

## SEMESTER - I

## ADVANCED STATISTICS

## 1. Course Description

Programme: MSc.

Max. Hours: 45

Course Code: P24/PSY/DSC/102

Hours per week:03

Course Type: DSC

Max. Marks: 100

No. of credits:03

## 2. Course Objectives

- To understand various statistical techniques, including NPC, hypothesis testing, parametric and nonparametric methods, correlation and regression analysis, and multivariate analysis.
- They will gain proficiency in applying these techniques to analyze data, interpret results, and draw meaningful conclusions in different research and practical contexts.
- students will be taught to select appropriate statistical techniques to analyse and interpret data using SPSS.

## 3. Course Outcomes

On completion of the course the student will be able to:

CO1: Evaluate the characteristics, computations and applications of NPC and understand the logic and application of hypothesis testing. Students will be able to understand, analyse, apply and interpret parametric and nonparametric statistical techniques. **(UNDERSTAND, ANALYZE, APPLY)**

CO2: understanding of the concept, usage, assumptions of correlation and regression and Analyze the assumptions underlying correlation and regression analyses and assess their validity in different contexts. **(UNDERSTAND, ANALYZE, APPLY)**

CO3: Understand the different types of multivariate analysis techniques and their applications in statistical research and apply computational techniques in SPSS to conduct MANOVA and factor analysis. **(UNDERSTAND, ANALYZE, APPLY)**

*Anique*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

DEPARTMENT OF PSYCHOLOGY, ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

## 4. Course Content

**MODULE I: NORMAL PROBABILITY CURVE & INFERENCE STATISTICS****(16 hrs)**

Normal Probability Curve: Meaning & Importance of the Normal Distribution, Properties of NPC

Importance of Normal Curve in Psychological Research, Computation of problems in NPC

Hypothesis: Types, Hypothesis testing & Level of significance

Parametric Statistics: Multi-group differences: Meaning, assumptions and computation & Interpretation of One Way ANOVA and Two-way ANOVA

Non-Parametric Statistics: Meaning, assumptions and computation & Interpretation of Chi Square test - goodness of fit and independence; Phi coefficient, Median Test, Mann-Whitney U test; Wilcoxon sign-rank test; Kruskal Wallis Test

**MODULE II: CORRELATION, REGRESSION & PREDICTION****(15 hrs)**

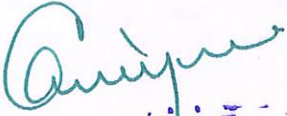
Correlation: Meaning, assumptions and computation & Interpretation of Bi-serial and Point-bi-serial correlation, Tetra-choric, Partial and Multiple Correlation


Regression: Concept of Regression Lines & Regression Equation, Computation and Assumptions of Simple Linear Regression, Understanding Accuracy of Prediction from Regression Equations, Multiple Regression & Prediction

**MODULE III: MULTIVARIATE ANALYSIS & FACTOR ANALYSIS USING SPSS****(14 hrs)**

Meaning, assumptions and computation & Interpretation of MANOVA using SPSS


Factor Analysis: General purpose and description, Methods- Centroid method, extraction and rotation; Exploratory & Confirmatory; Demonstration of Factor Analysis with the help of a standardized Psychological Test using SPSS; Advantages & Limitations of Factor Analysis


  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

**5. References**

1. Mangal, S.K. (2004). Statistics in Psychology & Education, New Delhi Prentice Hall of India Pvt. Ltd 4th Edition.
2. Ferguson, G.A. (1971). Statistical Analysis in Psychology & Education. New Delhi Mc Graw Hill.
3. Mohanty, B. and Misra, S. (2016). Statistics for Behavioural and Social sciences. Sage Publications.
4. Garrett, H.E. (2004). Statistics in Psychology & Education. Delhi: Paragon International.
5. Mc Guigan, F.J. (1999). Experimental Psychology: Methods of Research (5th ed.). New Delhi Prentice Hall of India Pvt. Ltd.
6. Kerlinger, N (1996). Foundations of Behavioural Research. Prentice Hall of India.
7. Anastasi, A & S. Urbina (1997). Psychological Testing (7th ed.). Pearson Education, Delhi.
8. Singh, A.K. (1997). Test, Measurement & Research Methods in Behavioural Sciences. Patna Bharathi Bhavan Publishers & Distributors
9. Kothari, C. R. (2004). Research Methodology, Methods and Techniques (2nd ed.). New Age International (P) Ltd.
10. Anastasi, A. (2005). Psychological Testing. Pearson Education Pvt. Ltd., Delhi.
11. Guilford, J.P (1989). Psychometric Methods. Tata Mc Graw Hill Publishing Co. Ltd. New Delhi.
12. Broota, K.D (1992). Experimental Designs in Behavioural Research. New Delhi.

  
**HEAD**  
Department of Psychology  
Univ. College of Arts & SS  
OSMANIA UNIVERSITY  
Hyderabad-500 007

  
**Chairperson**  
Board of Studies in Psychology  
Osmania University,  
Hyderabad - 500 007

## 6. Syllabus Focus

## a) Relevance to Local, Regional , National and Global Development Needs

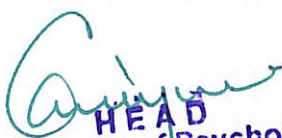
Local /Regional/National /Global Development Needs	Relevance
National/ Global	Students can use different statistical methods to analyze data on different psychological concepts and utilize the data in developing intervention programs tailored for various National/ Global organisations, education system, healthcare, and social welfare etc.
Global	Prediction statistics are essential for global health organizations in predicting health emergencies. This enables coordinated responses, international collaboration, and resource mobilization to combat global health threats and protect vulnerable populations worldwide.


*Anjane*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## b) Components on Skill Development/Entrepreneurship Development/Employability

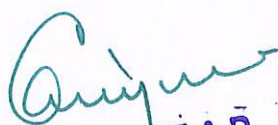
SD/ED/EMP	Syllabus Content	Description of Activity
SD - Problem solving, Analytical skills	Module I, II & III	Students will be presented with various sums and theories and its assumptions which will help them develop ability to develop skills in interpreting data and understanding the usage of various concept in research and statistics
SD - Problem solving, Analytical skills	Module III: Multivariate Analysis & Factor Analysis Using SPSS	Students will be given sums and assignments wherein they use statistical software to conduct Multivariate Analysis and Factorial Analysis
EMP	Module I, II & III	Students will be given different research assistant position opportunities in different organisation if they have developed skills of Analysing data


  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Seminar and workshops - conducting workshop on Multivariate Analysis and Factorial Analysis using SPSS in Psychology
2.	Problem solving	Homework sums - students will be given sums to analyze and interpret the data using the data given.
3.	Experiential Learning	Flipped classroom - students will be divided into groups and have a flipped classroom session in explaining Importance of Normal Curve in Psychological Research, Hypothesis: Types, Hypothesis testing & Level of significance , Meaning & Assumptions on Parametric & Non-Parametric statistics
4	Experiential Learning	Students will be divided into groups where Interactive Classroom games/Quiz will be conducted on theoretical concepts from Module I , II & III

  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 - Internal Assessment CIA 2 - Homework sums	Written Exam
CO2	CIA 1 - Internal Assessment / CIA 2 - Homework sums	
CO3	CIA 2 - Skill Test	

*Anirudh*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
**OSMANIA UNIVERSITY**  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## b) Model Question Paper- End Semester Exam

## ADVANCED STATISTICS

Paper Code: P24/PSY/DSC/102

Max: Marks: 60

Credits: 03

Time: 2 1/2 hrs

## SECTION – A

Answer the following

3 x 12= 36 M

1. a) Explain the concept of Type I and Type II errors in hypothesis testing and their implications.
- b) A researcher wants to investigate the effect of three different fertilizers (F1, F2, and F3) on crop yield. The crop yield data (in tons per hectare) for each fertilizer are as follows:

Fertilizer -F1	5	6	7	8	9
Fertilizer -F2	4	5	6	7	8
Fertilizer -F3	3	4	5	6	7

From the above given question formulate appropriate null and alternative hypotheses. Analyze data using One way ANOVA to determine if there are any significant differences in mean crop yield among the three fertilizers and interpret its significance.

OR

2. a) Explain briefly how Mann-Whitney U test is different from t-test by giving an example
- b) Two Independent groups of rats ,one experimental group (E) having five rats, and one control group (C) having four rats were taken. The following are their learning scores. Test whether the previous training facilitated the performance. Analyze data using Mann Whitney U test .

E Scores	68	54	65	35	72
C Scores	80	60	43	41	

DEPARTMENT OF PSYCHOLOGY, ST.FRANCIS COLLEGE FOR WOMEN, HYDERABAD

*Anjane*  
 HEAD  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
 Chairperson  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

3. Explain why simple linear regression is called "simple" and how it differs from multiple linear regression. Given the following data for two tests:

History (X)    Civics (Y)

Mean = 25    Mean = 30

SD = 1.7    SD = 1.6

Coefficient of correlation  $r_{xy} = 0.95$

- (i) Determine both the regression equations.  
(ii) Predict the probable score in Civics of a student whose score in History is 40.  
(iii) Predict the probable score in History of a student whose score in Civics is 50

OR

4. a) Explain the concept of a contingency table and its role in calculating tetrachoric correlation coefficients.  
b) In order to seek correlation between adjustment and job success, the data were obtained in a 2x2 table. Analyze the given data using tetrachoric correlation.

	X-variable		
	Success	Failure	
Adjusted	25	35	60
Maladjusted	20	40	60
	45	75	

5. Explain why MANOVA is preferred over separate ANOVAs when analyzing multiple dependent variables simultaneously?

OR

6. Analyze the assumptions underlying EFA and CFA and discuss their implications for data analysis

*Anjuna*  
**HEAD**  
**Department of Psychology**  
**Univ. College of Arts & SS**  
**OSMANIA UNIVERSITY**  
**Hyderabad-500 007**

*P. Swathi*  
**Chairperson**  
**Board of Studies in Psychology**  
**Osmania University,**  
**Hyderabad - 500 007**

DEPARTMENT OF PSYCHOLOGY, ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

**SECTION -B**

Answer any 4 of the following

4 x6 =24 Marks

7. Explain the properties of the Normal Probability Curve.
8. Explain the difference between the Chi-square test for independence and the Chi-square test for goodness of fit.
9. Describe the assumptions underlying multiple correlation analysis.
10. Explain the difference between simple regression and multiple regression.
11. Describe the key assumptions underlying MANOVA
12. Explain how the choice of extraction method and rotation technique can impact the results and interpretation of factor analysis.

**c)Question Paper Blueprint**

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
I	16	CO1	2	12	2	6
II	15	CO2	2	12	2	6
III	14	CO3	2	12	2	6

**9. CO-PO Mapping**

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1,2,3	Understand, Analyze, Apply	16
2	1,2,3	Understand, Analyze, Apply	15
3	1,2,3	Understand, Analyze, Apply	14

*Anil Kumar*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

DEPARTMENT OF PSYCHOLOGY, ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

## SEMESTER I

## ESSENTIALS OF PSYCHOLOGY

## 1. Course Description

Programme: M.Sc	Max. Hours: 45
Course Code: P24/PSY/DSC/101	Max. Mark: 100
Course Type: DSC	Hours per week: 3
No. of credits: 3	

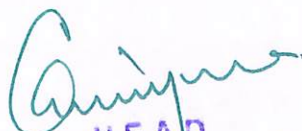
## 2. Course Objectives


- To understand the biological underpinnings of human behavior and consciousness.
- To understand and apply psychological principles of human functioning
- Students will be able to familiarize themselves with the basic fundamentals of the discipline of psychology

## 3. Course Outcomes

On completion of the course the student will be able to:

- CO1: Analyze & identify the intricate structure and functions of the nervous system, the roles of different brain regions and the endocrine system in influencing behavior and states of consciousness. **(ANALYZE, IDENTIFY)**
- CO2: Evaluate and apply theoretical and methodological approaches to sensation and perception, including psychophysical methods, theories of attention, and perceptual deficits, to analyze how sensory information is processed and interpreted. **(EVALUATE, APPLY, ANALYZE)**
- CO3: Evaluate & compare various theories that explain our motivated behaviors & related Emotion. **(EVALUATE)**

  
**HEAD**  
Department of Psychology  
Univ. College of Arts & SS  
**OSMANIA UNIVERSITY**  
Hyderabad-500 007

  
Chairperson, BOS (Psychology)  
Department of Psychology  
University College of Arts & Social Sciences,  
Osmania University, Hyderabad-500 007.

**4. Course Content****MODULE I: BIOLOGICAL BASIS OF BEHAVIOR AND STATES OF CONSCIOUSNESS** **15 Hrs**

Communication in the Nervous System - Structure & function of neuron, neurotransmitters  
 Organizational & Functional subdivisions of Nervous System - Central & Peripheral Nervous System  
 Structure & Function of different parts of the Brain  
 Endocrine System  
 States of Consciousness - Sleep & waking cycles, Dreams, Meditation & Hypnosis

**MODULE II: SENSATION, ATTENTION AND PERCEPTION** **18 Hrs**

**SENSATION:** Nature & Characteristics of Sensation, Sensory Thresholds, Subliminal Perception  
**CLASSICAL PSYCHOPHYSICS:** Psychophysical Methods – method of limits, method of constant stimuli and method of average error  
**CONTEMPORARY PSYCHOPHYSICS:** Signal Detection Theory  
**LAWS OF PSYCHOPHYSICS:** Weber's Law, Fechner's Law, Steven's Power law  
**ATTENTION:** Theoretical approaches to perception: Kahneman's model of attention, Selective Attention - Filter Theories of attention: Broadbent's theory, Triesman's attenuation theory, Deutsch and Deutsch's Laté selection model, Schneider & Schiffrin's Automated vs. Controlled Processing, Triesman's Feature Integration Theory  
 Attention & Habituation,  
 The Neurocognition of Attention  
**PERCEPTION:**  
 Theoretical approaches to Perception: Bottom up and Top down theories, Synthesizing Bottom up and Top down approaches  
 Deficits in perception – Agnosias: Apperceptive, Associative; Visual agnosias: Integrative, Spacial, Prosopagnosia, Color, Akinetopsia, Achromatopsia

*Anirudh*  
 HEAD

DEPARTMENT OF PSYCHOLOGY  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*

Chairperson, BOS (Psychology)  
 Department of Psychology  
 University College of Arts & Social Sciences,  
 Osmania University, Hyderabad-500 007  
 ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

**MODULE III: MOTIVATION & EMOTION****12 Hrs**

**MOTIVATION:** Theoretical approaches to Motivation – Instinct Theory, Incentive Theory, Drive Theory, Arousal Theory, Psychogenic Needs Theory, Freud’s Psychoanalytical Theory, Maslow’s Humanistic Theory, Biological Drives

**EMOTION:** Historical Theories of Emotion – James-Lange, Cannon-Bard, Schachter–Singer, Lazarus, Emotional Expression and Regulation: Facial feedback hypothesis, Biological basis of Emotion, Measuring emotions

**5. References**

1. Feldman, R. S. (2005). Understanding Psychology. McGraw-Hill Higher Education
2. Parameswaran, E.G. & Beena, C. (2007). Invitation to Psychology. Hyderabad. Neelkamal Publications.
3. Gallotti, K. M. (2000). Cognitive Psychology in and out of the laboratory. (2nd Ed). Wadsworth Publishing Company.
4. Sternberg, R. S.(1999).Cognitive Psychology. Harcourt Brace College Publishers.
5. Baron, R. A. (2001). Psychology. New Delhi: Pearson Education Pvt. Ltd.
6. Morgan, C. T., King, R. A., Weisz, J. R. and Schopler, J. (1986). Introduction to Psychology. McGraw-Hill Book Co.
7. Matlin, M.W.(1995).Cognition(3<sup>rd</sup>ed).A Prism Indian Edition.
8. Reed, S. K (1988). Cognition: Theory and Applications (3rd Ed). California:Brooks/Cole, Pub. Co.
9. Groome, D. (1999). An Introduction to Cognitive Psychology, Processes & Disorders.
10. Goldstein, E. B. (2010). Sensation and Perception. (8th Ed). (E-Book)
11. Griffith, C. R. (2010). An introduction to applied psychology, New York, NY, US: MacMillan Co.
12. Oskamp, S. (1984). Applied social psychology. Prentice Hall.

*Amir*

HEAD  
Department of Psychology  
DEPARTMENT OF PSYCHOLOGY, ST.FRANCIS COLLEGE FOR WOMEN, HYDERABAD  
OSMANIA UNIVERSITY  
Hyderabad-500 007

*P. Gowth*

Chairperson, BOS (Psychology)  
Department of Psychology  
Department of Arts & Social Sciences,  
Osmania University, Hyderabad-500 007.

DEPARTMENT OF PSYCHOLOGY, ST.FRANCIS COLLEGE FOR WOMEN, HYDERABAD

**Additional Reading:**

Neurofeedback therapy, Brainspotting Therapy.

**PRE-READS:**

Perceptual Organisation, Constancies, Distance & Depth, Movement, Visual illusions

**6. Syllabus Focus****a) Relevance to Local, Regional, National and Global Development Needs**

<b>Local /Regional/National /Global Development Needs</b>	<b>Relevance</b>
Local	It is relevant for mental health awareness & support, contributing to the well-being of individuals in the community.
Regional	It can aid teachers in tailoring their teaching methods to the student's sensory & attentional requirements & build on researches to detect any neurological deficiencies
National	It can help in forming healthcare policies & support for addressing issues related to emotional or physical trauma, addiction, disorders etc.
Global	Global health programs can benefit from psychological insights on sensation, perception, attention & personality factors - having more effective interventions targeting problems like substance abuse, disease prevention & mental health stigmas to design user friendly interfaces that accommodate various cognitive processes, fostering inclusivity on a global level

*Anirudh*

HEAD

DEPARTMENT OF PSYCHOLOGY  
Univ. College of Arts & SS  
OSMANIA UNIVERSITY  
Hyderabad-500 007


*P. Gowth*


Chairperson, BOS (Psychology)  
Department of Psychology  
Department of Arts & Social Sciences,  
Osmania University, Hyderabad-500 007.

DEPARTMENT OF PSYCHOLOGY, ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD - Understand	MODULE I	Students can come up with Case studies that help understand the importance of neural communication through a few - neurological disorders, impact of specific drugs on the nervous system etc.
SD - Analyze	MODULE II	Students can enlarge their research skills by analyzing researches that explore areas of sensation, attention & perception & how they impact one's personal performance in various fields.
EMP - Apply	MODULE III	Students can do Presentations using these theories on motivation & emotion to see how employee engagement can be enhanced at the workplace.

  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

  
 Chairperson, BOS (Psychology)  
 Department of Psychology  
 University College of Arts & Social Sciences,  
 Osmania University, Hyderabad-500 007.

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Presentation	Students can do Presentations using these theories on assigned topics to see how employee engagement can be enhanced at the workplace.
2.	Role plays	Based on a few core concepts, students can enact certain structures or functions related to the topic.
3	Case studies	Students can come up with Case studies that help understand the importance of neural communication through a few - neurological disorders, impact of specific drugs on the nervous system etc.

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill Test	Written Exam
CO2	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill test & Assignment	
CO3	CIA - 2 = Presentation	

*Anirudh*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMAVIA UNIVERSITY  
 Hyderabad-500 007

*P. Gwalther*  
 Chairperson, BOS (Psychology)  
 Department of Psychology  
 University College of Arts & Social Sciences,  
 Osmania University, Hyderabad-500 007.

## b) Model Question Paper- End Semester Exam

## ESSENTIALS OF PSYCHOLOGY

Code: P24/PSY/DSC/101

Max Marks: 60

Credits: 3

TIME: 2<sup>1/2</sup> Hrs

## SECTION –A

Answer the following

3 x 12 =36 M

1. What is the main process of communication between two neurons?

OR

2. What are the important structural components of Brain?
3. How would you contrast the three classical psychophysics methods used in studying sensation?

OR

4. What is Perception? Discuss the important principles of perceptual organization?
5. How can you explain Abraham Maslow's theory of motivation?

OR

6. What is emotion? Briefly discuss the physiological changes that occur in a person during emotional arousal.

## SECTION – B

Answer any FOUR

4 x 6 = 24 M

7. How would you explain the Peripheral Nervous System?
8. What is Meditation and Hypnosis?
9. How is Subliminal Perception processed?
10. How would you explain Visual agnosia?
11. What can you say about Instinct theory of motivation?
12. How would you describe the Facial feedback hypothesis?

*Anirudh*  
 HEAD  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
 Chairperson, BOS (Psychology)  
 Department of Psychology  
 University College of Arts & Social Sciences,  
 Osmania University, Hyderabad-500 007.

DEPARTMENT OF PSYCHOLOGY, ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

**SEMESTER - I****EXPERIMENTAL PSYCHOLOGY & IT APPLICATIONS****1. Course Description**

Programme: M.Sc.

Max. Hours: 120

Course Code: P24/PSY/DSC/101/P

Hours per week: 8

Course Type: DSC

Max. Marks: 100

No. of credits: 4

**2. Course Objectives**

- To provide students with knowledge and hands-on experience that will build their proficiency in designing and conducting experiments on psychological phenomena.
- To develop students' ability to apply scientific reasoning in the interpretation of psychological phenomena.

**3. Course Outcomes**

On completion of the course the student will be able to:

CO1: Demonstrate an understanding of the major concepts, theoretical perspectives and historical trends in experimental psychology and analyze related empirical findings.

CO2: Integrate theoretical knowledge and practical training to analyze, interpret and report experimental data scientifically.

CO3: Effectively communicate scientific findings through detailed reports on conducted experiments, fostering strong scientific communication and documentation skill

*Signature*  
**HEAD**  
Department of Psychology  
Univ. College of Arts & SS  
OSMANIA UNIVERSITY  
Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
Board of Studies in Psychology  
Osmania University,  
Hyderabad - 500 007

#### 4. Course Content

##### Part A – Practicals:

Students will conduct and report 5 experiments from Part A

1. Reaction Time
2. Lifted Weights
3. Judgement of emotions
4. Stroop effect
5. Zeigarnik Effect
6. Non-Verbal Tests of Intelligence – Koh's Block Design/Porteus Maze Test/Revised Bhatia Short Battery of Performance Test of Intelligence for Adults
7. Experiments on Learning – Paired Associate/Retroactive Inhibition
8. Thurstone's Method of Comparative Judgment
9. Social Motives Test
10. Computer based Cognitive Psychology Experiments

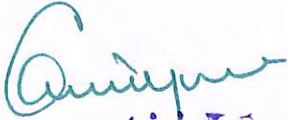
##### Part B – Demonstration:


Demonstration of 2 tests will be provided from Part-B and students will prepare reports for the same.

1. Wechsler's Memory Scale
2. Wechsler's Adult Intelligence Scale (WAIS)
3. Bio Feedback (Demo by an identified institution)

##### Part C – Quantitative Analysis using Statistical Software:

Students will compute the following statistical tests on hypothetical data sets using SPSS and Jamovi and report the findings – Descriptive statistics; Correlational Analysis & Regression; Inferential Statistics – t-test and F test.

  
**HEAD**  
Department of Psychology  
Univ. College of Arts & SS  
OSMANIA UNIVERSITY  
Hyderabad-500 007

  
**Chairperson**  
Board of Studies in Psychology  
Osmania University,  
Hyderabad - 500 007

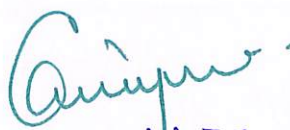
### 5. References


1. Rajamanickam, M. (2005). *Experimental Psychology: With Advanced Experiments*. Concept Publishing Company.
2. McGuigan, F.J. (1983). *Experimental Psychology: Methods of Research (4<sup>th</sup> ed.)*. New Delhi: Sage Publications. Prentice Hall Inc.
3. Chaube, S.P. (1985). *Experimental Psychology*. Lakshmi Narain Agarwal Educational Publishers.
4. Hussain, A. (2014). *Experimental Psychology*. PHI Learning Pvt. Ltd.

### 6. Syllabus Focus

- **Relevance to Local, Regional, National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
Local	The course enables students to conduct experiments and statistical analyses, fostering critical thinking skills and research capabilities and contributing to the understanding of mental health assessment within the community.
National	To cater to national development needs, the course includes demonstrations of widely-used psychological assessments such as the Wechsler's Memory Scale and WAIS, preparing students to contribute to national efforts in psychological assessment and intervention.

  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

  
**Chairperson**  
 Board of Studies in Psychology,  
 Osmania University,  
 Hyderabad - 500 007

• Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD - Critical thinking and problem solving	Part A, Part B and Part C	Data analysis exercises – Students will analyze datasets using statistical software like SPSS or Jamovi, interpret the results, draw conclusions based on their findings and prepare comprehensive reports. Hands-on-experimentation – Students will conduct experiments in a lab setting allowing them to practice setting up apparatus, collecting data, and troubleshooting issues. Group Projects: Students will collaborate to collect and analyze data and prepare, thereby promoting teamwork and project management skills.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Experiments - Students conduct experiments on various psychological processes including reaction time, neuropsychological functioning, creativity, stroop effect, performance intelligence and the like.
2.	Experiential Learning	Presentations & Charts - Students were divided into small groups. Each group is asked to identify 2 famous experiments/studies in the field of psychology. They prepare charts and do presentations on the 2 experiments/studies selected. Students should include the theoretical background, research design, limitations and applicative value of the same.

DEPARTMENT OF PSYCHOLOGY, ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD




*Animesh*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007


*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania Univ. rsity,  
 Hyderabad - 500 007


## 8. Course Assessment Plan

## • Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA – 40%	End Semester Examination – 60%
1. Record 2. Statistical analysis of hypothetical data using SPSS and Jamovi	1. Conduction – 20 M 2. Written Exam – 30 M 3. Viva – 10 M

Prepared by	Checked & Verified by	Approved by
 <b>Dr. Nandini Sanyal</b> Faculty-in-Charge	 <b>Dr. Nandini Sanyal</b> HoD	 <b>Dr. Uma Joseph</b> Principal

  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

**SEMESTER I****POSITIVE PSYCHOLOGY****1. Course Description**

Programme: M.Sc

Max. Hours: 45

Course Code: P24/PSY/DSC/104

Max. Mark: 100

Course Type: DSC

Hours per week: 3

No. of credits: 3

**2. Course Objectives**

- To gain a comprehensive understanding & practical application of positive psychology in a diverse setting
- To acquire practical skills to identify & measure personal strengths, empowering individuals to navigate life challenges in both personal & professional spheres.


**3. Course Outcomes**


On completion of the course the student will be able to:

CO1: Demonstrate a thorough understanding of the historical & philosophical perspectives of positive psychology & apply this knowledge to assess its practical implications in diverse cultural & societal contexts. **(UNDERSTAND)**

CO2: Proficiently identify, measure & assess personal strengths & foster resilience, demonstrating enhanced ability for self-regulation. **(ANALYZE)**

CO3: Students will have an enriched awareness of self-development & prosocial behaviors & cultivate these in flourishing relationships in personal & social contexts. **(DEMONSTRATE)**

  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

**4. Course Content****MODULE I: POSITIVE PSYCHOLOGY - Past, Present and Future 12 Hrs**

Emergence of Positive Psychology

Eastern and Western Perspectives on Positive Psychology.

Classifications and Measures of Strengths & Positive Outcomes.

Applications of Positive Psychology – Children, Aged, Education, At Work.

Putting Positive Psychology in a Multicultural Context

Current Research Trends

**MODULE II: IDENTIFYING AND MEASURING STRENGTHS 17 Hrs**

Definition, Origin, Neurobiology, Measurement of - Self-efficacy & Its Influence in Life Arenas;

Optimism & Learned Optimism & Its Predictions; Hope & its impact in current times

Resilience - Definition, Sources of resilience in children & adulthood;

Self-Regulation - Control theory, Self-Discrepancy Theory, Planning for Self-regulation success,

Goals that create Self-regulation Problems

Positive environments - Positive environments: Relationships , Schooling, Workplace, Communities, Youth.

**MODULE III: PROMOTING POSITIVE SELF & PROSOCIAL BEHAVIOUR 16 Hrs**

Pleasure: Understanding Positive Affect, Positive Emotions,

Happiness & Well-Being

Mindfulness, Flow & their benefits

Authenticity

Altruism- Definition, Empathy & Egotism as portals to altruism, cultivating altruism, societal implications

Gratitude - Definition, Cultivations, Societal Implications

Forgiveness - Definition, Cultivations, Societal Implications

Interpersonal attraction - Love & Flourishing Relationships

An overview on Interventions in the field of positive Psychology: Gratitude Intervention, Empathy PPIs, Optimism Intervention.

DEPARTMENT OF PSYCHOLOGY

HEAD  
Department of Psychology  
Univ. College of Arts & SS  
OSMANIA UNIVERSITY  
Hyderabad-500 007

Chairperson  
Board of Studies for Women, Psychology  
Osmania University,  
Hyderabad - 500 007

## 5. References

1. Snyder, C.R., Lopez, S. J.& Pedrotti, T. (2011). Positive Psychology. The Scientific & Practical Explorations of Human Strengths (2nded). New Delhi: SAGE Publications India Private Limited.
2. Snyder, C.R., Lopez, S. J. (2002). Handbook of Positive Psychology. Oxford University Press.
3. Hefferson, K. & Boniwell, I. (2011). Positive Psychology: Theory, Research & Applications. McGraw-Hill Education, NY.
4. Weiten, W. & Lloyd, M.A. (2004). Psychology Applied to Modern Life – Adjustment in the 21st century. Singapore: Thompson Wadsworth.
5. Csikszentmihalyi, M. & Csikszentmihalyi, I.S. (2006). A Life Worth Living: Contributions to Positive Psychology. Oxford University Press
6. Lopez, S. J. (2009). The Encyclopedia of Positive Psychology. Blackwell Publishing Limited, U.K
7. Carr, A. (2004). Positive Psychology: The Science of Happiness & Human Strengths. Brunner-Routledge, NY.
8. Seligman, M.E.P. (2002). Authentic Happiness. New York: Free Press.
9. Peterson, C. (2006). A primer in Positive Psychology. New York, Oxford University Press.
10. Myers, D. G. (1992). The pursuit of Happiness: Discovering the path to fulfillment, wellbeing and enduring personal joy. New York: Avon
11. Steve and Marie (2014). Positive Psychology. Pearson Education India.

*Quinny*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## 6. Syllabus Focus

## a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Help build stronger & resilient communities by promoting positive emotions, relationships, behaviors, strategies for enhancing self-efficacy, optimism, and resilience within local schools, workplaces, and communities can foster a sense of belonging and social support, which are essential for mental health and community well-being.
Regional	By sharing best practices and culturally sensitive approaches to promoting well-being can strengthen regional mental health systems and support networks.
National	Formulate policies and initiatives aimed at promoting mental health, resilience, and social cohesion, by identifying and measuring strengths and positive outcomes for national programs targeting areas such as education, healthcare, and community development.
Global	Globally, by examining current research trends and applications of Positive Psychology across different cultures, on human flourishing and resilience, cultivating traits like empathy, gratitude, and forgiveness.

*Anirudh*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/ EMP	Syllabus Content	Description of Activity
SD - Relate & Apply	Module I Positive psychology - past, present and future	A talk session can be held for the students where they can be given an opportunity to interact with professionals who have successfully applied positive psychology concepts in various fields asking questions & gain insights on their career goals.
SD - Assess & Apply	Module II Identifying and measuring strengths	Students can be given a strengths assessment scale in class where they can self-reflect & assess their own strengths & see where they stand & what areas they feel they need to work on. A class discussion can help them understand how these strengths can contribute in their effective teamwork & collaboration in a professional setting.
EMP - Create & Infer	Module III Promoting positive self & prosocial behaviour	A team building exercise (create scenarios) can be conducted with a focus on prosocial behavior - empathy, communication, gratitude, forgiveness & mutual support.

*Aniyu*

**HEAD**  
Department of Psychology  
Univ. College of Arts & SS  
OSMANIA UNIVERSITY  
Hyderabad-500 007

*P. Swathi*

**Chairperson**  
Board of Studies in Psychology  
Osmania University,  
Hyderabad - 500 007

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Interactive Classroom games/Quiz	A talk session can be held for the students where they can be given an opportunity to interact with professionals who have successfully applied positive psychology concepts in various fields asking questions & gain insights on their career goals.
2.	Role plays	A team building exercise (create scenarios) can be conducted with a focus on prosocial behavior - empathy, communication, gratitude, forgiveness & mutual support.
4	Group Discussion	Students can be given a strengths assessment scale in class where they can self-reflect & assess their own strengths & see where they stand & what areas they feel they need to work on. A class discussion can help them understand how these strengths can contribute in their effective teamwork & collaboration in a professional setting.

*Anirudh*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

### 8. Course Assessment Plan

#### a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill Test	Written Exam
CO2	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill test & Assignment	
CO3	CIA - 2 = Presentation	

*Amira*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
**OSMANIA UNIVERSITY**  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## b) Model Question Paper- End Semester Exam

## POSITIVE PSYCHOLOGY

Code: P24/PSY/DSC/104

Max marks: 60

Credits: 3

TIME: 2<sup>1/2</sup> Hrs

## SECTION –A

## I. Answer the following

3 x 12 =36 M

1. How would you explain the eastern and western perspectives on positive psychology?

OR

2. How is positive psychology applied in special populations and settings?

3. Describe resilience and self-regulation.

OR

4. Explain childhood antecedents and measurement of learned optimism. What does learned optimism predict?

5. What can you say about mindfulness and its benefits?

OR

6. How can forgiveness be cultivated? Write about the measurement of forgiveness.

## SECTION – B

## II. Answer any FOUR

4 x 6 = 24 M

7. Describe positive psychology in a multicultural context.

8. Describe any two measures of strengths and positive outcomes.

9. What is the origin and influence of self-efficacy?

10. What is Hope?

11. How would you explain Emotional Intelligence?

12. How would you define and cultivate gratitude?

*Animesh*  
 HEAD  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANI UNIVERSITY  
 Hyderabad-500 007

*P. Gowth*  
 Chairperson, BOS (Psychology)  
 Department of Psychology  
 College of Arts & Social Sciences,  
 Osmani University, Hyderabad-500 007.

**SEMESTER - I****SELF AWARENESS****1. Course Description**

Programme: MSc. Applied Psychology

Max. Hours: 120

Course Code: P24/PSY/DSC/103/P

Hours per week: 8

Course type: DSC

Max. Marks: 100

No. of credits: 04

**2. Course Objectives**

- Develop students' capacity for introspection and self-reflection.
- Enable students to use standardized assessments for a deeper understanding of their emotional responses, coping mechanisms, and interpersonal dynamics.
- Improve students' critical analysis and communication abilities in the context of self-awareness and personal development.

**3. Course outcomes**

On completion of the course the student will be able to:

- CO1: Students will demonstrate an advanced capacity for introspection, as evidenced by their adept use of life mapping, autobiographical writing, journaling, and reflective practice to deepen self-awareness and personal insight. **(KNOWLEDGE, ALLPY)**
- CO2: Students will exhibit proficiency in utilizing standardized assessments, to gain a comprehensive understanding of their emotional responses, coping mechanisms, and interpersonal dynamics. **(KNOWLEDGE, APPLY)**
- CO3: Students will showcase advanced critical analysis skills through the evaluation of self-help books and videos, and communicate key insights fostering advanced critical thinking and effective communication capabilities. **(ANALYSE, APPLY)**

*Anirudh*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
**OSMANIA UNIVERSITY**  
 Hyderabad - 500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

DEPARTMENT OF PSYCHOLOGY, ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

#### 4. Course Content

Students will take up 10 self-awareness activities that help facilitate introspection, self reflection and a deeper understanding of self.

Activities for self-exploration:

1. Life map: Depiction of key formative events and influences in creative non-verbal ways presented in the form of a chart.
2. Autobiography: In-depth description of entire life history till the present with emphasis on people and events which shaped the student.
3. Personal Journal-private written record of thoughts, feelings and experiences.
4. Reflective Practice workbook - contains prompts, exercises, questions, and activities tailored to guide individuals through a systematic process of reflection.
5. Growth map: visual representation of personal growth achieved in the semester – actions and strategies that were implemented and worked, changes observed

Standardised questionnaires for self-understanding:

6. Locus of Control
7. Self-Compassion Scale
8. Mindfulness Attention and Awareness Scale & Activity
9. Rathus Assertiveness Scale
10. Johari Window

Review of Existing Books and Videos to promote self-awareness.

11. Book Review - One book review from a list of books given, analysed against themes, characters which had an impact, and favourite quotes or excerpts from the books (written and presented).
12. Video Review - Two video reviews based on suggested TED Talks analysed to highlight key takeaways in the form of a written handout.

*Anirudh*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## 5. References

1. Neff, K. D. (2003). The development and validation of a scale to measure self-compassion. *Self and Identity*, 2(3), 223-250.
2. Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1-28.
3. Luft, J., & Ingham, H. (1955). The Johari window: a graphic model of interpersonal awareness. *Proceedings of the western training laboratory in group development*, 1, 1961.
4. Carver, C. S. (1997). You want to measure coping but your protocol's too long: Consider the Brief COPE. *International Journal of Behavioral Medicine*, 4(1), 92-100.
5. Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822-848.

## 6. Syllabus Focus

### a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Encourages individuals to recognize their strengths and weaknesses, address challenges and promote sustainable development.
Regional	Facilitates effective teamwork and communication allowing for the identification of shared values and common goals.
National	Contributes to informed policymaking, as leaders who understand themselves and create inclusive and equitable policies.
Global	Fosters empathy and cross-cultural understanding, essential for international cooperation.

DEPARTMENT OF PSYCHOLOGY, ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

*Anjane*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development Classroom Discussion	Life map 2. Autobiography 3. Personal Journal 4. Reflective Practice workbook Review of Existing Books and Videos.	Discussion of lifemap and narration of autobiography.  Prompts and questions given to facilitate self exploration Journaling and self-reflection.  Reviewing existing self-help books and videos helps develop the ability to synthesize information and learn.
Employability Questionnaire administration	Standardised questionnaires for self-understanding:	Administering, scoring, interpretation of questionnaires.

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative learning	Johari window – All the questionnaires are administered to the students. They discuss the inputs given to them by their friends
2.	Participative learning	Presentation – students present their life journeys in the form of a narrative and also in the form of a chart.
3.	Experiential learning	Reflective narratives – students reflect on their life and journal every week. They also answer questions that are given to them to facilitate reflection and gain awareness about themselves.


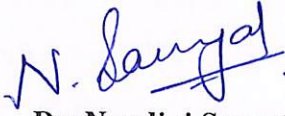

*Signature*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007


*Signature*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007


## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA -40%	End Semester Examination-60%
1. Skill test - 10 2. Record - 15 3. Book Review presentations - 10 4. Video Review submissions - 5	1. Presentations - 15 2. Viva: Further exploration of the students' level of self-awareness. } - 5 3. Submission: <ul style="list-style-type: none"> <li>• Life map - 15</li> <li>• Autobiography - 10</li> <li>• Personal Journal - 5</li> <li>• Reflective Practice workbook - 10</li> </ul>

Prepared by	Checked & Verified by	Approved by
 Ms. Geeta Faculty-in-charge	 Dr. Nandini Sanyal HoD	 Dr. Uma Joseph Principal

  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## SEMESTER I

## SOCIALIZATION

**1. Course Description**

Programme: M.Sc

Max. Hours: 30

Course Code: P24/PSY/OE/101

Max. Marks: 50

No. of credits: 2

Hours per week: 2

**2. Course Objectives**


- To develop an understanding of the formation and dynamics of the social self according to concepts of social identity, learned helplessness versus self-determination, locus of control, self-esteem motivation, self-serving bias, self-presentation, impression management, and resilience/emotional regulation.
- To explore theoretical approaches surrounding lifespan development according to Havighurst, Freud, Erikson, Piaget, Kohlberg, Skinner, Rogers and Maslow.


**3. Course Outcomes**

On completion of the course the student will be able to:

CO1: Students will gain a deep understanding of the individual and societal factors that influence in shaping the self-concept that contribute to the formation and maintenance of the social self. **(UNDERSTAND)**

CO2: Students will develop a comprehensive understanding of the major theoretical perspectives on human development across the lifespan, including psychosexual, psychosocial, cognitive, moral, and behavioral approaches, enabling them to critically analyze and apply these theories to real-world developmental phenomena and challenges. **(EXPLORE)**

  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

  
 Chairperson, BOS (Psychology)  
 Department of Psychology  
 University College of Arts & Social Sciences,  
 Osmania University, Hyderabad-500 007.

**4. Course Content****MODULE I: THE SOCIAL SELF****(15 Hrs)**

Socialization- Who makes the Self? Individual or society?

Introspection &amp; Social comparison

Social Identity

Learned helplessness versus self determination

Rotter's locus of control

Self esteem

Self serving bias

Self presentation: Assertiveness

Resilience and emotional regulation

Practical application through assessment - Learned helplessness, Self Determination, Locus of Control, Self-Esteem, Self-Presentation, Resilience.

**MODULE II: THEORETICAL APPROACHES OF DEVELOPMENT ACROSS THE LIFE SPAN****(15 Hrs)**

Significant facts about developmental changes to illustrate the meaning of development

Comprehensive Perspective on lifespan

Havighurst's developmental milestones during the lifespan


Hazards of the developmental stages of the life span


Psychosexual development- Freud

Psychosocial development by Erikson

Cognitive development- Piaget

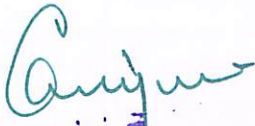
Practical application - Create a timeline depicting different developmental milestones &amp; stages across your lifespan, reflect on life experiences, hazards &amp; strategies.


  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007 ,

**5. Prescribed text books:**

1. Berk E. L. (2003). Child Development (6th ed). India, Prentice Hall.
2. Baron, R. A., Byrne, D. E., & Hopkins, Y. (1984). Social psychology: Understanding human interaction.
3. Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Book.
4. Hess, Markson, Stein, 1985, Third edition- Sociology
5. Duffy and Atwater, 2008, Eighth Edition- Psychology for Living
6. Hurlock, 1990, Developmental Psychology, A life Span approach
7. Santrock, 2008, Life span Development
8. Myers, 2005, Social Psychology
9. Snyder, Positive Psychology
10. Martin, G. N., Carlson, N. R., Buskist, W. (2010). Psychology

  
**HEAD**  
Department of Psychology  
Univ. College of Arts & SS  
OSMANIA UNIVERSITY  
Hyderabad-500 007

  
**Chairperson**  
Board of Studies in Psychology  
Osmania University,  
Hyderabad - 500 007

## 6. Syllabus Focus

## a) Relevance to Local, Regional, National and Global Development Needs

Local/ Regional/National/ Global Development Needs	Relevance
Local	To understand the dynamics of social self and developmental theories that help individuals better navigate and contribute to their local communities. Through socialization, self-esteem, and resilience, individuals can develop healthier relationships, contribute positively to local organizations, and address local challenges more effectively.
Regional	Provide insights into how cultural and societal factors influence individual development. By examining theories of development across the lifespan, individuals and policymakers can better understand regional disparities in education, healthcare, and social welfare and work towards more equitable regional development initiatives.
National	By understanding theories of cognitive, moral, and psychosocial development, policymakers can design more effective education curricula, mental health programs that cater to diverse needs of individuals at different stages of life.
Global	To understand human development, theories of development that transcend cultural boundaries individuals and organizations can promote global initiatives for education, human rights, and sustainable development that respect and accommodate cultural differences.

*Aniyan*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD - Apply	MODULE I The social self	Role-playing can be conducted with scenarios where students practice impression management and self-presentation in various social situations. Constructive peer feedback can boost student's self-esteem, motivation & locus of control
EMP - Analyze & Apply	MODULE II Theoretical approaches of development across the Life span	Case study analysis can be conducted where students apply developmental theories to understand and address challenges faced by individuals at different stages of the lifespan.

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1	Role plays	Role-play can be conducted with scenarios where students practice impression management and self-presentation in various social situations.
2	Case studies	Case study analysis can be conducted where students apply developmental theories to understand and address challenges faced by individuals at different stages of the lifespan.

*Anjuna*  
**HEAD**  
 Department of Psychology  
 St. Francis College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
 Chairperson  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

DEPARTMENT OF PSYCHOLOGY, ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

### 8. Course Assessment Plan

#### a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill Test & Assignment	Written Exam
CO2	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill test & Assignment	

*Signature*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## b) Model Question Paper- End Semester Exam

## SOCIALIZATION

Paper Code: P24/PSY/OE/101

Max: Marks: 30


Credits: 2


Time: 1 Hr

Answer any SIX questions

6 x 5 = 30

1. How would you explain the formulation of Self?
2. What is Social Identity?
3. What is Self-Esteem?
4. How would you describe Locus of Control?
5. What are the main hazards of developmental Stages?
6. What are the Psychosexual stages of development?
7. How would you describe Cognitive Development according to Piaget?
8. What can you recall about Havighurst's developmental milestones?

  
**HEAD**  
Department of Psychology  
Univ. College of Arts & SS  
OSMANIA UNIVERSITY  
Hyderabad-500 007

  
Chairperson, BOS (Psychology)  
Department of Psychology  
University College of Arts & Social Sciences,  
Osmania University, Hyderabad-500 007.

**SEMESTER - I****THEORIES OF PERSONALITY****1. Course Description**

Programme: M.Sc. Applied Psychology

Max. Hours: 45

Course Code: P24/PSY/DSC/103

Hours per week:3

Course Type: DSC

Max. Marks: 100

No. of credits: 3

**2. Course Objectives**

- To develop a comprehensive understanding of various personality theories
- To analyze and apply fundamental principles of various personality theories, identifying their unique contributions to understanding individual experiences and facilitating personal growth.

**3. Course Outcomes**

On completion of the course the student will be able to:

CO1: Demonstrate a comprehensive understanding of diverse personality theories, integrate psychoanalytical perspectives and modern applications in Short-term Psychodynamic Psychotherapy. **(KNOWLEDGE, ANALYSIS)**

CO2: Apply the knowledge of Behaviorism, Cognitive Theory and other essential concepts to analyze and understand human behavior and cognition in real-world scenarios. **(APPLY, ANALYSE)**

CO3: Illustrate a thorough understanding of humanistic and existential theories and use the knowledge to analyze, compare, and apply to assess individual experiences and personal growth. **(KNOWLEDGE, APPLY, ANALYSE)**

**4. Course Content**


**HEAD**  
 Department of Psychology  
 Urv. College of Arts & SS  
**OSMANIA UNIVERSITY**  
 Hyderabad-500 007



**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

DEPARTMENT OF PSYCHOLOGY, ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

**MODULE 1: BASICS OF PERSONALITY AND PSYCHODYNAMIC PERSPECTIVE****(15 HOURS)**

- Definition, and research methods in Personality Psychology
- Scientific foundation - natural science, cognitive neuroscience, evolutionary science and social science
- New age applications of Personality psychology - gender domain, digital phenotyping, Psychoinformatics.
- Overview, comparative analysis and integration of
  - Psychoanalytical perspective of Sigmund Freud
  - Neo Psychoanalytical perspectives: Jung, Adler, Ericson and Horney

Psychoanalytical perspective in modern psychology-Short-term Psychodynamic psychotherapy

**MODULE 2: BEHAVIOURISTIC & COGNITIVE PERSPECTIVES****(16 HOURS)****Overview, analysis and applications of**

Behaviouristic Perspective: Dollard & Miller's Stimulus Response Theory

Cognitive Perspective: George Kelly, Bandura's social cognitive theory

Other essential concepts in understanding personality: Rotter's locus of control, Festinger's cognitive dissonance, Zuckerman's sensation seeking

**MODULE 3: HUMANISTIC AND EXISTENTIAL PERSPECTIVES****(14 HOURS)****Overview, analysis and applications of**

Humanism and Existentialism

Carl Rogers, Viktor Frankl, Rollo May,

**5. References**

1. Schultz, D. P. & Schultz, S. E. (2013). Theories of Personality 11th ed.), Belmont: Wadsworth
2. Frankl, V. E. (1985). Man's search for meaning. Simon and Schuster.
3. Hall, C.S. & Lindzey, G. (1976). Theories of Personality. New York: John Wiley and Sons.
4. Feist, J., Feist, G. J., & Roberts, T. A. (2006). Theories of personality, 7th Edition, Mc Graw Hill.
5. Cloninger, S. C. (2012). Theories of Personality. Pearson.

DEPARTMENT OF PSYCHOLOGY ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

*[Signature]*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*[Signature]*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## 6.Syllabus Focus

## a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Understanding personality theories can help understanding of the social group promoting cohesiveness, fostering effective communication and collaboration within communities.
Regional	Help in addressing mental health challenges prevalent in the region, helps in identifying and addressing unique personality-based challenges, promoting social cohesion and sustainable development
National	Contributes to crafting policies that consider diverse individual traits, fostering a harmonious society and maximizing human potential
Global	Enhances international cooperation by recognizing and respecting cultural nuances, fostering global unity

## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	All modules	Help integrate the knowledge in working with clients in counseling services and can support the mental health and well-being.

DEPARTMENT OF PSYCHOLOGY ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

*Anjane*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*P. Swathi*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad - 500 007

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Problem-solving	Case Studies - Provide real-world scenarios where students can apply theoretical concepts to practical situations
2.	Participative learning	Group Discussion- Assign specific readings related to different personality theories or perspectives. Divide students into groups, each focusing on a particular theory. Groups discuss and share their interpretations, fostering exposure to diverse viewpoints.
3.	Participative learning	Presentations - Assign students specific parts of personality theories to research thoroughly. Students have to synthesize their findings into a comprehensive presentation, summarizing key concepts, principles, and applications.

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam CIA 2 – Assignment – Interactive quiz	Written Exam
CO2	CIA 1 – Written Exam CIA 2 – Assignment	
CO3	CIA 2 – Skill test	

*Signature*  
**HEAD**  
 Department of Psychology  
 Univ. College of Arts & SS  
 OSMANIA UNIVERSITY  
 Hyderabad-500 007

*Signature*  
**Chairperson**  
 Board of Studies in Psychology  
 Osmania University,  
 Hyderabad – 500 007

## b) Model Question Paper- End Semester Exam

## THEORIES OF PERSONALITY

Code No: P24/PSY/DSC/103

Time: 2.5 Hours

Max. Marks: 60

Credits - 3

## Section – A

NOTE: Answer all the questions

(3 x 12 = 36 Marks)

1. How do different research methods in personality psychology contribute to our understanding of individual differences?  
OR
2. How does Short-term Psychodynamic Psychotherapy address contemporary psychological issues?
3. In what way does Dollard & Miller's Stimulus Response Theory contribute to our understanding of human behavior?  
OR
4. What implications does Social Learning theory have for educational and therapeutic interventions?
5. What are the key principles of Viktor Frankl's existential psychology?  
OR
6. How does Rollo May's existential psychology address the quest for personal freedom and responsibility?

## Section – B

NOTE : Answer any four (4 x 6 M = 24 Marks)

7. Personality Psychology and Gender
8. Cognitive Dissonance
9. Existentialism
10. Modelling
11. Psychoinformatics
12. Unconditional Positive Regard

*Anirudh*  
HEAD

DEPARTMENT OF PSYCHOLOGY  
Department of Psychology  
Univ. College of Arts & SS  
OSMANIA UNIVERSITY  
Hyderabad-500 007

*P. Swathi*

Chairperson, BOS (Psychology)  
Department of Psychology  
University College of Arts & Social Sciences,  
Osmania University, Hyderabad, 500 007