

# **ST. XAVIER'S COLLEGE JAIPUR**

**Nevta - Mahapura Road, Jaipur - 302029, Rajasthan, India**

*Affiliated to the University of Rajasthan*

*Approved under Section 2(f) &12(B) of the UGC Act, 1956*



## **COURSE OUTCOMES**

**B.A. (Psychology)**

**Department of Psychology**

**As per NEP 2020**

**Session: 2023-2024 (Sem I & II)**

**Session: 2024-2025 (Sem III )**

## Course Outcomes (COs)

### B.A. Psychology Semester-I

#### PSY-51T-151: Introduction to Psychology (TH)

The learners will be able to:

CO 1.	Define the core concepts and goals of psychology, including the structure and functions of neurons and the concepts of motivation, emotion, and personality.	K
CO 2.	Comprehend the evolution of psychological thought through Structuralism, Functionalism, Behaviourism, Gestalt, and Psychoanalysis; the anatomical and functional aspects of the Central and Peripheral Nervous Systems; identify the core elements of motivation and emotion, including physiology, expression, and subjective experience, and the Type and Trait Theories formulated by Allport, Cattell, McCrae, and Costa	U
CO 3.	Implement the principles of modern perspectives, such as Biological, Psychodynamic, Behavioral, Cognitive, Humanistic, Evolutionary, and Social-cultural psychology	P
CO 4.	Demonstrate comprehension of the nervous system's function in explaining fundamental behaviours, and employ various personality assessment techniques, including Self-Report Inventories, Projective Tests, and Behavioral Assessments and apply emotional theories to real-world situations, such as stress management and interpersonal communication	P
CO 5.	Investigate various research methodologies including Observation, Case Studies, Surveys, and Experimental methods	A
CO 6.	Examine the roles of different nervous system components in behaviour, compare different approaches to motivation, including Instinct, Drive-Reduction, Arousal, Incentive, and Humanistic perspectives, and assess the strengths and weaknesses of diverse personality theories and assessment techniques	A
CO 7.	Integrate diverse psychological perspectives to develop a comprehensive understanding of human behaviour, develop strategies to enhance motivation in personal and professional contexts, and incorporate insights from various personality theories to understand individual differences	S

	comprehensively	
<b>CO 8.</b>	Determine the strengths and weaknesses inherent in diverse psychological theories and methodologies, considering the implications of nervous system functioning on behaviour and psychological health	E
<b>CO 9.</b>	Assess the strengths and limitations of different emotion theories, including Cannon-Bard, James-Lange, Schachter-Singer, and Opponent-Process Theory, and assess the effectiveness of different personality assessments across diverse contexts	E

## Course Outcomes (COs)

### B.A. Psychology Semester-I

#### PSY-51P-152: Psychology Lab - I

**The learners will be able to:**

<b>CO 1.</b>	Recall the essential components and structure of a psychological report	K
<b>CO 2.</b>	Define personality, attention, perception and methods of data collection	K
<b>CO 3.</b>	Articulate the significance of each section in a psychological report	U
<b>CO 4.</b>	Describe the theoretical basis and dimensions measured by the High School Personality Questionnaire (HSPQ), Eysenck Personality Questionnaire (EPQ), Assessment of Emotions by Facial Expression, Neuropsychological Assessment, Sentence Completion Test, Level of Aspiration and Observation Method.	U
<b>CO 5.</b>	Draft a psychological report based on test and experimental concepts	A
<b>CO 6.</b>	Administer, score and interpret the High School Personality Questionnaire (HSPQ), Eysenck Personality Questionnaire (EPQ), Assessment of Emotions by Facial Expression, Neuropsychological Assessment, Sentence Completion Test, Level of Aspiration and Observation Method.	A
<b>CO 7.</b>	Examine the results of the tests and experiment to interpret individual profile	A
<b>CO 8.</b>	Integrate various sections of a report to produce a comprehensive	

	and cohesive document	S
<b>CO 9.</b>	Evaluate the accuracy, clarity, and completeness of psychological reports and evaluate the strengths and limitations of the techniques used for data collection and report formation	E

## Course Outcomes (COs)

### B.A. Psychology Semester-I

#### PSY-51T-153: Social Psychology (TH)

##### The learners will be able to:

<b>CO 1.</b>	Define the meaning, nature, scope, and goals of social psychology, the nature, functions, formations, changes, and measurements of attitudes, communication and its types: verbal and non-verbal, outline the theories, determinants, prevention, and control of aggression	K
<b>CO 2.</b>	Explain the differences between experimental and non-experimental methods in social psychology, factors contributing to prejudice and discrimination, summarise the key theories of aggression, and the role of proximity and affective basis in interpersonal attraction	U
<b>CO 3.</b>	Use experimental and non-experimental methods to conduct basic social psychology research, implement techniques to measure attitudes in various settings, apply theories of aggression to real-world scenarios, and demonstrate effective communication techniques in various scenarios	P
<b>CO 4.</b>	Compare and contrast the characteristics of perceivers in different social interactions and differentiate between various functions of attitudes	A
<b>CO 5.</b>	Examine the relationships between different social problems and analyse barriers to effective communication and suggest ways to overcome them	A
<b>CO 6.</b>	Integrate knowledge of social psychology methods to design a research study and a plan to change negative attitudes within a group.	S
<b>CO 7.</b>	Propose integrated solutions for addressing multiple social problems simultaneously and create a communication plan that addresses common barriers	S
<b>CO 8.</b>	Critically assess the effectiveness of different social psychology methods and assess the success of prejudice reduction initiatives	E
<b>CO 9.</b>	Critically evaluate the effectiveness of aggression prevention and control measures and assess the effectiveness of different communication strategies	E

## Course Outcomes (COs)

### B.A. Psychology Semester-I

#### PSY-51P-154: Psychology Lab – II

**The learners will be able to:**

CO 1.	Define the concept and types of attitude measurement, various methods used to measure aggression, approaches to measuring attribution style, social support and the methods for its measurement, social distance scale, identify various methods used to measure altruism, key components of the field work and survey method and recognize the types of leadership its significance in psychological measurement	K
CO 2.	Explain the principles and methods used to measure attitudes, how various leadership measurement tools capture different aspects of attribution style, describe the theoretical foundations of aggression measurement techniques, importance of social support measurement in psychological research, use of the leadership scale, explain the underlying theories of altruism measurement, the significance of the social distance scale in measuring social attitudes, steps involved in designing and conducting surveys	U
CO 3.	Use specific attitude measurement techniques in practical settings, implement aggression and leadership measurement tools in experimental or real-world scenarios, apply attribution style measurement instruments in organizational settings, and use social support measurement scales in clinical or research settings	P
CO 4.	Implement altruism measurement techniques in experimental studies, utilize the social distance scale in research or community assessments, and design and administer surveys for data collection	P
CO 5.	Analyse the reliability and validity of different attitude measurement tools, compare and contrast different methods of measuring aggression and leadership, evaluate the effectiveness of different attribution styles and analyse the psychometric properties of social support measurement tools	A
CO 6.	Compare the effectiveness of different altruism measurement tools, analyse the applicability of the social distance scale in different social contexts, and analyse survey data using appropriate statistical techniques	A
CO 7.	Develop a report for the use of measuring attitudes, aggression, leadership styles, attribution styles in diverse environments, assessment of social support, measuring altruism, create a modified version of the social distance scale for specific populations, and develop comprehensive survey research	S

<b>CO 8.</b>	Critically evaluate existing tools for the measurement of attitude, aggression, attribution styles, leadership styles and altruism, evaluate the effectiveness of different social support measurement instruments, use of the social distance scale in social research, and assess the strengths and limitations of the survey method in research	E
--------------	--	---

<b>Course Outcomes (COs)</b>		
<b>B.A. Psychology Semester-II</b>		
<b>PSY-52T-155: Basic Cognitive Processes (TH)</b>		
<b>The learners will be able to:</b>		
<b>CO 1.</b>	Define key psychological processes including attention, sensation, perception, learning, memory, motivation, emotion, mental imagery, concepts, problem-solving, intelligence, and creativity.	K
<b>CO 2.</b>	Elaborate on the theories of attention, perception, learning, memory, intelligence, and creativity and clarify the methods of problem-solving and the concept of IQ	U
<b>CO 3.</b>	Use the models of learning, memory and theories of attention and perception to comprehend the real-life scenarios	P
<b>CO 4.</b>	Employ cognitive strategies to overcome barriers to problem-solving in various contexts and theories of intelligence to interpret intelligence tests	P
<b>CO 5.</b>	Examine the causes of forgetting, the factors influencing perception, including sensory adaptation and thresholds, and the effectiveness of problem-solving techniques	A
<b>CO 6.</b>	Compare and contrast the different components of intelligence as proposed by various theories and their implications for measuring intelligence	A
<b>CO 7.</b>	Combine insights from different cognitive processes to develop new problem-solving strategies	S
<b>CO 8.</b>	Evaluate the effectiveness of different memory models and their application in educational settings	E
<b>CO 9.</b>	Assess the effectiveness of different cognitive strategies in improving problem-solving abilities	E
<b>CO 10.</b>	Evaluate the effectiveness and limitations of different intelligence tests in various contexts.	E

<b>Course Outcomes (COs)</b>		
<b>B.A. Psychology Semester-II</b>		
<b>PSY-52P-106: Psychology Lab – III</b>		
<b>The learners will be able to:</b>		
<b>CO 1.</b>	Recall the essential components and structure of a psychological report, as well as key concepts related to Reversible Perspective,	K

	Span of attention, Problem Solving, Human Maze Learning, Memory Experiments, Intelligence Measurement, and Interview Method	
CO 2.	Define the principles and concepts underlying Reversible Perspective, Span of attention, Problem Solving, Human Maze Learning, the Memory Drum experiment, Intelligence measurement techniques like SPM and Bhatia Battery, and Interview Method	K
CO 3.	Elaborate on the theoretical basis and dimensions measured by Reversible Perspective, Span of attention, Problem Solving, Human Maze Learning, Memory Drum experiments (Meaningful and Nonsense Syllables), SPM, Bhatia Battery, and Interview Method	U
CO 4.	Administer, score, and interpret the results from Figure Ground Reversal, Span of attention, Problem Solving, Human Maze Learning, Memory Drum experiments, SPM, Bhatia Battery, and Interview Methods to assess various psychological traits and capacities in individuals	P
CO 5.	Examine the results of the tests and experiments to interpret individual profiles and assess the validity and reliability of the methods used	A
CO 6.	Integrate various sections of a report to produce a comprehensive and cohesive document that includes findings from Figure Ground Reversal, Span of attention, Problem Solving, Human Maze Learning, Memory Drum experiments, Intelligence and Interview Methods	S
CO 7.	Evaluate the accuracy, clarity, and completeness of psychological reports, and assess the strengths and limitations of the techniques used for assessments	E

## Course Outcomes (COs)

### B.A. Psychology Semester-II

#### PSY-52T-157: Abnormal Psychology (TH)

##### The learners will be able to:

CO 1.	Define the fundamental concepts of abnormality and normalcy, and identify the indicators of abnormal behaviour and basic terminologies used in psychopathology.	K
CO 2.	Describe the major diagnostic systems, including DSM-5 and ICD-11, and recognise the roles and functions of mental health professionals in diagnosis and treatment.	K
CO 3.	Explain the risk factors and causal mechanisms underlying abnormal behaviour through biological, psychological, and socio-cultural perspectives.	U

CO 4.	Illustrate the diathesis–stress model and demonstrate an understanding of how multiple predisposing and precipitating factors interact in mental disorders.	U
CO 5.	Apply the concepts and models of abnormal psychology to real-life case scenarios, demonstrating understanding of symptom patterns and diagnostic classification.	P
CO 6.	Use the knowledge of clinical features to differentiate among major categories of disorders — Anxiety, Obsessive-Compulsive, Mood, Dissociative, Somatic Symptom, Schizophrenia, and other Psychotic Disorders.	P
CO 7.	Analyse complex clinical cases to identify causal patterns, comorbidity, and differential diagnosis using a multidimensional (biopsychosocial) framework.	A
CO 8.	Integrate biological, psychological, and social perspectives to formulate comprehensive case explanations and treatment-oriented conceptualisations for selected disorders.	S
CO 9.	Critically evaluate the utility, strengths, and limitations of current classification systems, causal models, and intervention approaches in abnormal psychology, including prevention and suicide intervention strategies.	E

## Course Outcomes (COs)

### B.A. Psychology Semester-II

#### PSY-52P-108: Psychology Lab – IV

**The learners will be able to:**

CO 1.	Define mental health assessment and describe its purpose in clinical practice, state and trait anxiety and differentiate between them, stress and its physiological and psychological effects, coping styles and their role in managing stress, depression and describe its diagnostic criteria, describe the purpose and constructs measured by the Eight State Questionnaire (ESQ), Suicide Ideation Scale (SIS) and its purpose in assessing suicidal thoughts, components of the Mental Status Examination (MSE)	K
CO 2.	Explain the principles underlying different types of mental health assessments. factors influencing state and trait anxiety, methods and scales used to measure stress, tools for assessing coping styles, the relevance of ESQ scores in psychological assessment, tools used to measure depression, constructs measured by the SIS and their significance and the purpose and	U

	procedures involved in conducting an MSE	
<b>CO 3.</b>	Apply appropriate mental health assessment tools in clinical settings, stress measurement techniques in various settings, administer anxiety assessment tools to evaluate state and trait anxiety levels, coping style assessments to evaluate individual coping strategies, depression assessments and interpret the ESQ in clinical or research contexts, the SIS to assess suicide risk, interpret findings to assess cognitive and emotional functioning using MSE	P
<b>CO 4.</b>	Draw a detailed and well-organised report to detail the learnings from the topics covered	P
<b>CO 5.</b>	Examine the data collected from the practical tools used and identify their components	A
<b>CO 6.</b>	Analyse assessment data to formulate preliminary diagnoses, assessment results to differentiate between state and trait anxiety, stress measurement results to assess stress levels and patterns, how coping styles influence stress management and mental health, ESQ results to assess psychological states, assessment results to determine severity and subtype of depression, SIS results to evaluate the severity of suicide ideation and MSE results to formulate diagnostic impressions	A
<b>CO 7.</b>	Develop a comprehensive mental health assessment plan for diverse client populations, personalised anxiety management strategies based on assessment outcomes, stress management plans based on assessment findings, personalised coping strategies based on assessment results, intervention plans based on ESQ outcomes, treatment plans based on depression assessment outcome, suicide prevention strategies based on SIS outcomes and treatment plans based on MSE findings	S
<b>CO 8.</b>	Evaluate the effectiveness of anxiety assessment tools in clinical practice, coping style assessments in improving resilience, depression assessment tools in clinical settings, reliability and validity of the SIS in assessing suicide risk, ESQ in measuring psychological states, stress measurement tools, mental health assessment tools and utility of MSE in clinical assessments	E

## Course Outcomes (COs)

**B.A. Psychology Major Semester-III**

**PSY-63T-251 - Positive Psychology (TH)**

**The learners will be able to:**

CO 1.	Understand the fundamentals and historical background of Positive Psychology.	K
CO 2.	Explore and explain the Eastern and Western perspectives to build a foundational knowledge base for Positive Psychology.	K
CO 3.	Analyse and classify of Virtues and Strengths of Characters	K
CO 4.	Describe Happiness and the dimensions of Well Being	U
CO 5.	Analyse and classify Virtues and Character Strengths, as emphasised in Positive Psychology frameworks.	U
CO 6.	Perform a comprehensive study of Prosocial Behaviours such as Empathy, Altruism, Gratitude, and Forgiveness, and apply these concepts to real-life contexts.	P
CO 7.	Explain the theories of Self-Regulation and examine the associated problems Goal Conflict, Goal Difficulty and Goal Disengagement	P
CO 8.	Build knowledge about Positive Cognitive States and Processes, including Self-Efficacy, Optimism, Hope, Mindfulness, Flow, and Spirituality, and integrate these into practice.	S
CO 9.	Gain an understanding of Positive Emotional States and Processes, such as Positive Emotions, Emotional Intelligence, and Emotion-Focused Coping, and evaluate their impact on overall well-being.	E

## Course Outcomes (COs)

### B.A. Psychology Major Semester-III

#### PSY-63P-252: Psychology Lab-V

**The learners will be able to:**

CO 1.	Understand the fundamental and measurable elements of Positive Psychology	K
CO 2.	Gain knowledge about various measurement tools for happiness, optimism, resilience, mindfulness, strengths, and virtues	K
CO 3.	Acquire an understanding of Positive Emotional States and Processes, including Positive Emotions, Emotional Intelligence, and Emotion-Focused Coping	K
CO 4.	Comprehend the nature, significance, and methods of studying Positive Psychology	U

CO 5.	Enhance self-awareness by conducting self-assessments of one's mental state.	U
CO 6.	Develop and apply practical strategies to improve mental well-being, integrating insights into daily life	P
CO 7.	Analyse the impact of identifying positive emotional states, enhancing emotional intelligence, fostering optimism and resilience, and practising mindfulness in everyday life	A
CO 8.	Learn the procedure and relevance of the Case Study Method and develop a comprehensive case study	S
CO 9.	Assess the impact of insights gained through the study of Positive Psychology on one's own mental health and well-being	E

## Course Outcomes (COs)

### B.A. Psychology Major Semester-III

#### PSY-63T-253: Psychological Testing (TH)

**The learners will be able to:**

CO 1.	Understand the nature, functions, and uses of psychological tests and identify the challenges associated with test administration	K
CO 2.	Identify the characteristics of a good psychological test, focusing on essential qualities like standardisation, reliability, and validity	K
CO 3.	Define and distinguish between the concepts of reliability, validity, and norms, including types and methods for calculating reliability and validity	K
CO 4.	Interpret the significance of norms in psychological testing and understand various types of norms used for standardisation	U
CO 5.	Differentiate between types of psychological tests, such as group vs. individual, verbal vs. non-verbal, and performance tests, and understand their unique features	U
CO 6.	Demonstrate knowledge of self-report inventories and projective techniques by identifying scenarios where these methods are suitable	P
CO 7.	Apply knowledge of psychological testing in educational, counselling, and clinical settings to solve hypothetical case studies, illustrating the use of testing in diverse environments	P

<b>CO 8.</b>	Integrate concepts of reliability, validity, and norms to critically evaluate a psychological test, assessing its appropriateness and limitations for specific applications	S
<b>CO 9.</b>	Analyse the broader applications and limitations of psychological testing in organisational and clinical settings, considering ethical and cultural aspects impacting test usage and interpretation	E

## Course Outcomes (COs)

### B.A. Psychology Major Sem-III

#### PSY-63P-254: Psychology Lab-VI

**The learners will be able to:**

<b>CO 1.</b>	Understand the principles and techniques involved in assessing creativity, including methods for evaluating creative thinking and problem-solving skills	K
<b>CO 2.</b>	Develop knowledge of the Self-Directed Search (SDS) by John Holland, gaining insight into career assessment and personality-career alignment	K
<b>CO 3.</b>	Identify and understand the fundamentals of group intelligence testing, including administration and scoring methods	K
<b>CO 4.</b>	Interpret the principles and applications of the Word Association Test, recognising its utility in assessing personality and unconscious associations	U
<b>CO 5.</b>	Gain insights into career interests by applying the Career Interest Checklist, interpreting results to guide career counseling	U
<b>CO 6.</b>	Apply methods for measuring social maturity, using scales and assessments to evaluate social behaviours and developmental stages	P
<b>CO 7.</b>	Demonstrate understanding of perceptual illusions by administering and interpreting the Muller-Lyer Illusion, analysing perceptual biases	P
<b>CO 8.</b>	Integrate the introspection method with various psychological assessments to develop self-reflective skills and enhance observational awareness.	S

CO 9.	Evaluate the reliability and utility of each test conducted in the lab, critically analysing their applicability in real-world settings and the ethical considerations of test administration	E
-------	---	---

<b>Course Outcomes (COs)</b>		
<b>B.A./B.Sc. Psychology Semester-I</b>		
<b>UG9109(BA)/UG0802/UG0803 (B.Sc.) - PSY-51T-101 : INTRODUCTION TO PSYCHOLOGY (TH)</b>		
<b>The learners will be able to:</b>		
CO 1.	Define the core concepts and goals of psychology, including the structure and functions of neurons and the concepts of motivation, emotion, and personality	K
CO 2.	Comprehend the evolution of psychological thought through Structuralism, Functionalism, Behaviourism, Gestalt, and Psychoanalysis; the anatomical and functional aspects of the Central and Peripheral Nervous Systems; identify the core elements of motivation and emotion, including physiology, expression, and subjective experience, and the Type and Trait Theories formulated by Allport, Cattell, McCrae, and Costa	U
CO 3.	Implement the principles of modern perspectives, such as Biological, Psychodynamic, Behavioral, Cognitive, Humanistic, Evolutionary, and Social-cultural psychology	P
CO 4.	Demonstrate comprehension of the nervous system's function in explaining fundamental behaviours, and employ various personality assessment techniques, including Self-Report Inventories, Projective Tests, and Behavioral Assessments and apply emotional theories to real-world situations, such as stress management and interpersonal communication	P
CO 5.	Investigate various research methodologies including Observation, Case Studies, Surveys, and Experimental methods	A

<b>CO 6.</b>	Examine the roles of different nervous system components in behaviour, compare different approaches to motivation, including Instinct, Drive-Reduction, Arousal, Incentive, and Humanistic perspectives, and assess the strengths and weaknesses of diverse personality theories and assessment techniques	A
<b>CO 7.</b>	Integrate diverse psychological perspectives to develop a comprehensive understanding of human behaviour, develop strategies to enhance motivation in personal and professional contexts, and incorporate insights from various personality theories to understand individual differences comprehensively	S
<b>CO 8.</b>	Determine the strengths and weaknesses inherent in diverse psychological theories and methodologies, considering the implications of nervous system functioning on behaviour and psychological health	E
<b>CO 9.</b>	Assess the strengths and limitations of different emotion theories, including Cannon-Bard, James-Lange, Schachter-Singer, and Opponent-Process Theory, and assess the effectiveness of different personality assessments across diverse contexts	E

## Course Outcomes (COs)

### B.A./B.Sc. Psychology Semester-I

#### UG9101(BA)/UG0802/UG0803 (B.Sc.) - PSY-51P-102: PSYCHOLOGY LAB – I

**The learners will be able to:**

<b>CO 1.</b>	Recall the essential components and structure of a psychological report	K
<b>CO 2.</b>	Define personality, attention, perception and methods of data collection	K
<b>CO 3.</b>	Articulate the significance of each section in a psychological report	U

<b>CO 4.</b>	Describe the theoretical basis and dimensions measured by the High School Personality Questionnaire (HSPQ), Eysenck Personality Questionnaire (EPQ), Assessment of Emotions by Facial Expression, Neuropsychological Assessment, Sentence Completion Test, Level of Aspiration and Observation Method.	U
<b>CO 5.</b>	Draft a psychological report based on test and experimental concepts	A
<b>CO 6.</b>	Administer, score and interpret the High School Personality Questionnaire (HSPQ), Eysenck Personality Questionnaire (EPQ), Assessment of Emotions by Facial Expression, Neuropsychological Assessment, Sentence Completion Test, Level of Aspiration and Observation Method.	A
<b>CO 7.</b>	Examine the results of the tests and experiment to interpret individual profile	A
<b>CO 8.</b>	Integrate various sections of a report to produce a comprehensive and cohesive document	S
<b>CO 9.</b>	Evaluate the accuracy, clarity, and completeness of psychological reports and evaluate the strengths and limitations of the techniques used for data collection and report formation	E

## Course Outcomes (COs)

### B.A./B.Sc. Psychology Semester-II

#### UG9101(BA)/UG0802/UG0803 (B.Sc.) - PSY-52T-103: BASIC COGNITIVE PROCESSES (TH)

**The learners will be able to:**

<b>CO 1.</b>	Define key psychological processes including attention, sensation, perception, learning, memory, motivation, emotion, mental imagery, concepts, problem-solving, intelligence, and creativity.	K
<b>CO 2.</b>	Elaborate on the theories of attention, perception, learning, memory, intelligence, and creativity and clarify the methods of problem-solving and the concept of IQ	U
<b>CO 3.</b>	Use the models of learning, memory and theories of attention and perception to comprehend the real-life scenarios	P
<b>CO 4.</b>	Employ cognitive strategies to overcome barriers to problem-solving in various contexts and theories of intelligence to interpret intelligence tests	P
<b>CO 5.</b>	Examine the causes of forgetting, the factors influencing perception, including sensory adaptation and thresholds, and the effectiveness of problem-solving techniques	A
<b>CO 6.</b>	Compare and contrast the different components of intelligence as proposed by various theories and their implications for measuring intelligence	A
<b>CO 7.</b>	Combine insights from different cognitive processes to develop new problem-solving strategies	S

<b>CO 8.</b>	Evaluate the effectiveness of different memory models and their application in educational settings	E
<b>CO 9.</b>	Assess the effectiveness of different cognitive strategies in improving problem-solving abilities	E
<b>CO10</b>	Evaluate the effectiveness and limitations of different intelligence tests in various contexts	E

## Course Outcomes (COs)

### B.A. Psychology Semester-II

UG9101(BA)/UG0802/UG0803 (B.Sc.)  
- PSY-52P-104: PSYCHOLOGY LAB – II

The learners will be able to:

CO 1.	Recall the essential components and structure of a psychological report, as well as key concepts related to Figure Ground Reversal, Span of Attention, Problem Solving, Human Maze Learning, Memory Experiments, Intelligence Measurement, Emotion Measurement, and Interview Method	K
CO 2.	Define the principles and concepts underlying Figure Ground Reversal, Span of Attention, Problem Solving, Human Maze Learning, Memory Experiments, Intelligence Measurement, Emotion Measurement, and Interview Method	K
CO 3.	Elaborate on the theoretical basis and dimensions measured by Figure Ground Reversal, Span of Attention, Problem Solving, Human Maze Learning, Memory Experiments, Intelligence Measurement, Emotion Measurement, and Interview Method	U
CO 4.	Administer, score, and interpret the results from Figure Ground Reversal, Span of Attention, Problem Solving, Human Maze Learning, Memory Experiments, Intelligence Measurement, Emotion Measurement, and Interview Methods to assess various psychological traits and capacities in individuals	P
CO 5.	Examine the results of the tests and experiments to interpret individual profiles and assess the validity and reliability of the methods used	S

<b>CO 6.</b>	Integrate various sections of a report to produce a comprehensive and cohesive document that includes findings from Figure Ground Reversal, Span of Attention, Problem Solving, Human Maze Learning, Memory Experiments, Intelligence Measurement, Emotion Measurement, and Interview Method	E
<b>CO 7.</b>	Evaluate the accuracy, clarity, and completeness of psychological reports, and assess the strengths and limitations of the techniques used for assessments	S

## Course Outcomes (COs)

### B.A./B.Sc. Psychology Semester-III

#### UG9101 (BA)/UG0802/UG0803 (B.Sc.) - PSY-63T-201: SOCIAL PSYCHOLOGY (TH)

**The learners will be able to:**

CO 1.	Define the meaning, nature, scope, and goals of social psychology, the nature, functions, formations, changes, and measurements of attitudes, communication and its types: verbal and non-verbal, outline the theories, determinants, prevention, and control of aggression	K
CO 2.	Explain the differences between experimental and non-experimental methods in social psychology, factors contributing to prejudice and discrimination, summarize the key theories of aggression, and the role of proximity and affective basis in interpersonal attraction	U
CO 3.	Use experimental and non-experimental methods to conduct basic social psychology research, implement techniques to measure attitudes in various settings, apply theories of aggression to real-world scenarios, and demonstrate effective communication techniques in various scenarios	A
CO 4.	Compare and contrast the characteristics of perceivers in different social interactions and differentiate between various functions of attitudes	A
CO 5.	Examine the relationships between different social problems and analyse barriers to effective communication and suggest ways to overcome them	S
CO 6.	Integrate knowledge of social psychology methods to design a research study and a plan to change negative attitudes within a group.	S
CO 7.	Propose integrated solutions for addressing multiple social problems simultaneously and create a communication plan that addresses common barriers	S

<b>CO 8.</b>	Critically assess the effectiveness of different social psychology methods and assess the success of prejudice reduction initiatives	E
<b>CO 9.</b>	Critically evaluate the effectiveness of aggression prevention and control measures and assess the effectiveness of different communication strategies	E

## Course Outcomes (COs)

### B.A./B.Sc. Psychology Semester-III

#### UG9101 (BA)/UG0802/UG0803 (B.Sc.) - PSY-63P-202: PSYCHOLOGY LAB – III

#### The learners will be able to:

<b>CO 1.</b>	Explain the meaning of attitude, aggression, attribution style, social support, altruism, social distance, sociometric and survey method.	K
<b>CO 2.</b>	Describe the theoretical framework associated with attitude, aggression, attribution style, social support, altruism, social distance, sociometric and survey method.	U
<b>CO 3.</b>	Demonstrate the practical application of the measurement of attitude, aggression, attribution style, social support, altruism, social distance, sociometric and survey method.	P
<b>CO 4.</b>	Employ the use of the survey method to ascertain the characteristics, behaviors, opinions of a group of people.	P
<b>CO 5.</b>	Examine the data collected from the practical tools used and identify their components.	A
<b>CO 6.</b>	Explore the inter-relationship of the various aspects of the data collected through the use of the practical tools used.	S

<b>CO 7.</b>	Create a detailed procedural framework for the application of the sociometric and survey method.	E
<b>CO 8.</b>	Assess strengths and limitations of the findings obtained in the application of attitude, aggression, attribution style, social support, altruism, perception, social distance, sociometric and survey method.	E