

**SYLLABUS FOR  
UNDER GRADUATE  
COURSE IN PSYCHOLOGY  
(Bachelor of Arts Examination)**

**UNDER CHOICE BASED CREDIT SYSTEM**

## PSYCHOLOGY

<b>Framework of CBCS Syllabus for PSYCHOLOGY (Honours)</b> <b>from 2019-20</b>					
<b>Full Forms of Course Codes Used:</b> CC = Core Course, AECC = Ability Enhancement Compulsory Course, SEC = Skill Enhancement Course, DSE = Discipline Specific Elective (Related to Core Subject), GE = Generic Elective (Not related to Core Subject; 2 different subjects of 2 papers each). <b>Total Marks:</b> CC (1400) + AECC (200) + SEC (200) + DSE (400) + GE (400) = 2600					
Semester	CC 14 papers 100 X 14 = 1400; Credits=14x6=84	AECC 2 Papers 100 X 2 = 200 Credits=4x2=8	SEC 2 Papers 100 X 2 = 200 Credits=4x2=8	DSE 4 Papers 100 X 4 = 400 4x6=24 credits	GE 4 Papers 100 X 4 = 400 4x6=24 credits
I	CC-I: Introductory Psychology CC-II: Basic Developmental Processes	AECC-I: EVS & DM			GE Paper-I:
II	CC-III: Basic Psychological Processes CC – IV: Processes of Human Empowerment	MIL (Odia / English)			GE Paper-II:
III	CC – V: Psychological Statistics CC – VI: Social Psychology CC – VII: Environmental Psychology		SEC-I: Communicate English		GE Paper-III: Introductory Psychology
	CC – VIII: Psychopathology		SEC-II: Quantitative & Logical		GE Paper-IV: Basic Development

IV	CC – IX: Educational Psychology		Thinking		a l Processes
	CC – X: Psychological Assessment				
V	CC – XI: Organizational Behavior			DSE-I: Psychologica l Research and Measurement	
	CC – XII: Health Psychology			DSE-II: Psychological & Social Issues	
VI	CC – XIII: Counseling Psychology			DSE-III: Psychology of the Disability	
	CC – XIV: Positive Psychology			DSE-IV: Project & Field work/ Psychology of Crime	

### **PSYCHOLOGY Papers for HONOURS Students**

Core course – 14 papers, Discipline Specific Elective – 4 papers, Generic Elective for non- psychology honours students – 4 papers. In case University offers 2 subjects as GE, then papers 1 and 2 will be the GE paper.

#### **Scoring System for Papers with Practical:**

Marks per paper - Midterm: 15 marks, Practical: 25 marks, End term: 60 marks, Total: 100 marks, Credit per paper – 6, Teaching hours per paper – 40 hours theory + 20 hours practical

#### **Scoring System for Papers without Practical:**

Marks per paper - Midterm: 20 marks, End term: 80 marks, Total: 100 marks, Credit per paper – 6, Teaching hours per paper – 50 hours + 10 hours tutorial

## **Core Paper- I INTRODUCTORY PSYCHOLOGY**

**Introduction:** The course is designed to provide the student a basic understanding of the psychology of human behavior. 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 know the sources and processes of development of modern scientific psychology.
- To help the students develop a scientific temperament in studying and understanding human behavior.

### **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: Recognize how each approach views human thought and behavior.
- Understand the physiological and biochemical links of human behavior.

### **UNIT-I: Introducing Psychology**

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

### **UNIT- II: Methods in Psychology**

(i) Natural Observation, Survey and Case Study - Nature, advantages and limitations. (ii) Experimental and Correlational methods - Nature, advantages and limitations.

### **UNIT –III: Biological Bases of Behavior**

(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-IV: States of Mind**

(i) Nature of consciousness; changes in consciousness- sleep-wake schedules  
(ii) Extended states of Consciousness - Hypnosis, Meditation and Yoga

### **Practical:**

(i) **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  
(ii) **D.L. by Method of Constant Stimuli:** To find out the D.L. for lifted weight of your subject by method of constant stimuli.

### **Text Books:**

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

**Reference Books:**

- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7<sup>th</sup> edition) Bombay: Tata-McGraw Hill.
- Feldman, R.S. (2004). Understanding Psychology (6<sup>th</sup> Edition), New Delhi, Tata-McGraw Hill.

**Core Paper-II BASIC DEVELOPMENTAL PROCESSES**

**Introduction:** The course is designed to expose students to a basic understanding about the fundamental concerns of developmental psychology and provide examples of the following three dimensions of development: growth, differentiation, and orderly progression.

**Learning Objectives:**

- To help students gain some key ideas about human development and the perspectives to understand and explain such developments.
- To help the students understand the significance of prenatal period for human development.
- To help the students understand the developmental preparations of the childhood and the implications of developmental milestones for the normal human development.

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

- Understand the nature, types, and principle of development.
- Understand the processes of formation of life and development during pre- and post-natal periods.
- Understand about the different aspects of preparation for future life.

### **UNIT-I: Basics of development**

- (i) Meaning, nature, and types of development; Principles of development; Factors influencing development
- (ii) Perspectives of development- Psychoanalytic;Organismic; Humanistic

### **UNIT- II: Life in formation**

- (i) Fertilization, determination of sex, multiple birth; Prenatal development- germinal stage, embryonic stage, fetal stage; Factors influencing prenatal development. Impact of perinatal processes on development
- (ii) Physical and motor developments, Social and emotional developments during childhood.

### **UNIT –III: 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- IV: 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

### **Practical:**

- (i) **Locus of Control:** To assess the Locus of Control of four college students by using Rotter's Locus of Control Scale.
- (ii) **Emotional Intelligence:** To measure the emotional intelligence of four college students by using the Schutte's Emotional Intelligence Scale.

### **Text Books:**

- Sigelman, G.K. & Schaffer, D.R. (1995). Life-span Human Development, Brooks / Cole Publishing Co. Pacific Grove, California
- Berk, L. E. (2010). Child Development (8<sup>th</sup> Ed.). New Delhi: Prentice Hall.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.

### **Reference Books:**

- Papalia, Diane E., Sally Wendos Olds (2006). Human Development. 9<sup>th</sup> Edition. New Delhi: Tata McGraw Hill
- Baron, R. A. (2002). Psychology (5<sup>th</sup> Edition), New Delhi, Pearson Education.

## **Core Paper III BASIC PSYCHOLOGICAL PROCESSES**

**Introduction:** The course is designed to provide the student a basic understanding of the psychological processes from sensation to thought and communication. The student will be given exposure to the concepts, terminology, principles, and theories relating to each of the mental processes that constitute human psychology.

### **Learning Objectives:**

- To help the students to understand the mental processes to begin with sensation and perception up to how it results in thoughts and communication.
- To help the students gather knowledge about the structural and functional dynamics of each of the mental processes and their interconnectedness.

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



- Understand the basic sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
- Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes.
- Understand the structural and functional properties of language and the way it helps thought, communication, problem solving and decision making through development of concepts, ideas, images, and so on.

### **UNIT-I: Sensation and Perception**

- (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- II: Learning and Memory**

- (i) Nature and principles of Classical conditioning, Operant conditioning, and Observational learning
- (ii) The Atkinson and Shiffrin Model of Memory; Types of Memory- episodic, semantic and procedural; Causes of Forgetting- interference, repression, and amnesia

### **UNIT –III: Language 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 implications

### **UNIT- IV: 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:**

- (i) **Learning Curve:** To demonstrate the Learning Curve as a function of Learning trials using Non-sense Syllables.
- (ii) **Serial Position Effect:** To demonstrate the serial position effect on memory in learning a list of nonsense syllables.

**Text Books:**

- Baron, R. A. (2002). Psychology (5<sup>th</sup> Edition), New Delhi, Pearson Education.
- Feldman, R.S. (2004). Understanding Psychology (6<sup>th</sup> Edition), New Delhi, Tata Mc. Graw Hill.
- 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
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.

**Reference Books:**

- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7<sup>th</sup> edition) Bombay: Tata-McGraw Hill.

**Core Paper-IV PROCESSES OF HUMAN EMPOWERMENT**

**Introduction:** Human empowerment is ultimately an individual condition of gaining the power to control and modulate changes in one's own life those are considered important to one's identity and adjustment. The purpose of the course is to introduce to the students the basics of human empowerment and how the empowerment processes are strengthened and improved.

**Learning Objectives:**

- To help students gain ideas about intelligence and personality as foundations of human empowerment.
- To make students understand how motivation and emotion are empowering processes to human development.
- To help students gain insight into human behavior as products of empowerment.

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

- Know the structural components and functional dynamics of both intelligence and personality.
- Understand the significance of emotion and motivation in behavior management.
- Understand significant aspects of social behavior as resulting in happiness, well-being and personal growth.

**UNIT-I: Basics of empowerment**

(i)Intelligence- Heredity, environment, and intelligence, Theories of Gardner, Stenberg, & PASS (ii)Measuring Intelligence: intelligence tests; Interpretation of test score, Cross-cultural issues in testing intelligence

**UNIT- II: Sources of Power (1)**

- (i) Personality- Meaning of definition and personality Freud's theory, and Social cognitive theory
- (ii) Personality-Trait and type approach, Biological and sociocultural determinants, Psychometric and projective assessment.

### **UNIT –III: Sources of Power(2)**

- (i) Motivation-Drive theory, Arousal theory, Expectancy theory, Maslow's need hierarchy
- (ii) Emotion-Theories of James-Lange, Cannon-Bard, & Schachter-Singer

### **UNIT –IV: Proving empowered**

- (i) Social behavior- Meaning of attribution and errors in attribution, Meaning of social cognition and processing of social information
- (ii) Positive Psychology-Scope and aims, Nature and characteristics of happiness, Subjective well-being and personal growth

#### **Practical:**

- (i) **Intelligence test-** To test the non-verbal intelligence of Two college students using Raven's Standard Progressive Matrices
- (ii) **Personality Type-** To assess the personality type of a student obtaining responses from the student and two other significant persons in his /her life by using Glazer's test of Personality Type

#### **Text Books:**

- Baron, R.A. (1995). Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
- Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon
- Snyder, C.R. & Shane, J.L. (2005) Handbook of Positive Psychology: Oxford University Press.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

### **Reference Books:**

- Baron, R. A. & Byrne, D. (2003). Social Psychology, 10<sup>th</sup> Edition, Prentice Hall
- Misra, G. (2009). Psychology in India, Vol 1: Basic Psychological Processes and Human Development. India: 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

## **Core Paper- V 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 of psychological variables and how to measure them using 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-I: Fundamentals 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- II: Measures of Statistics**

- (i) Measures of Central Tendency- Characteristics & 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- III: 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, Chi-square test (Contingency Table)

### **UNIT –IV: 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

### **Practical:**

- (i) **Reporting of Statistical Results:** To collect data of 60 (30 boys and 30 girls) High School students about their Annual examination marks in four subjects and to report by descriptive statistical analyses.
- (ii) **Computer Awareness:** To be familiar with software packages of statistics and their applications.

**Text Books:**

- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4th Ed.) India: Pearson Education, Prentice Hall.
- 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
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.

**Reference Books:**

- Mishra, G.C. (2018). Applications of Statistics in Psychology and Education, Kalyani Publisher, New Delhi
- Mohanty, B. and Misra, S. (2017). A text book of Basic Statistics. Laxmi Prakashans, Bhubaneswar, Odisha
- Siegal, S. (1994). Nonparametric Statistics. McGraw Hill, New Delhi

**Core Paper-VI 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-I: Introduction**

- (i) Nature, goal, and scope of Social Psychology; Methods of Social Psychology- Observation; Questionnaire, Interview, and Experiment
- (ii) Social Cognition- Perceiving ourselves: self-concept, self-esteem, self-presentation and self- expression.

**UNIT- II: Attitude, Prejudice and Stereotypes**

- (i) Attitudes- Nature, characteristics and functions of attitude; Attitude formation and change; Attitude measurement
- (ii) Prejudice and Stereotypes- Nature and components of prejudice, Acquisition of prejudice, Reduction of prejudice

**UNIT –III: 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- IV: Social Behavior**

- (i) Pro-social behavior- Cooperation and helping, personal, situational and socio-cultural determinants. Kin selection theory, bystander effect
- (ii) Aggression- Theoretical perspectives, Trait, situational and social learning approaches, social and personal determinants of aggression, prevention and control of aggression.

#### **Practical:**

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

#### **Text Books:**

- Baron R. A & Byrne. D. (2003). Social Psychology. 10<sup>th</sup> Edition, Prentice Hall
- Baron. R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- 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

#### **Reference Books:**

- 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 Implications

## **Core Paper- VII ENVIRONMENTAL PSYCHOLOGY**

**Introduction:** Environmental psychology is an interdisciplinary field focussed 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 -I: Environment and Behavior**

(i) E  
arth as a living system: The Gaia hypothesis, Deep ecology; Man-environment relationship- physical, social, cultural, orientation and product.

(ii) E  
ffects of Environment on behavior: Noise pollution, Air pollution, Crowding and Population explosion.

## **UNIT- II: Ecology and Development**

(i) H  
uman behavior and Environmental Problems: Global warming, Greenhouse effect, Energy depletion; Pro-environmental behaviors.

(ii) E  
cosystem and their components; Sustainable development; Resource use: Common property resources. Ecology: Acculturation and psychological adaptation

## **UNIT –III: Psychological Approaches to environment**

(i)Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson); (ii)Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)

## **UNIT- IV: Environmental Assessment**

(i) S  
ocio-psychological dimensions of environmental impact; Environmental deprivation-nature and consequences.

(ii) C  
reating environmental awareness; Social movements- Chipko, Tehri, Narmada.

## **Practical:**

(i) T  
o assess the environmental literacy of 4 college students using Bob Simpson's Environment literacy and awareness survey questionnaire.

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

### **Text Books:**

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
- Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

### **Reference Books:**

- Goldsmith, E. (1991). The way: The ecological World View. Boston: Shambhala

## **Core Paper VIII 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 behaviour.
- Learn the symptoms, causes and treatment of anxiety disorders, mood disorders and schizophrenia.

### **UNIT-I: Basics of Pathology**

- (i) Concept of abnormality; Perspectives of abnormal behavior-Psychodynamic, Behavioral, Cognitive, Humanistic-Existential, and Sociocultural
- (ii) Classification of maladaptive behavior-DSM-IV;History taking interview, Projective tests

### **UNIT- II: 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- III: Personality Disorders**

- (i) Paranoid, Schizoid, Dissociative, Impulsive
- (ii) Borderline, Na., Avoidance, Dependent personality

### **UNIT –IV: Schizophrenia and Therapies**

- (i)Characteristics, Major subtypes, Causes and treatment of Schizophrenia (ii)Psychodynamic, and Cognitive Behaviour therapy.

**Practical:**

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

**Text Books:**

- Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). Abnormal Psychology (13th Ed.).ND: Pearson Education.
- Irwin G. Sarason, Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

**Reference Books:**

- Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley

**Core Paper IX 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-I: Foundations of Educational Psychology**

(i) Concepts and principles of educational psychology, The teaching-learning process, Goals of teaching and objectives for learning, reinforcements in learning process (ii) Theories of cognitive development-Piaget, Bruner, and Vygotsky.

### **UNIT- II: 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- III: 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 –IV: Dealing with ability differences and Testing**

- (i) Teaching children with mental retardation, learning disability, social class differences and educational difficulties, and attention deficit Hyperactive disorder.  
(ii) Types of standardized tests- Achievement test, and aptitude tests, Advantages and limitations of standardized test.

### **Practical:**

- (i) **Academic Behaviour:** To assess the academic attitude and behavior of college students by using Sia's Academic Behavior Scale  
(ii) **Academic Stress:** To assess the academic stress of two higher Secondary students using Rao's Academic Stress Scale.

### **Text Books:**

- Gage, N. L., & Berliner, D. C. (2009) *Educational psychology* (5th ed.). Boston, MA: Houghton Mifflin.
- Woolfolk, A.E. (2004). *Educational Psychology* (9<sup>th</sup> Ed.), Allyn& Bacon, London / Boston
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). *Explorations of Human Nature and Strength: Practicals in Psychology*, DivyaPrakashani, Samantarapur, Bhubaneswar.

### **Reference Books:**



- Chauhan, S. S. (2010). Advanced Educational Psychology, Vikash Publishing.

## **Core Paper-X 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 purposes such as evaluation, training, rehabilitation etc.

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

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

### **UNIT-I: Introduction**

- (i) Nature and Scope of human assessment; Parameters of assessment
- (ii) Psychological scaling, Methods of scaling

### **UNIT- II: Psychological Tests**

- (i) Principles of test construction and standardization- Item analysis, reliability, validity and development of norms
- (ii) Types of psychological tests- Individual, group, performance, verbal, nonverbal

### **UNIT –III: 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- IV: Classroom Assessment**

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

#### **Practical:**

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

#### **Text Books:**

- Anastasi, A. (1988). Psychological Testing. New York: MacMillan
- Mishra, G.C. & Others (2018). Psychological Assessment. Kalyani Publisher, New Delhi

#### **Reference Books:**

- Kerlinger, F.N. (1983). Foundations of Behavioral Research. New York: Surjeet Publications
- Minium, E.W., King, B.M. & Bear, G. (1993). Statistical Reasoning in Psychology and Education. New York: John Willey

### **Core Paper XI 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 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 I: Historical context of organizational behavior**

(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-II: Organization System**

- (i) Structure and functions of organization, Common organizational designs, Management roles, functions and skills
- (ii) Group decision making processes in organizations, Organizational leadership and types of leadership in organizations

### **UNIT- III: 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 behavior

### **UNIT –IV: 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:**

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

### **Text Books:**

- Robbins, S.P.; Timothy, A.J. & Vohra, N. (2012). Organizational Behavior, 15th Edn. Pearson Education: New Delhi
- 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.

### **Reference Books:**

- Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.

## **Core Paper XII HEALTH PSYCHOLOGY**

**Introduction:** Health psychology is a specialty area that focuses on how biology, psychology, behavior 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 behavioral 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 behavioral factors that influence health and illness.
- To guide the students understand about health enhancing behaviors 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 behavioral and psychological correlates of health and illness.
- Understand the significant aspects of coping and importance of health enhancing behavior.

## **UNIT-I: Introduction**

- (i) Goals of Health Psychology, , Biopsychosocial model of health and illness
- (ii) Basic nature of stress, Cognitive appraisal of stressors, Some major causes of stress, Management of stress

## **UNIT- II: Health and Illness**

- (i) Behavioral 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 –III: Health and Coping**

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

## **UNIT- IV: Health Issues**

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

## **Practical:**

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

## **Text Books:**

- Taylor, S.E. (2006). Health Psychology (6th Ed.). New York: Tata McGraw Hill
- Brannon and Feist. Health Psychology.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

### **Reference Books:**

- Ogden, J. (2007). Essentials of Health Psychology. McGraw Hill.

## **Core Paper XIII COUNSELING PSYCHOLOGY**

**Introduction:** The course is designed to develop entry level counseling psychologists who will be capable of understanding and demonstrating behavior and attitudes in the basic areas of professional counseling.

### **Learning Objectives:**

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

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

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

## **UNIT-I: Basics of Counseling**

- (i) Meaning, scope and purpose of counselling. The counseling process, counseling relationship, counseling interview
- (ii) Characteristics of a good counselor, Ethics and values in counseling; Education and training of the counselor

## **UNIT –II: Theories and Techniques of Counseling**

- (i) Psychodynamic approach-Freud and Neo Freudians; Humanistic approach-Existential and Client centered
- (ii) Cognitive approach- Rational-emotive and transaction analysis; Behavioral approach- Behavior modification; Indian contribution-yoga and meditation

## **UNIT- III: Counseling Programs**

- (i) Working in a counseling relationship, transference and counter transference, termination of counseling relationship, Factors influencing counseling
- (ii) Student counseling, Emphases, roles and activities of the school, and college counselor.

## **UNIT –IV: Counseling application**

- (i) Family and Marriage Counseling, Family life and family cycle, Models and methods of family counseling
- (ii) Alcohol and drug abuse counseling; Counseling the persons with Suicidal tendencies, and Victims of Harassment and Violence

## **Practical:**

- (i) **Marital Relationship-** To assess the marital relationship of 2 couples using Lerner's Couple adjustment scale
- (ii) **Case Reporting:** To complete four case studies of high school students with problem behavior in the appropriate case record proforma



**Text Books:**

- Gladding, S.T. (2009). Counseling: A comprehensive profession (6th Ed.). New Delhi: Pearson India
- Mishra, H.C. & Varadwaj, K. (2009). Counseling Psychology: Theories, Issues and Applications, DivyaPrakashini, Samantarapur, Bhubaneswar, Odisha
- Burnard Philip. (1995). Counseling Skills Training – A sourcebook of Activities. New Delhi: Viva Books Private Limited.
- Gibson, R.L. & Mitchell M.H. (2003). Introduction to counseling and Guidance. 6<sup>th</sup>edn. Delhi: Pearson Education
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

**Reference Books:**

- Feltham, C and Horton, I. (2000). Handbook of Counseling and Psychotherapy. London: Sage.
- Misra, G. (Ed) (2010). Psychology in India, Volume 3: Clinical and Health Psychology. New Delhi: Pearson India.
- Nelson-Jones. (1995). The theory and practice of counseling. 2<sup>nd</sup>Edn. London: Holt, Rinehart and Winston Ltd
- Mohanty, G. B. (2018). Counseling Psychology, Kalyani Publisher, New Delhi.

**Core Paper XIV 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 a strengths-based approach to mental health issues.

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

- The goal of positive psychology and the basic behavior 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 behavior and its consequences.
- All the precursors to positive psychology from character strength and altruism to resilience.

### **UNIT-I: Foundations**

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

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

### **UNIT- II: 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 –III: 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- IV: 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:**

- (i) **Happiness:** To measure the happiness of 4 adults using Oxford Happiness questionnaire
- (ii) **Spiritual Intelligence:** To measure the spiritual intelligence of 4 adults using King's Spiritual Intelligence test.

### **Text Books:**

- Seligman, M.E. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*: Oxford University Press
- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.
- Mohanty, G.B. (2018). *Positive Psychology*. Kalyani Publisher, New Delhi
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). *Explorations of Human Nature and Strength: Practicals in Psychology*, DivyaPrakashani, Samantarapur, Bhubaneswar.

### **Reference Books:**

- Peterson, C. (2006). *A Primer in Positive Psychology*; Oxford University Press
- Seligman, M.E. (2012). *Flourish: A Visionary New Understanding of Happiness and Well- being*. Oxford University Press
- Snyder, C.R. & Shane, J.L. (2005). *Handbook of Positive Psychology*. Oxford University Press
- Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology : The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

## **Discipline Specific Elective Paper – I 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 characteristics of scientific methods of research.
- Know the methods of test construction and standardization
- Know the different approaches to assessment of personality.

**UNIT-I: Psychological Research**

(i) Assumptions of science, Characteristics of scientific methods, Psychological research:

Correlational and experimental

(ii) Introduction to sampling: probability and non-probability samples, Types of sampling

**UNIT- II: 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 –III:**

- (i) **Experimental Designs:** Pretest- post-test design, Factorial designs, Randomized Block design
- (ii) **Standardization of tests:** Reliability and validity of tests, Development of norms and interpreting test scores

#### **UNIT- IV:**

- (i) **Assessment of Personality:** Psychometric and projective techniques, Familiarity with MMPI, Rorachs, WAT, and TAT
- (ii) **Interviewing:** Principles and procedures of interviewing, gaining cooperation, motivating respondents, training of interviewers, ethics of interviewing

#### **Practical:**

- (i) **TAT:** To administer the TAT on a subject and give summary report
- (ii) **Word Association test:** To administer the Jung / Kent-Rosanoff list of WAT on a subject and report on his areas of emotional difficulties

#### **Text 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

#### **Reference Books:**

- Kerlinger, F.N. (1983). Foundations of Behavioral Research. New York: Surjeet Publications
- Best, W.J. & Kahn, J.V. (2006)- Research in Education. Pearson

**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.

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

- Understand the nature and characteristics of different social systems and social integration in India.
- Understand the aspects of health and wellbeing of Indian people. Understand about the political behavior of Indian people

### **UNIT-I**

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

### **UNIT- II**

- (i) Health and wellbeing:** Role of behavior in health problems, Behavioral sciences in disease prevention and control, India's health scenario
- (ii) Political Behavior:** Development of ideology, Use of small groups in politics, Issues of human and social development, Quality of life and development

### **UNIT –III: Antisocial Behavior**

- (i) Corruption and bribery, Juvenile delinquency, terrorism,
- (ii) Crime and criminal behavior, Alcoholism and drug abuse, Psychopath

#### **UNIT- IV**

- (i) **Social integration:** 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.
- (ii) **Violence:** Nature and categories of violence, violence in family and marriage, rape, Collective violence for social change

#### **Practical:**

- (i) **Quality of Life:** To assess the quality of life family of 4 families using Beach Center Family Quality of Life Scale
- (ii) **Community Integration:** To assess the community integration of a village by using Community integration questionnaire (CIQ) of Barry Willer

#### **Text Books:**

- Srinivas, M.N. (1966). Social change in modern India, .Bombay: Allied
- Mohanty, A .K. and Mishra, G. (Eds.) (2000). Psychology of Poverty and Disadvantage. New Delhi: Concept
- Mishra, H.C. and Misra, S. (2009). Psychology of Deviants, DivyaPrakashani, Bhubaneswar

#### **Reference Books:**

- Banerjee, D. (1998). Poverty, class and health culture in India, Vol. I, Delhi PrachiPrakashan
- Dube, S.C. (1987) Modernization and Development. ND: Sage
- Mishra, G. (1999). Psychological perspectives on stress and Health. New Delhi: Concept



- Sen, A. & Sen A.K. (Eds.). (1998). Challenges of contemporary Realities: A psychological Perspective. New Delhi: New Age International

## **Discipline Specific Elective Paper-III PSYCHOLOGY OF DISABILITY**

**Introduction:** According to WHO, disability is any restriction or lack resulting from an impairment of ability to perform an activity in the manner or within the range considered normal for a human being. While individuals may have physical or psychological impairments, it is often the society and environment that contributes to the experience of disability by failing to accommodate people with impairments. Inclusion and access is a fundamental human right and inclusive and accessible communities are vital for individual and community wellbeing. Study of psychology of disability would help the students understand this social responsibility.

### **Learning Objectives:**

- The objective of the course is to provide students with an overview of the disability from the psychological perspective.
- Drawing from the four units, students will be exposed to varying disability definitions, cultural meanings and representations.

What does it mean to be “disabled”? How has this meaning changed over time in India? What factors affect a person’s experience of disability? Why should people in psychology learn about these matters?

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

- Know about different types of disability and their prevalence in India.
- Understand various socio-cultural models of disability

- Gain knowledge about disability policies in India
- Understand about intervention and rehabilitation of disables in India

## **UNIT I**

- Conceptualizing Disability: Meaning and Definition, Types of disability, Assessment and Diagnosis
- Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust

## **UNIT-II**

- Theorizing Disability: Charity Model: Welfare Model; Medical Model
- Social Model: culture as disability; Empowerment Model

## **UNIT- III**

- Disability support: Beliefs and attitudes towards disability; Family, care, and support structure
- Issues of Access: Built and Psychological; Education and Employment, learning disability

## **UNIT -IV**

- Designing Interventions: Psychotherapeutic approaches; Rehabilitation
- Contemporary Debates: euthanasia, prenatal selection

## **Practical:**

- To assess the attitude of 8 college students by using ‘Attitude towards Disabled Persons Scale’ (Yuker et al., 1998).
- To assess the knowledge of 4 college students about Disability Policy in India using a Questionnaire.

## **Text Books:**

- Chib, M. (2011). One Little Finger. New Delhi: Sage Publications Pvt. Ltd.
- Dalal, A. K. (2011). Folk wisdom and traditional healing practices: Some lessons for modern psychology. In MatthijsCornelissen, GirishwarMisra, &SuneetVarma (eds) Foundations of Indian Psychology: Practical applications (Vol. 2) Longman, Pearson Education, New Delhi
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar

### **Reference Books:**

- Ghai, A. (2015). Rethinking Disability in India. India: Routledge. Ghai, A. (2010). Psychology of Disabled in G.Misra (Ed.) Psychology in India: Advances in research. New Delhi: Pearson education. Ghai, A. (2006 [2003]) (Dis)Embodied Form: Issues of Disabled Women. New Delhi: Shakti Books.

oodley. D &Lawthom. R. (2006). Disability and Psychology: Critical Introductions and Reflections. Palgrave Macmillan.

## **Discipline Specific Elective Paper-IV DISSERTATION / 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 behavior.
- 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 behavior
- Learn the use of statistical techniques for interpretation of data.
- Learn the APA style of reporting a research project.

**Unit I**

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 sides 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***

Mark distribution for dissertation /t Research projec						
Identification of problem	Review of Literature	Methodology	Analysis	Findings	Viva- voce	Total
10	10	10	25	20	25	100

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## **Generic Elective Paper-I INTRODUCTORY PSYCHOLOGY**

**Introduction:** The course is designed to provide the students a basic understanding of the psychology of human behavior. 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 know the sources and processes of development of modern scientific psychology.
- To help the students develop a scientific temperament in studying and understanding human behavior.

### **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: Recognize how each approach views human thought and behavior.
  - Understand the physiological and biochemical links of human behavior.

### **UNIT-I: Introducing Psychology**

- (i) Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.
- (ii) Key Perspectives in Psychology- Behavioral, Cognitive, Humanistic, Psychodynamic, and Sociocultural

## **UNIT- II: Methods in Psychology**

(i) Natural Observation, Survey and Case Study- Nature, advantages and limitations. (ii) Experimental and Correlational methods- Nature, advantages and limitations.

## **UNIT –III: Biological Bases of Behavior**

(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-IV: States of Mind**

(i) Nature of consciousness; changes in consciousness- sleep-wake schedules  
  
(ii) Extended states of Consciousness- Hypnosis, Meditation and Hallucinations

### **Practical:**

(i) **R.L. by Method of Limits:** Students are required to find out the R. L. of volar surface of the right arm of a subject by method of limits  
(ii) **D.L. by Method of Constant Stimuli:** To find out the D.L. for lifted weight of your subject by method of constant stimuli.

### **Text Books:**

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

**Reference Books:**

- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7<sup>th</sup> edition) Bombay: Tata-McGraw Hill.
- Feldman, R.S. (2004). Understanding Psychology (6<sup>th</sup> Edition), New Delhi, Tata- McGraw Hill.

**Generic Elective Paper-II BASIC DEVELOPMENTAL PROCESSES**

**Introduction:** The course is designed to expose students to a basic understanding about the fundamental concerns of developmental psychology and provide examples of the following three dimensions of development: growth, differentiation, and orderly progression.

**Learning Objectives:**

- To help students gain some key ideas about human development and the perspectives to understand and explain such developments.
- To help the students understand the significance of prenatal period for human development.
- To help the students understand the developmental preparations of the childhood and the implications of developmental milestones for the normal human development.

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

- Understand the nature, types, and principle of development.
- Understand the processes of formation of life and development during pre- and post-natal periods.
- Understand about the different aspects of preparation for future life.



## **UNIT-I: Basics of development**

- (i) Meaning, nature, and types of development; Principles of development; Factors influencing development
- (ii) Perspectives of development- Psychoanalytic; Mechanistic; Organismic; Humanistic

## **UNIT- II: 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 childhood.

## **UNIT –III: 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- IV: 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 **Practical:**

- (i) **Locus of Control:** To assess the Locus of Control of four college students by using Rotter's Locus of Control Scale.
- (ii) **Emotional Intelligence:** To measure the emotional intelligence of four college students by using the Schutte's Emotional Intelligence Scale.

## **Text Books:**

- Sigelman, G.K. & Schaffer, D.R. (1995). Life-span Human Development, Brooks / Cole Publishing Co. Pacific Grove, California.
- Berk, L. E. (2010). Child Development (8<sup>th</sup> Ed.). New Delhi: Prentice Hall.

- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

**Reference Books:**

- Papalia, Diane E., Sally Wendos Olds (2006). Human Development. 9<sup>th</sup> Edition. New Delhi: Tata McGraw Hill
- Baron, R. A. (2002). Psychology (5<sup>th</sup> Edition), New Delhi, Pearson Education.