

**Three/Four Yr. Degree Course
(Single Major & Double Minor with Research)
based on NEP-2020
PSYCHOLOGY**



**(EFFECTIVE FROM SESSION 2026-27)
(BATCH: 2026-2029)**



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

The model curriculum and credit frame work for under graduate programmes as multiple entry and exit option with research and without research of National Education Policy-2020.

- I. **CERTIFICATE COURSE:** One Academic Year (First & Second Semester and Summer Vocational Course and Community Work) **44 CREDITS**
- II. **DIPLOMA COURSE:** Two Academic year (First, Second, Third & Fourth Semester and Summer Vocational Course and Community Work) **86 CREDITS**
- III. **3YR. DEGREE COURSE:** Three Academic Year (First, Second, Third, Fourth, Fifth & Sixth Semester and Community Work) **126 CREDITS**
- IV. **4YR. DEGREE COURSE (HONOURS):** Four Academic Year (First, Second, Third, Fourth, Fifth, Sixth, Seventh & Eighth Semester and Community Work) **166 CREDITS**
- V. **4YR. DEGREE COURSE (HONOURS WITH RESEARCH):** Four Academic Year (First, Second, Third, Fourth, Fifth, Sixth, Seventh & Eighth Semester and Community Work) **166 CREDITS**

Type of Course:

- I. **Major (Core-I):** is the subject of main focus and the degree will be awarded in that discipline.
- II. **Minor Stream (Core-II):** helps a student to gain a broader understanding knowledge beyond the major discipline. A student may gather 28 credits from a single subject
- III. **Multidisciplinary U.G. Programme (09 Credits):** Three introductory-level Multidisciplinary Course baskets are offered for students to choose any one from each semester outside of the subject/ discipline/ faculty: A group of related subject i.e., faculty (Arts/Commerce/Science). The student can opt three different subject/ course for each semester examination.
- IV. **Ability Enhancement Course (AEC 08 Credits):** Student are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills (not literary skill). Literature and Linguistic courses shall be offered in major core and minor stream. In lieu of Odia, a student may opt for only Sanskrit, Hindi or Urdu.
- V. **Skill Enhancement Course (SEC 09 Credits):** A student has to opt the Skill Enhancement courses from the basket as per the subject available in the institution. The students can opt for any one course for each semester examination and these courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

- VI. **Value Added Course (VAC 12 Credits):** The VAC course basket are prearranged for the students to choose for each semester's examination.
- VII. **Summer Internship/Apprenticeship/Summer Project (04 Credits with 120 Hours):** Community Engagement and Services/ Field work/ Internship programme is mandatory for all students of 4th Semester undergraduate Programmes of NEP-2020 carrying 4 credits which shall be completed in 120h (Students admitted in the session 2024-25 onwards) under affiliated colleges of Sambalpur University.
- A. Internship:** A course requiring students to participate in a professional activity or work experience or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations.
- Internships may be undertaken anywhere in India, subject to institutional approval and compliance with credit requirements.
 - Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, NGOS, Private Sector organizations, Government / Public Sector institutions, Industries, MSMEs (Online or Offline) and similar entities to provide opportunities for students to actively engage in on-site experiential learning.
 - **Online / Digital Internship Opportunities:** Internship may also be undertaken in online or hybrid mode through recognized Government of India platforms, subject to institutional approval and fulfilment of credit requirements.
 - Students may undertake internships or field work through their own arrangement, subject to prior approval of the concerned HEI.
- B. Community Engagement and Services/ Field work:** Community Engagement activities shall be conducted through NSS. Students not enrolled under NSS may undertake community engagement projects / field work for 120h duration under the supervision of faculty members.
- After completion of Internship students will collect an internship completion certificate from the organization / competent authority.
 - **Submission of Report and Evaluation:** Students opted for Internship/ Community engagement projects/ Field work are required to submit a report to the Institution for evaluation. Supporting documents like feedback from the host Organisation, geotagged photos and other relevant documents should be submitted with the report.

Table-I: Course Table Structure for Certificate Course: Exit after first Academic Year

One Academic Year: (1st & 2nd Semester and a Summer Vocational Course and Community Work)

Semester	Core-I	Core-II	Core-III	Multidisciplinary	AEC	SEC	VAC	Community Engagement & Field Work	Credit
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
Total	4x8=16	1x4=4	1x4=4	2x3=6	2x4=8	1x3=3	1x3=3		44

Table-II: Course Table Structure for Diploma Certificate Course: Exit after Second Academic Year

Two Academic Year: (1st, 2nd, 3rd & 4th Semester and a Summer Vocational Course and Community Work)

Semester	Core-I	Core-II	Core-III	Multidisciplinary	AEC	SEC	VAC	Community Engagement & Field Work	Credit
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
									44
III	3x4=12	1x4=4		1x3=3			1x3=3		22
IV	3x4=12		1x4=4						20
									42
Total	10x4=40	2x4=8	2x4=8	3x3=9	2x4=8	1x3=3	2x3=6		86

Table-III: Course Table Structure for Three Years Degree Course with Single Major and Two Minor

Semester	Core-I	Core-II	Core-III	Multidisciplinary	AEC	SEC	VAC	Community Engagement & Field Work	Credit
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
									44
III	3x4=12	1x4=4		1x3=3			1x3=3		22
IV	3x4=12		1x4=4					1x4=4	20
									42
V	3x3=12	1x4=4				1x3=3	1x3=3		22
VI	2x4=8		1x4=4			1x3=3	1x3=3		18
									40
Total	15x4=60	3x4=12	3x4=12	3x3=9	2x4=8	3x3=9	4x3=12	1x4=4	126

Note: In case a student opts for NCC and clears 'C' certificate additional 16 credits shall be awarded and total credit shall be 126+16= 142 credits

Table-IV: Course Table Structure for Three Years Degree Course with Double Major

<i>Semester</i>	<i>Core-I</i>	<i>Core-II</i>	<i>Multidisciplinary</i>	<i>AEC</i>	<i>SEC</i>	<i>VAC</i>	<i>Community Engagement & Field Work</i>	<i>Credit</i>
I	2x4=8	2x4=8	1x3=3	1x4=4		1x3=3		26
II	2x4=8	2x4=8	1x3=3	1x4=4	1x3=3			26
								52
III	3x4=12	2x4=8	1x3=3			1x3=3		26
IV	3x4=12	2x4=8					1x4=4	24
								50
V	3x3=12	2x4=8			1x3=3	1x3=3		26
VI	2x4=8	2x4=8			1x3=3	1x3=3		22
								48
Total	15x4=60	12x4=48	3x3=9	2x4=8	3x3=9	4x3=12	1x4=4	150

Table-V: Course Table Structure for Fourth Year Honours without Research

<i>Semester</i>	<i>Core-I</i>	<i>Core-II</i>	<i>Core-III</i>	<i>Multidisciplinary</i>	<i>AEC</i>	<i>SEC</i>	<i>VAC</i>	<i>Community Engagement & Field Work</i>	<i>Credit</i>
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
									44
III	3x4=12	1x4=4		1x3=3			1x3=3		22
IV	3x4=12		1x4=4					1x4=4	20
									42
V	3x3=12	1x4=4				1x3=3	1x3=3		22
VI	2x4=8		1x4=4			1x3=3	1x3=3		18
									40
VII	4x4=16	1x4=4							20
VIII	4x4=16	1x4=4							20
Total	23x4=92	5x4=20	3x4=12	3x3=9	2x4=8	3x3=9	4x3=12	1x4=4	166

Table-VI: Course Table Structure for Fourth Year Honours with Research

<i>Semester</i>	<i>Core-I</i>	<i>Core-II</i>	<i>Core-III</i>	<i>Multidisciplinary</i>	<i>AEC</i>	<i>SEC</i>	<i>VAC</i>	<i>Community Engagement & Field Work</i>	<i>Credit</i>
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
									44
III	3x4=12	1x4=4		1x3=3			1x3=3		22
IV	3x4=12		1x4=4					1x4=4	20
									42
V	3x3=12	1x4=4				1x3=3	1x3=3		22
VI	2x4=8		1x4=4			1x3=3	1x3=3		18
									40
VII	3x3=12	2x4=8							20
VIII	2x4=8							Research 12	20
Total	20x4=80	5x4=20	3x4=12	3x3=9	2x4=8	3x3=9	4x3=12	16	166

COURSE AT A GLANCE (NEP-UG)

SUBJECT: PSYCHOLOGY

ACADEMIC SESSION: 2026-29

CORE-I COURSE

Course Number	Semester	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weigh tage 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-XIX				4	100
Paper-XX	VIII			4	100
Paper-XXI				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

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

MULTIDISCIPLINARY COURSE:

NOTE: THIS IS APPLICABLE FOR STUDENT ADMISSION FOR THE 2026-27 BATCH.

1. A basket of semester wise MDC Courses (**Table-I**) have been approved by Sambalpur University, which will be applicable to all the U.G. programme in the affiliated colleges under Sambalpur University.
2. Students have to opt for one subject in each semester from the semester- wise subject list provided in the basket.
3. During the counselling, students are to be encouraged to opt for courses outside their discipline/faculty. (A Group of related subjects, i.e., Faculty: Science/Arts/Commerce).
4. The students are expected to choose MDC from the subjects other than their major subjects. For example, a Home Science student cannot be allowed to opt MDC from Home Science and have to choose from any other Department.

NOTE: The student cannot opt for a course already chosen in earlier semester. Ex: The subject chosen by a student in the 1st Semester cannot be chosen in 2nd Semester and the subject chosen in 1st & 2nd semester cannot be chosen in 3rd semester.

Table -1: List of MDC Course at UG level

SEMESTER-I

MULTIDISCIPLINARY COURSE (MDC) UNDER NEP-2020					
Sl. No.	Department to teach	Semester Course	Type of Paper P- Practical NP-Non-practical	Credit hour (CH)	Full Mark
1.	Chemistry	Environmental Chemistry	NP	3	100
2.	Botany	Gardening and Vermicomposting	NP	3	100
3.	Economics	Economics in Everyday Life	NP	3	100
4.	History	History of Education in Modern India	NP	3	100
5.	Odia	ଭୂଲୀନାମ୍ବୁକ ସାହିତ୍ୟ	NP	3	100
6.	Political Science	Political Process in India	NP	3	100
7.	English	Ethical Literature	NP	3	100
8.	Commerce	Financial literacy	NP	3	100

9.	Education	Educational Psychology	NP	3	100
10.	Mathematics	Discrete Mathematics	NP	3	100
11.	Sociology	Sociology for Social Workers	NP	3	100
12.	Physics	Biophysics	NP	3	100

SEMESTER-II

MULTIDISCIPLINARY COURSE (MDC) UNDER NEP-2020					
Sl. No.	Department to teach	Semester Course	Type of Paper P- Practical NP-Non-practical	Credit hour (CH)	Full Mark
1.	Statistics	Survival Analysis and Biostatistics	NP	3	100
2.	Zoology	Apiculture	NP	3	100
3.	Education	Gender and Education	NP	3	100
4.	Geography/Geology	Climatology	NP	3	100
5.	Philosophy	Vedic Culture	NP	3	100
6.	Hindi	विज्ञापन अवधारणा और प्रयोजनमूलक अध्यन	NP	3	100
7.	Home Science	Food Science and Nutrition	NP	3	100
8.	Commerce	Fundamentals of Entrepreneurship and E-Commerce	NP	3	100
9.	Economics	Demography	NP	3	100
10.	Mathematics	Introduction to Programming with MATLAB	NP	3	100
11.	Political Science	Indian Administration	NP	3	100
12.	History/Geography	Sustainable Tourism	NP	3	100

SEMESTER-III

MULTIDISCIPLINARY COURSE (MDC) UNDER NEP-2020

Sl. No.	Department to teach	Semester Course	Type of Paper P- Practical NP-Non-practical	Credit hour (CH)	Full Mark
1.	Mathematics/Computer Science	Programming C++	NP	3	100
2.	Physics	Introduction to Spectroscopy	NP	3	100
3.	History/ Sanskrit	Indian Knowledge System	NP	3	100
4.	Political Science	Human Rights	NP	3	100
5.	Botany/Zoology	Environmental issues and Challenges	NP	3	100
6.	Commerce	Entrepreneurship Development and start up	NP	3	100
7.	Psychology	Health Psychology	NP	3	100
8.	Philosophy	Philosophy of Bhagavad Gita	NP	3	100
9.	Botany	Herbarium Preparations	NP	3	100
10.	Education	Educations Thinkers of Modern India	NP	3	100
11.	Sociology	Public Policy	NP	3	100
12.	Library & Information Science	Management of Libraries	NP	3	100

SKILL ENHANCEDMENT COURSE:

NOTE: THIS IS APPLICABLE FOR STUDENT ADMISSION FOR THE 2026-27 BATCH.

1. A basket of Skill Enhanced Course for various disciplines has been approved by the Sambalpur University and will be applicable to all undergraduate programme in the affiliated colleges under Sambalpur University.
2. A student may opt one SEC course from the basket during a particular semester, ensuring no repetition. Details of the SEC courses for each semester are provided in table-2.
3. Artificial Intelligence has been offered as a compulsory course at 2nd semester Skill Enhancement Course.

TABLE-2: LIST OF THE SEC COURSE AT UG LEVEL

SKILL ENHANCEDMENT COURSE (SEC) UNDER NEP-2020			
	SEMESTER-II	Credit hour (CH)	Full Mark
Paper- I	PERSONALITY DEVELOPMENT OR ELECTION STUDIES AND PUBLIC OPINION OR QUANTITATIVE AND LOGIAL THINKING OR ANALYTICAL THINKING AND LOGICAL RESONING OR RENEWABLE ENERGY AND ENERGY HARVESTING OR VERMICOMPOSTING OR PROJECT MANAGEMENT	3	100

SKILL ENHANCEDMENT COURSE (SEC)
UNDER NEP-2020

SEMESTER-V

Paper-II	ARTIFICIAL INTELLIGENCE Compulsory for all (Arts, Science & Commerce)	Credit hour (CH)	Full Mark
		3	100

SKILL ENHANCEDMENT COURSE (SEC)
UNDER NEP-2020

	SEMESTER-VI	Credit hour (CH)	Full Mark
Paper- III	LIFE SKILL EDUCATION OR QUANTITATIVE AND LOGICAL THINKING OR INCOME TAX E-RETURN FILING OR ORGANIC FARMING OR BIOFERTILIZERS OR TYPE SETTING IN LATEX OR FOOD FERMENTATION TECHNIQUES	3	100

VALUE ADDED COURSES (VAC)
UNDER NEP – 2020

- The student will have to study one VAC course in each semester (I, III, V, VI) irrespective of their disciplines are reflected in Table-3.*

TABLE-3: LIST OF THE VAC COURSE AT UG LEVEL

VALUE ADDED COURSES (VAC) UNDER NEP – 2020				
Paper	Semester	Course title	Credit	Marks
PAPER I	Semester-I	Environmental Studies and Disaster Management	3	100
PAPER II	Semester-III	Ethics & Values	3	100
PAPER III	Semester-V	Understanding Odisha	3	100
PAPER IV	Semester-VI	Creative Writing	3	100

COURSE - I

Paper- I

Semester-I

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

- (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.

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.

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 Schiffrin 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.*
- *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.*

Paper - III

Semester-II

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

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 (6th Edition), 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

- 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

- Locus of Control:** To assess the gender difference in Locus of Control of college students by using Rotter's Locus of Control Scale.
- 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, Samantapur, 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 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

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

- 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 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

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.

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

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*

- 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

- 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

- To assess the sense of gender equality of college students by using student gender equality Questionnaire
- 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
- *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.
- 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

- 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, its types, barriers in communication process as well as how decisions are made in a group.

Unit IV: Practical

- Leadership Style:** To measure the leadership style of college students by using Greenberg Basic Leadership Style scale
- 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 - 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, its causes and how to manage it.
- Understand the significance of behavioral and psychological correlates of health and illness.

UNIT –III: Health Issues and Coping

- Issues faced in chronic and terminal illness (AIDS, cancer, diabetes, cardiovascular disease, hypertension) 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 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.

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:

- *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.

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:

- 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.

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.

- (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

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 Schiffrin 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.

- *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- 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.

- 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* (6th Edition), New Delhi, TataMcGraw Hill.