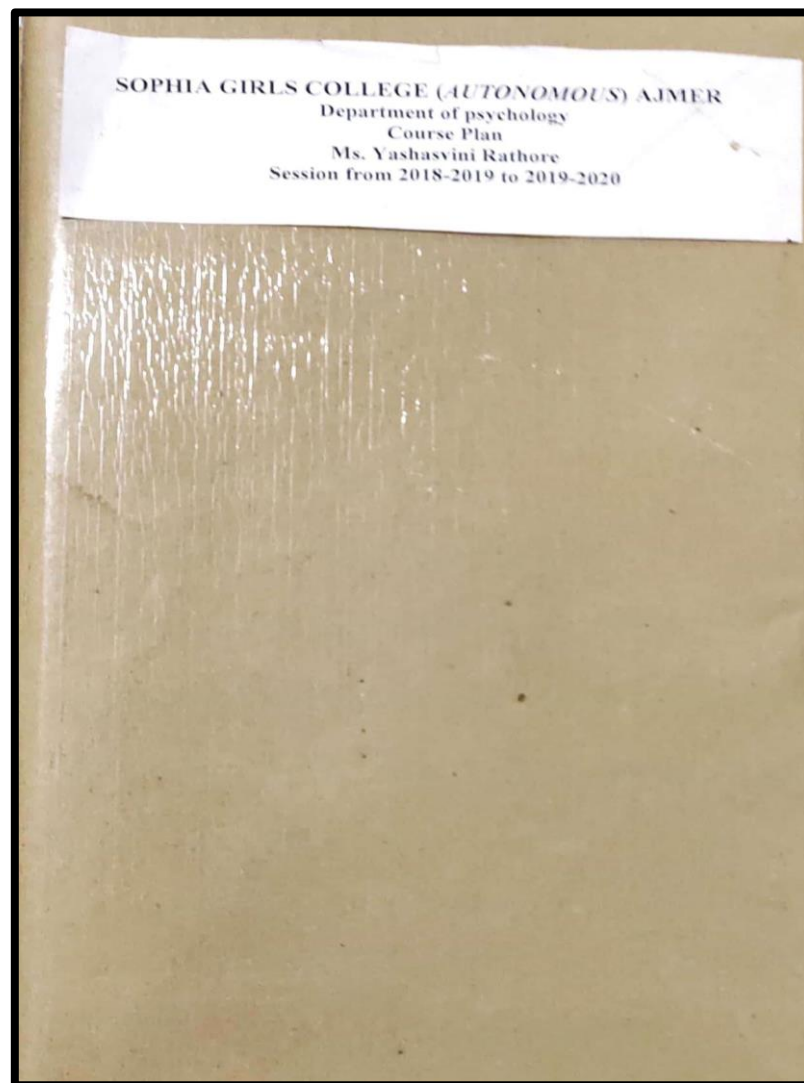




SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER



COURSE_PLAN_2018-19_MS_YASHASVINI_RATHORE



SOPHIA GIRLS' COLLEGE, AJMER (AUTONOMOUS)
COURSE PLAN

U.G Programs 2018-19

Department of Psychology

Ms. Yashasvini Rathore

ODD SEMESTER

B.A I (SEMESTER I) SOCIAL PSYCHOLOGY-I (PAPER II)
(PSY-102)

Max. Marks : 75 (50Ext; 25 Int)

Min. Marks: 30(20 Ext;10 Int)

Credit: 03

Yashasvini

COURSE PLAN

| SEM I Month | UNIT/TOPIC | Concepts/facts | Teaching Pedagogy | Learning Outcomes | Questions | Marks Weightage (%) |
|----------------|--|--|-----------------------|--|--|-----------------------------------|
| SEM I JULY | UNIT I Nature, Goals & Scope of Social Psychology. Social psychology and its relation | Society and individual, scientific methods of data collection | PPT and discussion | To explain the concept of Social | <u>Knowledge Based</u> -What is Cognitive approach to Social Psychology? -Explain social | Knowledge--60 Understanding-30 |



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|------------------|--|--|--|--|--|-----------------|
| | with other sciences. Methods of social psychology– Experimental, Correlational approach, Sociometry & Cross cultural | | | Psychology and social perception. | facilitation? <u>Understanding Based</u> -Compare prejudices and stereotypes. -Discuss about Social norms. <u>Higher Order Thinking Skills Based</u> -Recommend ways to reduce prejudices in India. -Critically evaluate the concepts of Social Influence. | Higher Order-10 |
| | Approaches to social Psychology: Biological, Learning, Cognitive, Psychoanalytic and Role theory. | Historical background of social psychology | Match the following, Quiz, Demonstration | | | |
| | Social Perception: Perceiving ourselves (Self–concept, Self-esteem, Self-expression). Perceiving others: Forming impressions, Role of non-verbal cues. | Concept of socialization, social cognition and social perception | Self analysis through activity and Flow Charts | | | |
| AUGUST | UNIT II Prejudices-Nature, Components, Acquisition and Reduction of Prejudices | Mental schemas and stereotypes | Self analysis through activity and Case study with respect to Indian setting | To evaluate social phenomenon: - Stereotypes, Prejudice, Attribution and Interpersonal Attraction | | |
| | Stereotypes. Attribution of causality – Theories and Biases. | Concept of causality | Case study with respect to Indian setting | | | |
| | Interpersonal attractions and its determinants | Nature and the concept of human/ social relationship | Flow chart, self analysis through activity and PPT | | | |
| SEPTEMBER | UNIT III Group: Definition and | The concept of nature and | PPT and group discussions | To compare | | |



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|-------------------------------|---|---|--|---|--|--|
| MBER- OCTOB ER | Functions. | formation of social groups social groups | | different types of social influence. | | |
| | Behaviour in the presence of others: Social facilitation, Social inhibition, Social loafing, De-individuation | The nature of behaviour in the presence of others | PPT, Self Analysis through activity and analysis of previous studies | | | |
| | Social Influence: Conformity (The Sheriff and the Asch Study), cohesiveness, group size, Social norms, obedience and social modeling. | The concept of social influence | PPT, Case Studies and explanation through previous studies | | | |

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PSYCHOLOGICAL ASSESSMENT (PAPER II) (PSY-302)

B.A II (SEMESTER III)

Max. Marks : 75 (50Ext; 25 Int)

Min. Marks: 30(20 Ext;10 Int)

Credit: 03

COURSE PLAN

| SEM III Month | UNIT/TOPIC | Concepts/facts | Teaching Pedagogy | Learning Outcomes | Questions | Marks Weightage (%) |
|------------------|--|--------------------------------------|--------------------------|---|--|--|
| SEM III JULY | Unit I Human assessment Nature and scope. Principles of Psychological Test Construction: Steps in test construction, | Assessment of psychological concepts | PPT and group discussion | To point out the meaning and purpose of statistics in Psychology. | Questions <u>Knowledge Based</u> -Define scorer reliability. -Explain the different types of validity. | Knowledge--50 Understanding-35 Higher Order-15 |
| | Uses, Limitations & Precautions of psychological tests. | Advantages of measurement. | Group discussion | | <u>Understanding Based</u> -Examine non-verbal tests. - Differentiate between speed and power tests. | |
| | Meaning and types: Reliability, Validity, Test norms. | Criterion for a standardised test | PPT and Flow Charts | | <u>Higher Order Thinking Skills Based</u> | |
| AUG. | UNIT II Assessment techniques: | Measurement techniques | PPT and group discussion | To evaluate various | | |



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| | (Meaning with examples) 1) Types of Tests: Individual and Group, Speed and Power tests. | | | psychological assessment techniques. | -Elaborate the use of tests in occupational settings. -Assess the factors affecting the reliability and validity of a test. | |
| | 2) Assessment of Intelligence: Verbal, Non- Verbal, Performance tests | Assessing Intelligence in various settings | PPT, demonstration and Lecture | | | |
| | 3) Assessment of Personality: Psychometric and Projective Techniques. | Assessing Personality | PPT, demonstration and Lecture | | | |
| SEPT.- OCT. | UNIT III Application of Psychological Testing: Assessment in Educational Setup (Meaning with examples) | Use of tests in education sector. | PPT and group discussion | To inspect the application of Psychological testing in various settings. | | |
| | Counseling and Guidance (Meaning with examples) | Use of tests in Counselling and Guidance. | PPT and group discussion | | | |
| | Organizational Setup (Meaning with examples) | Use of tests in organisational sector. | PPT and group discussion | | | |

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SOPHIA GIRLS' COLLEGE, AJMER (AUTONOMOUS)
PSYCHOLOGY PRACTICALS (PAPER III) (PSY- 303)

B.A I (SEMESTER III)

Max. Marks: 50(40Ext; 10 Int)

Min Marks: 20(16 Ext;4 Int)

Credit: 02

COURSE PLAN

| SEM Month | UNIT/TOPIC | Concepts/facts | Teaching Pedagogy | Learning Outcomes | Questions | Marks Weightage (%) |
|-----------------|---|--|-----------------------------|------------------------------------|--|---------------------------------------|
| SEM III JULY | I. Test construction Development of a test of at least 30 items in a suitable area using following steps- <ul style="list-style-type: none">• Item selection• Population selection• Sampling techniques | Concept and principles related to psychological test construction such as identification of the topic, sub dimensions and item writing | PPT, lecture and discussion | To construct a psychological test. | <u>Knowledge Based</u> Practical File Work <u>Understanding Based</u> Item writing <u>Higher Order</u> | Knowledge--50 Understanding-35 |



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|-----------------------|---|--|---|---|---|-----------------|
| | to administer the test (sample of minimum 50) • Finalization of the test | | | | <u>Thinking Skills Based</u> - Calculate and evaluate reliability of the test constructed? -Viva Voce | Higher Order-15 |
| AUGUST | • Determining Reliability and Validity • Writing a report on the test construction | Principles related to test standardization | Primary data collection of a sample of 50 | | | |
| SEPTEMBER- OCTOBER | 2. Analysis of psychologically relevant literary text A. Read literary / creative writing – Novel / Story / Book / Poem/ Movie B. Identify and Analyze psychological substance in it (mood, emotion, anxiety, conflicts, stresses.) | Basics of Psychology attributes | | To critique psychologically relevant literacy text. | | |

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ABNORMAL PSYCHOLOGY-I (PAPER I) (PSY- 501)

B.A III (SEMESTER V)

Max. Marks : 75 (50Ext; 25 Int)

Min. Marks: 30(20 Ext;10 Int)

Credit: 03

COURSE PLAN

| SEM V Month | UNIT/TOPIC | Concepts/facts | Teaching Pedagogy | Learning Outcomes | Questions | Marks Weightage (%) |
|----------------|---|--|--------------------------|--|--|--|
| SEM V JULY | UNIT I Introduction: Abnormal Psychology. Normality (Concept and characteristics). Concept of Psychopathology, Abnormality (Definitions and characteristics,) | Concept of Normality and Abnormality in social context | PPT and group discussion | To reinterpret the concept of normality and abnormality in one's daily life. | <u>Knowledge Based</u> -Define normality. -Explain the different models of Psychopathology? <u>Understanding Based</u> -Examine Systematic Desensitization and Token Economy. - Differentiate between anxiety | Knowledge--40 Understanding-35 Higher Order-25 |
| | DSM (Introduction), Diagnostic Classification of Abnormal Behavior according to DSM- IV TR with special reference to changes made in DSM V | Classification of Disorders | PPT and flow chart | | | |



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|-------------------------------|---|--|---|--|---|--|
| | Mental Health Professionals. | Career Options in Mental Health | Group discussion | | and depression. <u>Higher Order Thinking Skills</u> | |
| AUGUST | Psychological Models of Psychopathology: (Introduction, Meaning, Treatment) Psychodynamic, Behavioral, Cognitive. | Different Models to understand abnormal behaviour and plan their treatment | PPT, Case studies and role playing | To distinguish between the different models of psychopathology. | <u>Based</u> -Design a treatment plan for treating OCD. -Assess the criticisms of classification system of psychological disorders. | |
| | Humanistic and Existential. | Different Models to understand abnormal behaviour and plan their treatment | PPT, Case studies and role playing | | | |
| | Causes of abnormal behavior. (Biological, Psychosocial, Sociocultural) | Causality of abnormality | PPT, Case studies and group discussion | | | |
| SEPTEMBER- OCTOBER | Anxiety Disorders – Generalized Anxiety Disorder, Panic disorder, Phobias, Obsessive Compulsive Anxiety disorder, Post- traumatic stress disorder (clinical symptoms and causes) | Understanding the concept of anxiety disorders | PPT, Case studies, role playing and group discussions | To assess anxiety and mood disorders with the help of case studies | | |
| | Mood Disorder – Unipolar Disorder: Dysthymia, Major | Understanding the concept of mood disorders | PPT, Case studies, role playing and | | | |



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| | Depressive Disorder. Bipolar Disorder: Bipolar I, Bipolar II and Cyclothymic disorder. (clinical symptoms and causes) | | group discussions | | | |
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EVEN SEMESTER

B.A I (SEMESTER II) SOCIAL PSYCHOLOGY-II (PAPER II) (PSY-202)

Max. Marks : 75 (50Ext; 25 Int)

Min. Marks: 30(20 Ext;10 Int)

Credit: 03

COURSE PLAN

| SEM II Month | UNIT/TOPIC | Concepts/facts | Teaching Pedagogy | Learning Outcomes | Questions | Marks Weightage (%) |
|---------------------------------|--|---|--|---|--|--|
| SEM II DEC- JAN. | UNIT I Attitude - Nature, Functions, Measurement, Formation & Change of attitude (Balance and cognitive dissonance theories). Theories of reasoned and planned behavior. | Social behaviour with respect to attitudes/ opinions | PPT, Videos and Self Analysis through activity | To explain the concepts of attitudes and prosocial behaviour. | <u>Knowledge Based</u> -What is pro social behaviour? -Illustrate the different barriers to communication? | Knowledge--60 Understanding-30 Higher Order-10 |
| | Pro-social behavior - Theoretical explanation. Altruism and Helping behaviour | The concept of empathy | Match the following, Quiz, Demonstration | | <u>Understanding Based</u> -Compare the different approaches to aggression. -Classify the barriers to communication. | |
| | Personal and Situational determinants and Bystander effects | Social behaviour in presence of others/ diffusion of responsibility | PPT and Flow Charts | | | |
| FEB. | UNIT II Communication – Definition, | The importance of language and | Diagrams, Flow Chart | | <u>Higher Order Thinking Skills</u> | |



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| | Types, Process, Barriers of communication. | communication in social settings | and PPT | To assess the concepts communication and aggression. | Based -Assess the influence of environmental conditions on behaviour. -Critically evaluate cognitive dissonance theory. | |
| | Aggression – Theoretical perspective: Trait, Situational and Social learning approaches. | Emotions and temperament | Diagrams, Models and PPT | | | |
| | Personal and social determinants of aggression. Control and Prevention of aggression | The meaning of Positive psychology | Self analysis through experiment and PPT | | | |
| March – April | UNIT III Environmental Psychology: Introduction. Personal space and Territoriality, Crowding, | Applications of Psychology | PPT and group Discussion | To support (test) the theories of Environmental and Health Psychology. | | |
| | Influence of environmental conditions on behaviour (noise and pollution). Intervention for environment management. | Psychological effect of adverse environmental conditions | PPT and Demonstration | | | |
| | Health Psychology: Introduction and Aims | Bio- Psycho- Social model and eclectic approach | PPT and group discussion | | | |

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SOPHIA GIRLS' COLLEGE, AJMER (AUTONOMOUS)
PSYCHOLOGY PRACTICALS (PAPER III) (PSY- 203)

B.A I (SEMESTER II)

Max. Marks: 50(40Ext; 10 Int)

Min Marks: 20(16 Ext;4 Int)

Credit: 02

COURSE PLAN

| SEM Month | UNIT/TOPIC | Concepts/facts | Teaching Pedagogy | Learning Outcomes | Questions | Marks Weightage (%) |
|-------------------------|--|---|--|--|--|--|
| SEM II DEC.- JAN. | 1.Replication of various psychological phenomena <ul style="list-style-type: none"> Serial position effect Level of aspiration (individual differences) | Basics of Psychology practical and report writing | Replication of Psychological experiments | To provide expertise for the administration of verbal, non verbal and performance Intelligence tests and conduction of psychological experiment. | <u>Knowledge Based</u> Practical File Work <u>Understanding Based</u> Report writing of Psychological tests and experiments <u>Higher Order Thinking Skills Based</u> - Interpret the results acquired by the administration of psychological | Knowledge--60 Understanding-30 Higher Order-10 |
| FEB. | 2.Familrization with and use of psychological instruments <ul style="list-style-type: none"> Verbal tests [Anxiety test or any other] Non-verbal tests [SPM or any other] | Difference between Psychological tests and experiments. | Administration of Psychological Intelligence tests | | | |



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| MARCH- APRIL | 3.Bhatia Battery Performance test of Intelligence | | Administration of performance Intelligence tests | | test ? - Discuss the results achieved by the conduction of Psychological experiment? -Viva Voce | |
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RESEARCH METHODOLOGY (PAPER II) (PSY-402)

B.A II (SEMESTER IV)

Max. Marks : 75 (50Ext; 25 Int)

Min. Marks: 30(20 Ext;10 Int)

Credit: 03

COURSE PLAN

| SEM IV Month | UNIT/TOPIC | Concepts/facts | Teaching Pedagogy | Learning Outcomes | Questions | Marks Weightage (%) |
|--------------------|---|--|---|--|--|--|
| SEM IV DEC- JAN | UNIT I Characteristics of Scientific method and Research. | Importance of research in Psychology. | PPT and group discussion | To appraise Psychological Research. | Questions <u>Knowledge Based</u> -Define problem statement. -Explain the different types of variables? <u>Understanding Based</u> -Examine Questionnaire and survey methods. - Differentiate between probability and non probability sampling | Knowledge--50 Understanding-35 Higher Order-15 |
| | Nature of psychological research: Quantitative and Qualitative. | Nature of research | Group discussion | | | |
| | Problem and Hypothesis in experiments. Variables (Meaning, Types and controls) | Concept of psychological research and experiments | PPT, videos and Flow Charts | | | |
| FEB | UNIT II Tools of Data Collection – Observation, interview, questionnaire, survey, schedule. | Ways of collecting data | PPT and group discussion | To critique different types of Research. | | |
| | Types of Research: Applied, Fundamental, Quantitative, | Major ways of conducting a research | PPT, demonstration , Lecture and examples of | | | |



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| | Qualitative, | | previous studies | | methods. | |
| | Experimental, Ex-post facto, Longitudinal, Cross sectional research | Major ways of conducting a research | PPT, demonstration, Lecture and examples of previous studies | | <u>Higher Order Thinking Skills Based</u> -Design a Longitudinal and Cross Sectional research. | |
| March-April | UNIT III Basic Principles of Experimental designs: Experimental designs: Pre – Post test design, Factorial design and randomized design and randomized block design. | Blueprint of a research | PPT and group discussion | To construct experimental designs used in Behavioural Sciences. | -Assess the different types of experimental designs. | |
| | Sampling – Meaning and Types (Probability & Non-probability sampling) | Selecting the subjects for a research | PPT and examples of previous studies | | | |
| | Sample size and Sample errors. Steps in report writing. | Documentation of research. | Videos and PPT | | | |

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ABNORMAL PSYCHOLOGY–II (PAPER I) (PSY- 601)

B.A III (SEMESTER VI)

Max. Marks : 75 (50Ext; 25 Int)

Min. Marks: 30(20 Ext;10 Int)

Credit: 03

COURSE PLAN


| SEMVI Month | UNIT/TOPIC | Concepts/facts | Teaching Pedagogy | Learning Outcomes | Questions | Marks Weightage (%) |
|---------------------------|--|--|---|--|--|--|
| SEM VI DEC-JAN | Schizophrenia – Concept, Clinical picture, Types, Causes, Symptoms and Treatment. | Understanding the concept of Schizophrenia | Videos, group discussion and Case Studies | To illustrate Schizophrenia and Substance related disorders. | <u>Knowledge Based</u> -What is Autism? -Explain the different types of Schizophrenia. | Knowledge--40 Understanding-35 Higher Order-25 |
| | Disorder due to psychoactive substance use – Alcohol and Narcotics (their effects and treatment) | Understanding the concept of Substance Abuse | Flow Chart, group discussion and Case Studies | | <u>Understanding Based</u> -Examine Cluster B personality disorders. | |
| FEB | Personality Disorder – Concept and clinical picture; Cluster A: Paranoid, Schizoid; | Understanding Personality Disorders | Flowchart, group discussion and Case Studies | To summarize various Personality Disorders. | - Differentiate between Cluster A and Cluster C personality disorders. | |
| | Cluster B: Borderline, Antisocial; | Understanding Personality Disorders | Flowchart, group discussion and Case Studies | | <u>Higher Order Thinking Skills</u> | |



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|--------------------|--|---|--|---|--|--|
| | Cluster C: Dependent Personality, Obsessive compulsive disorder. (Clinical symptoms and causes) | Understanding Personality Disorders | Flowchart, group discussion and Case Studies | | <u>Based</u> -Design a treatment plan for treating Schizophrenia. | |
| March-April | Disorders of Childhood: Attention Deficit Hyperactivity Disorder and Autism (Clinical symptoms and causes) | Understanding the concept of ADHD and Autism | PPT, Videos, group discussion and Case Studies | To distinguish among various Childhood Disorders. | -Assess the different types of personality disorders. | |
| | Mental retardation: Concept, Types, Causes and Prevention. | Understanding the concept of Mental Retardation | PPT, Videos, group discussion and Case Studies | | | |


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SOPHIA GIRLS' COLLEGE, AJMER (AUTONOMOUS)
PSYCHOLOGY PRACTICALS (PAPER III) (PSY- 603)

B.A I (SEMESTER VI)

Max. Marks: 50(40Ext; 10 Int)

Min Marks: 20(16 Ext;4 Int)

Credit: 02

COURSE PLAN

| SEM Month | UNIT/TOPIC | Concepts/facts | Teaching Pedagogy | Learning Outcomes | Questions | Marks Weightage (%) |
|-------------------------|---|---------------------------------|------------------------|--|---|--|
| SEM VI DEC.- JAN. | 1. Research Project: <ul style="list-style-type: none">Take up a short project (individually or jointly) on the issue of their interest under the supervision of the teacher.The research done can be either empirical or data based. | Concept of research methodology | Lecture and Discussion | To design and conduct a mini research. | <u>Knowledge Based</u> Practical File Work <u>Understanding Based</u> Summarize the elements of the empirical research done. <u>Higher Order Thinking Skills Based</u> - Interpret the results acquired | Knowledge--40 Understanding-35 Higher Order-25 |



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| FEB. | <ul style="list-style-type: none">Follow a methodological approach (experimental / survey / observation / use of secondary data). | | | | by the administration of research. | |
| MARCH- APRIL | Write a report. | | | | - Discuss the limitations and applications of the research undertaken. -Viva Voce | |

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SOPHIA GIRLS' COLLEGE, AJMER (*AUTONOMOUS*) COURSE PLAN

2018-19

Department of English

Ms. Yashasvini Rathore

COURSE PLAN

| SEM Class Month | PAPER, UNIT and TOPIC | Concepts/facts | Teaching Pedagogy | Learning Outcomes | Questions |
|---------------------------------|---|-----------------------------|----------------------|--|---|
| SEM IV M.A Final December | 401 Principles of Criticism – II UNIT I Sigmund Freud- The Structure Of The Unconscious | Psychoanalytic criticism | Discussion | Infer the basic principles of criticism. Examine the literary text critically on the basis of the theories of the | <u>Knowledge Based</u> -What is id? <u>Understanding</u> <u>Based</u> -Compare the different defence mechanisms using examples. <u>Higher Order</u> <u>Thinking Skills</u> <u>Based</u> -Critically evaluate the concept of |

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| | | | | prominent critics. | Oedipus Complex. |
| SEM II M.A Previous January | 204 19 th Century Prose and Fiction – II UNIT II Jane Eyre by Charlotte Bronte | Psychological Novel, Feminist fiction, 19 th century fiction. | Quiz, Lecture and Discussion | Develop critical thinking while analyzing texts. | <u>Knowledge Based</u> -What are the pseudonyms of the Bronte sisters? <u>Understanding Based</u> -Compare the different female characters of the novel Jane Eyre. <u>Higher Order Thinking Skills Based</u> -Critically evaluate the work as a psychological novel. |
| SEM II Eng Hons February and March | 204 19 th Century Prose and Fiction – II UNIT III Jane Eyre by Charlotte Bronte Literary term- Gothic Novel | Psychological novel, Gothic fiction | Lecture and Quiz | To distinguish between historical, regional and gothic novel. To compare | <u>Knowledge Based</u> -Describe the characteristics of gothic novels. <u>Understanding Based</u> -Compare the different female characters of the |



SEM VI
Eng. Hons
Paper 604
March

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604 English Literary
History – II
Unit III
Stream of Consciousness and
Psychological Novel

Modernism,
Influence of
psychology

Classroom
activity using
music

and contrast
the literary
and stylistic
devices
exploited in
Thomas
Hardy's and
Charlotte
Bronte's
fiction.

novel Jane Eyre.
Higher Order
Thinking Skills
Based
-Critically evaluate
the work as a
psychological
novel.

Identify the
major literary
trends of the
ages
prescribed in
the syllabus.

Knowledge Based
-Describe the
characteristics of
psychological
novels.
Understanding
Based
-Compare the
different works
which use the
technique of stream
of consciousness.

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