3 Yr. Degree Course
(One Major & Two Minor)
based on NEP-2020
PSYCHOLOGY

(Effective from Session 2025-26)
(Batch: 2025-2028)

SAMBALPUR UNIVERSITY
JYOTI-VIHAR, BURLA, SAMBALPUR, ODISHA-768019

Paper

COURSE AT A GLANCE (NEP-UG)

SUBJECT: PSYCHOLOGHY   *ACADEMIC SESSION:* **2025-28**

CORE-I COURSE

Course Number	Semester	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-I	I	INTRODUCTORY PSYCHOLOGY	P	4	100
Paper-II		BASIC PSYCHOLOGICAL PROCESS	P	4	100
Paper-III	II	PROCESS OF HUMAN EMPOWERMENT	P	4	100
Paper-IV		BASIC DEVELOPMENTAL PROCESS	P	4	100
Paper-V	III	SOCIAL PSYCHOLOGY	P	4	100
Paper-VI		PSYCHOLOGICAL STATISTICS	P	4	100
Paper-VII		PSYCHOPATHOLOGY –I	P	4	100
Paper-VIII	IV	INTRODUCTION TO EDUCATIONAL PSYCHOLOGY	P	4	100
Paper-IX		APPLIED PSYCHOLOGY –I	P	4	100
Paper-X		PSYCHOLOGICAL ASSESMENT	P	4	100
Paper-XI	V	ORGANISATIONAL BEHAVIOUR	P	4	100
Paper-XII		PSYCHOLOGY FOR HEALTHY LIVING	P	4	100
Paper-XIII		FUNDAMENTAL FOR COUNSELLING PSYCHOLOGY	P	4	100
Paper-XIV	VI	INTRODUCTION TO POSITIVE PSYCHOLOGY	P	4	100
Paper-XV		PSYCHOLOGICAL RESEARCH AND MANAGEMENT	P	4	100
Paper-XVI	VII			4	100
Paper-XVII				4	100
Paper-XVIII				4	100

Paper

Paper				4	100
Paper-XIX				4	100
Paper-XX				4	100
Paper-XXI	VIII			4	100
Paper-XXII				4	100
Paper-XXIII				4	100

CORE-II/CORE-III COURSE

Course Number	Semester Core-II/ Core-III	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-I	I/II	INTRODUCTORY PSYCHOLOGY	P	4	100
Paper-II	III/IV	BASIC PSYCHOLOGICAL PROCESS	P	4	100
Paper-III	V/VI	PROCESS OF HUMAN EMPOWERMENT	p	4	100
Paper-IV	VII			4	100
Paper-V	VIII			4	100

OTHER COURSES
MULTIDISCIPLINARY COURSES (MDC)UNDER NEP-2020

Three courses to be chosen from **baskets of Multidisciplinary courses** for Semester-I/II/III with 3 credits each. Students are advised to choose one course/ Semester from the basket provided. Students are advised to opt for courses outside their discipline. No repetition of courses allowed.

(Ref: University Letter No-3177/Acd. – I, Dated: 15. 07. 2025 Letter No. 3993/Acd-I Dated: 02.09.2025)

Paper

Course No.	Semester	Dept. to Teach	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-I	Semester-I	Chemistry	Environmental Chemistry	NP	3	100
		Botany	Gardening and Vermicomposting	NP	3	100
		Economics	Economics in Everyday Life	NP	3	100
		History	History of Education in Modern India	NP	3	100
		Odia	Tulanatmak Sahitya	NP	3	100
		Pol. Sc.	Political Process in India	NP	3	100
		English	Ethical Literature	NP	3	100
		Commerce	Financial Literacy	NP	3	100
		Education	Educational Psychology	NP	3	100

Course No.	Semester	Dept. to Teach	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-II	Semester-II	Statistics	Survival Analysis and Biostatistics	NP	3	100
		Zoology	Apiculture	NP	3	100
		Education	Gender and Education	NP	3	100
		Geography/Geology	Climatology	NP	3	100
		Philosophy	Vedic Culture	NP	3	100
		Hindi	Vigyapan Avadharana Aur Prayojanmulak Aayam	NP	3	100
		Home Science	Food Science and Processing	NP	3	100
		Commerce	Fundamentals of Entrepreneurship and E-Commerce	NP	3	100
		Economics	Demography	NP	3	100

Paper

Course No.	Semester	Dept. to Teach	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-III	Semester-III	Mathematics/Computer Science	Programming in C++	NP	3	100
		Physics	Introduction to Spectroscopy	NP	3	100
		History	Indian Knowledge System	NP	3	100
		Pol. Sc.	Human Rights	NP	3	100
		Sociology	Environmental Issues and Challenges	NP	3	100
		Commerce	Entrepreneurship Development and Start-up	NP	3	100
		Psychology	Health psychology	NP	3	100
		Sanskrit	Philosophy of Bhagavad Gita	NP	3	100
		Botany	Herbarium Preparation	NP	3	100

ABILITY ENHANCEMENT COURSE(AEC) UNDER NEP-2020				
Sl. No.	Semester	Course	Credit hour (CH)	Full Mark
Paper-I	I	Odia/Hindi/Sanskrit/Urdu	4	100
Paper-II	II	English	4	100

Paper

		SKILL ENHANCEMENT COURSES (SEC) UNDER NEP-2020		
		Three courses to be chosen from the **baskets of SEC** for Semester-II/V/VI respectively with 3 credits each. Student can opt any one of SEC courses in a particular semester from the basket without repetition. *(Ref: University Letter No-3177/Acd. – I, Dated: 15. 07. 2025)* NB: All courses are non-practical (NP) papers.		
Sl. No.	**Semester**	**Course title**	**Credit hour** **(CH)**	**Marks**
Paper-I	II	Personality Development Or Election studies and public opinion Or Quantitative and Logical Thinking Or Analytical Thinking and Logical Reasoning Or Renewable Energy & Energy Harvesting Or Vermicomposting	3	100
Paper-II	V	Yoga in Everyday Life Or Basics of Museum and Achieves Or Working with Communities Or Fundamentals of data science and data management Or Quantitative and Logical Thinking Or Programming With Mathematica	3	100
Paper-III	VI	Life Skill Education Or Quantitative and Logical Thinking Or Income Tax E-return Filing Or Organic Farming	3	100

Paper

		Or Biofertilizer Or Type Setting in Latex			

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VALUE AIDED COURSES (VAC) UNDER NEP – 2020

(*Ref: University Letter No-3177/Acd. – I, Dated: 15. 07. 2025*)

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Sl No	Semester	Paper	Course title	Credit	Marks
Paper-I	I	PAPER I	Environmental Studies and Disaster Management	3	100
Paper-I	III	PAPER II	Ethics & Values	3	100
Paper-I	V	PAPER III	Understanding Odisha	3	100
Paper-I	VI	PAPER IV	Creative Writing	3	100

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2. **Core Courses (*4 Credits each*)** …………………………………
   - Major: Core-I (15 courses total in all semesters)
   - Minor: Core-II (3 courses in ODD Semester) & Core – III (3 courses in Even Semester)

3. **Multidisciplinary Courses……………………………………**

*(3 courses to be chosen from the basket of Multidisciplinary, for Semester-II/V/VI with 3 credits each provided in the HEI. **Students are advised to opt for courses outside their discipline**).*

4. **Ability Enhancement Courses…………………………..**

(Compulsory Course for Semester-I: Odia/Hindi/Sanskrit/Urdu; Compulsory Course for Semester-II: English, with 4 Credits each)

5. **Skill Enhancement Courses (SEC)……………………....**

(3 courses to be chosen from the basket of SEC for Semester-I/II/III respectively with 3 credits each)

6. **Value Added Courses (VAC)……………………………........**

   a. *Environmental Studies and Disaster Management compulsory under*

      Semester-I with 3 Credits.

   b. *3 courses to be chosen from baskets of VAC for Semester-III/V/VI with 3 credits each.*

7. **Summer Vocational Course ……………………………**

*(Students may choose vocational courses after 2nd Semester and 4th Semester for Certificate Course or Diploma Course respectively with 4 credit each, **to opt for exit**. Student have to pay additional fees for the purpose as specified by the course provider.)*

8. **Community Engagement & Services / Field Work/ Internship-----------**

   (Students have to engage in a field- based learning/Internship under the guidance of an external entity in Semester-IV.)

UG Programme in Psychology

Programme Outcomes:

The Undergraduate Programme in Psychology is designed to result in:

- In-depth learning about current advances in the discipline of Psychology, and mastery of the multidisciplinary curricula as a preparation of students towards higher education opportunities.

- Acquisition of skills such as, creativity and innovation, critical thinking, higher-order thinking capacities, problem-solving abilities, teamwork and communication skills, and the like for enhanced employability of students.

- Students' advanced awareness of social, historical and moral implications of the discipline for future sustainability.

- Career exploration in work settings for future employment opportunities.

- Increased ability of students to apply the scientific knowledge in solving real world problems.

- Making students familiar in using research methodology employed in the discipline for undertaking scientific enquiry.

Programme Specific Outcomes:

- Developing an understanding of scientific principles that govern human behaviour and experience.

- Acquiring knowledge about different stages of human development across lifespan in cognitive, emotional, social and moral domains.

- Developing insights into different kinds of psychological strengths for facilitating optimal functioning of humans.

- Understanding mental illness and psychological disorders with the aim of prevention and cure of such mental health conditions.

- Acquiring analytical and computational skills for assessment and evaluation purposes that helps furthering in-depth understanding of psychological phenomena.

- Applying psychological principles to understand human behaviour in real world contexts across professions, situations and events.

OUTLINE OF SYLLABUS

Paper

PSYCHOLOGY

Three Year Degree Course with Single Major and Two Minors

Semester	Core-I	Core-II	Core-III	Multidisciplinary	AEC	SEC	VAC	Community Engagement & Services / Field Work/ Internship	Total Minimum Credit
I	2 X 4 =8 Introductory Psychology Basic Psychological Processes	1X4=4 Introductory Psychology		1X3=3	1X4=4 (Odia/Hindi/ Sanskrit/Urdu)		1X3=3 Environmental Studies and Disaster Management		22
II	2 X 4 =8 Processes of Human Empowerment Basic Developmental Processes		1X4=4 Introductory Psychology	1X3=3	1X4=4 (English)	1X3=3			22
*Vocational Course 1: Education in Early Childhood (4 Credits)									44
III	3 X 4 =12 Social Psychology Psychological Statistics-I Psychopathology-I	1X4=4 Basic Psychological Processes		1X3=3 *(For students of other subjects)*			1X3=3 Ethics and Values		

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IV	3 X 4 =12 Introduction to Educational Psychology		1X4=4 Basic Psychological Processes					1X4=4 (Field Work /Internship)	20
	Applied sPsychology-I Psychological Assessment								
***Vocational Course 2: Psychological Testing (4 Credits)**									**42**
V	3 X 4 =12 Organizational Behaviour Psychology for Healthy Living Fundamentals of Counselling Psychology	1X4=4 Processes of Human Empowerment				1X3=3	1X3=3		22
VI	2 X 4=8 Introduction to Positive Psychology Psychological Research and Measurement-I		1X4=4 Processes of Human Empowerment			1X3=3	1X3=3		18
									40
Total	15X4=60	3X4=12	3X4=12	3X3=9	2X4=8	3X3=9	4X3=12	1X4=4	**126**

*Vocational Course:

- *After 2nd Semester: Education in Early Childhood*

- *After 4th Semester: Psychological Testing*

Paper

(Students may choose vocational courses after 2nd Semester and 4th Semester for Certificate Course or Diploma Course respectively with 4 credit each opt for exit. Student have to pay additional fees for the purpose as specified by the course provider.)

Note:

- One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester. One Credit will be generally equivalent to 15 hours of instructions.
- Each semester shall comprise of 15 weeks of academic activities with a minimum of 90 working days.

Credit for different classes			
Credit	**Theory**	**Tutorial**	**Practical/Field Work**
1	1 Hour	1 Hour	2 Hours

Evaluation:

Distribution of Marks in Semester End and Continuous Evaluation:
(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester End Theory Marks	Continuous Evaluation Marks / Sessional	Mid Semester Theory Marks	Semester End and Practical Marks	Mid Semester Practical Marks
Without Practical	100	60	20	20	----	----
With Practical	100	50	10	10	20	10

Distribution of Sessional Marks:

Course Type	Maximum Marks	Mid Semester	Attendance		Surprise Test / Quiz	Assignment / Presentation
Without Practical	40	20	Above 95% -	5 Marks	10	05
With Practical	30	(Theory 10 + Practical 10) = 20	85%-94% -	4 Marks	05	Nil
			75%-84% -	3 Marks		

Paper

COURSE STRUCTURE OF UG PSYCHOLOGY (MAJOR) UNDER NEP-2020				
Semester	**Course Code**	**Course Name**	**Credit**	**Full Marks**
I		Introductory Psychology	4	100
		Basic Psychological Processes	4	100
II		Processes of Human Empowerment	4	100
		Basic Developmental Processes	4	100
III		Social Psychology	4	100
		Psychological Statistics – I	4	100
		Psychopathology – I	4	100
IV		Introduction to Educational Psychology	4	100
		Applied Psychology – I	4	100
		Psychological Assessment	4	100
V		Organizational Behaviour	4	100
		Psychology for Healthy Living	4	100
		Fundamental of Counselling Psychology	4	100
VI		Introduction to Positive Psychology	4	100
		Psychological Research and Measurement - I	4	100
COURSE STRUCTURE OF UG PSYCHOLOGY (MINOR) UNDER NEP-2020				
I		Introductory Psychology	4	100
II		Introductory Psychology	4	100
III		Basic Psychological Processes	4	100
IV		Basic Psychological Processes	4	100

Paper

V		Processes of Human Empowerment	4	100
VI		Processes of Human Empowerment	4	100

VALUE AIDED COURSES (VAC) UNDER NEP – 2020

I		Environmental Studies and Disaster Management	3	100
III		Ethics & Values	3	100
V		Understanding Odisha	3	100
VI		Creative Writing	3	100

SUMMER VOCATIONAL COURSE UNDER NEP – 2020

II		Education in Early Childhood	4	100
IV		Psychological Testing	4	100

SYLLABUS OF UG PSYCHOLOGY (MAJOR) UNDER NEP-2020

CORE COURSE - I

Paper- I   Semester-I

Introductory Psychology
(4 Credit, Theory: 45hrs, Practical: 30hrs)

Introduction:

Paper

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.

Course Outcomes:
- 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.

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

Learning outcomes:

- Define the term psychology and demonstrate command of the basic terminology, concepts and principles of the discipline.
- Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.

Unit II: Methods in Psychology
(i)   Observation: (Objective and Subjective), Survey and Case Study
(ii)   Experimental and Correlational methods

Learning outcomes:

- Gain knowledge of scientific methodology–the variety of ways in which psychological data are gathered and evaluated / interpreted.

Unit III: Biological Bases of Behavior
- Structure and functions of the neurons; Neural transmission, Neurotransmitters, Structure and functions of the Central nervous system
- Structure and functions of peripheral nervous system

Learning outcomes
- Understand the physiological basis of human behavior.

Unit IV: Practical
(i) Span of attention: To measure the subject's span of attention by using digits or letters.
(ii) Sensory-motor learning: to measure the effect of practice by trial and error method using mirror drawing apparatus.

Paper

Text Books:
- *Baron, R.A. (2002). Psychology (5ᵗʰEdition), New Delhi: Pearson Education.*
- *Hilgard & Atkinson- Introduction to Psychology (2003) 14ᵗʰ Edition, Thomson Learning Inc.*
- *Mohsin, S.M. (2016). Experiments in Psychology, Motilal Banarsidas Publishing House.*

Reference Books:
- *Ciccarelli, S.K. & White, J.N. (2018). Psychology. Pearson India.*
- *Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2008). Introduction to psychology (7ᵗʰ edition) Bombay: Tata-McGraw Hill.*
- *Feldman, R.S. (2004). Understanding Psychology (6ᵗʰEdition), New Delhi, Tata-McGraw Hill.*
- *Mohanty, G. B. Experiments and tests in Psychology. Kalyani publisher, New Delhi.*

Paper- II   **Semester-I**

Basic Psychological Processes

(4 Credit, Theory: 45hrs, Practical: 30hrs)

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

Course Outcomes
- To help the students to understand the mental processes to begin with perceptions up to how it results in learning and memory.
- To help the students gather knowledge about the structural and functional dynamics of most of the mental processes and their interconnectedness.

Unit I: Perception
- Basics of sensation- Sensory receptors (eye and ear), Nature of perceptual process; Figure and ground perceptions, Gestalt laws
- Perceptual constancies, hallucinations and illusions, Perception of depth and distance

Learning Outcomes
- Understand the basic perceptual processes involved in creating and interpreting different events.

Unit II: Learning & Memory
- Nature and principles of Classical conditioning, Operant conditioning, and observational learning
- The Atkinson and Schifrin Model of Memory; Types of Memory- episodic, semantic and procedural; Causes of Forgetting- interference, repression, and amnesia

Paper

Learning Outcomes

- Gain knowledge of the important processes and principles of human learning.
- Understand the structural functional attributes of human memory to help conserve the learning outcomes.

Unit III: Thinking and Reasoning

- Thinking process; concepts, categories and prototypes, Decision making and factors influencing decision making.
- Inductive and deductive reasoning; Problem solving approaches; Steps in problem solving
Learning Outcomes

- Illustrate the important aspects of thinking and reasoning process.

Unit IV: Practical
- Learning Curve: To demonstrate the Learning Curve as a function of learning trials using Nonsense Syllables.
- 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 (5ᵗʰEdition), New Delhi, Pearson Education.*
☐ *Feldman, R.S. (2004). Understanding Psychology (6ᵗʰEdition), New Delhi, Tata McGraw 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*

Reference Books*:*

☐ *Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.*
☐ *Mohsin, S.M. (2016). Experiments in Psychology, Motilal Banarsidas Publishing House.*
☐ *Ciccarelli, S.K. & White, J.N. (2018). Psychology. Pearson India.*
☐ *Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7ᵗʰ edition) Bombay: Tata-McGraw Hill.*
☐ *Feldman, R.S. (2004). Understanding Psychology (6ᵗʰEdition), New Delhi, Tata-McGraw Hill.*
☐ *Mohanty, G. B. Experiments and tests in Psychology. Kalyani publisher, New Delhi.*

Paper - III   **Semester-II**

Paper

Processes of Human Empowerment
(4 Credit, Theory: 45hrs, Practical: 30hrs)

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.

Course Outcomes:

- 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.

Unit I: Intelligence

- Concept of Intelligence, Role of Heredity and Environment in Intelligence, Theories of Gardner, Sternberg and PASS Model
- Measuring Intelligence: Intelligence tests (individual and group) Interpretation of test score, Cross–cultural issues in testing intelligence.

Learning Outcomes

- Know the structural components and functional dynamics of intelligence.

Unit II: Personality

(i)   Personality-Freud's theory, Humanistic (Carl Rogers') theory & Social Cognitive theory (ii)   Personality-Trait and type approach, Psychometric and Projective assessment.

Learning Outcomes

- Gain knowledge regarding different perspectives of human personality.

Unit III: Motivation and Emotion

- Concept of Motivation- needs, drive, incentive and goal, types of motives; Drive reduction and Arousal theory in motivation, and Vroom's Expectancy theory.
- Concept of Emotion, Emotions and feeling – bodily changes in emotions; Theories of emotion: James-Lange, Cannon-Bard, & Schachter- Singer theory

Learning Outcomes

- Understand the significance of emotion and motivation in behavior management.

Unit IV: 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

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

Reference Books:
 - *Ciccarelli, S.K. & White, J.N. (2018). Psychology. Pearson India.*
 - *Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.*
 - *Feldman, R.S. (2004). Understanding Psychology (6thEdition), New Delhi, TataMcGraw Hill.*

Paper – IV   **Semester-II**

Basic Developmental Processes

(4 Credit, Theory: 45hrs, Practical: 30hrs)

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.

Course Outcomes
 - 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.

Unit I: Basics of development
 - Meaning and types of development; Principles of development; Factors influencing development
 - Perspectives of development- Psychoanalytic; Mechanistic; Organismic; Humanistic **Learning Outcomes**
 - Understand the nature, types, and principle of development.

Unit II: Life in formation

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- Fertilization, determination of sex, multiple birth; prenatal development- germinal stage, embryonic stage, fetal stage; Factors influencing prenatal development.
- Physical and motor development, Social and emotional development during childhood.

Learning Outcomes

- Understand the processes of formation of life and development during pre- and post-natal periods.

Unit III: Life in preparation
- Physical, Social and Emotional development during adolescence.
- Piaget's stage of cognitive development; Kohlberg's stages of moral development

Learning Outcomes
- Understand about the different aspects of preparation for future life.

Unit IV: Practical
- (i) **Locus of Control:** To assess the gender difference in Locus of Control of college students by using Rotter's Locus of Control Scale.
- (ii) **Emotional Intelligence:** To measure the emotional intelligence of 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 (8th 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, Feldman, R.D.; (2017). Human Development. 9th Edition. New Delhi: Tata McGraw Hill*

- *Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.*

Paper- V   **Semester III**

Fundamentals of Social Psychology

(4 Credit, Theory: 45hrs, Practical: 30hrs)

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

Paper

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.

Course Outcomes

- 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.

Unit I: Introduction to Social Psychology and Group Behaviour

(i) Nature, goal, and scope of Social Psychology; Methods of Social Psychology- Observation; Questionnaire, Interview, and Experiment

(ii) Group - Group structure and function, Social facilitation, Social loafing; Conformity, Obedience and social modeling

Learning Outcomes

- Know the scope of studying Social Psychology and the methods to gather data in the social context to explain them.
- Understand the significant aspects group behavior and social influence that constitute the core of human relationships.

Unit II: Attitude, Prejudice and Stereotypes

(i) Attitudes- Nature of attitude; Attitude formation and change; Attitude measurement

(ii) Prejudice and Stereotypes- Nature and components of prejudice, Acquisition of prejudice, Reduction of prejudice

Learning Outcomes

- Understand the significance of social cognition, attitudes, stereotypes and prejudices in explaining human behavior in the social contexts.

Unit III: Social Behavior

- Pro-social behavior: Meaning and Characteristics, Decision model of helping; Determinants of Pro-Social Behaviour: - personal, situational and socio-cultural; Theoretical Perspectives: Empathy-Altruism Hypothesis, Negative State Relief Model, Kinship Selection Theory
- Aggression: Meaning and Characteristics, Determinants of Aggression: Personal, social and Situational; Theoretical perspectives: Frustration-Aggression Hypothesis and social learning approaches; prevention and control of aggression

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Learning Outcomes:
- Understand pro-social behaviour and aggression in different social context.

Unit IV: Practical
- **Ethical Values:** To assess the ethical values of adolescents by using Donelson's Ethical Position Questionnaire (EPQ)
- **Attitude towards Women**: To measure the attitude of college students towards Women by using Spence, Helmrich & Stapps' Attitude towards Women scale.

Text Books*:*
- *Baron R. A & Byrne. D. (2003). Social Psychology. 10th Edition, PrenticeHall*
- *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, Divya Prakashani, Samantarapur, Bhubaneswar.*

Reference Books:
- *Misra, G. (1990). Applied Social Psychology. New Delhi: Sage.*
- *Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Implications*

Paper- VI   **Semester III**

Psychological Statistics – I
(4 Credit, Theory: 45hrs, Practical: 30hrs)

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.

Course Outcomes:
- 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

Unit I: Fundamentals of statistics

Paper

- Meaning and scope of statistics, Nature and classification of variables- Categorical and Continuous, statistics and Parameter- Parametric and non-parametric statistics,
- Drawing frequency distribution; Graphical representation of grouped data-Polygon, Histogram, Ogive. **Learning Outcomes**

- Understand the nature of psychological variables and how to measure them using appropriate scale.
- Students will be able to apply graphical data presentation skills in any research area.

Unit II: Measures of Statistics
- Measures of Central Tendency- Characteristics of mean, median and mode; Computation of mean, median, and mode
- Measures of Variability- Concept of variability, computation of semi-inter quartile range, Standard deviation and variance, Co-efficient of variation **Learning Outcomes**
- The processes of describing and reporting statistical data.

Unit III: Probability and hypothesis testing
- Concept of Probability; Characteristics of Normal Probability curve, Applications of NPC, Deviation from NPC- Skewness and Kurtosis
- The logic of hypothesis testing; Level of significance; Errors in inference: Type I and Type II error; one tailed and two tailed tests, Computation of 't' for independent and dependent samples

Learning Outcomes

- Students will be able to define the use of normal probability curve for of hypothesis testing including estimation of errors.
- The methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.

Unit IV: Practical
- Computer Awareness: To be familiar with software packages of statistics and their applications (any software like: MS Excel/ Vassarstats).
- Computer Awareness: To be familiar with software packages of statistics and their applications (any software like: SPSS/ R).

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*

Paper

Reference Books:
- *Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.*
- *Mishra, G.C. (2018). Applications of Statistics in Psychology and Education, Kalyani Publisher, New Delhi*
- *Siegal, S. (1994). Nonparametric Statistics. McGraw Hill, New Delhi*
- *Mohanty, B. and Misra, S. (2017). A text book of Basic Statistics. Laxmi Prakashans, Bhubaneswar, Odisha*
- *Singh, A.K. (2019). Tests, measurement and research methods in behavioral sciences. 6ᵗʰ edition. Bharati bhawan*

Paper – VII   **Semester III**

Psychopathology- I

(4 Credit, Theory: 45hrs, Practical: 30hrs)

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.

Course Outcomes:
- 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.

Unit I: Basics of Pathology
- Concept of abnormality; Perspectives of abnormal behavior-Psychodynamic, Behavioral, Cognitive, Humanistic-Existential, and Sociocultural
- Classification of maladaptive behavior-DSM-5 and ICD; Assessment techniques- Diagnostic tests, Rating scales, History taking interview

Learning Outcomes

- 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.

Paper

Unit II: Anxiety disorder; and Obsessive Compulsive and Related Disorders
- Clinical Features, Causes and treatment of Generalized Anxiety Disorder, Panic Disorder, Specific Phobia, Agoraphobia, Social Anxiety Disorder
- Clinical Features, Causes and Treatment of Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania

Learning Outcomes
- Learn the symptoms, causes and treatment of anxiety disorders

Unit III: Bipolar Disorders and Depressive Disorders
- Clinical Features, causes and treatment of Major Depressive Disorders, Persistent Depressive Disorder, Disruptive Mood Dysregulation Disorder, Premenstrual Dysphoric Disorder
- Clinical Features, Causes and Treatments of Bipolar– I disorder, Bipolar -II disorder, and Cyclothymia

Learning Outcomes
- Learn the symptoms, causes and treatment of bipolar and depressive disorders

Unit IV: 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. (2018). Abnormal Psychology (17th Ed.). ND: Pearson Education.*
- *Irwin G. Sarason, Barbara Sarason (2017). Abnormal Psychology (11th Ed.). New Delhi: Prentice Hall Publication*
- *Mohanty, N., Varadwaj, K. & Mishra, H. C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.*

Reference Books:
- *Sadock, B.J., Sadock, V.A., & Ruiz, P. (2015). Kaplan and Sadock's Synopsis of Psychiatry: Behavioural Sciences/Clinical Psychiatry (11th Edition), Wolters Kluwer Health*
- *Kring, A. M., Johnson, S. L, Davison G. C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.). NY: John Wiley*

Paper - VIII   **Semester IV**

Paper

Introduction to Educational Psychology
(4 Credit, Theory: 45hrs, Practical: 30hrs)

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.

Course Outcomes
- 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.
- 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 providing inclusive education.

Unit I: Foundations of Educational Psychology
- Concept of educational psychology, The teaching-learning process, Goals of teaching and objectives for learning, transfer of training, reinforcements in learning process
- Theories of cognitive development- Bruner, and Vygotsky.

Learning Outcomes
- Understand the basic concepts of educational Psychology and Describe the developmental issues faced by school age children.

Unit II: Motivation and Classroom Management
- Meaning of motivation, Intrinsic and extrinsic motivation Motivational techniques in classroom teaching;
- The goals of classroom management, creating a positive learning environment, Characteristics of an effective teacher, creating inclusive environment and Teaching children with Learning Disability, and Attention Deficit Hyperactive Disorder.

Learning Outcomes
- Explain the role of motivation on learning and classroom behavior, describe classroom management techniques and gain insight into challenges presented by children with ability differences.

Unit III: Creativity and Aptitude
- Nature of creativity; Stages of Creativity, Theories of creativity: 4 C Model, Guildford Theory; Fostering creativity among children
- Nature of aptitude; Types of aptitude; Measurement of aptitude; Utility of aptitude tests
  Learning Outcomes

Paper

- Identify commonly used Aptitude tests, their strengths and limitations, and use in school settings.

Unit IV: 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 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 (9th Ed.), Allyn & Bacon, London / Boston*
- *Mohanty, N., Varadwaj, K. & Mishra, H. C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.*

Reference Books:
- *Chauhan, S. S. (2010). Advanced Educational Psychology, Vikash Publishing.*

Paper- IX   **Semester IV**

Applied Psychology – I

(4 Credit, Theory: 45hrs, Practical: 30hrs)

Introduction: The course is designed to acquaint the students with the use of methods and findings of scientific psychology to solve practical problems of human behaviour and experience with regard to Disadvantage & Deprivation; Gender; and IT & Mass Media related issues.

Course Outcomes:
- The present course is designed to help students get information about how psychology goes to work by venturing into new areas of human behaviour and relationships.
- It will help the students understand the role of psychologists in community services including helping the disadvantaged and otherwise-challenged groups.
- It will help the students to be aware of existing gender discrimination and understand the importance of psychology in fields of information technology and mass media.

Unit I

Paper

- Application of Psychology to disadvantaged groups**:** The concepts of disadvantaged and deprivation; Relative and absolute deprivation; Prolonged Deprivation; Deprivation: Nature or Nurture
- Social, physical, cultural and economic consequences of disadvantage and deprivation; Educating and motivating the disadvantaged towards development **Learning Outcomes**

- Perform their role as applied psychologists in community services as well as in fields like helping disadvantaged groups and prevent gender discrimination

Unit II:

- Psychology of Gender: Issues of discrimination, Overt and Subtle Discrimination; External-Internal Discrimination; Majority-Minority Discrimination; Management of diversity;
- Glass ceiling effect, Self-fulfilling prophecy, Violence against Women in India,   issues of third gender in India. **Learning Outcomes**

- Perform their role as applied psychologists in community services as well as in fields like helping disadvantaged groups and prevent gender discrimination

Unit III:
- Application of Psychology in Information Technology and Mass Media: Developments in media psychology; Psychological consequences, Role of Psychologists in IT and Mass media boom
- Learning through IT and mass media; multilevel marketing; Impact of TV and fostering value through IT and mass media;

Learning Outcomes

- Understand the intricacies of relationships between human behaviour and information technology.

Unit IV : Practical
(i) To assess the sense of gender equality of college students by using student gender equality Questionnaire
(ii) To assess internet addiction of college students by using Young's Internet addiction test

Text Book:

- *Applied Psychology by Smarak Swain, New Vishal Publications, New Delhi.*
- *https://www.scribd.com/document/274813587/Gender-Questionnaire-Student-000* *https://www.iitk.ac.in/counsel/resources/IATManual.pdf*

Reference Books:

- *Applied Psychology: Research, Training and Practice second edition , by Rowan Bayne & Gordon Jinks, SAGE*

Paper

- *Applied Psychology, by Graham C. Davey , John Wiley & Sons*

Paper - X   **Semester IV**

Psychological Assessment

(4 Credit, Theory: 45hrs, Practical: 30hrs)

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.

Course Outcomes:
- 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.

Unit I: Introduction
- Nature and Scope of human assessment, Parameters of assessment
- Purpose of Scaling, Methods of scaling (nominal, ordinal, interval, ratio)

Learning Outcomes

- Understand the basic facts about psychological assessment

Unit II: Psychological Tests
- Principles of test construction, Item analysis: processes & methods
- Reliability and validity, Development of norms & standardization.

Learning Outcomes

- Understand the processes of test construction and standardization

Unit III: Classroom Assessment
- Classroom as assessment context, Traditional tests, Alternative assessment
- Grading and reporting of performance, Computer and assessment

Learning Outcomes

- Understand about the classroom assessment of different types of skills and abilities.

Unit IV: Practical
- Empathy**:** To assess the empathy behavior of college students using Spreng's Empathy questionnaire.

Paper

- Sense of Humor: To assess the Sense of Humor of 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 Delh*
- *Singh, A.K. (2019). Tests, measurement and research methods in behavioral sciences. 6ᵗʰ edition. Bharati bhawan* **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*

Paper - XI   **Semester V**

Organizational Behaviour
(4 Credit, Theory: 45hrs, Practical: 30hrs)

Introduction:

The course provides an overview of the main fields of organizational and personnel psychology. It focuses on topics such as organizational system; communication process, work motivation, leadership as related to organizational set up.

Course Outcomes:

- To help students understand the structure, functions, and designs of different organizations.
- To make students understand the processes of communication and leadership functions in different organizations.
- To make students understand the theories of work motivation and related issues in the organizational set up.

Unit I: Introduction

- Organizational behaviour- Meaning & scope of OB, challenges and opportunities for managers. Difference between traditional and modern organization.
- Perspectives of OB- Taylor's scientific management, human relation (hawthorn studies), Open system, positive psychology (PsyCAP)

Learning Outcomes

- Understand different concepts and dynamics related to organizational system, behaviour, and management.

Unit II: Organizational structure & work motivation

Paper

- Structure and function of organization, Organization design, Manager's role, function and skills.
- Theories of work motivation- content theories (Maslow's need hierarchy, McClelland need theory, ERG Theory) & process theories (Skinner's reinforcement, Locke's goal setting, and Vroom's cognitive evaluation)

Learning Outcomes
- Identify steps managers can take to motivate employees in the perspectives of the theories of work motivation.

Unit III: Leadership & communication process

- Leadership - definition, function, theories of leadership (trait, situational, interactional, contingency), types of leadership, characteristics of effective leader
- Organizational Communication process- types of communication, barriers in effective communication; Group decision making processes

Learning Outcomes
- Get an insight regarding various leadership theories, function of a leader, types of leadership and communication process, it's types, barriers in communication process as well as how decisions are made in a group.

Unit IV: Practical

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

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.*
- *Aswathappa, K. (2016). Organisational behaviour, 12th revised edition: Himalaya publishing house*

Reference Books*:*

- *Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur,*
- *Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.*
- *Gupta, S. K. & Joshi, R. (2005). Management concepts and organisational behaviour. Kalyani Publisher , Bhubaneswar.*

Paper

Paper - XII   **Semester V**

Psychology for Healthy Living
(4 Credit, Theory: 45hrs, Practical: 30hrs)

Introduction:

Psychology for health and wellbeing is a specialty area that focuses on how psychological principles are applicable for securing good health and wellbeing, how biology, psychology, behavior and social factors influence health and illness. This course is designed to provide help students to understand the role of behavioral factors in health and illness. Basic theories, models and applications are also included.

Course Outcomes:
- To help the students understand the issues of Psychology and wellbeing 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 compromising behaviors including coping with stress and illness

Unit I: Introduction

- Meaning & Goals of Health Psychology, Biopsychosocial model of health and illness,
- Basic nature of stress, GAS model of stress, Cognitive appraisal of stressors, causes of stress, Management of stress

Learning Outcomes
- Know the basics of health and illness from the Bio-psychosocial perspectives.
- Get an insight on nature, model of stress, it's causes and how to manage it.

Unit II: Health& behavior

- Models of health behaviour- The cognition models- theory of planned behaviour, The health belief model, The protection motivation model, Leventhal's self-regulatory model
- Health compromising behaviour- causes and treatment of alcohol and smoking; prevention strategies (primary, secondary, tertiary),

Learning Outcomes

- Get an insight on nature, model of stress, it's causes and how to manage it.
- Understand the significance of behavioral and psychological correlates of health and illness.

UNIT –III: Health Issues and Coping

Paper

- Issues faced in chronic and terminal illness (AIDS, cancer, diabetes, cardiovascular disease, hyper tension) and coping strategies used
- Health issues of elderly- dementia, Alzheimer's, Parkinson's

Learning Outcomes

- Understand the significant aspects of coping and application of health psychology in intervention of chronic and terminal illness.

Unit IV: Practical

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

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, Divya Prakashani, Samantarapur, Bhubaneswar.*

Reference Books*:*

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

Paper -XIII   **Semester V**

Fundamentals of Counselling Psychology

(4 Credit, Theory: 45hrs, Practical: 30hrs)

Introduction:

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

Course Outcomes
- To help students understand the meaning, goals, scope and ethics of counselling.
- To make students learn the perspectives and processes of counselling.
- To help students integrate and convey information in the core areas of counselling practice applicable in solving various issues faced by adolescents and survivors of family violence.

Paper

Unit I: Basics of Counselling

- Meaning, goals, scope of counseling, Understanding Counselling, Guidance and Psychotherapy; ethics and values in counselling
- Perspectives of Counselling Psychology- Psychoanalytic (Freud), Humanistic, Behavioural, Cognitive (Cognitive Behavioural Therapy, Rational Emotive Behaviour Therapy).

Learning Outcomes
- Understand the purpose of counseling and practice of counseling ethically.

Unit II: Counselling processes

- Counselling process; Building counseling relationship- initial interview, factors affecting counseling process (structure, physical setting, client and counsellor characteristics), explore and identification of goals.
- Working in a counseling relationship; transference, counter transference, confrontation, termination

Learning Outcomes

- Understand the basics of counselling process and use them for counselling students, families facing various issues.
- Gain an insight into various approaches and techniques followed in the counselling practice.

Unit III: Application of Counselling

(i) Dealing with adolescent issues- Substance abuse, gender identity, relationship difficulty, career counselling, suicidal tendency
(ii) Family and marriage counseling- Models and methods of family counselling, Counseling survivors of family violence and abuse. **Learning Outcomes**

- Understand the basics of counseling process and use them for counseling students, families facing various issues.

Unit IV: Practical

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

Text Books*:*

Paper

- *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.*

Reference Books*:*

- *Gibson, R.L & Mitchell M.H. (2003). Introduction to counseling and Guidance. 6thedn. Delhi: Pearson Education*
- *Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.*
- *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. 2ndEdn. London: Holt, Rinehart and Winston Ltd*
- *Mohanty, G. B. (2018). Counseling Psychology, Kalyani Publisher, New Delhi Peterson, C. (2006). A Primer in Positive Psychology; Oxford University Press*
- *Seligman, L. & Richenberg, L. W. (2019). Theories of counselling and psychotherapy, system, strategies and skills, 4th edition, Pearson education.*

Paper - XIV   **Semester VI**

Introduction to Positive Psychology
(4 Credit, Theory: 45hrs, Practical: 30hrs)

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.

Course Outcomes:
- To help students to understand the rationale behind positive psychology.
- To guide students to identify and analyse 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.

Paper

Unit I: Foundations

- Positive psychology: meaning, need, goals of positive psychology, scope , Contribution of Martin Seligman, Albert Bandura, and Abraham Maslow to positive psychology
- Psychology of wellbeing- meaning, Models of wellbeing, factors affecting wellbeing and promoting wellbeing

Learning Outcomes

- 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.

Unit II: Flow and Happiness
- Components of flow, Conditions and mechanisms of flow, Positive and negative consequences of flow experience
- Meaning and nature of happiness, Sources of happiness, Theories of happiness- Set-point theory, Life satisfaction and Affective state theories.

Learning Outcomes
- Gain knowledge regarding the concepts of flow and happiness and the related theories and models explaining happiness behavior and its consequences.

Unit III: Positive individual traits & application

- Character strength Hope, resilience, efficacy, optimism, gratitude, growth mind set
- Spiritual intelligence, positive thinking; Application of positive psychology in building relationships.

Learning Outcomes

- To know about all the precursors to positive psychology from character strength to positive thinking and how the constructs of positive psychology can be applicable in building healthy relationships.

Unit IV: Practical

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

Text Books*:*

Paper

- *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.*
- *Snyder, C.R., & Lopez, S.J.(2007).Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.*

Reference Books*:*

- *Baumgardner, S.R., & Crothers, M. K. (2009). Positive Psychology. 1st edition Pearson education publication*
- *Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar. ⬜ Peterson, C. (2006). A Primer in Positive Psychology; Oxford University Press*
- *Patnaik, G. (2021). Positive psychology for improving mental health and wellbeing. 1st edition. Notion press.*
- *Seligman, M.E. (2012). Flourish: A Visionary New Understanding of Happiness and Wellbeing. Oxford University Press*
- *Snyder, C.R. & Shane, J.L. (2005). Handbook of Positive Psychology. Oxford University Press*
- *Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.*

Paper- XV   **Semester VI**

Psychological Research and Measurement - I

(4 Credit, Theory: 45hrs, Practical: 30hrs)

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.

Course Outcomes:
- To provide an overview of scientific approaches to psychological research.
- To acquaint students about sampling and measurement of psychological constructs.

Paper

Unit I: Psychological Research
- Meaning and characteristics of research, difference between research method and research methodology, limitations and ethics in social sciences research
- Psychological scaling methods: Familiarity with Thurstone, Likert and Guttman scale

Learning Outcomes
- Understand the nature and designs of psychological research, and characteristics of scientific methods of research.

Unit II: Designs of Psychological research
- Experimental design: Pretest-posttest design, Factorial designs, Randomized Block design, Quasi experimental design.
- Correlational, longitudinal and cross sectional design, threats to external and internal validity of research

Learning Outcomes
- Know the different types of sample.

Unit III: Sampling and test construction
- Sampling frame: Probability and non-probability samples, sample size, sampling error
- Construction of test: Theory of measurement error; Operationalizing a concept, Generating items, Item response theory.

Learning Outcomes
- Learn the fundamentals of measurement and test construction.

Unit IV: Practical
- Word Association test: To administer the Jung / Kent-Rosanoff list of WAT on a subject and report on his areas of emotional difficulties
- Quality of life: To assess the gender difference in quality of life of elderly people by using WHO quality of life (QOL) scale (shorter version).

**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*
- *Singh, A.K. (2019). Tests, measurement and research methods in behavioral sciences. 6th edition. Bharati bhawan*

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*

CORE COURSE – II / III

Minor (Paper- I)   **Semester-I / II**
Introductory Psychology
(4 Credit, Theory: 45hrs, Practical: 30hrs)

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.

Course Outcomes:
 - 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.

Unit I: Introducing Psychology
 (iii) Concept and definition of Psychology, Roots of psychology, Psychology as a scientific discipline.
 (iv) Perspectives in Psychology: Behavioral, Cognitive, Humanistic, Psychodynamic and Socio-cultural. **Learning outcomes:**

 - Define the term psychology and demonstrate command of the basic terminology, concepts and principles of the discipline.
 - Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.

Unit II: Methods in Psychology
 (iii) Observation: (Objective and Subjective), Survey and Case Study
 (iv) Experimental and Correlational methods **Learning outcomes:**

 - Gain knowledge of scientific methodology–the variety of ways in which psychological data are gathered and evaluated / interpreted.

Unit III: Biological Bases of Behavior
 - Structure and functions of the neurons; Neural transmission, Neurotransmitters, Structure and functions of the Central nervous system
 - Structure and functions of peripheral nervous system

Learning outcomes
 - Understand the physiological basis of human behavior.

Unit IV: Practical
 (iii) Span of attention: To measure the subject's span of attention by using digits or letters.

Paper

(iv) Sensory-motor learning: to measure the effect of practice by trial and error method using mirror drawing apparatus.

Text Books:
- *Baron, R.A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.*
- *Hilgard & Atkinson- Introduction to Psychology (2003) 14th Edition, Thomson Learning Inc.*
- *Mohsin, S.M. (2016). Experiments in Psychology, Motilal Banarsidas Publishing House.*

Reference Books:
- *Ciccarelli, S.K. & White, J.N. (2018). Psychology. Pearson India.*
- *Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.*
- *Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw Hill.*
- *Mohanty, G. B. Experiments and tests in Psychology. Kalyani publisher, New Delhi.*

Minor (Paper- II)   **Semester-III / IV**

Basic Psychological Processes

(4 Credit, Theory: 45hrs, Practical: 30hrs)

Introduction:

The course is designed to provide the student a basic understanding of the psychological processes from perception to memory. The student will be given exposure to the concepts, terminology, principles, relating to each of the mental processes that constitute human psychology.

Course Outcomes
- To help the students to understand the mental processes to begin with perceptions up to how it results in learning and memory.
- To help the students gather knowledge about the structural and functional dynamics of most of the mental processes and their interconnectedness.

Unit I: Perception
- Basics of sensation- Sensory receptors (eye and ear), Nature of perceptual process; Figure and ground perceptions, Gestalt laws
- Perceptual constancies, hallucinations and illusions, Perception of depth and distance

Paper

Learning Outcomes

- Understand the basic perceptual processes involved in creating and interpreting different events.

Unit II: Learning & Memory

- Nature and principles of Classical conditioning, Operant conditioning, and observational learning
- The Atkinson and Schifrin Model of Memory; Types of Memory- episodic, semantic and procedural; Causes of Forgetting- interference, repression, and amnesia

Learning Outcomes

- Gain knowledge of the important processes and principles of human learning.
- Understand the structural functional attributes of human memory to help conserve the learning outcomes.

Unit III: Thinking and Reasoning

- Thinking process; concepts, categories and prototypes, Decision making and factors influencing decision making.
- Inductive and deductive reasoning; Problem solving approaches; Steps in problem solving
  Learning Outcomes

- Illustrate the important aspects of thinking and reasoning process.

Unit IV: Practical
- Learning Curve: To demonstrate the Learning Curve as a function of learning trials using Non-sense Syllables.
- 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 (5th Edition), New Delhi, Pearson Education.*
- *Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata McGraw 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*

Reference Books*:*
- *Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.*
- *Mohsin, S.M. (2016). Experiments in Psychology, Motilal Banarsidas Publishing House.*
- *Ciccarelli, S.K. & White, J.N. (2018). Psychology. Pearson India.*

Paper

 ☐ *Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.*
 ☐ *Feldman, R.S. (2004). Understanding Psychology (6[th]Edition), New Delhi, Tata-McGraw Hill.*
 ☐ *Mohanty, G. B. Experiments and tests in Psychology. Kalyani publisher, New Delhi.*

Minor (Paper- III)   **Semester- V / VI**

Processes of Human Empowerment
(4 Credit, Theory: 45hrs, Practical: 30hrs)

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.

Course Outcomes:

• 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.

Unit I: Intelligence

• Concept of Intelligence, Role of Heredity and Environment in Intelligence, Theories of Gardner, Sternberg and PASS Model
• Measuring Intelligence: Intelligence tests (individual and group) Interpretation of test score, Cross–cultural issues in testing intelligence.
• **Learning Outcomes**
• Know the structural components and functional dynamics of intelligence.

Unit II: Personality

  (iii)Personality-Freud's theory, Humanistic (Carl Rogers') theory & Social Cognitive theory (iv) Personality-Trait and type approach, Psychometric and Projective assessment.

   Learning Outcomes
• Gain knowledge regarding different perspectives of human personality.

Unit III: Motivation and Emotion

• Concept of Motivation- needs, drive, incentive and goal, types of motives; Drive reduction and Arousal theory in motivation, and Vroom's Expectancy theory.

Paper

- Concept of Emotion, Emotions and feeling – bodily changes in emotions; Theories of emotion: James-Lange, Cannon-Bard, & Schachter- Singer theory **Learning Outcomes**
- Understand the significance of emotion and motivation in behavior management.

Unit IV: Practical
    (iii)   Intelligence test- To test the non-verbal intelligence of two college students using Raven's Standard Progressive Matrices

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

Reference Books:
- *Ciccarelli, S.K. & White, J.N. (2018). Psychology. Pearson India.*
- *Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.*
- *Feldman, R.S. (2004). Understanding Psychology (6thEdition), New Delhi, TataMcGraw Hill.*