five and current thoughts on the trait Perspective.</p> | | To impart knowledge about various theories of personality. |

| | | |
|---|--|---|
| G) Personality: Genetics and Culture. H) Assessment of Personality. i) Applying Psychology to Everyday life. | | |
| | | |
| Unit IV: Statistics in Psychology. a) What are Statistics? b) Descriptive Statistics. c) Inferential Statistics. | | To make students aware of the statistical applications in psychology. |

| Syllabus | Objective | Outcome |
|--|--|---|
| Unit – I: Social psychology: the science of the social side of life a) Social psychology: what it is and is not. b) Social psychology: advances at the boundaries. c) How social psychologists answer the questions they ask: research as the route to increased knowledge. d) The role of theory in social psychology. e) The quest for knowledge and the rights individuals: seeking an appropriate balance. | To help students in building knowledge of the basic concepts and modern trends in Social Psychology. 2. To foster interest in Social Psychology as a field of study and research among students. 3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context. | To make students aware of the nature scope and research methods of social psychology. |
| | | |
| Unit-II: | | To make them aware of various aspects of social |

| | | |
|--|--|--|
| <p>Social Perception: Seeking to Understand Others</p> <p>Nonverbal communication: An unspoken language</p> <p>b) Attribution: Understanding the causes of behaviour</p> <p>c) Impression formation and management: Combining information about others</p> <p>d) What research tells us about the role of nonverbal cues in job interviews?</p> <p>e) What research tells us about why some people conclude they are superior to others?</p> | | <p>perception.</p> |
| | | |
| <p>Unit-III:</p> <p>Attitudes: Evaluating and responding to the social world</p> <p>Attitude formation: How attitudes develop</p> <p>b) When and why do attitudes influence behaviour?</p> <p>c) How do attitudes guide behaviour?</p> <p>d) The science of persuasion: How attitudes are changed</p> <p>e) Resisting persuasion attempts</p> <p>f) Cognitive dissonance: What it is and how do we manage it?</p> <p>g) What research tells us about culture and attitude processes?</p> | | <p>To help students understand the way attitude develops and affect behavior of an individual.</p> |
| | | |
| <p>Unit-IV:</p> <p>Liking, Love and Other close relationships.</p> <p>Internal sources of liking others: The role of needs and emotions</p> <p>b) External sources of attraction: The effects of proximity, familiarity and physical beauty</p> <p>c) Sources of liking based on social interaction</p> | | <p>To make students aware of various aspects of casual and close relationships.</p> |

| | | |
|--|--|---|
| b) Relationships: Family and friends c) Dating, sexual behaviour and teenage pregnancy | | |
| | | |
| Unit-III: Physical and Cognitive Development in Early Adulthood a) Physical Development b) Cognitive development c) College: Pursuing Higher Education | | To make students aware of various aspects of physical and cognitive development in early adulthood. |
| | | |
| Unit-IV: Social and Personality Development in Early Adulthood a) Forging Relationships: Intimacy, Liking and Loving during Early Adulthood b) The Course of Relationships c) Work: Choosing & Embarking on a Career | | To help students aware of nature of intimacy, liking, loving, and relationships in early adulthood. |
| | | |

| Syllabus | Objective | Outcome |
|---|---|--|
| UNIT –I Causes, and Cures of Stereotyping, Prejudice and Discrimination a) How members of different groups perceive inequality b) The nature and origins of stereotyping Prejudice: Feelings toward social groups d) Discrimination: Prejudice in action e) Why prejudice is not inevitable: Techniques for | To make students aware of the applications of various concepts in Social Psychology in Indian context. To foster interest in Social Psychology as a field of study and research among students. 3. To make students | To help students develop insight into the consequences of stereotypes, prejudice and discrimination. |

| | | |
|---|--|--|
| <p>countering its effects</p> <p>f) What research tells us about the role of existential threat in prejudice?</p> | <p>aware of the implications and applications of various concepts, principles and theories of Social Psychology in daily life in the Indian context.</p> | |
| | | |
| <p>UNIT –II (13 Lectures)</p> <p>Social Influence: Changing Others’ Behaviour</p> <p>a) Conformity: How groups – and norms – influence our behaviour.</p> <p>b) Compliance: To ask – sometimes – is to receive</p> <p>c) Obedience to authority: Would you harm someone if ordered to do so?</p> <p>d) Unintentional social Influence: How others change our behaviours even when they are not trying to do so</p> <p>e) What research tells us about how much we really conform?</p> <p>f) What research tells us about using scarcity to gain compliance?</p> | | <p>To help students to understand the reciprocal nature of social influence.</p> |
| | | |
| <p>UNIT –III</p> <p>Aggression: Its Nature, Causes and Control</p> <p>a) Perspectives on aggression: In search of the roots of violence</p> <p>b) Causes of human aggression: Social, cultural, personal and situational</p> <p>c) Aggression in the classroom and workplace</p> <p>d) The prevention and control of violence: some useful techniques</p> | | <p>To help learners to understand the consequences of aggressive behavior.</p> |

| | | |
|---|--|--|
| e) What research tells us about the role of emotions in aggression? | | |
| f) What research tells us about workplace aggression? | | |
| | | |
| UNIT –IV Prosocial Behaviour: Helping Others a) Why people help: Motives for prosocial behaviour b) Responding to an emergency: Will bystanders help c) Factors that increase or decrease the tendency to help d) Crowdfunding: A new type of prosocial behaviour e) Final thoughts: Are prosocial behaviour and aggression opposites? f) What research tells us about paying it forward: Helping others because we have been helped g) What research tells us about how people react to being helped | | To make students aware of positive aspects of social behavior. |
| | | |

| Syllabus | Objective | Outcome |
|---|--|--|
| Unit I: Physical and Cognitive Development in Middle Adulthood a) Physical development b) Health c) Cognitive development | To help students in building knowledge and understanding of the basic concepts, principles, perspectives and modern trends in Developmental Psychology 2. To foster interest in Developmental | To help students develop insight regarding health, physical development and cognitive development in middle adulthood. |

| | | |
|---|--|---|
| | <p>Psychology as a field of study and research among students.</p> <p>3. To make the students aware of the implications and applications of the various concepts, principles and theories of Developmental Psychology in daily life in Indian context.</p> | |
| | | |
| <p>Unit II:</p> <p>Social and Personality Development in Middle Adulthood</p> <p>a) Personality Development</p> <p>b) Relationships: Family in Middle Age</p> <p>c) Work& Leisure</p> | | <p>To make students aware of various aspects of personality development and family relationships in middle adulthood.</p> |
| | | |
| <p>Unit III:</p> <p>Physical and Cognitive Development in Late Adulthood</p> <p>a) Physical development in Late Adulthood</p> <p>b) Health and wellness in Late Adulthood</p> <p>c) Cognitive development in Late Adulthood</p> | | <p>To make learners aware of nature of physical cognitive development in late adulthood and wellness and health issues in late adulthood.</p> |
| | | |
| <p>Unit IV:</p> <p>Social and Personality Development in Late Adulthood</p> | | <p>To help students understand the daily life of late adulthood, concept of successful aging and family</p> |

| | | |
|---|--|------------------------------|
| a) Personality Development and successful aging b) The daily life of Late Adulthood c) Relationships: Old & new | | relations in late adulthood. |
| | | |

| Syllabus | Objective | Outcome |
|--|--|--|
| Unit-I: What Is Health Psychology and Health Behaviours 1A. Introduction to the field of Health Psychology a) Definition of health psychology b) The mind-body relationship c) The rise of the biopsychosocial method d) The need for health psychology e) The role of epidemiology in Health Psychology f) What is health psychology training for? 1B. Health Behaviours g) An introduction to health behaviours h) Health promotion: An overview i) Changing health habits j) Cognitive-behavioural approaches to health behaviour change k) The transtheoretical model of behaviour change l) Changing health behaviours through social engineering m) Venues for health-habit modification | To help students in building knowledge of the basic concepts and modern trends in Health Psychology. 2. To foster interest in Health Psychology as a field of study and research among students. 3. To make students aware of the practical applications of the various concepts in Health Psychology in Indian context. | To make learners aware of the fundamentals of health psychology. |
| | | |
| Unit-II: | | To make students aware of health building and health |

| | | |
|---|--|---|
| <p>Health-Promoting Behaviours</p> <p>2A Health-Promoting Behaviours</p> <p>a) Exercise, its determinants, & interventions</p> <p>b) Accident prevention</p> <p>c) Vaccination and screening</p> <p>d) Developing a healthy diet</p> <p>e) Sleep</p> <p>f) Rest, Renewal and savouring</p> <p>2B. Health-compromising Behaviours</p> <p>g) Characteristics of health-compromising behaviours</p> <p>h) Alcoholism & Problem Drinking</p> <p>i) Smoking</p> | | compromising behaviors. |
| | | |
| <p>Unit-III:</p> <p>Stress</p> <p>a) What is stress?</p> <p>b) Origins of the study of stress</p> <p>c) The physiology of stress</p> <p>d) What makes events stressful?</p> <p>e) How has stress been studied?</p> <p>f) Sources of chronic stress</p> | | To make learners aware of original intervention of stress. |
| | | |
| <p>Unit-IV:</p> <p>Coping, Resilience & Social Support</p> <p>a) Coping with stress and resilience</p> <p>b) Coping and external resources</p> <p>c) Coping outcomes</p> | | To make learners aware of the importance and application of coping resistance and social support. |

| | | |
|-------------------------|--|--|
| d) Coping interventions | | |
| e) Social support | | |
| | | |

| S.N | Syllabus | Objective | Outcome |
|-----|---|--|---|
| 1. | Unit-I: Unit 1. Management of Chronic Health Disorders & Placebo Effect 1A Management of Chronic Health Disorders Quality of life b) Emotional responses to health disorders c) Personal issues in chronic health disorders d) Coping with chronic health disorders e) Co-management of chronic health disorders f) Psychological interventions and chronic health disorders 1B Complementary and Alternative medicine, & placebo effect g) Complementary and alternative medicine h) The placebo effect | To help students in building knowledge of the basic concepts and modern trends in Health Psychology. 2. To foster interest in Health Psychology as a field of study and research among students. 3. To make students aware of the practical applications of the various concepts in Health Psychology in Indian context. | To make students aware of the skills of managing chronic health disorders. |
| | | | |
| 2. | Unit-II: Psychological Issues in Advancing and Terminal Illness a) Death across the life span b) Psychological issues in advancing illness c) Are there stages in adjustment to dying? | | To make students aware of psychological perspective in dealing with terminal illness. |

| | | | |
|----|--|--|--|
| | d) Psychological issues and the terminally ill e) Alternatives to hospital care for the terminally ill f) Problems of survivors | | |
| | | | |
| 3. | Unit-III: Heart Disease, Hypertension, Stroke and Type II Diabetes a) Coronary heart disease b) Hypertension c) Stroke d) Type II Diabetes | | To give students a through insight about CHD, Hypertension, stroke and type II diabetes. |
| | | | |
| 4. | Unit-IV: Psychoneuroimmunology and Immune – Related Disorders a) Psychoneuroimmunology b) HIV infection and AIDS c) Cancer d) Arthritis e) Type I Diabetes f) Future trends in the field of Health Psychology | | To make awareness about the importance of psychoneuroimmunity in health psychology. |
| | | | |

| Syllabus | Objective | Outcome |
|--|--|---|
| Unit-I: Psychological Testing Assessment and Norms. a) Definition of testing and assessment; the process and tools of assessment | 1) To impart knowledge and understanding of the nature, uses, technical features, and the process of construction of | To impart knowledge about the basic nature of psychological testing, assessment and statistics. |

| | | |
|--|--|---|
| <p>b) The parties and types of settings involved</p> <p>c) What is a ‘Good Test’; Norms – sampling to develop norms, types of norms, fixed reference group scoring systems, norm-referenced versus criterion-referenced evaluation; culture and inference</p> | <p>psychological tests</p> <p>2) To create awareness about measurement of intelligence and assessment of personality</p> <p>3) To impart knowledge and understanding of the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications and methods of calculation</p> <p>4) To create a foundation for advanced learning of Psychological Testing, Assessment, and Statistics</p> | |
| | | |
| <p>Unit-II:</p> <p>Reliability</p> <p>a) The concept of Reliability; sources of error variance</p> <p>b) Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson, Cronbach’s Coefficient Alpha; Inter-Scorer Reliability</p> <p>c) Using and interpreting a coefficient of Reliability – purpose of the Reliability coefficient, nature of the test, the true score model of measurement and alternatives to it</p> <p>d) Reliability and individual scores: SEM and SE-Difference</p> | | <p>To make students aware of the nature and types of reliability.</p> |

| | | |
|--|--|---|
| | | |
| Unit-III: Validity and Measures of central tendency a) The concept of validity; Face and Content validity b) Criterion-related validity and Construct validity c) Validity, bias, and fairness d) Calculation of mean, median and mode of a frequency distribution; The assumed mean method for calculating the mean e) Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode | | To make students aware of the nature and types of validity. |
| | | |
| Unit-IV: Types of scores, Types of scales, Frequency Distribution, Graphic representations a) Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval and ratio scales of measurement b) Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages c) Graphic representations: Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies | | |
| | | To make students aware of various statistical concepts. |

| Syllabus | Objective | Outcome |
|---|---|--|
| Unit-I: Understanding Abnormal behaviour, Diagnosis, Treatment and Assessment a) What is Abnormal Behaviour? The social impact of psychological disorders; defining abnormality; biological, psychological, sociocultural causes of abnormal behaviour, the biopsychosocial perspective; prominent themes in abnormal psychology throughout history – spiritual, humanitarian and scientific approaches; what’s new in the DSM-5 – definition of a mental disorder b) Psychological disorder: experiences of client and clinician; the diagnostic process, DSM-5, additional information, culture-bound syndromes c) Characteristics of psychological assessment; clinical interview and Mental Status Examination; behavioural, multicultural, neuropsychological assessment; neuroimaging | 1) To impart knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality 2) To impart knowledge and understanding of the different Psychological Disorders – their symptoms, diagnosis, causes and treatment 3) To create awareness about Mental Health problems in society 4) To create a foundation for higher education and a professional career in Clinical Psychology. | To impart knowledge about scientific nature of abnormal behavior. |
| Unit-II: Theoretical Perspectives a) Theoretical perspectives in Abnormal Psychology; Biological perspective, Trait theory, Psychodynamic, Behavioural perspectives b) Cognitive, Humanistic, Sociocultural perspectives; Biopsychosocial perspectives on theories and treatments: an integrative approach | | To create awareness about various theoretical explanations of abnormal behavior. |
| | | |

| | | |
|--|--|---|
| Unit-III: Anxiety, Obsessive-compulsive, and Trauma- and Stressor-related Disorders a) Anxiety disorders b) Obsessive-compulsive and related disorders c) Trauma- and Stressor-related Disorders; the biopsychosocial perspective. | | To make learners aware of the nature and cure of anxiety disorders. |
| | | |
| Unit-IV: Dissociative and Somatic Symptom Disorders a) Dissociative disorders – major forms, theories and treatment b) Somatic symptom and related disorders - somatic symptom disorder, illness anxiety and conversion disorders, conditions related to Somatic Symptom Disorders, theories and treatment. | | To make students aware of the nature and cure of various forms of dissociative and somatic disorders. |
| | | |

| Syllabus | Objective | Outcome |
|---|---|---|
| Unit-I: Job analysis. a) What is job analysis? Purposes of job analysis; How job analysis information is collected b) Methods of job analysis; Reliability and validity of job analysis information; Job evaluation | To impart knowledge and understanding of the basic concepts in and various factors In Industrial and organizational psychology. | Learners will be well aware of the basic concepts of Industrial and organizational psychology |
| | | |
| Unit-II: Performance appraisal. a) Why do we appraise employees? Performance criteria b) Objective and subjective methods for assessing job | To make learners aware about the complete process of performance appraisal. | Learners will have knowledge of appraisal process. |

| | | |
|---|---|--|
| performance; the impact of technology on performance appraisal; legal issues in performance appraisal | | |
| | | |
| Unit III Assessment methods for selection and placement and selecting Employees a) Job-Related characteristics; Characteristics of psychological tests; various types of tests; Biographical information, interviews, work samples, assessment centres; electronic assessment b) Selecting employees – The planning of human resource needs, recruiting applicants; how do organizations select employees? Conducting a validation study; validity generalization; how predictor information is used for selection; getting applicants to accept and keep job offered; the utility of scientific selection; how valid selection devices work; computing the utility of scientific selection; international differences in selection practices; legal issues | To give complete knowledge of the assessment methods | Students will learn complete assessment process. |
| | | |
| Unit-IV: Unit 4. Training a) Needs assessment, objectives, training design b) Delivery and evaluation of a training program | To make aware about the importance of training process in industrial/organizational psychology. | Training skills will be acquainted by learners. |
| | | |

| Syllabus | Objective | Outcome |
|--|--|--|
| Unit-I: Perception: Recognizing Patterns and Objects a. Gestalt approaches to perception b. Bottom-up processes and Top-down processes c. Direct perception; Disruptions of perception: visual agnosia | Objectives 1) To impart knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic cognitive processes 2) To create awareness about the various | To provide theoretical orientation about perception. |

| | | |
|---|---|---|
| | <p>applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counseling, Sports, Health, Education, and Neuro-Psychology</p> <p>3) To provide the theoretical orientation and background for the courses on Practicum in Cognitive Processes</p> <p>4) To create a foundation for higher education and a career in the field of Cognitive Psychology</p> | |
| | | |
| Unit-II: Attention: Deploying Cognitive Resources a) Selective Attention; Neural Underpinnings of Attention b) Automaticity and the effects of practice c) Divided Attention | | To impart knowledge about theories of attention. |
| | | |
| Unit- III Working Memory: Forming and Using New Memory Traces a) Traditional Approaches to the study of memory; Working Memory b) Executive Functioning | | To help students understand concepts about forming and using memory traces. |

| | | |
|---|--|--|
| c) Neurological studies of memory processes | | |
| | | |
| Unit-IV: Retrieving Memories from Long-Term Storage a) Aspects and Subdivisions of Long-Term Memory b) The Levels-of-Processing view c) The reconstructive nature of memory; Amnesia | | To make learners understand the process of retrieving memories from LTS. |
| | | |

To introduce the students to Experimentation through exposure to and experience of experimental designs, methodology and conduct of experiments, statistical analysis, Interpretation and discussion of data.

2. To introduce the students to Psychological Testing: administration, scoring and interpretation of test scores as well as a procedural understanding of concepts related to psychological testing

3. To familiarize the students with computer-based experiments (Cog lab) and sensitize them to aspects of control, precision of exposure and measurement

4. To stimulate interest in the process of scientific inquiry with an analytical attitude and to create a foundation for advanced Experimentation and Research in Psychology and applications of advanced statistics.

| Syllabus | Objective | Outcome |
|--|--|--|
| Unit-I: Personal, Professional and Ethical Aspects of Counselling a) Meaning of ‘Profession’, ‘Counselling’, ‘Guidance’ and ‘Psychotherapy’; The personality and background of the counsellor – negative motivators, | 1. To impart knowledge and understanding of the nature, process, goals, techniques, ethical issues and major theories in Counselling Psychology 2. To generate interest in | To impart knowledge and understanding of personal, professional and ethical aspect of counselling. |

| | | |
|--|--|---|
| <p>personal qualities, maintaining effectiveness; The 3 levels of helping relationships; Attribution and systematic framework of the counsellor – attributes, systems of counselling; Engaging in professional counselling-related activities – continuing education, supervision, advocacy and social justice, portfolios</p> <p>b) Definitions of Ethics, Morality, and Law; ethics and counselling; professional codes of ethics and standards; making ethical decisions; educating counsellors in ethical decision making; ethics in specific counselling situations; multiple relationships; working with counsellors who may act unethically</p> | <p>the various applications and fields of counselling</p> <p>3. To create a foundation for higher education in Counselling and a career as a professional counsellor</p> | |
| | | |
| <p>Unit-II:</p> <p>Counselling in Multicultural Society and with Diverse Populations</p> <p>a) Counselling across culture and ethnicity; defining culture and multicultural counselling; history of multicultural counselling; difficulties and issues in multicultural counselling; international counselling</p> <p>b) Counselling aged populations; gender-based counselling; counselling and sexual orientation; counselling and spirituality</p> | | <p>To create awareness of need of multicultural society and diverse population.</p> |
| | | |
| <p>Unit – III</p> <p>Building a Counselling Relationship</p> <p>a) The six factors that influence the counselling process</p> | | <p>To teach basic skills of counselling relationship.</p> |

| | | |
|--|--|---|
| b) Types of initial interviews; conducting the initial interview | | |
| c) Exploration and the identification of goals | | |
| | | |
| Unit-IV: Working in a Counseling Relationship a) Various counselor skills in the understanding and action phases b) Transference and counter-transference; the real relationship | | To teach the practical application in counselling relationship. |
| | | |

| Syllabus | Objectives | Outcomes |
|---|------------|----------|
| Unit-I: Test Development and Correlation a) Test conceptualization and Test construction b) Test try-out and Item analysis c) Test revision d) Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation - Scatterplots e) The steps involved in calculation of Pearson's product-moment correlation coefficient f) Calculation of rho by Spearman's rank-difference method; Uses and limitations of correlation coefficient g) Simple Regression and Multiple Regression | | |
| | | |

| | | |
|---|--|--|
| <p>Unit-II:</p> <p>Measurement of Intelligence, Intelligence Scales, Probability, Normal Probability Curve and Standard scores</p> <p>a) What is Intelligence? - Definitions and theories; measuring Intelligence</p> <p>b) The Stanford-Binet Intelligence Scales and the Wechsler Tests: WAIS, WISC, WPPSI</p> <p>c) The concept of Probability; laws of Probability; Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve</p> <p>d) Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis - meaning and formula for calculation</p> <p>e) Standard scores – z, T, Stanine; Linear and non-linear transformation; Normalised Standard scores</p> | | |
| | | |
| <p>Unit – III</p> <p>Assessment of Personality</p> <p>a) Personality Assessment – some basic questions: who, what, where, how; Developing instruments to assess personality – logic and reason, theory, data reduction methods, criterion groups; personality assessment and culture</p> <p>b) Objective methods of personality assessment</p> <p>c) Projective methods of personality assessment - Inkblots as Projective stimuli - the Rorschach; Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in</p> | | |

| | | |
|---|--|--|
| Perspective | | |
| | | |
| Unit-IV: Unit 5. Measures of Variability, Percentiles, and Percentile Ranks a) Calculation of 4 measures of variability: Range, Average Deviation, Quartile Deviation and Standard Deviation b) Comparison of 4 measures of variability: Merits, limitations, and uses. c) Calculation of Percentile ranks and Percentile Scores. d) Percentiles – nature, merits, limitations, and uses. | | |
| | | |

| Syllabus | Objectives | Outcomes |
|---|--|--|
| Unit-I: Schizophrenia Spectrum and other Psychotic Disorders a) Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, delusional disorders b) Theories and treatment of schizophrenia; Biological, Psychological, Sociocultural perspectives; Schizophrenia: the biopsychosocial perspective | To help students gain insight into the severe forms of mental disorders, their symptoms and various forms of therapies used. | To create awareness of the complex nature of schizophrenia of other disorders. |
| | | |
| Unit-II: Depressive and Bipolar Disorders; a) Depressive disorders; disorders involving | | To impart knowledge about the consequences of depressive disorders. |

| | | |
|---|--|---|
| alterations in mood b) Theories and treatment of depressive and bipolar disorders; psychological and sociocultural perspectives c) Suicide; depressive and bipolar disorders: the biopsychosocial perspective | | |
| Unit – III Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria a) What patterns of sexual behavior represent psychological disorders? Paraphilic Disorders; Theories and treatment b) Sexual Dysfunctions; Theories and treatment c) Gender Dysphoria; Theories and treatment; The biopsychosocial perspective | | To make students aware of various forms of sexual behaviours |
| Unit-IV: Personality Disorders a) The nature of personality disorders b) Cluster A and Cluster B personality disorders c) Cluster C personality disorders; the biopsychosocial perspective | | To create understanding about various types of personality disorders. |
| | | |

| Syllabus | Objective | Outcome |
|---|---|--|
| Unit-I: Unit 1. Theories of Employee Motivation a) What is motivation? Work motivation theories, need theories | To impart theoretical knowledge about employee motivation | Learners will be aware about the process of employee motivation. |

| | | |
|---|--|---|
| b) Other Theories - Reinforcement theory, expectancy theory and self-efficacy theory; Justice theories, goal-setting theory, control theory and action theory | | |
| Unit-II: Unit 2. Feelings about Work: Job Attitudes and Emotions; Productive and Counterproductive Work Behaviour a) The nature of job satisfaction; how people feel about their jobs; the assessment and antecedents of job satisfaction b) Potential effects of job satisfaction; organizational commitment and emotions at work c) Productive work behaviour: ability, motivation, personal characteristics and task performance; environmental conditions and task performance; organizational constraints; organizational citizenship behaviour (OCB) d) Counterproductive work behaviour: withdrawal – absence, lateness, turnover; aggression, sabotage, and theft; labour unrest and strikes | To create awareness about the feelings about work. | Students will develop organizational affiliation. |
| | | |
| Unit III Unit 3. Leadership and Power in Organizations a) What is leadership? Sources of influence and power; abuse of supervisory power: sexual and ethnic harassment b) Approaches to the understanding of leadership; women in leadership positions; cross-cultural issues in leadership | To make aware about the importance of leadership and power in organizations. | Learners will acquaint with leadership and power skills |
| | | |
| Unit-IV: Unit 4. Organizational Development and Theory a) Organizational Development b) Organizational Theories | To impart theoretical knowledge and to build practical skills about organizational development and theory. | Learners will gain the knowledge to apply theory into practice. |
| | | |

| Syllabus | Objective | Outcome |
|--|--|---|
| Unit-I: Knowledge Representation: Storing and Organizing Information in Long-Term Memory | 1) To impart knowledge and understanding of fundamental concepts of Cognitive Psychology | To help students understand the complete process of knowledge representation. |

| | | |
|---|---|--|
| <p>a) Organizing Knowledge</p> <p>b) Forming concepts and categorizing new instances</p> | <p>and basic Cognitive processes</p> <p>2) To create awareness about various applications of Cognitive processes in everyday life</p> <p>and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counselling, Sports, Health, Education, and Neuro-Psychology</p> <p>3) To provide theoretical orientation and background for the courses on Practicum in Cognitive Processes</p> <p>4) To create foundation for higher education and a career in the field of Cognitive Psychology</p> | |
| | | |
| <p>Unit-II:</p> <p>Visual Imagery and Spatial Cognition</p> <p>a) Codes in Long-Term Memory</p> <p>b) Empirical investigations of imagery; the nature of mental imagery</p> <p>c) Neuropsychological findings; Spatial cognition</p> | | <p>To impart knowledge and application of visual imagery and spatial cognition</p> |
| | | |
| <p>Unit- III</p> <p>Thinking and Problem Solving</p> | | <p>To create skills about thinking and problem</p> |

| | | |
|--|--|---|
| a) Classic problems and general methods of solution; Blocks to problem solving b) The Problem Space hypothesis c) Expert systems; Finding creative solutions; Critical thinking | | solving. |
| | | |
| Unit-IV: Reasoning and Decision Making a) Reasoning; Types of Reasoning b) Decision Making; Cognitive illusions in decision making; Utility and Descriptive models of decision making c) Neuropsychological evidence on reasoning and decision making | | To make awareness of the theoretical perspectives and reasoning and decision making |
| | | |

| Syllabus | Objectives | Outcomes |
|--|---|---|
| Unit-I: Testing, Assessment, Diagnosis in Counseling; Closing Counseling Relationships a) A brief history of the use of tests in counseling; tests and test scores; problems and potential of using tests; administration and interpretation of tests; assessment and diagnosis b) Function, timing of and issues in closing counseling relationships; resistance to closing; premature closing; counselor-initiated closing; ending on a positive note; issues related to closing - follow-up and referral | 1. To impart knowledge and understanding of the nature, process, goals, techniques, ethical issues and major theories in Counseling Psychology 2. To generate interest in the various applications and fields of counseling 3. To create a foundation for higher education in Counseling and a career as a professional Counselor | To impart knowledge related with testing and assessment in counselling. |
| | | |

| | | |
|--|--|--|
| Unit-II: Psychoanalytic, Adlerian, and Humanistic Theories of Counseling a) Theory; importance of theory; theory into practice b) Psychoanalytic theories, Adlerian theory, Humanistic theories | | To make awareness about the fundamental concept of Psychoanalytic, Adlerian, and Humanistic Theories of Counseling |
| | | |
| Unit – III Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counseling a) Behavioral counseling; Cognitive and Cognitive-Behavioral counseling b) Systems theories; Brief counseling approaches; Crisis and trauma counseling approaches | | To make awareness about the fundamental concept of Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counseling |
| | | |
| Unit-IV: Groups in Counseling and Current trends in Counseling a) A brief history of groups; misperceptions and realities about groups; the place of groups in counseling; benefits, drawbacks and types of groups b) Theoretical approaches in conducting groups; stages and issues in groups; Qualities of effective group leaders; the future of group work c) Current trends in Counseling - Dealing with violence, trauma and crises; promoting wellness; concern for social justice and advocacy; greater emphasis on use of technology | | To help learners to learn and apply the skills and trends of group counselling. |
| | | |

