

# **B.A. (Hons.) Psychology Syllabus**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**S.C.S. (A) College, Puri**



**Academic Session**

**2015-18**

**CBCS - B.A. Psychology (Hons.) Syllabus**

**SEMESTER – I**  
**Core Course – I**  
**INTRODUCTORY PSYCHOLOGY**

F.M. – 75 marks

Time – 3hrs  
End Sem. – 60 marks  
Internal – 15 marks

**Theory**

**UNIT – 1 Introducing Psychology**

- i. Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.
- ii. Key Perspectives in Psychology- Behavioural, Cognitive, Humanistic, Psychodynamic, and Socio-cultural

**UNIT – 2 Methods in Psychology**

- i. Natural Observation, Survey and Case Study- Nature, advantages and limitations.
- ii. Experimental and Co-relational methods-Nature, advantages and limitations.

**UNIT – 3 Biological Bases of Behaviour**

- i. Structure and functions of the neurons, Communication within and between neurons,
- ii. Structure and functions of the Central nervous system and Autonomic nervous system.

**UNIT – 4 States of Mind**

- i. Nature of Consciousness; Changes in consciousness – Sleep-wake Schedule.
- ii. Extended states of consciousness – Hypnosis, Meditation and Hallucinations.

**UNIT – 5 Heredity and Behaviour**

- i. Scope of Evolutionary Psychology; some basic Principles of Genetics, Nature-Nurture controversy.
- ii. Genetics factors in human disorder – Huntington’s disease and Phenylketonuria (PKU)

**PRACTICAL**

F.M. – 25 marks

Time – 3hrs

1. R. L. by method of limits: To find out the R.L. of Volar Surface of the right arm of a subject by method of limits.
2. D.L by method of limits: To find out the D.L for lifted weight of your subject by method of limits.

**Books Recommended:**

- Baron, R. A. (2002) Psychology (5<sup>th</sup> Edition), New Delhi: Pearson Education
- Dash, U. N. Dash, A.S., Mishra, H. C., Nanda, G. K. & Jena, N. (2004), Practical Exercises in Psychology: Learning About Yourself and Others, Panchasila, Bhubaneswar
- Feldman, R. S. (2004). Understanding Psychology (6<sup>th</sup> Edition), New Delhi, Tata-McGraw Hill.
- Gerrig, R. J. & Zimbardo, P.G. (2010), Psychology and Life (19<sup>th</sup> Ed.), Delhi: Allyn & Bacon.
- Hilgard & Atkinson- Introduction to Psychology (2003) 14<sup>th</sup> Edition, Thomson Learning Inc.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014), Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar
- Morgan, C. T., King, R.A., Weisz, J. R., & Schopler, J. (2008). Introduction to psychology (7<sup>th</sup> Edition) Bombay: Tata-McGraw Hill.

- Morris, C. G. (1990), Psychology: An Introduction, New Delhi: Prentice Hall.
- Passer, M. W. & Smith, R.E. (2007), Psychology: The Science of Mind and Behaviour (3<sup>rd</sup> Ed.), New Delhi: Tata McGraw-Hill
- Zimbardo, P. G. & Weber, A.L. (1997 Ed.) - Psychology- New York, Harper Collins College Publishers.
- Panda, K. C. & Panda, N. (2015), Perspective in General Psychology and Life: A Basic Text (Vol. I), Cuttack, Kitab Mahal.

**SEMESTER – I**  
**Core Course – II**  
**BASIC DEVELOPMENT PROCESS**

F.M. – 75 marks

Time – 3hrs

End Sem. – 60 marks

Internal – 15 marks

**Theory**

**UNIT – 1 Basic of Development**

- i. Meaning, nature and types of development; Principles of development; Factor influencing development.
- ii. Perspectives of development- Psychoanalytic; Mechanistic; Organismic; Humanistic

**UNIT – 2 Life in Formation**

- i. Fertilization, determination of sex, multiple birth; Prenatal development- germinal stage, Embryonic stage, fetal stage; Factors influencing prenatal development
- ii. Physical and motor developments, Social and emotional developments during infancy

**UNIT – 3 Life in Preparation**

- i. Physical and motor developments, Social and emotional developments during adolescence.
- ii. Piaget's stage of cognitive development; Kohlberg's stages of moral development.

**UNIT – 4 Self and Identity**

- i. Emergence of self; Structure of the self; Development of Personal identity.
- ii. Development of self control; Development of gender differences and gender roles.

**UNIT – 5 The end of Life**

- i. Aging: Meaning, Changes and Theories of aging; I-Wear and Tear theories of aging 2 – Genetic theories of aging.
- ii. Models of successful aging; Mating death, Bereavement.

**PRACTICAL**

F.M. – 25 marks

Time – 3hrs

1. Locus of control: To assess the locus of control of college students by using Rotter's Locus of control scale.
2. Emotional Intelligence: To measure the emotional intelligence of college students by using the Schutte's Emotional Intelligence scale.

**Books Recommended:**

- Baron, R. A. (2002), Psychology (5<sup>th</sup> Edition), New Delhi, Pearson Education.
- Berk, L. E. (2010). Child Development (8<sup>th</sup> Ed.), New Delhi: Prentice Hall.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others, Panchasila, Bhubaneswar
- Hurlock, E. Developmental Psychology (1995). IV Edition. New Delhi: Tata McGraw Hill.

- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.
- Papilia, Diane E., Sally Wendos Olds (2006). Human Development. 9<sup>th</sup> Edition. New Delhi: Tata McGraw Hill
- Santrock, J. W. (2008). Child Development (11<sup>th</sup> Ed.), New Delhi: Tata McGraw Hill.
- Sigelman, G. K. & Schaffer, D.R. (1995). Life-span Human Development, Brooks / Cole Publishing Co. Pacific Grove, California

**SEMESTER – II**  
**Core Course – III**  
**BASIC PSYCHOLOGICAL PROCESS**

F.M. – 75 marks

Time – 3hrs  
End Sem. – 60 marks  
Internal – 15 marks

**Theory**

**UNIT – 1 Sensation and Preception**

- i. Basics of sensation – Sensory receptors (Eye and Ear), transduction sensory thresholds, and sensory adaptation.
- ii. Nature of perceptual process- Figure and ground, Grouping (Gestalt laws), Perceptual constancies, and illusions, Perception of distance and depth.

**UNIT – 2 Learning**

- i. Nature of learning, Nature and principles of Classical conditioning,
- ii. Operant conditioning, and Observational learning,

**UNIT – 3 Memory**

- i. The Atkinson and Shiffrin Model of Memory; Types of Memory - episodic, semantic and procedural;
- ii. Causes of Forgetting - interference, repression, and amnesia, Improving Memory.

**UNIT – 4 Languages and Communication**

- i. Properties and structure of language, Linguistic hierarchy, Language acquisition - predisposition, Nature of effective communication
- ii. Stages of language development; Critical period controversy; Speech error and its implication.

**UNIT – 5 Thinking and Reasoning**

- i. Thinking process; Concepts, categories and Prototypes, Decision making and factors of influencing decision making.
- ii. Inductive and deductive reasoning; Problem solving approaches; Steps in problem solving.

**PRACTICAL**

F.M. – 25 marks

Time – 3hrs

1. Learning Curve: To demonstrate the learning curve as a function of learning trails using nonsense syllabus.
2. Serial position effect: To demonstrate the serial position effect on memory in learning a list of nonsense syllabus.

**Books Recommended:**

- Baron, R. A. (2002). Psychology (5<sup>th</sup> Edition), New Delhi: Pearson Education.

- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Feldman, R.S. (2004). Understanding Psychology (15th Edition), New Delhi, Tata-McGraw Hill.
- Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon.

**SEMESTER – II**  
**Core Course – IV**  
**PROCESS OF HUMAN EMPOWERMENT**

F.M. – 75 marks

Time – 3hrs  
End Sem. – 60 marks  
Internal – 15 marks

**Theory**

**UNIT – 1 Basics of empowerment**

- Intelligence - Theories of Gardner, and Stenberg; Heredity, environment, and intelligence.
- Measuring intelligence – Intelligence tests, Cross-cultural issues in testing intelligence.

**UNIT – 2 Sources of Power (1)**

- Personality – Freud’s theory, Humanistic theories and social cognitive theory.
- Personality – Trait and type approach, Biological and Socio-cultural determinations, Psychometric and projective assessment.

**UNIT – 3 Sources of Power (2)**

- Concept of motivation: achievement, Power and Intrinsic Motivation.
- Motivation – Drive theory, Arousal theory, Expectancy theory, Maslow’s need hierarchy.

**UNIT – 4 Sources of Power (3)**

- Concept of Emotion Physiology of Emotion, Expression of Emotion.
- Emotion – Theories of James-Lange, Cannon-Bard, Schechter – Singer and opponent – Process.

**UNIT – 5 Proving Empowerment**

- Social behaviour, Meaning of attribution and errors in attribution, meaning of social cognition and processing of social information.
- Positive Psychology – Scope and aims, Nature and Characteristics of happiness, subjective wellbeing and personal growth.

**PRACTICAL**

F.M. – 25 marks

Time – 3hrs

1. Intelligence Test.
2. Personality Type.

**Books Recommended:**

- Baron, R. A. & Byrne, D. (2003), Social Psychology (10<sup>th</sup> Edition), Prentice Hall
- Baron, R. A. (1995) Psychology – The Essential Science, Pearson Education Company of India Pvt. Ltd.

- U. N. Dash, A. S. Dash, Mishra, H. C. Nanda, G. K. & Jena, N. (2004) Practical Exercises in Psychology: Learning about Yourself and others Panchasila, Bhubaneswar
- Gerrig, R. J. & Zimbardo, P. G. (2010) Psychology and Life (19<sup>th</sup> Edition) Delhi, Allyn & Bacon
- Hilgard & Atkinson Introduction to Psychology (2003) 14<sup>th</sup> Edition, Thomson Learning Inc.

**GENERIC ELECTIVES**  
**SEMESTER – I/III**  
**GE – I/III**

F.M. – 100 (Th.75 + Pra.25) marks  
Periods – (Th. – 40; Pra. – 40)

Credit Points - 06

**INTRODUCTORY PSYCHOLOGY**

**Introduction:**

The course is designed to give the student a basic undertaking of the psychology of human behaviour. The students will be given exposure to concepts, terminology, principles and theories that comprise an introductory course in psychology.

**Learning Objectives:**

- To help the students to know the sources and processes of development of modern scientific psychology.
- To help the students to develop a scientific temperament in studying and understanding human behaviour.

**Expected outcomes: Students will be able to**

- Define the term psychology and demonstrate command of the basic terminology, concepts and principles of the discipline.
- Gain knowledge of scientific methodology – the variety of ways in which psychological data are gathered and evaluated/ interpreted.
- Identify and compare the major perspectives in psychology: Recognise how each approach views human thought and behaviour.
- Understand the physiological and biochemical links of human behaviour.

**UNIT – 1 Introducing Psychology**

- i. Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.
- ii. Key Perspectives in Psychology- Behavioural, Cognitive, Humanistic, Psychodynamic, and Socio-cultural

**UNIT – 2 Methods in Psychology**

- i. Natural Observation, Survey and Case Study- Nature, advantages and limitations.
- ii. Experimental and Co-relational methods-Nature, advantages and limitations.

**UNIT – 3 Biological Bases of Behaviour**

- i. Structure and functions of the neurons, Communication within and between neurons, Chemical regulation of the endocrine glands.
- ii. Structure and functions of the Central nervous system and Autonomic nervous system.

**UNIT – 4 States of Mind**

- i. Nature of Consciousness; Changes in consciousness – Sleep-wake Schedule.
- ii. Extended states of consciousness – Hypnosis, Meditation and Hallucinations.

**UNIT – 5 Heredity and Behaviour**

- i. Scope of Evolutionary Psychology; some basic Principles of Genetics, Nature-Nurture controversy.
- ii. Genetics factors in human disorder – Huntington's disease and Phenylketonuria (PKU)

## PRACTICAL

**F.M. – 25 marks**

**Time – 3hrs**

1. To assess Personality type.
2. To measure attitude towards women.

### **Recommended Books:**

- Baron, R. A. (2002), Psychology (5<sup>th</sup> Edition), New Delhi: Pearson Education.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004), Practical Exercises in Psychology: Learning about Yourself and others. Panchasila, Bhubaneswar
- Feldman, R.S. (2004), Understanding Psychology (6<sup>th</sup> Edition), New Delhi, Tata-McGraw Hill.
- Gerrig, R.J. & Zimbardo, P.G. (2010), Psychology and Life (19<sup>th</sup> Ed.), Delhi: Allyn & Bacon.
- Hilgard & Atkinson – Introduction to Psychology (2003) 14<sup>th</sup> Edition, Thomson Learning Inc.
- Mohanty N., Varadwaj K. & Mishra, H.C. (2014), Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar
- Morgan, C.T. King, R.A. Wesiz, J.R. & Schopler, J. (2008), Introduction of Psychology (7<sup>th</sup> Edition) Bombay, Tata-McGraw Hill.
- Morris, C.G. (1990), Psychology: An Introduction, New Delhi: Prentice Hall.
- Passer, M.W. & Smith, R.E. (2007), Psychology: The Science of Mind and Behaviour (3<sup>rd</sup> Edition) New Delhi: Tata-McGraw-Hill.
- Zimbardo, P.G. & Weber, A.L. (1997 Edition) – Psychology – New York, Harper Collins College Publishers.

## **SEMESTER – II/IV**

### **GE – II/IV**

**F.M. – 100 (Th.75 + Pra.25) marks**  
**Periods – (Th. – 40; Pra. – 40)**

**Credit Points - 06**

## **PSYCHOPATHOLOGY**

### **Introduction:**

Psychopathology refers to the study mental illness. This course is designed to expose students to the key concepts in psychopathology as well as the major theories associated with the etiology and treatment of psychological disorders and disabilities. Students will be able to understand the distinction between normal and abnormal and the qualities that are used to differentiate what is typical versus atypical through citations of different disorders.

### **Learning objectives:**

1. To help students define and understand the basic concepts underlying psychopathology and the perspectives which contributed to the development of modern psychopathology.
2. To help students understand the assessment techniques for identifying and classifying maladaptive behaviour and mental disorders.
3. To guide students to gain specific knowledge about different types of mental disorders.

### **Expected outcomes: Students will be able to**

1. Understand the differences between normality and abnormality along with the perspectives explaining them.
2. Know the importance and the use of assessment techniques in identifying different forms of maladaptive behaviour.
3. Learn the symptoms, causes and treatment of anxiety disorders, mood disorder and schizophrenia.

**UNIT – 1 Basics of Pathology**

- i. Concept of abnormality; Perspective of abnormal behaviour - Psychodynamic, Behavioural, Cognitive, Humanistic-Existential and Socio-cultural.
- ii. Classification of maladaptive behaviour – DSM-IV; Assessment techniques – Diagnostic tests, Rating scales, History taking interview, Projective tests.

**UNIT – 2 Anxiety and Mood disorder**

- i. Symptoms, causes and treatment of Generalized anxiety disorders, Phobic disorder, Obsessive – Compulsive disorder.
- ii. Depressive disorder – Symptoms, causes and treatment of Bipolar affective disorder and Dysthymia.

**UNIT – 3 Personality Disorders**

- i. Paranoid, Schizoid, Dissociative
- ii. Borderline, Avoidance, Dependent personality

**UNIT – 4 Schizophrenia**

- i. Characteristics, Major subtypes,
- ii. Causes and treatment of Schizophrenia

**UNIT – 5 Therapy**

- i. Psychodynamic: Freudian, Neo Freudian.
- ii. Cognitive: Rational Emotive Behaviour; Stress inoculation therapy, Beck's cognitive therapy

**PRACTICAL**

**F.M. – 25 marks**

**Time – 3hrs**

1. **Anxiety:** Assessment of Anxiety of a subject by Hamilton Anxiety Rating Scale (HARS)
2. **Depression:** Assessment of Depression Profile of a subject by Beck's Depression Inventory (BDI)

**Recommended Books:**

- Ahuja N. (2011) A short Textbook of Psychiatry (7<sup>th</sup> Edition), New Delhi: Jaypee
- Barlow D.H. and Durand V.M. (2005), Abnormal Psychology: An Integrated Approach (4<sup>th</sup> Edition), Wadsworth: New York.
- Baron, R.A. (1995 Edition) – Psychology – The Essential Science, parson Education Company of India Pvt. Ltd.
- Carson R.C. Butcher J.N., Mineka S. & Hooley J.M. (2007), Abnormal Psychology (13<sup>th</sup> Edition), ND: Pearson Education.
- U.N. Dash, A.S. Dash, H.C. Mishra, G.K. Nanda, N. Jena (2004), Practical Exercises in Psychology: Learning about Yourself and Others, Panchasila, Bhubaneswar
- Irwin G. Sarason, Barbara Sarason (2005), Abnormal Psychology, New Delhi: Prentice Hall Publication.
- James C. Coleman (1981), Abnormal Psychology and Modern Life. D.B. Taraporevala with scott, Foresman and Company, Mumbai
- Kring A.M., S.L. Johnson, G.C. Davison & Neale J.M. (2010), Abnormal Psychology (11<sup>th</sup> Edition) NY: John Wiley
- N. Mohanty (2008) Psychological Disorders: Text and Cases, New Delhi: Neelkamal Publications Pvt. Ltd.
- N. Mohanty, K. Varadwaj & H.C. Mishra (2014) Explorations of Human Nature and Strength: Practical's in Psychology, Divya Prakashani, Samanatarapur, Bhubaneswar.



## SEMESTER – III

### Core Course – V

F.M. – 100 (Th.75 + Pra.25) marks

Credit Points - 06

Periods – (Th. – 40; Pra. – 40)

### PSYCHOLOGICAL STATISTICS

#### Introduction:

The course is designed to equip students with knowledge in the fundamentals of statistics and research methods so that they understand the application of statistics to different research problems in psychology.

#### Learning objectives

- To help students develop knowledge and understanding of the application of statistics within psychology
- To help students develop Critical Thinking for application of appropriate statistical analysis in Psychological research

#### Expected outcomes: Students will be able to understand

- The nature psychological variables and how to measure them with appropriate scale.
- The processes of describing and reporting statistical data.
- The methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.

#### UNIT – 1 Fundamental of Statistics

- i. Meaning and scope of statistics, Nature of Variables – Categorical and Continuous, Levels of Measurement – Nominal, Ordinal, Interval and Ratio.
- ii. Drawing frequency distribution; Graphical representation of grouped data – Polygon, Histogram, Ogive.

#### UNIT – 2 Measures of Statistics

- i. Measures of Central Tendency – Characteristics of Mean, Median and Mode; Computation of mean, median and mode.
- ii. Measures of Variability – Concept of variability, computation of semi-inter quartile range, Standard deviation and variance, Co-efficient of variation.

#### UNIT – 3 Sources and Applications

- i. Concept of Probability – Characteristics of Normal Probability curve, Applications of NPC, Deviation from NPC – Skewness and Kurtosis
- ii. Concept of correlation, product – moment correlation (ungrouped data), Rank order correlation.

#### UNIT – 4 Hypothesis Testing

- i. Level of significance; Type I and Type II error; Computation of 't' for independent and dependent samples.
- ii. Purpose and assumptions of ANOVA; One-way and two-way ANOVA.

#### UNIT – 5 Non Parametric Statistics

- i. Mann-Whitney U test, Chi-Square test.
- ii. Krhskal-Wallis H test.

### PRACTICAL

F.M. – 25 marks

Time – 3hrs

1. R. L. by the method of Constant Stimuli.
2. D. L. By the method of Constant Stimuli.

#### Recommended Books:

- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4<sup>th</sup> Ed.) India: Pearson Books Education, Prentice Hall.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Ferguson, G.A. & Takane, Y. (1989). Statistical Analysis in Psychology & Education, Tata McGraw Hill Publishing Company, New Delhi
- Garrett, H. E. & Woodworth, R.S. (1985). Psychology in Statistics and Education, Vakils, Feffer & Simons Ltd. Mumbai
- Mangal, S.K. (2002) Statistics in Psychology and Education. (2<sup>nd</sup> ed). New Delhi: Prentice Hall of India.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Siegal, S. (1994). Nonparametric Statistics. McGraw Hill, New Delhi

- Singh, A.K. (1986). Tests, Measurements, & Research Methods in Behavioral Sciences, Tata McGraw Hill Publishing Company, New Delhi
- Walaram, G. Statistics for Behavioral Sciences

## **SEMESTER – III**

### **Core Course – VI**

**F.M. – 100 (Th.75 + Pra.25) marks**  
**Periods – (Th. – 40; Pra. – 40)**

**Credit Points - 06**

### **SOCIAL PSYCHOLOGY**

#### **Introduction:**

Social psychology is the scientific study of the nature and causes of human behavior in a social context. This course is designed to introduce the students to the field of social psychology, to explain how social psychologists think about and study human behavior; to introduce the body of knowledge and underlying principles that currently exist in the field and to encourage reflection about the implications of social psychology for the situations we encounter in everyday life.

#### **Learning Objectives:**

- To help students develop awareness of the concepts, problems and issues in the discipline of social psychology
- To make students understand the individuals and groups in respect to patterns of social behavior and attitudes
- To help students gain insight into the dynamics of intergroup relationships, conflict, prejudice and cooperation.

#### **Expected outcomes: Students will be able to**

- Know the scope of studying social psychology and the methods to gather data in the social context to explain them.
- Understand the significance of social cognition, attitudes, stereotypes and prejudices in explaining human behavior in the social contexts.
- Understand the significant aspects group behavior and social influence that constitute the core of human relationships.

#### **UNIT – 1 Introduction**

- i. Nature, goal, and scope of Social Psychology; working definition of social psychology,
- ii. Methods of Social Psychology- Observation; Questionnaire, Interview co-relational, and Experimental.

#### **UNIT – 2 Social Cognition**

- i. Perceiving ourselves: self-concept, self-esteem,
- ii. Self-presentation and self expression; Perceiving others and forming impressions

#### **UNIT – 3 Prejudice and Conflict**

- i. Origin, reduction and prevention of Prejudice.
- ii. Nature, Causes and effects of conflict, resolving conflict through Gandhian technique.

#### **UNIT – 4 Group and Leadership**

- i. Group- Group structure and function, Task performance: Social facilitation, Social loafing; Conformity, Obedience and social modeling; Group cohesiveness-
- ii. Leadership- Definitions and functions, Trait, situational, interactional and contingency approaches to leadership; Leadership effectiveness, The charismatic leadership

#### **UNIT – 5 Social Behavior**

- i. Prosocial behavior-Cooperation and helping, personal, situational and socio-cultural determinants, Theoretical explanations of prosocial behavior
- ii. Aggression- Theoretical perspectives, Trait, situational and social learning approaches, social and personal determinants of aggression, prevention and control of aggression.

### **PRACTICAL**

**F.M. – 25 marks**

**Time – 3hrs**

1. **Ethical Values:** To assess the ethical values of five adolescents by using Donelson's Ethical Position Questionnaire (EPQ)
2. **Attitude towards Women:** To measure the attitude of three boys and three girls towards Women by using Spence, Helmrich & Stapps' Attitude towards Women scale

#### **Recommended Books:**

- Baron R. A & Byrne. D. (2003), Social Psychology (10<sup>th</sup> Edition), Prentice Hall Books

- Baron. R.A., Byrne, D. & Bhardwaj G. (2010) Social Psychology (12<sup>th</sup> Ed), New Delhi: Pearson
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004), Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Developments (ICSSR survey of advances in research). New Delhi: Pearson.
- Misra, G. (1990), Applied Social Psychology, New Delhi: Sage.
- Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014), Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Myers, David G. (2002), Social Psychology (7<sup>th</sup> Edition), McGraw Hill Book Co.
- Taylor, S.E., Peplau L.A. & Sears, D.O. (2006), Social Psychology (12<sup>th</sup> Ed), New Delhi: Pearson

## **SEMESTER – III**

### **Core Course – VII**

**F.M. – 100 (Th.75 + Pra.25) marks**  
**Periods – (Th. – 40; Pra. – 40)**

**Credit Points - 06**

### **ENVIRONMENTAL PSYCHOLOGY**

#### **Introduction:**

Environmental psychology is an interdisciplinary field focused on the interplay between individuals and their surroundings. The field defines the term environment broadly, encompassing natural environments, social settings, built environments, learning environments, and informational environments. The course is designed to introduce to the students about all these aspects of environment.

#### **Learning Objectives:**

- To highlight the simultaneous mutual interaction of environment and behavior.
- To delineate psychological approaches to the study of environment.
- To discuss the impact of ecological degradation and the need for enhanced awareness programs

#### **Expected outcomes: Students will be able to**

- Understand the interactional relationships between environment and behavior
- Understand the problems occurring to ecology and environment at the present time
- Understand different psychological approaches to the study of man -environment relationship.

#### **UNIT – 1 Environment and Behavior**

- i. Earth as a living system: The gala hypothesis, Deep ecology;
- ii. Man - environment relationship - physical, social, cultural, orientation and product.

#### **UNIT – 2 Ecology and Development**

- i. Human behavior Environmental Problems: Global warming, Greenhouse effect, energy depletion; Pro-environmental behaviors.
- ii. Ecosystem and their components; Sustainable development; Resource use: Common property resources. Ecology: Acculturation and psychological adaptation

#### **UNIT – 3 Psychological Approaches to environment**

- i. Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson);
- ii. Person environment transaction (Sokols & Ittelson); Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)

#### **UNIT – 4 Environmental Assessment**

- i. Socio-psychological dimensions of environmental impact; Environmental deprivation - nature and consequences.
- ii. Creating environmental awareness; Social movements- Chipko, Tehri, Narmada.

#### **UNIT – 5 Environment and Behaviour**

- i. Effects of Environment on behavior: Noise pollution, Air pollution, Crowding and population explosion, Natural and man-made Disaster, Nuclear energy and waste water pollution.
- ii. Effect of Human behaviour on environment; Promoting pro-Environmental behaviour, New age publication

## PRACTICAL

**F.M. – 25 marks**

**Time – 3hrs**

1. To assess the environmental literacy of 4 college students using Bob Simpson's Environment literacy and awareness survey questionnaire.
2. To assess the environmental attitude, concern and sensitivity of 4 college students using Bob Simpson's Environment literacy and awareness survey questionnaire.

**Recommended Books:**

- Dash, U. N., Dash, AS., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Dreze, J. and Sen, A. (1992). Indian Development, Delhi: Oxford University Press.
- Gadgil, M. and Guha. R. (1995). Ecology and Equity, New Delhi, Penguin Books
- Goldsmith, E. (1991). The way: The ecological World View, Boston: Shambhala
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- C. Kar, Introduction to Psychology-II

## SEMESTER – IV

### Core Course – VIII

**F.M. – 100 (Th.75 + Pra.25) marks**

**Credit Points - 06**

**Periods – (Th. – 40; Pra. – 40)**

## PSYCHOPATHOLOGY

**Introduction:**

Psychopathology refers to the study of mental illness. This course is designed to expose students to the key concepts in psychopathology as well as the major theories associated with the etiology and treatment of psychological disorders and disabilities. Students will be able to understand the distinction between normal and abnormal and the qualities that are used to differentiate what is typical versus atypical through citations of different disorders.

**Learning Objectives:**

- To help students define and understand the basic concepts underlying psychopathology and the perspectives which contributed to the development of modern psychopathology.
- To help students understand the assessment techniques for identifying and classifying maladaptive behavior and mental disorders.
- To guide students to gain specific knowledge about different types of mental disorders.

**Expected outcomes: Students will be able to**

- Understand the differences between normality and abnormality along with the perspectives explaining them.
- Know the importance and the use of assessment techniques in identifying different forms of maladaptive behavior.
- Learn the symptoms, causes and treatment of anxiety disorders, mood disorders and schizophrenia.

**UNIT – 1 Basics of Pathology**

- i. Concept of abnormality; Perspectives of abnormal behavior- Psychodynamic, Behavioral, Cognitive, Humanistic -Existential, and Socio-cultural
- ii. Classification of maladaptive behavior-DSM-IV; Assessment techniques- Diagnostic tests, Rating scales, History taking interview, Projective tests

**UNIT – 2 Anxiety and Mood disorder**

- i. Symptoms, causes and treatment of Generalized anxiety disorder, Phobic disorder, Obsessive - Compulsive disorder
- ii. Depressive disorder —Symptoms, causes and treatment of Bipolar affective disorder, and Dysthymia

**UNIT – 3 Personality Disorders**

- i. Paranoid, Schizoid, Dissociative,
- ii. Borderline, Avoidance, Dependent personality

**UNIT – 4 Schizophrenia**

- i. Characteristics, Major sub types,
- ii. Causes and treatment of Schizophrenia

**UNIT – 5 Therapy**

- i. Psychodynamic: Freudian, Neo-Freudian, Evaluation

- ii. Rational Emotive Behaviour Therapy, Stress, Inoculation therapy, Beck's Cognitive therapy.

### **PRACTICAL**

**F.M. – 25 marks**

**Time – 3hrs**

1. **Anxiety:** Assessment of Anxiety of a subject by Hamilton Anxiety Rating Scale (HARS)
2. **Depression:** Assessment of Depression Profile of a subject by Beck's Depression Inventory (BDI)

#### **Recommended Books:**

- Ahuja N. (2011). A Short Textbook of Psychiatry (7th Ed). New Delhi: Jaypee
- Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4<sup>th</sup> Ed.), Wadsworth: New York.
- Baron, R.A. (1995 Edition) -Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
- Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). Abnormal Psychology (13<sup>th</sup> Edition), ND: Pearson Education.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Irwin G. Sarason, Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication
- James C. Coleman (1981). Abnormal Psychology and Modern Life. D.B. Taraporevala with Scott, Foresman and Company, Mumbai
- Kring, A.M., Johnson S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11<sup>th</sup> Ed.). NY: John Wiley
- Mohanty, N. (2008). Psychological Disorders: Text and Cases. New Delhi: Neelkamal Publications Pvt. Ltd.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength:
- Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

## **SEMESTER – IV**

### **Core Course – IX**

**F.M. – 100 (Th.75 + Pra.25) marks**

**Credit Points - 06**

**Periods – (Th. – 40; Pra. – 40)**

### **EDUCATIONAL PSYCHOLOGY**

#### **Introduction:**

This course provides an introduction to concepts, theories, and research in educational psychology. The topics covered include cognitive development during the school years, classroom management, instructional approaches, motivation, assessment, and individual differences.

#### **Learning Objectives:**

- To provide students with an overview of the purposes and uses of educational psychology.
- To help students understand human development focusing mainly on the years of formal education including those with ability differences
- To make students understand the ways that educators motivate their students to learn and strive for excellence
- To make students explore the ways that educators manage learning environments to maximize learning and social cohesion

#### **Expected outcomes: Students will be able to**

- Define educational psychology and give examples of the different topics educational psychologists study.
- Describe the developmental issues faced by school age children.
- Describe the challenges presented by children with ability differences.
- Explain the role of motivation on learning and classroom behavior.
- Describe classroom management techniques.
- Identify commonly used standardized tests, their strengths and limitations, and use in school settings.

**UNIT – 1 Foundations of Educational Psychology**

- i. Concepts and principles of educational psychology, the teaching -learning process, Goals of teaching and objectives for learning.
- ii. Theories of cognitive development, Bruner, and Vygotsky.

**UNIT – 2 Motivation and Classroom Management**

- i. Meaning of motivation, Intrinsic and extrinsic motivation, Approaches to understand classroom motivation, Motivational techniques in classroom teaching.
- ii. The goals of classroom management, Creating a positive learning environment, Characteristics of an effective teacher, Teacher expectation and students' performance

**UNIT – 3 Creativity and Aptitude**

- i. Nature and characteristics of creativity; Theories of creativity; Fostering creativity among children.
- ii. Nature and characteristics of aptitude; Types of aptitude; Measurement of aptitude; Utility of aptitude tests

**UNIT – 4 Dealing with ability differences and Testing**

- i. Teaching children with learning disability and attention deficit Hyperactive disorder.
- ii. Types of standardized tests- Achievement test, and aptitude tests, Advantages and limitations of standardized test.

**UNIT – 5 Exceptional Children**

- i. Gifted children: Meaning, Nature and characteristics of gifted children. Education of gifted children.
- ii. Mentally retarded children: Concept, level and causes of MR, Training and Prevention of MR.

**PRACTICAL**

**F.M. – 25 marks**

**Time – 3hrs**

1. **Academic Behaviour:** To assess the academic attitude and behaviour of college students by using Sia's Academic Behaviour Scale
2. **Academic Stress:** To assess the academic stress of two higher Secondary students using Rao's Academic Stress Scale.

**Recommended Books:**

- Agrawal, J.C. (2009). Essentials of Educational Psychology (2ndEdn.) Vikas Publishing House, New Delhi
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Gage, N. L., & Berliner, D. C. (2009) Educational psychology (5th ed.). Boston, MA: Houghton Mifflin.
- Mangal, S.K. (2013). Advanced Educational Psychology (2 nd Edn.) PHI Learning Pvt. Ltd., New Delhi
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Slavin, Robert E. (2012). Educational Psychology: Theory and Practice. Delhi, Pearson,
- Woolfolk, A.E. (2004). Educational Psychology (9 th Ed.), Allyn & Bacon, London / Boston

## SEMESTER – IV

### Core Course – X

F.M. – 100 (Th.75 + Pra.25) marks

Credit Points - 06

Periods – (Th. – 40; Pra. – 40)

### PSYCHOLOGICAL ASSESSMENT

#### Introduction:

The course is designed to expose students to a basic understanding about approaches to psychological assessment and develop skill in the administration and interpretation of psychological tests.

#### Learning Objectives:

- To train students in various psychological assessment techniques
- To impart skills necessary for selecting and applying different tests for different purpose such as evaluation, training, rehabilitation etc.

#### Expected outcomes: Students will be able to

- Understanding the basic facts about psychological assessment.
- Understand the process of test construction and standardization.
- Understand about the assessment of different types of skills and assessment.

#### UNIT – 1 Introduction

- i. Nature and Scope of human assessment; Parameters of assessment.
- ii. Psychological scaling, methods of scaling

#### UNIT – 2 Psychological Tests

- i. Principles of test construction and standardization – item analysis, and development of norms
- ii. Types of psychological tests – Individual, group, performance, verbal, nonverbal

#### UNIT – 3 Assessment of Ability

- i. Assessment of general abilities – Intelligence, interest, interpersonal interaction.
- ii. Assessment of personality – Use of self report inventories, interview, projective and non-projective tests.

#### UNIT – 4 Classroom Assessments

- i. Classroom as assessment context, Traditional tests, Alternative assessment.
- ii. Grading and reporting of performance, Computer and assessment.

#### UNIT – 5 Principles of Assessment

- i. Reliability; Meaning, types of reliability.
- ii. Validity; Meaning, types of validity, Relationship between validity and reliability.

### PRACTICAL

F.M. – 25 marks

Time – 3hrs

1. **Empathy:** To assess the empathy behaviour of Five college students using Spreng's Empathy questionnaire.
2. **Sense of Humor:** To assess the Sense of Humor of 4 College Students Using McGhee's Scale of Sense of Humor (MSSH)

#### Recommended Books:

- Anastasi A. (1988) Psychological Testing, New York, Macmillan.
- Kerlinger, F. N. (1983) Foundations of Behavioural Research, New York, Surjeet Publication.
- Freeman, F.S. (1972) Theory and Practice of Psychological Testing, New Delhi, Oxford and IBH.
- Kaplan, R.M., Saccuzzo D.P., Psychological Testing and assessment, Cengage Learning, New Delhi.

## **SEMESTER – V**

### **Core Course – XI**

**F.M. – 100 (Th.75 + Pra.25) marks**

**Credit Points - 06**

**Periods – (Th. – 40; Pra. – 40)**

### **ORGANIZATIONAL BEHAVIOR**

#### **Introduction:**

The course provides an overview of the main fields of organizational and personnel psychology. It focuses on topics such as organizational system; work behavior, attitudes and motivation as related to organizational set up; management of power and politics in the organizations; and finally development and evaluation of human resources for sustainable growth of an organizations.

#### **Learning Objectives:**

- To help students able to understand the structure, functions, and designs of different organizations.
- To make students understand the processes of group decision making and leadership functions in different organizations.
- To make students understand the theories of work motivation and related issues of power and politics in the organizational set up.
- To help students demonstrate professional skills in the evaluation, management, and development of human resources in the organizations.

#### **Expected outcomes: Students will be able to**

- Understand different concepts and dynamics related to organizational system, behavior, and management.
- Identify steps managers can take to motivate employees in the perspectives of the theories of work motivation.
- Understand the tricks of power and politics management in the organizations.
- Understand significance of human resource development, evaluation and management for the interest and benefit of the organization.

#### **UNIT – 1 Historical context of organizational behaviour**

- i. Contributions of Taylor, Weber and Fayoll; Challenges, Scope and opportunities for OB
- ii. OB perspectives -Open system approach, Human relations perspective, Socio-technical approach, OB model responsive to Indian realities

#### **UNIT – 2 Organization System**

- i. Structure and functions of organization, Common organizational designs, Management roles, functions and skills.
- ii. Group decision making process in organizations, Strength and Weakness, Effectiveness and efficiency, Groupthink, Group shift, Group Decision making techniques.

#### **UNIT – 3 Work, Power and Politics**

- i. Contemporary theories of work motivation- ERG theory, McClelland's theory of needs, Cognitive evaluation theory, Goal -setting theory, Reinforcement theory.
- ii. Defining power in organization, Bases of power, Power tactics, Nature of organizational politics, Impression management, and defensive behaviour

#### **UNIT – 4 Leadership in Organisation.**

- i. Behavioural Theories and Contingency Theories.
- ii. Emotional Intelligence and leadership effectiveness, selection and training to create effective leadership.

#### **UNIT – 5 Human resource development and Evaluation**

- i. Human Skills and Abilities, Selection Practices for Optimal Use of Human Resources; Training Programs for the Development of Human Resources.
- ii. Performance Evaluation- Purpose, Methods, Potential Problems and methods to overcome them.

### **PRACTICAL**

**F.M. – 25 marks**

**Time – 3hrs**

1. **Leadership Style:** To measure his basic leadership style of 4 college students by using Greenberg Basic Leadership Style scale.
2. **Conflict -Handling:** To measure the conflict -handling style of 4 college students by using Rahim's scale to identify their conflict handling style.



**Recommended Books:**

- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9<sup>th</sup> Edition) India: Dorling Kindersley.
- Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Pareek, U.(2010). Understanding organizational behaviour. Oxford: Oxford University Press.
- Robbins, S.P.; Timothy, A.J. & Vohra, N. (2012). Organizational Behavior, 15<sup>th</sup> Edition Pearson Education: New Delhi
- Schultz, D. and Schultz, S.E. (2004) Psychology and Work Today. Delhi: Pearson Inc.
- Singh, K. (2010). Organizational Behaviour: Texts & Cases. India: Dorling Kindersley

**SEMESTER – V**  
**Core Course – XII**

F.M. – 100 (Th.75 + Pra.25) marks  
Periods – (Th. – 40; Pra. – 40)

Credit Points - 06

**HEALTH PSYCHOLOGY**

**Introduction:**

Health psychology is a specialty area that focuses on how biology, psychology, behaviour and social factors influence health and illness. This course is designed to provide an introduction to the area of health psychology to help students understand how Health Psychology as a specialty within psychology addresses the role of behavioural factors in health and illness. Basic theories, models and applications are also included.

**Learning Objectives:**

- To help the students understand the issues of Health Psychology and how to address them by the bio-psychosocial model of health and illness.
- To help the students to describe behavioural factors that influence health and illness.
- To guide the students understand about health enhancing behaviours including coping with illness.

**Expected outcomes: Students will be able to**

- Know the basics of health and illness from the Bio-psychosocial perspectives.
- Understand the significance of behavioural and psychological correlates of health and illness.
- Understand the significant aspects coping and importance of health enhancing behaviour.

**UNIT – 1 Introduction**

- i. Goals of Health Psychology, Bio-psychosocial model of health and illness.
- ii. Understanding and communicating our health needs.

**UNIT – 2 Health and Stress**

- i. Meaning, Basic nature of stress, Cognitive appraisal of stressors, causes of stress
- ii. Effects and Management of stress.

**UNIT – 3 Health and Illness**

- i. Behavioural and psychological correlates of illness, Approaches to promoting wellness, Some common health beliefs and their implications
- ii. Models of health- The cognition models- The health belief model, the protection motivation model, Leventhal's self regulatory model.

**UNIT – 4 Health and Coping**

- i. Individual differences in symptom perception, Coping with the crises of illness; Compliance behaviour and improving compliance.
- ii. Health enhancing behaviour- Diet management, Yoga and Exercise

**UNIT – 5 Health Issues**

- i. Children health issues- Malnutrition, Immunization, Autism,
- ii. Health issues of women and elderly: Diabetes, Osteoporosis, Alzheimer's Disease, Depression

## PRACTICAL

F.M. – 25 marks

Time – 3hrs

1. **Sleep Quality:** To assess the Sleep quality of 4 college students The Pittsburgh Sleep Quality Index (PSQI)
2. **Coping Strategies:** To assess of the Coping Strategies of 4 college students by Tobin's Coping Strategy Inventory (TCSI)

### Recommended Books:

- Baron, R.A. (1995 Edition) -Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
- Brannon and Feist, Health Psychology.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others, Panchasila, Bhubaneswar
- Edward P.Sarafino (1994) Health Psychology, John Wiley and Sons
- Khatoon, N. (2012) Health Psychology, Dorling Kindersley (India) Pvt. Ltd. New Delhi
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.
- Snyder, C.R., & Lopez, S.J. (2007). Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006) Health Psychology (6th Edition) New York: Tata McGraw Hill

**DISCIPLINE SPECIFIC ELECTIVE**  
**SEMESTER – V**  
**DSE – I**

F.M. – 100 (Th.75 + Pra.25) marks

Credit Points - 06

Periods – (Th. – 40; Pra. – 40)

**PSYCHOLOGICAL RESEARCH AND MEASUREMENT**

**Introduction:**

The research methods course is among the most frequently required in the psychology and with good reason. It helps the students know about the difference between an experiment and a correlational study, the function of independent and dependent variables, the importance of reliability and validity in psychological measurement, and the need for replication in psychological research. In other words, psychologists' research methods are at the very core of their discipline. The course is designed to train the students in psychological research and measurement.

**Learning Objectives:**

- To provide an overview of scientific approaches to psychological research in term of sampling techniques, scientific method, and experimental designs.
- To acquaint the students with respect to psychometric, projective techniques and non -testing approaches like interview.

**Expected outcomes: Students will be able to**

- Understand the nature of psychological research and how to conduct scientific research in psychological themes.
- Develop the skill for test construction and use of psychological tests for measurement of personality and other attributes of people.

**UNIT – 1 Psychological Research**

- i. Assumptions of science, Characteristics of scientific methods,
- ii. Psychological research: Correlational and experimental

**UNIT – 2 Psychological Scaling and Construction of test**

- i. Purpose of scaling and types of psychological data, Psychological scaling methods: Familiarity with Thurstone, Likert and Guttman scale.
- ii. Construction of test: Theory of measurement error; Operationalizing a concept, Generating items, Item analysis, Item response theory

**UNIT – 3 Experimental Designs**

- i. retest- post-test design, Factorial designs, Randomized Block design

**Standardization of tests**

- ii. Reliability and validity of tests, Development of norms and interpreting test scores

**UNIT – 4 Assessment of Personality**

- i. Psychometric and projective techniques, Familiarity with MMPI, Rorachs, WAT, and Big five tests

**Interviewing**

- ii. Principles and procedures of interviewing, gaining cooperation, motivating respondents, training of interviewers, ethics of interviewing

**UNIT – 5 Sampling**

- i. Probability and non-probability samples
- ii. Sample size and sampling error.

**PRACTICAL**

F.M. – 25 marks

Time – 3hrs

1. Perspective taking ability
2. Word Association test: To administer the Jung / Kent-Rosanoff list of WAT on a subject and report on his areas of emotional difficulties

**Recommended Books:**

- Anastasi, A. (1988) Psychological Testing, New York: MacMillan
- Minium, E.W., King, B.M. & Bear, G. (1993) Statistical Reasoning in Psychology and Education, New York: John Willey
- Kerlinger, F.N. (1983). Foundations of Behavioural Research, New York: Surjeet Publications
- Freeman, F.S. (1972) Theory and Practice of Psychological Testing, New Delhi: Oxford & IBH

## SEMESTER – V

### DSE – II

F.M. – 100 (Th.75 + Pra.25) marks

Credit Points - 06

Periods – (Th. – 40; Pra. – 40)

### PSYCHOLOGY AND SOCIAL ISSUES

#### Introduction:

Psychologists can play a larger role in the solution of important social problems. Psychology brings two important qualities to the study of social problems: attention to psychological process and rigorous methodology. The key task in the designed course is to define social problems in part as psychological problems.

#### Learning Objectives:

- The course will provide social psychological analysis of some major social issues in India.
- The students will be able to understand the perspectives of psychology in dealing with and resolving those issues.

#### Expected outcomes: Students will be able to

- Grasp the implications of various social issues and problems concerning our country.
- Appreciate the perspectives that psychology can contribute to resolve or reduce the problems.

#### UNIT – 1 Understanding Social Systems

- i. Indian Family System; Social stratification; caste, class, power, Religious ethics  
**Poverty and Deprivation**
- ii. Theories of poverty, Concomitants of poverty, Sources of deprivation, inequality and social justice.

#### UNIT – 2 Health and wellbeing

- i. Role of behaviour in health problems, Shortcomings of the biomedical model, Behavioural sciences in disease prevention and control, India's health scenario  
**Political Behaviour**
- ii. Development of ideology, Use of small groups in politics, Issues of human and social development, Quality of life and development

#### UNIT – 3 Antisocial Behaviour

- i. Corruption and bribery, Juvenile delinquency, terrorism, Crime and criminal behaviour, Alcoholism and drug abuse.
- ii. Crime and criminal behaviour, Alcoholism and drug abuse, Psychopath

#### UNIT – 4 Social integration

- i. The concept of social integration; Causal factors of social conflicts and prejudices; Psychological strategies for handling the conflicts and prejudices; Measures to achieve social integration.  
**Violence**
- ii. Nature and categories of violence, violence in family and marriage, rape, Collective violence for social change

#### UNIT – 5 Understanding Human Relationships

- i. Family and Friendship.
- ii. Romantic Relationships: Love, Physical Intimacy, Marriage

### PRACTICAL

F.M. – 25 marks

Time – 3hrs

1. To assess the quality of life family of 4 families using Beach Center Family Quality of Life Scale.
2. To assess the community integration of a village by using Community integration questionnaire (CIQ) of Barry Willer

#### Recommended Books:

- Banerjee, D. (1998). Poverty, class and health culture in India, Vol.-I, Delhi Prachi Prakashan
- Dube, S.C. (1987) Modernization and Development. Ni): Sage
- Fonseca, M. (1998) Family and Marriage in India, Jaipur: Sachin
- Mishra, G. (1990) Applied Social Psychology in India, ND: Sage
- Mishra, G. (1999) Psychological perspectives on stress and Health, New Delhi: Concept
- Mishra, H.C. and Misra, S. (2009) Psychology of Deviants, DivyaPrakashani, Bhubaneswar
- Mohanty, A .K. and Mishra, G. (Eds.) (2000) Psychology of Poverty and Disadvantage, New Delhi: Concept

- Sen, A. & Sen A.K. (Eds.), (1998) Challenges of contemporary Realities: A psychological Perspective, New Delhi: New Age International.
- Srinivas, M.N. (1966) Social change in modern India, Bombay: Allied

## **SEMESTER – VI**

### **Core Course – XIII**

**F.M. – 100 (Th.75 + Pra.25) marks**  
**Periods – (Th. – 40; Pra. – 40)**

**Credit Points - 06**

### **COUNSELING PSYCHOLOGY**

#### **Introduction:**

The course is designed to develop entry level counselling psychologists who will be capable of understanding and demonstrating behaviour and attitudes in the basic areas of professional counselling.

#### **Learning Objectives:**

- To help students able to understand and integrate current scientific knowledge and theory into counselling practice.
- To make students learn the history and professional issues related to counselling psychology.
- To help students integrate and convey information in the core areas of counselling practice.
- To help students demonstrate professional behaviour in their various roles as counselling psychologists.

#### **Expected outcomes: Students will be able to**

- Understand the purpose of counselling and practice counselling ethically following different approaches.
- Understand the basics of counselling process and use them for counselling students, families, couples, distressed, and handicaps.

#### **UNIT – 1 Basics of Counselling**

- i. Meaning, scope and purpose of counselling with special reference to India; The counselling process, counselling relationship, counselling interview.
- ii. Characteristics of a good counsellor, Ethics and values in counselling; Education and training of the counsellor.

#### **UNIT – 2 Theories of Counselling**

- i. Psychodynamic approach-Freud and Neo Freudians;
- ii. Humanistic approach -Existential and Client centered.

#### **UNIT – 3 Techniques of Counselling**

- i. Cognitive Techniques of counselling; Rational-emotive and transaction analysis;
- ii. Behavioural Techniques - Behaviour modification; Indian contribution- yoga and meditation

#### **UNIT – 4 Counselling Programs**

- i. Working in a counselling relationship, transference and counter transference, termination of counselling relationship, Factors influencing counselling.
- ii. Student counselling, Emphases, roles and activities of the school, and college counsellor.

#### **UNIT – 5 Counselling Application**

- i. Family and Marriage Counselling, Family life and family cycle, Models and methods of family counselling.
- ii. Alcohol and drug abuse counselling; counselling the persons with Suicidal tendencies, and Victims of Harassment and Violence.

### **PRACTICAL**

**F.M. – 25 marks**

**Time – 3hrs**

1. **Marital Relationship:** To assess the marital relationship of 2 couples using Lerner's Couple adjustment scale.
2. **Case Reporting:** To complete four case studies of high school students with problem behaviour in the appropriate case record Performa

#### **Recommended Books:**

- Burnard Philip. (1995) Counselling Skills Training- A sourcebook of Activities, New Delhi: Viva Books Private Limited.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004) Practical Exercises in Psychology: Learning about Yourself and Others, Panchasila, Bhubaneswar

- Feltham, C and Horton, I. (2000) Handbook of Counselling and Psychotherapy, London: Sage.
- Gibson, R.L & Mitchell M.H. (2003) Introduction to counselling and Guidance, 6<sup>th</sup> Edition, Delhi: Pearson Education.
- Gladding, S.T. (2009) Counselling: A comprehensive profession (6<sup>th</sup> Edition) New Delhi: Pearson India.
- Mishra, H.C. & Varadwaj, K. (2009) Counselling Psychology: Theories, Issues and Applications, DivyaPrakashini, Samantarapur, Bhubaneswar, Odisha
- Misra, G. (Ed) (2010) Psychology in India, Volume 3: Clinical and Health Psychology, New Delhi: Pearson India.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014) Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Nelson -Jones (1995) The Theory and Practice of Counselling, 2<sup>nd</sup> Edition, London: Holt, Rinehart and Winston Ltd.
- Rao, S. (2002) Counselling and Guidance (2<sup>nd</sup> Edition) New Delhi: McGraw Hill.

## **SEMESTER – VI**

### **Core Course – XIV**

**F.M. – 100 (Th.75 + Pra.25) marks**  
**Periods – (Th. – 40; Pra. – 40)**

**Credit Points - 06**

### **POSITIVE PSYCHOLOGY**

#### **Introduction:**

Positive psychology is the scientific study of optimal human functioning to help people flourish. This is a foundation course in positive psychology to help students not only to understand the core themes of positive psychology, but also to equip them with the helpful positive interventions in various areas of professional psychology, such as clinical, health, education, organization and community.

#### **Learning Objectives:**

- To help students to understand the rationale behind positive psychology.
- To guide students to identify and analyze the key conceptual and theoretical frameworks underpinning positive psychology.
- To encourage students to appreciate the contributions of scholars from a range of disciplines and their influence on developing a positive approach to mental health.
- To make students understand and apply strength - based approach to mental health issues.

#### **Expected outcomes: Students will be able to understand**

- The goal of positive psychology and the basic behaviour patterns that result in positive human growth from the point of view of leading positive psychologists.
- The concepts of flow and happiness and the related theories and models explaining happiness behaviour and its consequences.
- All the precursors to positive psychology from character strength and altruism to resilience.

#### **UNIT – 1 Foundation**

- i. Historical roots and goals of positive psychology,
- ii. Positive emotions, Positive Individual traits, and positive subjective experience

#### **UNIT – 2 Contribution of Psychologist**

- i. Contribution of Martin Seligman, Albert Bandura,
- ii. Carol Dweck and Abraham Maslow to positive psychology

#### **UNIT – 3 Flow and Happiness**

- i. Components of flow, Conditions and mechanisms of flow, Positive and negative consequences of flow experience
- ii. Meaning and nature of happiness, Sources of happiness, Theories of happiness- Set -point theory, Life satisfaction and Affective state theories.

#### **UNIT – 4 Precursors to Positive Psychology**

- i. Character strength, Altruism, Hope and Optimism, Positive thinking, Resilience
- ii. Psychology of well-being: Meaning of well-being, The well-being models, Factors affecting well-being, Promoting well-being among people

#### **UNIT – 5 Ways to Positive Psychology**

- i. Discovering strength, Increasing optimism, Self -direction, Purpose, gratitude, Mindfulness, and Activities and experience

- ii. Effects of exercise, Yoga, meditation and spiritual intelligence on development of positive psychology; Positive psychology in building relationship

### PRACTICAL

**F.M. – 25 marks**

**Time – 3hrs**

1. **Happiness:** To measure the happiness of 4 adults using Oxford Happiness questionnaire.
2. **Spiritual Intelligence:** To measure the spiritual intelligence of 4 adults using King's Spiritual Intelligence test.

**Recommended Books:**

## **SEMESTER – VI** **DSE – III**

**F.M. – 100 (Th.75 + Pra.25) marks**  
**Periods – (Th. – 40; Pra. – 40)**

**Credit Points - 06**

### **CONTEMPORARY APPLIED PSYCHOLOGY**

**Introduction:**

Recent years have seen a rise in the significance of applied psychology as can be seen from the areas contemporary psychologists concern themselves with. Arising from the slogan 'Psychology goes to work' Contemporary Applied psychologists venture into new areas of human behaviour and relationships with an interdisciplinary perspective. The significant areas of their concern are community psychology, psychology of the disadvantaged and rehabilitation psychology, Psychology of IT, economic development, gender, defence etc. The present course is designed to acquaint the students with this new endeavour of psychology.

**Learning Objectives:**

- To help the students understand the role of psychologists in community services including helping the disadvantaged and otherwise challenged groups.
- To help the students appreciate the importance of psychology in fields of human concern like IT, economic development, gender and population issues.
- To help students understand about how psychology is useful in the field of defense.

**Expected outcomes: Students will be able to**

- Appreciate the role of psychologists in community service including their importance in helping and rehabilitation activities.
- Perceive the intricacies of relationships between human behaviour and economic development, information technology, population and gender issues.
- Know the aspects of defence where psychology plays a role.

**UNIT – 1 Community Psychology – I**

- i. Definition and concept of Community Psychology; Use of small groups in social action,
- ii. Arousing community consciousness, Effective strategies for social change.

**UNIT – 2 Community Psychology – II**

- i. Rehabilitation Psychology: Primary, secondary, tertiary rehabilitation programs,
- ii. Rehabilitation of physically, mentally and socially challenged persons including the old persons.

**UNIT – 3**

- i. **Helping the disadvantaged:** Concept of disadvantaged and deprivation, social, physical, cultural and economic consequences of disadvantaged groups, Educating and motivating the disadvantaged.
- ii. **Psychology and IT:** Psychological consequences of the developments in IT; Role of psychologists in the present scenario of IT.

**UNIT – 4**

- i. **Psychology in economic development:** Achievement motivation and Economic development; Characteristics of entrepreneurial behaviour, Consumer rights and awareness.
- ii. **Population psychology:** Psychological consequences of population explosion and high population density; Psychological effects of crowding; motivating for small family norms.

**UNIT – 5**

- i. **Psychology of Gender:** Issues of discrimination; Glass ceiling effect, Self-fulfilling prophecy, Management of diversity.
- ii. **Defence psychology:** Psychological tests for defence personnel; Promoting positive mental health of defence personnel, Human engineering in defence.

**PRACTICAL**

**F.M. – 25 marks**

**Time – 3hrs**

1. Learning and Decision-making style.
2. Group affiliation.

**Recommended Books:**

- Banerjee, D. (1998) Poverty, class and health culture in India, Vol.-I, Delhi PrachiPrakashan
- Dalton, J.H. (2006) Community Psychology: Linking Individuals and Communities: Oxford University Press
- Dube, S.C. (1987) Modernization and Development. ND: Sage
- Fonseca, M. (1998) Family and Marriage in India, Jaipur: Sachin
- Mishra, G. (1990) Applied Social Psychology in India, ND: Sage
- Mishra, G. (1999) Psychological perspectives on stress and Health, New Delhi: Concept
- Mishra, H.C. , Mishra, G.C. &Varadwaj , K. (2014) Fundamentals of Applied Psychology, DivyaPrakashani, Bhubaneswar
- Mishra, H.C. and Misra, S. (2009) Psychology of Deviants, DivyaPrakashani, Bhubaneswar
- Mohanty, A .K. and Mishra, G. (Eds.) (2000) Psychology of Poverty and Disadvantage, New Delhi: Concept
- Sen, A. & Sen A.K. (Eds.) (1998) Challenges of contemporary Realities: A psychological Perspective. New Delhi: New Age International
- Srinivas, M.N. (1966). Social change in modern India, Bombay: Allied
- Swain, S. Applied Psychology
- Panda, K. C. & Panda, N. (2015). Perspective in General Psychology and Life: A Basic Text (Vol.-II), Cuttack, KitabMahal.
- U.N. Dash. A.S. Mishra, H.C. Nanda, G.K. Jena, N. Practical Exercises in Psychology, Panchasila, Bhubaneswar.



## **SEMESTER – VI** **DSE – IV**

F.M. – 100 (Project - 45 + Viva-30) marks  
Seminar – 25 marks

Credit Points – 06

### **RESEARCH PROJECT**

#### **Introduction:**

The research experience of students is greatly enriched by early exposure to conducting research. There are numerous benefits of undergraduate students who get involved in research. They are better off in understanding published works, determine an area of interest, can discover their passion for research and may start their career as a researcher. Further students will be able develop ability for scientific inquiry and critical thinking, ability in the knowledge base and communication of psychology. This course is included to promote above mentioned abilities among the students.

#### **Learning Objectives:**

- To help students to learn how to develop scientific research designs in the study of psychology.
- To guide students to understand the previous research in their field of interest and review them to arrive at a research problem.
- To encourage the students to learn ways to describe and measure human behaviour.
- To help students understand the logic of hypothesis testing and application of appropriate statistical analysis.
- To make students to learn the methods of writing a research report.

#### **Expected outcomes: Students will be able to**

- Independently prepare a research design to carry out a research project.
- Review the related research papers to find out a research problem and relevant hypotheses.
- Understand the administration, scoring and interpretation of the appropriate instrument for measurement of desired behaviour.
- Learn the use of statistical techniques for interpretation of data.
- Learn the APA style of reporting a research project.

#### **UNIT – 1**

A student is required to carry out a project on an issue of interest to him / her under the guidance and supervision of a teacher. In order to do so s/he must have the knowledge in research methodology and of steps in planning and conducting a research. The supervisors may help the students to go on field study / study tour relevant to their work. Thirty hours of class may be arranged in the routine to help students understand research methodology, and planning, conduction and reporting on the research. An external examiner with the supervisor as the internal examiner will evaluate the research project on the basis of scientific methodology in writing the report, and presentation skill and performance in the viva.

#### **Format**

- **Abstract** – 150 words including problem, method and results.
- **Introduction** – Theoretical considerations leading to the logic and rationale for the present research.
- **Review** – Explaining current knowledge including substantive findings and theoretical and methodological contributions to the topic, objectives and hypotheses of the present research
- **Method** – Design, Sample, Measures, Procedure
- **Results** – Quantitative analysis of group data, (Raw data should not be attached in Appendix) Graphical representation of data wherever required, Qualitative analysis wherever done should indicate the method of, qualitative analysis.
- **Discussion**
- **References (APA Style) & Appendices**
- Project should be in Soft binding. It should be typed in Times New Roman 14 letter size with 1.5 spacing on one side of the paper. Total text should not exceed 50 pages (References & Appendices extra).
- Two copies of the project should be submitted to the College.
- ***Project - American Psychological Association (APA) — Publication Manual 2006 to be followed for project writing***

#### **UNIT – 2**

- **A Seminar Paper to be presented by the students individually or in group.**