



St. Xavier's University, Kolkata

**SYLLABUS FOR FOUR YEAR
B.A. (Hons) IN PSYCHOLOGY
(Semesters I & II)**

**Action Area IIIB
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Sem	Paper Type	Course Title	Full Marks	Pass Marks	CIA MARKS			End-Sem Marks	Credits
					WT	O	ATT		
I	Discipline Specific Core (Major)	Introduction to Psychology	100	40	20	5	5	70	4
	Minor	Gender & Development	100	40	20	5	5	70	4
	Multidisciplinary	Understanding Poverty	100	40	20	5	5	70	3
	Multidisciplinary	Introduction to Human Rights	100	40	20	5	5	70	3
	Ability Enhancement Course	Communicative English—I	50	20	10	2.5	2.5	35	2
	Skill Enhancement Course	Personality Development	100	40	20	5	5	70	3
	Value Added Course	Interreligious Studies for Global Citizenship	50	20	10	2.5	2.5	35	2
	Value Added Course	Environmental Education	50	20	10	2.5	2.5	35	2
II	Discipline Specific Core (Major)	History of Psychology	100	40	20	5	5	70	4
	Minor	Writing in Mass Media	100	40	20	5	5	70	4
	Multidisciplinary		100	40	20	5	5	70	3
	Multidisciplinary	Indian Literature in English Translation	100	40	20	5	5	70	3
	Ability Enhancement Course	Communicative English-II	50	20	10	2.5	2.5	35	2

Sem	Paper Type	Course Title	Full Marks	Pass Marks	CIA MARKS			End-Sem Marks	Credits
					WT	O	ATT		
	Skill Enhancement Course	Basic Computer Applications	100	40	20	5	5	70	3
	Value Added Course	Service Learning	50	20	10	2.5	2.5	35	2
	Value Added Course	Understanding Indian Constitution	50	20	10	2.5	2.5	35	2

Course Outline
Program Outcomes for B.A. in Psychology:

PO1 Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4. Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7. Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Course Name: Introduction to Psychology
Course Code:
Credit: 4
Semester: I
Nature of the Course: Discipline Specific Course
No. of Lecture hours: 45
No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: Recall core concepts Psychological Science. (BL 1)
2. CO2: Understand relevance and importance of core human processes of learning, memory, and other cognitive functioning. (BL 2)
3. CO3: Apply their understanding of concepts to real human behaviour. (BL 3)
4. CO4: Relate key elements of different behavioural phenomena. (BL 4)
5. CO5: Critically evaluate current limitations of present understanding of Psychological Science and conceptualise future research in Psychology. (BL 5 & BL 6)

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	What is Psychology?	Definition Science vs Non-Science; Cognitive Science to Psychology Sub-fields, Scopes and Roles Skills for a Psychologist	10	15%	CO1, CO2
II	Sensation and Perception	Sensation, Transduction, & Perception; Perceptual Thresholds Perceptual organization – Gestalt Laws; Factors: Perceptual Set; Perceptual Constancies (size, shape, etc.) Types: Depth perception (including convergence and accommodation in cues), perception of movement and time Illusions	15	25%	CO2, CO3, CO4

III	Learning and Memory	<p>What is learning? Cognitive influences on Learning. Trial-and-error learning, Classical Conditioning, Operant conditioning, Observational learning</p> <p>What is memory? Encoding, storage and retrieval of information, span of memory, types of memory</p> <p>Models of memory: Information processing, levels of processing, parallel distributed processing</p> <p>Forgetting: Causes of forgetting (incl. Proactive and Retroactive Inhibition); Improving memory</p>	20	35%	CO3, CO4
IV	Emotion and Motivation	<p>What are emotions? Positive and Negative Emotions; Anger Cycle</p> <p>Emotional Expressions - Universality or Cultural; Regulation of Emotions & EQ</p> <p>What is motivation? Types of motivation – intrinsic and extrinsic</p> <p>Concepts & Theories of Motivation: Instinct, Drives, Needs, Incentive; Maslow's Need Hierarchy, McClelland's Theory of motivation; Herzberg's Two factor theory; Motivational conflicts – approach and avoidance</p>	15	25%	CO3, CO4, CO5

Suggested Readings:

1. Baron, R. & Misra. G. (2013). Psychology. Pearson.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
3. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

CO/PO Mapping for Introduction to Psychology

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M						H
CO2	H	H	H			M	M
CO3	H	H	H		M	L	
CO4	M	M	M		L		
CO5	H	L			H		
Total	13/5 = 2.6	9/4 = 2.25	8/3 = 2.67		6/3 = 2	3/2 = 1.5	5/2 = 2.5
	Total CO score as per mapping: 13.52				Average: 13.52/6 = 2.25		

Course Name: Gender & Development

Course Code:

Credit: 4

Semester: I

Nature of the Course: Minor Course

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcomes (CO):

At the end of this course, students will be able to

CO1: Define the concepts of gender in relation to development.

CO2: Explain the concepts related of gender, gender development, gender and development and gender roles.

CO3: Apply in practice the values and principles that encourage gender equality in society.

CO4: Analyse various gender issues in society.

CO5: Evaluate good and the best practices to promote gender equality in society.

CO6: Combine and create interventions models for promotion of gender development in society.

Course Content:

Sl No.	Topic	Sub-Topic	Description	No. of hours	Marks allotted	Credit of each Module	Associated Course Outcomes (CO)
1.	Introduction to Gender and Development	Definition and Meaning of Gender and Development, Gender Mainstreaming, Gender Inequity, Gender Equality, Gender Justice, Gender Empowerment, Gender Development Index (GDI), Gender Inequality Index (GII), Global Gender Gap Index (GGGI).	Definitions, Meaning and Concepts of Gender and Development	15	25%	1	CO1, CO2, CO4
		Feminism, and Women and Development – Women in Development, Women and Development, and Gender and Development	Feminism and Women in relation to Development				
		Gender Analysis, and Gender Sensitivity Planning and Policy Making – national, state, local and institutions	Gender- analysis, sensitivity and inclusion				
2.	Gender Power and Gender	Gender Hierarchy and Exercise of Power in Society, Gender relations and roles in institutions - Family,	Gender Hierarchy and Power and Role Relations	13	25%	1	CO2, CO3, CO4

	Relations	Economy, Religion, Politics, Education					
		Customary gender role expectations in family, sex and reproduction, and society and Gender Equality	Gender and Customary Roles Expectations				
		Role of Education and Rights – Sexual, Reproduction, Health, and Work; Political Participation and Financial Inclusion as vehicles of Empowerment	Role of Education and Rights for Gender Empowerment				

	Relations	Economy, Religion, Politics, Education					
		Customary gender role expectations in family, sex and reproduction, and society and Gender Equality	Gender and Customary Roles Expectations				
		Role of Education and Rights – Sexual, Reproduction, Health, and Work; Political Participation and Financial Inclusion as vehicles of Empowerment	Role of Education and Rights for Gender Empowerment				

3.	Gender Issues	Issues related to Gender – Masculinity, Femininity, Rights, Equality, Justice, Participation and Decision Making – family, politics and economy	Gender Issues - masculinity, femininity, rights, justice, decision making and participation	15	25%	1	CO2, CO3, CO4, CO5
		Gender Violence, Abuse, Harassment - physical, mental and sexual	Gender Violence				
		Cultural and Value relativism across communities and nationalities on	Culture, Community and Gender				

		Issues of LGBTQIA+ - Recognition, Employment, and Representation and Participation in Forums and Public Sphere	Issues of LGBTQIA+ Community				
4.	Gender Empowerment and Development	Components of Gender Empowerment – Education, Skilling, Participation and Decision Making within Social Institutions – family, politics, economy, religion	Components of Gender Empowerment	17	25%	1	CO2, CO3, CO4, CO5, CO6

		Constitutional and Legal provisions for Women in India – Acts, Legal Framework and State Machineries for promotion of Gender Equality– the National Commission for Women, The Rationale, Aims and Objectives of - The Equal Remuneration Act, 1976; The Dowry Prohibition Act, 1961; The Immoral Traffic (Prevention) Act, 1956; The Maternity Benefit	Constitutional and Legal provisions for Women in India				
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		Act, 1961; The Medical termination of Pregnancy Act, 1971; Protection of Women from Domestic Violence Act, 2005; POCSO Act, 2012; The Sexual Harassment of Women at Work Place (Prevention, Protection and) Act, 2013					
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		Community Development and Women – History and Development of Women’s Organizations and Self-Help Groups in India; Women in Environment Protection Movement in India; Role of NGOs, Students, Citizens, State and Civil Society Organisations in promoting Gender Equality, Empowerment and Development.	Aspects of Community Development and Women				
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		Gender Empowerment and Development in Society – importance for equitable society.	Gender Empowerment and Development for equitable Society				

Suggested Readings:

1. Agarwal, B. (1994). *Gender and Command Over Property: A Critical Gap in Economic Analysis and Policy in South Asia*. *World Development*. Vol. 22(10). Pp. 1455-1478.
2. Agarwal, B., (1997). ‘Bargaining’ and Gender Relations: *Within and Beyond the Household*, *Feminist Economics*. Vol. 3(1). Pp. 1-51.

3. Coles, A. Gray, L and Momsen J. (2015). *The Routledge Handbook of Gender and Development*. New York: Routledge.
4. Cornwall, A. and Edwards, J. (2014). *Feminisms, Empowerment and Development: Changing Women's Lives*. London: IDS.
5. Desai, N. and Maithrey K. (1987). *Women and Society in India*. Delhi: Ajantha.
6. Dorji, T and Islary J. (2019). *Dynamics of Power Relationship and Decision-Making Process in Employed Married Couples in Bhutan* in *Proceeding of the International Conference on Emerging Social Work Practices and Education* edited by Cathy Humphreys, Vicki Banham, Choeda and Rinchen Dorji. Samtse: Unicef, Bhutan and SCE, Royal University of Bhutan.
7. Elson, D. and Seth, A. (2019). *Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development*. New York: UN Women.
8. IGNOU. (2017). *Gender and Development*. New Delhi: IGNOU.
9. Momsen, J. H. (2004). *Gender and Development*. London: Routledge.
10. OECD. (2021). *Policy Framework for Gender-Sensitive Public Governance*. Paris: OECD.
11. Parpart, J. L. Connelly, M.P. and Barriteau, V.E. (2000). *Theoretical Perspectives on Gender and Development*. New Delhi: IDRC.

CO-PO mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	PO1					
CO2	PO1					
CO3				PO4	PO5	
CO4	PO1					
CO5				PO4	PO5	
CO6	PO1			PO4		

Course Name: Understanding Poverty

Course Code:

Credit: 3

Semester: 1

Nature of the Course: Multi-disciplinary Course

No. of Lecture hours: 30

No. of Tutorial contact hours: 15

Course Objective: (CO)

CO1: Students will be able to identify the basic concepts related to poverty. (BL1)

CO2: Students will be able to classify the major issues, trends, and challenges related to poverty. (BL2)

CO3: Students will be able to explain the problem of poverty in a scientific manner. (BL3)

CO4: Students will be able to compare between various concepts of poverty (BL4)

CO5: Students will be able to evaluate various anti-poverty public policy and develop their own ideas about solving the problem of poverty. (BL5 & BL6)

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Introduction	What is poverty? Understanding current trends in poverty across globe; where do we stand in terms of the Millennium Development Goal (2000)?. Issues related to regional disparity in achieving poverty reduction targets. India's long battle and recent trend in poverty; state level performances in India.	9	20%	CO1, CO2
II	Poverty: Measurement issues	Who is poor? ; Measurement of Poverty; calorie and poverty line; Income as an indicator of poverty. Absolute and relative poverty; rural vs urban poverty; HCR, PGR as measurement of poverty	18	40%	CO3, CO4

		Multi-dimensional aspects of poverty; moving from money-metric to other non-monetary dimensions of poverty.			
III	Understanding policies to eradicate poverty	Assessment of several poverty alleviation programs across globe Poverty alleviation programs; India as a case study. Political Economy of poverty and policies to eradicate it.	18	40%	CO4, CO5

Suggested Readings:

Banerjee, A.V., Benabou, R., & Mookherjee, D. (Eds). (2006). *Understanding Poverty*. Oxford University Press. New York.

Ray, D. (2009). *Development Economics*. Oxford University Press. New Delhi.

Sen, A. (2000). *Development as Freedom*. Oxford University Press. New Delhi.

CO-PO Mapping:

CO/PO	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇
CO ₁	M	M	M		L		M
CO ₂	M	M	M		L		M
CO ₃	M	M	L	M	M		H
CO ₄	H			M	M		H
CO ₅	H			H	H		H
Total	2.4	2	1.67	2.33	1.8		2.6

CO Score: 2.13

Course Name: Introduction to Human Rights

Course Code:

Credit: 3

Semester: 1

Nature of the Course: Multi-disciplinary Course

No. of Lecture hours: 30

No. of Tutorial contact hours: 15

Course Outcomes (CO):

At the end of this course, students will be able to

CO1: Recall the history, concept and classification of human rights and other related concepts.

CO2: Understand diverse human rights issues and their violations.

CO3: Develop empathy for vulnerable groups.

CO4: Analyse the role of different instruments and agencies in protecting and promoting human rights.

CO5: Evaluate the role of national and international bodies in protecting and promoting human rights.

Course Content:

Sl. No	Topic	Sub-topic	Description	No ofHours	Marks allotted	Credit of each Module	Associated Course Outcome (CO)
1.	Introduction to Human Rights	Human Rights and issues of Social Justice; Definition, Nature and Classification of Human rights; Principles of Natural Justice	An understanding of Human Rights and Social justice	5	20%	0.4	CO1
2.	Historical Perspective of Human Rights	Evolution of the concept of Human Rights as an International Endeavor; Evolution of Human Rights Movements in India; Role of NHRC	Evolution of Human Rights internationally and in India	5	10%	0.2	CO1

3.	Contemporary Issues of Human Rights	Human Cloning, Surrogacy and IVF; Life-Saving Technologies: Organ Transplant and Sale Euthanasia; Rights of the people with HIV/AIDS; Emerging Issues and Concerns related to LGBTQIA+; Commercial Sex Workers; Migrant Workers and Human Rights; Ethnic Issues and Human Rights; Human Rights Violations of	Issues and violations of Human Rights in contemporary times.	15	25%	1	CO2&CO3
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		Refugees; Displaced Persons & Human Rights Right to Environment v/s Right to Development; Custodial Violence and Police Atrocities;					
4.	International Instruments for Protection of Human Rights	International Bill of Human Rights: Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, 1966, International Covenant on Economic, Social and Cultural Rights, 1966 Human Rights in Armed Conflict and Rights of Refugees: Geneva Conventions on International	International conventions on Human Rights	15	25%	1	CO4

		Humanitarian Law, 1949 Convention on the Elimination of all forms of Racial Discrimination, 1965 Convention on the Elimination of All Forms of Discrimination Against Women CEDAW, 1979; Beijing Declaration and Platform for Action, 1995 Convention against					
		Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984; Convention on the Rights of Persons with Disabilities 2006; Declaration on the Rights of Indigenous People (UN, 2007); Convention on the Rights of Older Persons					
5.	Human Rights: Role of Judiciary, International agencies and NGO's	Judicial response to violation of Human Rights; Problems of Enforcement of Human Rights; Role of International Agencies in Promoting Human Rights: Amnesty International, UN High Commissioner for Human Rights, International Criminal Court, International Court of Justice;	The role of judiciary and other International agencies in protecting and promoting Human Rights	5	20%	0.4	CO4, CO5

		Role of NGO's in Promoting Human Rights					
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Suggested Readings:

1. Ahuja, V.K. (2019). *Human Rights: Contemporary Issues*. Eastern Book Company: India.
2. Alston, Philip, and Frederic Megret, eds. (2014), *The United Nations and Human Rights: A Critical Appraisal*. Second Edition. Oxford University Press.
3. Basuttil J. & Blsekburn R., (1997). *Human Rights for the 21st Century*. London Prentice Hall.
4. Bhattacharji, A. (1997). *Social Justice and the Indian Constitution*. Indian Institute of Advanced Studies: Shimla.
5. Biswal.T. (2006). *Human Rights – Gender and Environment*. Vira Publications. New Delhi.
6. Ferguson, L et al 2004, *Globalization, Global Justice and Social Work*, London: Routledge T&F.
7. Government of India, (1987). *Encyclopedia of Social Work in India (Vol 1-4)*. New Delhi: Ministry of Information & Broadcasting.
8. Jaiswal P.S. & Jaiswal N., 1996, *Human Rights and the Law*, New Delhi, Aplt Publishing Corporation.
9. John S, 2001,(Ed.) *Struggle for Survival: A resource book on the status and rights of the Adivasi communities in India*, Pune: National Centre for Advocacy Studies.
10. Pandit, V.L.(2000).*Fearless Minds: Advocacy Resource Book*, Pune: National Centre for Advocacy Studies.
11. Pathak B., (1997).*Social Justice and Development of Weaker Section*. New Delhi, Inter India Publication.

12. SanajoabarN.(1994).*Human Rights: Principles, Practices and Abuse*, New Delhi, Onson Publication.

13. Subramanium S., (1997).*Human Rights: International Challenges*. New Delhi, Manas Publication, Vol.I. &II.

CO-PO mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	PO1					
CO2	PO1					
CO3				PO4		
CO4	PO1	PO2	PO3		PO5	
CO5	PO1				PO5	
CO6						

Course Name: Communicative English I
Course Code:
Credit: 2
Semester: 1
Nature of the Course: Ability Enhancement Course
No. of Lecture hours: 30
No. of Tutorial contact hours:

Course Description: The course aims to introduce students to knowledge, ideas, and concepts in English language-use and communication. It focuses on the technicalities of proper pronunciation, structure, and style in English-Language communication. Theories and modes of communication, as well as barriers to communication, are also covered. Different forms of communication, including various oral and written modes, are also discussed.

Course Objective

PO 1 PO 2	CO 1 - To make the students understand communicative competence.To demonstrate his/her verbal and non-verbal communication ability.	BL 1 and 2
PO 2 PO 3	CO 2 - To make the students analyse and conduct independent surveys, collect data, prepare and present reports and projects.	BL 2 and 3
PO 7	CO 3 - To apply effective business correspondence with brevity and clarity. Learn the process of acquiring a job with special reference to prepare a resume.	BL 4 and 5
PO 2 PO 3 PO 7	CO 4 - To evaluate the process of writing error free while making an optimum use of vocabulary & grammar leading to lifelong learning	BL 5
PO 4 PO 7	CO 5 - To create and enhance employability and prepare students for the challenges they face while communicating in English in any work space.	BL 6

Course Content

Module	Credits (Total—2)
<p>Module 1 - Theory & Grammar</p> <p>A. Theory of Communication: Fundamentals, Process of Communication, Types of Communication, Mis-communication, Skills Required for Effective Communication</p> <p>B. Accurate Grammatical Usage: Sentence Structure, Verbs (Classification), Infinitive & Gerund, Tense, Voice, Phrasal Verbs & Idioms, Punctuation marks.</p>	0.5
<p>Module 2 - English Composition</p> <p>A. Composition: Reflective, Descriptive, Narrative, Argumentative</p> <p>B. Summarising</p> <p>C. Précis</p> <p>D. Article Writing</p> <p>E. Blog Writing</p> <p>F. Documenting and Note-Making</p>	1
<p>Module 3 -</p> <p>A. Speaking</p> <p>B. Personal Interview, Mock Interview</p> <p>C. Public Speaking, Presentations</p>	0.5

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1):

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	H					
CO 2	2, 3		H	H				
CO 3	4, 5							H
CO 4	5		M	H				H
CO 5	6				L			H
-	-	3/1	8/3	6/2	1/1	-	-	9/3
-	-	3	2.6	3	1	-	-	3

CO- PO Attainment = $12.6/5 = 2.5$

Reading List

Fluency in English - Part II, Oxford University Press, 2006.

Business English, Pearson, 2008.

Language, Literature and Creativity, Orient Blackswan, 2013.

A Practical English Grammar, A.J. Thomson, A.V. Martinet, Oxford University Press

A Handbook of English Grammar and Usage, D. Thakur, Bharati Bhawan Publication

Function in English- Jon Blundell et al, OUP

Oxford Practice Grammar, John Eastwood, Oxford University Press

Course Name: Personality Development
Course Code:
Credit: 3
Semester: 1
Nature of the Course: Skill Enhancement Course
No. of Lecture hours: 30
No. of Tutorial contact hours: 45

Course Outcomes (CO):

At the end of this course, students will be able to

CO1: Identify strengths, weaknesses, opportunities and challenges related to their personal capabilities for effectively managing conflict and stress.

CO2: Understand life skills as a perfect blend of knowledge and behaviour, attitudes and work ethics to respond effectively to demands and challenges of daily life.

CO3: Apply group dynamic techniques in the context of organizational culture to gain a deeper understanding of how to make team building more pro-active and efficient.

CO4: Evaluate inter-personal relations and analyze the barriers to effective communication.

CO5: Develop a leadership style that is uniquely theirs by effectively using their soft skills.

Course Content:

Module No.	Module Name	Topic(s)	Description	No of Hours allotted	Marks allotted	Associated Course Outcome (CO)
I	Personality & Personality Development: Fundamentals	<ul style="list-style-type: none"> Define Personality & Why Personality Development? Determinants of Personality Development Types of Personality (including activities) 	Orientation	1 2 2 5	20%	CO1
II	Self Management	<ul style="list-style-type: none"> Motivation Conflict Management Time Management Stress Management (including activities) 	Personal Competence	3 4 4 9 20	40%	CO1, CO2

III	Social Skill Development	<ul style="list-style-type: none"> • Inter-personal Relations & Communication • Group Dynamics • Team Building • Leadership • Holistic Well-being (including activities) 	Techniques in Personality Development	5 4 4 4 3 20	40%	CO3, CO4, CO5
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Suggested Readings

- Mukherjee, S. (2021). *Personality Development Studies for Leadership: Foundation Course*. St. Xavier's University, Kolkata (1st ed.).
- Agarwal, R. & Tandon, A. (2012). *Personality Development & Leadership*. Oxford Book Company (1st ed.).
- Mitra, B. K. (2016). *Personality Development And Soft Skills*. Oxford University Press, India (2nd ed.).

Additional Readings

- Hurlock, E. B. (2017). *Personality Development*. Tata McGraw Hill, New Delhi (Indian Edition).
- Onkar, R. M. (2014). *Personality Development and Career Management: A Pragmatic Perspective*. S. Chand Publishing, New Delhi (3rd revised ed.).
- Gallagher, K. (2010). *Skills Development*. Oxford University Press, India (Indian Edition).
- Mangal, S.K. (2018). *Educational Psychology*. Tondon Publications, Ludhiana.
- Morgan, C. & King, R. (2017). *Introduction To Psychology*. McGraw Hill Education - 7th ed. (Indian Edition).

CO-PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M		M		H		H

C02	H	M	H	M	H	M	H
C03	H	H	H	M	H		M
C04		H	H	M	M		H
C05	H	H	H	H	H	H	H

Course Name: Inter-Religious Studies for Global Citizenship

Course Code:

Credit: 2

Semester: I

Nature of the Course: Value Added Course

No. of Lecture hours: 30

No. of Tutorial contact hours:

Course Outcomes (CO):

At the end of this course, students will be able to

CO1: Identify the value system in different religions and understand their basic philosophy required for global citizenship.

CO2: Understand the meaning of spirituality.

CO3: Analyze the morals and ethics in different religious scriptures and learn from the life stories of Gurus, Mystics, Saints and Philosophers.

CO4: Explain the need for inter-religious dialogue and apply the same in relation to social change.

CO5: Develop an attitude of care and empathy for all and the environment.

Course Content:

Module No.	Module Name	Topic(s)	Description	No of Hours allotted	Marks allotted	Associated CO
I	Academic Study of Religion	<ul style="list-style-type: none">● Religion, a Global Human Activity● Religion in Indian Education System● Essentials of Religion and Spirituality	Overview and Motivation	4	20%	CO1, CO2
II	The Global Religious Landscape	<ul style="list-style-type: none">● Hinduism● Islam● Christianity● Buddhism● Jainism● Sikhism● Zoroastrianism	A Study of Major Religious Groups	4 4 4 1 1 1 1 16	40%	CO1, CO2, CO3
III	Religious Pluralism and Dialogue	<ul style="list-style-type: none">● Rationale for Global Spread of Religious Diversity● The Importance of Inter-religious Dialogue for Global Citizenship● Different Kinds of Dialogue	Inter-Religious Dialogue	8	30%	CO4

IV	Reflections	2	10%	CO5
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Suggested Readings

- Romus, D. John (2023). *Religious Studies for Global Citizenship: Foundation Course*, St. Xavier's University, Kolkata.
- Kassam, M. (Ed.). (2017). *The Religions of India : A Microcosm of World Religions*. Manohar Publications, India.
- Gaus, R. (2021). Global (Citizenship) Education as inclusive and diversity learning in Religious Education. *Journal of Religious Education*, 69(2), 179-192.
- Alles D., Gregory (2010). *Religious Studies: A Global View*. Routledge, UK (1st ed.).
- Dalal, R. (2014). *The Religions of India: A Concise Guide to Nine Major Faiths*. Penguin, India.
- Cavallin, C., Sander, Å., Sitharaman, S. (2020). *The Future of Religious Studies in India*. Routledge, India (1st ed.).
- Raj S.J., J. Felix (2022). *Tides: Story Bank*. St. Xavier's University Kolkata Alumni Association, Kolkata.
- Raj S.J., J. Felix (2020). *Waves: Story Bank*. St. Xavier's University Kolkata Alumni Association, Kolkata.

CO-PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M		H	H	H		H
CO2	H		H	H			H
CO3	M		H	H	H		H
CO4	M	M	H	H			H
CO5			H	H	M	H	H

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1)

Course Name: History of Psychology
Course Code:
Credit: 4
Semester: II
Nature of the Course: Discipline Specific Course
No. of Lecture hours: 45
No. of Tutorial contact hours:15

Course Objectives:

After completing this course, students will be able to:

CO1: Recall the concept of waves of thought in psychology and understand the history of psychology along with their key contributors.

CO2: Explain the key concepts and theories of psychoanalysis.

CO3: Apply the key principles and concepts of Behaviourism and Sociocognitive theory

CO4: Examine the key principles and concepts of humanistic psychology.

CO5: Discuss the history of psychology in India and to **explain** the self from Nyaya, Vedanta and Buddhist views of Self.

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Beginnings of Psychology: The New Psychology	Introduction to Waves of Thought in Psychology – Exploring Ancient Philosophical Roots to Modern Psychiatry. Structuralism – Wundt and Titchener Functionalism: James and Dewey Gestalt Psychology: Wertheimer and Köhler	20	30	CO1
II	Psychoanalytic, Behaviouristic and Sociocognitive approaches	Freud: Psychoanalysis Behaviouristic Approach – Watson, Pavlov and Skinner Socio-cognitive Approach – Bandura	20	30	CO1, CO2, CO3
III	Humanistic approaches to	Maslow, Rogers	10	20	CO1, CO3

	Psychology				
IV	History of Psychology in India	Self and Identity from Indian Perspective: Nyaya, Vedanta and Buddhist views of Self. d) Components of Identity: Concept of Triguna from Sankhya perspective	10	20	CO5

Suggested Readings:

1. Cornelissen, R.M.M., Misra, G., & Varma, S. (Eds.) (2011). Foundations of Indian Psychology – Theories and Concepts (Vol.1), New Delhi, India: Pearson.
2. King, D.B., Viney, W., & Woody, W.D. (2008). A history of Psychology: Ideas and Context (4th Ed.), London, UK: Pearson Education.
3. Rao, K.R., Paranjape, A.C., & Dalal, A.K. (Eds.) (2008). Handbook of Indian Psychology. New Delhi, India: Foundation Books.
4. Schultz, D.P. & Schultz, S.N. (2011). A History of Modern Psychology, 10th edition, UK: Wadsworth, Cengage Learning.

CO/PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	M				L		H	
CO2	M	M	M		M		H	
CO3	M	M	M		M		H	
CO4	M	M	M		L		H	
CO5	H	M	L		L		H	
Total	11/5 = 2.2	8/4 = 2.0	7/4 = 1.75		7/5 = 1.4		15/5 = 3	10.35
	Total CO score as per mapping							2.07

Course Name: Writing for Media
Course Code:
Credit: 4
Semester: II
Nature of the Course: Minor Course
No. of Lecture hours: 45
No. of Tutorial contact hours:15

Course Objectives:

Students will be able to

CO 1: define and write different copies for mass media.

CO 2: understand and interpret research techniques and different sources of writing copies.

CO 3: apply and develop proper journalistic style while writing audiovisual copies.

CO 4: analyse and illustrate different media writing jargons.

CO 5: rewrite and develop copies for digital media.

Module No.	Module Name	Topic(S)	Description	No. of Hours Allocated	Marks Allotted	Credit of each module	Associated Course Outcome
Module 1	Basics of media writing	Writing Newspaper reports, Feature stories, Human Interest stories, Editorial, Column - Basics of proof reading, Editing of copies - Rewriting and rephrasing.		25	30	1	CO 1, CO 3
Module 2	Writing for Audiovisual Media	Writing TV news copy, TV feature story, TV Headlines, Ticker lines - Radio Skit, Radio Feature, Radio Drama - Film script.		15	25	1	CO 3

Module 3	Creative writing	Writing Press Release, Press Rejoinder - Ad copy, Slogans, Content of Display and Classified advertisement, Advertorials, Obituaries, Letter to the Editor.		25	25	1	CO 1, CO 3, CO 4
Module 4:	Writing for Digital Media	Writing Digital news, Digital headlines - Click-bait headlines, Social media based news and articles, Blog writing.		20	20	1	CO 1, CO 5

Suggested Readings:

- James G. Stovall. (2011). Writing for the Mass Media: International Edition by Pearson ISBN: 978-0205235216
- Vincent F Filak. (n.a.). Dynamics of Media Writing. SAGE Publications Inc. ISBN: 9781506381466, 9781506381466.
- Kris Ballard. (2019). Writing, Blogging, & Self-Publishing: The Secret Formula For Writing Your First Book. ISBN: 978-1733342506
- George T. Arnold. (1999). Media Writer's Handbook: A Guide to Common Writing and Editing Problems. Brown (William C.) Co, U.S.; 2nd edition. ISBN: 978-0697355010.

CO-PO Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	H				H		

CO 2	M	H			M		
CO 3		M					
CO 4				M	M		
CO 5					M		
Total	2.5	2.5		1	4.5		

Course Name: Issues in Indian Economy

Course Code:

Credit: 3

Semester: 2

Nature of the Course: Multidisciplinary Course

No. of Lecture hours: 30

No. of Tutorial contact hours: 15

Course Objective: (CO)

CO1: Students will be able to identify the major economic trends in India with regard to major indicators like growth; employment; inflation; unemployment and others. (BL1)

CO2: Students will be able to understand the relative performance of Indian economy vis-a-vis rest of the world. (BL2)

CO3: Students will be able to explain the debate over growth versus development in Indian Economy (BL3)

CO4: Students will be able to analyze India's economic policies and the changes there in from planning to post liberalization period. (BL4)

CO5: Students will be able to evaluate the performance of the Indian economy and develop their own understanding about the problems faced by the Indian economy. (BL5 & BL6)

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Trends in Indian Economy	Indian Economy since independence : Trend in major economic indicators Structural transformation in	15	33.33%	CO1, CO2

		Indian Economy Indian economy from the perspective of global economy : a comparative analysis			
2	Issues in Economic Growth vs Development	India's growth story: where do we stand now? India's performance in-terms of poverty, inequality and HDI. Trend in Education; health : Analysing India's performance from Sen's capability approach	15	33.33%	CO2, CO3, CO4, CO5
3	India's economic policies since independence	India's economic policies from 1950-1991 New economic policies ; post economic liberalization Understanding economic policies from the perspectives of political economy	15	33.33%	CO2, CO3, CO4, CO5

Suggested Readings:

Dreze, J., & Sen. A. (2013). *An Uncertain Glory: India and its Contradictions*. Penguin. New Delhi

Jha, R. (Ed.). (2008). *The Indian Economy Sixty Years After Independence*. Springer.

Kapila, U. (2022). *Indian Economy since Independence*, (33rd ed.). Academic Foundation. New Delhi

CO-PO Mapping:

CO/PO	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇
CO ₁	M	M		M			M
CO ₂	M	M		M			M
CO ₃	M	M		M	M		H
CO ₄	H			M	M		H
CO ₅	H			H	H		H
Total	2.4	2		2.25	2.33		2.6

CO Score: 2.32

Course Name: Indian Literature in English Translation

Course Code:

Credit: 3

Semester: 1

Nature of the Course: Multidisciplinary Course

No. of Lecture hours: 30

No. of Tutorial contact hours: 15

Course Description: This course aims to introduce students to the rich and diverse landscape of Indian literature through selected works translated into English. By exploring the works of prominent Indian authors from different regions and languages, students will gain insights into the cultural, social, and historical dimensions of India. Through close reading and analysis of these works, students will examine themes such as social issues, gender dynamics, identity, tradition, and modernity. Discussions will delve into the nuances of the translations and the cultural context of each literary piece. Additionally, students will be encouraged to explore the works from both a literary and socio-cultural perspective.

Course Outcomes

PO 1 PO 2	CO 1 - Understanding the Indian literary tradition through a detailed historical overview	BL 1 and 2
PO 1 PO 2 PO 3	CO 2 - Analyzing the anglophone culture in India and its literary application in translating vernacular texts	BL 3 and 4
PO 1 PO 3	CO 3 - Examining key concepts, issues and contexts in Indian literary texts with respect to Western models	BL 3 and 4
PO 1 PO 7	CO 4 - Evaluating the critical meaning of the texts by applying Indian epistemological methods	BL 4 and 5
PO 1 PO 4 PO 7	CO 5 - Creating new subjective interpretations and understanding the relevance, literary appeal of Indian literature in a period of globalization	BL 6

Module	Details	Credits
Module 1: Hindi literature in English translation	i. Premchand, "The Chess Players [Shatranj Ke Khiladi]" or "Idgah" ii. Nirmal Verma, "Dilli ki Galiyan (The Streets of Delhi)" or "Ek Chitthi Aur Maran (A Letter and Death)" iii. Phanishwarnath Renu,	1

	"Lal Paan ki Begum" iv. Krishna Sobti, "Nafisa" <u>Any two</u> stories to be taught	
Module 2: Bengali literature in English translation	i. Rabindranath Tagore, "Hungry Stones" or "The Parrot's Tale" ii. Sarat Chandra Chattopadhyay, "Mahesh," "Biraj Bou," "Pather Dabi" (any one) iii. Mahasweta Devi, "Stanadayini" or "Dhouli" iv. Ashapurna Devi, "Bolai" or "Patni or Preyoshi" <u>Any two</u> stories to be taught	1
Module 3: Other Indian literatures in English translation	i. Ambai [C. S. Lakshmi] (Tamil), "The City Rises from the Ashes" or "The Squirrel" ii. Fakir Mohan Senapati (Odia), "The Patent Medicine" or "Rebati" <u>Any two</u> stories to be taught	1

Reading List

Basu, Tapan, Mahanand, Anand et al, *Reflections on the Translation of Dalit Literature from the Regional Languages into English*, (Orient Blackswan, 2014)

Prasad, G.J.V and Gerardin, Cecil, *India in Translation, Translation in India*, (Bloomsbury India, 2019).

Kothari, Rita. *Translating India: The Cultural Politics of English*, (Routledge India, 2003).

Tharu, Susie and K. Lalita, *Selections from Women Writing in India: 600 B.C to the Present* (Oxford India Paperbacks, 1997).

CO-PO Mapping

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	M					
CO 2	3, 4	H	M	L				

CO 3	3, 4	H		L				
CO 4	4, 5	H						M
CO 5	6	H			H			H
		15/5	4/2	2/2	3/1			5/2
		3	2	1	3			2.5

*H/M/L: High/Medium/Low level of mapping (H=3; M=2; L=1)

CO- PO Attainment = $11.5/5 = 2.3$

Course Name: Communicative English II

Course Code:

Credit: 2

Semester: 2

Nature of the Course: Ability Enhancement Course (AEC)

No. of Lecture hours: 30

No. of Tutorial contact hours:

Course description: The course is designed to introduce the students to a study of literature and thereby improve their language-use, and writing skills. Use of Business English which includes writing of formal letters, notice, agenda, report and proposal is used as a means to improve students' ability to communicate effectively in the English language in a professional workspace. Soft skills are also developed by focussing on group discussions and interviews.

Course Objectives:

PO 1 PO2	CO 1 - To understand the basic methods of reading and comprehending a passage to enable students to identify main ideas and draw relevant inferences	BL 1 and 2
PO 1 PO 2 PO 7	CO 2 - To analyze the role of communication in a professional and personal space and develop an interactive ability	BL 3 and 4
PO 2 PO 3 PO 7	CO 3 - To examine the need to write formal business letters and emails using appropriate vocabulary and develop advanced communication skills	BL 4
PO 3 PO 7	CO 4 - To evaluate methods of group discussion and mock interviews to prepare the students for real life situations	BL 5
PO 2 PO 3 PO 7	CO 5 - To create effective communicators with the ability to express themselves in the workplace and elsewhere	BL 6

Course Content

Module	Credits (Total 2)
Module 1 - Reading Comprehension A. Skimming and scanning, identifying main ideas, drawing inferences (Related texts should be selected by the concerned faculty member of the department for practicing comprehension skills)	0.5
Module 2 - Business English A. Role of Communication in the business world - introduction B. Business letters C. Meetings - Writing Notice, Agenda, Minutes D. CV & Cover Letter E. E-mail F. Writing Reports - types (commercial) G. Writing Business Proposal	1
Module 3 - Soft Skills A. Skills of listening, speaking, reading & writing in theory. B. Group Discussion: Concept of a Group Discussion/Interview, Types of Group Interviews, Skills Evaluated in a GD, Methods to Adopt in a Group Discussion, Mock Group Discussions	0.5

Reading List

Raymond Murphy, *Intermediate English Grammar*, Cambridge University Press
 Martin Hewings, *Advanced Grammar in Use*, Cambridge University Press
 W. Stannard Allen, *Living English Structure (5th Edition)*, Pearson Publications
 E. Sureshkumar and P. Sreehari, *Communicative English*, E. Orient Blackswan
 Tony Lynch, *Study Listening*, Cambridge University Press
 Jeremy Comfort, *Speaking Effectively*, Cambridge University Press

CO-PO Mapping

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	H					
CO 2	3, 4	M	H					H
CO 3	4		H	M				H
CO 4	5			M				H
CO 5	6		M	M				M
		5/2	11/4	6/3				11/4
		2.5	2.75	2				2.75

CO- PO Score= 10/4 = 2.5

Course Name: Fundamentals of Cognitive Science

Course Code:

Credit: 4

Semester: I

Nature of the Course: Minor Course

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

CO1: Define and remember the fundamental concepts and theories in cognitive science and psychology.

CO2: Comprehensive understanding of the sub-fields of psychology and their interdisciplinary nature.

CO3: Apply the concepts in the field of psychology and mental health, and creating awareness

CO4: Analyse the concepts of cognitive functions like sensation, perception, learning, and memory processes.

CO5: Evaluate the impact of intelligence, emotion, and motivation on behaviour.

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	What is Psychology	a. Definition b. Is Psychology a Science? c. Sub-fields & Inter-disciplinarity d. Mental Health, Mental Illness and Public Awareness	10	20	CO1, CO2, CO3
2	Sensation, Perception, Learning & Memory	a. Sensation, Transduction & Perception – concepts b. Perceptual Thresholds; Perceptual organization – Gestalt Laws; Perceptual Set; Perceptual Constancies (size, shape, etc.); Illusions c. Learning – Concept. Classical and Operant Conditioning d. Memory – Concept and; Process – encoding, storage, retrieval; Types:	20	30	CO1, CO4

		Short Term Memory, Long Term Memory, Flashbulb memory; Forgetting			
3	Intelligence	a. What is intelligence? Measures – Intelligence Quotient (IQ). b. IQ and EQ – distinct rivals or complementary colleagues? c. General and specific ability d. Multiple intelligence	10	20	CO1, CO5
4	Emotion & Motivation	a. What are emotions? Positive and Negative Emotions b. Emotional Expressions - Universality or Cultural; Regulation of Emotions c. What is motivation? Types of motivation – intrinsic and extrinsic d. Concepts & Theories of Motivation: Instinct, Drives, Needs, Incentive; Hierarchy, McClelland's Theory of motivation; Motivational conflicts – approach and avoidance	20	30	CO1, CO5

Suggested Readings:

1. Morgan, C. T., Rosen, J. W., Morgan, C. T., and King, R. A. (1975). Study guide for Morgan and King. Introduction to psychology: Fifth edition. New York: McGraw-Hill.
2. Baron, R. and Misra, G. (2013). Psychology. New Delhi: Pearson.
3. Chadha, N.K. and Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle eLearning.
4. Ciccarelli, S. K., and Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
5. Passer, M.W. and Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: TataMcGraw-Hill.

CO/PO Mapping for Fundamentals of Cognitive Science

CO/PO	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇
CO ₁	M						H
CO ₂	H	H	H			M	M
CO ₃	H	H	H		M	L	
CO ₄	M	M	M		L		
CO ₅	H	L			H		
Total	13/5 = 2.6	9/4 = 2.25	8/3 = 2.67		6/3 = 2	3/2 = 1.5	5/2 = 2.5
Total CO score as per mapping: 13.52				Average: 13.52/6 = 2.25			

Course Name: Understanding Human Behaviour**Course Code:****Credit: 3****Semester: I****Nature of the Course: Multidisciplinary Course****No. of Lecture hours: 30****No. of Tutorial contact hours: 15****Course Outcome (CO)- As per Bloom's taxonomy**

After completing this course, students will be able

CO1: to define and recall various components of self, emotions, social perception and influence

CO2: to illustrate and understand the key elements of emotions and emotional intelligence

CO3: to apply the understanding of self and relate it with different components of attitude and human behaviour

CO4: to connect and differentiate aspects of attitude consistency and change and its influence on behaviour

CO5: appraise the relevance and effectiveness of emotional regulation and self-presentation in human behaviour

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Understanding Self	a. Definition of self and its components- self-concept, self-esteem, identity b. Types of selves- real self, ideal self, social self; self complexity c. Development of Self	12	25%	CO1, CO3
2	Understanding of Others	a. Social perception and Social Influence;	18	40%	CO1, CO3, CO4

		Recognition of emotions. b. Attitude towards self and others- definition and components of attitude c. Formation and maintenance of attitude, attitude change			
3	Regulating own Behaviour	a. Understanding of emotions, Emotional Intelligence b. Emotional Regulation c. Impression formation and impression management	15	35%	CO1, CO2, CO3, CO5

Suggested Readings:

1. Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
2. Dressler, David and Cans, Donald: The Study of Human Interaction
3. Lapiere, Richard. T – Social Change
4. Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
5. Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.

CO/PO Mapping for Understanding Human Behaviour

CO/ PO mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	H			M				
CO2	M	M	H		M	L	M	
CO3	H	M	M				M	
CO4	H		H	M		M		
CO5	M	H	M	H	L	M	H	
	13/5=2.6	7/3=2.33	10/4=2.5	7/3=2.33	3/2=1.5	5/3=1.67	7/3=2.33	2.18

Course Name: Basics of Psychological Assessment

Course Code:

Credit: 4

Semester: II

Nature of the Course: Minor Course

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom's Taxonomy

1. CO1: To remember the basic concepts of psychological tests & assessments.
2. CO2: To explain the different categories of psychological tests and assessments for assessing individual differences.
3. CO3: To apply the understanding of ethical issues in assessment techniques in varied settings.
4. CO4: To compare the use of individual and group-level assessments in different contexts.
5. CO5: To evaluate and conceptualize the use of psychological tests and assessments in measuring human behavior as a whole.

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Introduction to Psychological Assessment	a. Concept and Nature: Test and assessment b. Characteristics of a good test c. Difference among testing, assessment, and measurement d. Ethical Issues in Testing and Assessment	15	25%	CO1, CO2, CO3
2	Measurement of Intelligence, Aptitude and Interest	a. Intelligence: Concept and Theories, Intelligence Quotient b. Aptitude and Interests: Concept and types c. Assessment of Intelligence, Aptitude and Interest	15	25%	CO1, CO2
3	Measurement of Personality	a. Meaning and Purpose of Personality Measurement b. Theories of Personality: Trait and Type Approach	15	25%	CO1, CO2

		c. Assessment of Personality			
4	Application of Psychological Tests and Assessments	a. Application in Clinical, Educational and Organizational set-ups b. Application in Individual and Group settings.	15	25%	CO4, CO5

Suggested Readings:

1. Anastasi, A., and Urbina, S. (1997). Psychological testing. Prentice Hall/Pearson Education.
2. Freeman, F. S. (1950). Theory and practice of psychological testing.
3. Singh, A. K. (2015). Tests, measurements and research methods in behavioural sciences. Bharati Bhawan.

CO/PO Mapping for Basics of Psychological Tests & Assessment

<u>CO/PO Mapping</u>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	H				M		L	
CO2	M	H	M	L	M		L	
CO3	H	M	H	H	M	M	M	
CO4	M	H	H	L	L	M	M	
CO5	H	M	M	M	M	M	H	
	13/5 = 2.6	10/4 = 2.5	10/4 = 2.5	7/4 = 1.75	9/5 = 1.8	6/3 = 2	9/5 = 1.8	2.13

Course Name: Child Development and Education

Course Code:

Credit: 3

Semester: II

Nature of the Course: Multidisciplinary Course

No. of Lecture hours: 30

No. of Tutorial contact hours: 15

Course Outcome:

After completing this course, students will be able to:

CO1: Describe the key theories and frameworks of childhood development.

CO2: Discuss the physical, cognitive, social, and emotional development of children from infancy through early childhood.

CO3: Discover and **explain** the key concepts and theories of learning and its relationship with Development.

CO4: Appraise the role of play in children's development and learning.

CO5: Plan and **compare** the effective instructional strategies and educational approaches for young children.

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Introduction to Child Development and Education	Growth and Development : Meaning, Concepts and Characteristics, Developmental Influences Concept of childhood: Theories of childhood development – Psychoanalytic, Erikson, Vygotsky and Piaget	15	30	CO1, CO4
2	Dimensions of Individual Development	Physical development and motor skills, Cognitive development and language acquisition, Social and Moral Development: Emotional development and attachment	15	35	CO2
3	Childhood Education Approaches and Current Issues	Learning – concept, characteristics, learning process, learning curve. Theories of Learning - Trial and Error, Classical Conditioning. Transfer of Learning - Concept, types, educational implications. Relationship between Development and Learning, Play-based learning and its benefits, Effective instructional strategies for young children	15	35	CO3, CO4, CO5

Suggested Readings:

1. Mitchell, P., and Ziegler, F. (2013). Fundamentals of Developmental Psychology. Routledge.
2. Feldman, R. S. (2015). Discovering the Life Span. Pearson.
3. Harris, M. (2008). Exploring Developmental Psychology: Understanding Theory and Methods
4. Berk, L. E. (2018). Development Through the Lifespan (7th Edn). Pearson.
5. Santrock, J. (2019). Life-Span Development (17 th Edn). McGraw-Hill Education.
6. Papalia, D. E., Olds, S. W., and Feldman, R. D. (2009). Human Development (11 th Edn.). McGraw-Hill Education.

CO/PO Mapping for Child development and education:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	H	M	L	L			H	
CO2	H	M	M	L			H	
CO3	H	H	M				M	
CO4	H	M	M				L	
CO5	H	H	H	M	M		L	
Total	15/5 = 3	12/5 = 2.4	10/5 = 2	4/3 = 1.3	2/1 = 2		10/5 = 2	12.7
	Total CO score as per mapping							2.11