

SCHOOL OF PSYCHOLOGY

**STATE MODEL SYLLABUS FOR
UNDER GRADUATE COURSE IN PSYCHOLOGY**

(Bachelor of Arts Examination)



SESSION 2023-24

**UNDER
CHOICE BASED CREDIT SYSTEM**

**GANGADHAR MEHER UNIVERSITY
AMRUTA VIHAR, SAMBALPUR-768004**

PSYCHOLOGY

Framework of CBCS Syllabus for PSYCHOLOGY (Honours) from 2023-24

Full Forms of Course Codes Used: CC = Core Course, AECC = Ability Enhancement Compulsory Course, SEC = Skill Enhancement Course, DSE = Discipline Specific Elective (Related to Core Subject), GE = Generic Elective (Not related to Core Subject; 2 different subjects of 2 papers each). **Total Marks:** CC (1400) + AECC (200) + SEC (200) + DSE (400) + GE (400) = 2600

Semester	CC	AECC	SEC	DSE	GE
	14 papers 100 X 14 = 1400; Credits=14x6=84	2 Papers 100 X 2 = 200 Credits= 4x2=8	2 Papers 100 X 2 = 200 Credits=4 x2=8	4 Papers 100 X 4 = 400 4x6=24 credits	4 Papers 100 X 4 = 400 4x6=24 credits
I	CC-I: Introductory Psychology CC-II: Basic Developmental Processes	AECC-I: MIL Communication (Odiya/English)			GE Paper-I: Introductory Psychology Or Environmental Psychology Or Educational Psychology
II	CC-III: Basic Psychological Processes CC – IV: Processes of Human Empowerment	AECC-II: Environmental Science			GE Paper-II: Basic Developmental Processes Or Health Psychology Or Counselling Psychology
III	CC – V: Statistics CC – VI: Social Psychology CC – VII: Environmental Psychology		SEC-I: Communicative English		GE Paper-III: Basic Psychological Processes Or Leadership Psychology Or Rehabilitation Psychology Or Positive Psychology
IV	CC – VIII: Psychopathology CC – IX: Educational Psychology CC – X: Psychological Assessment		SEC-II: Personality & Life skill Development		GE Paper-IV: Processes of Human Empowerment Or Social Psychology Or Psychotherapy Or Research Methodology
V	CC – XI: Organizational Behavior			DSE-I: Psychological Research and Measurement	Cyber Psychology Sports Psychology
	CC – XII: Health Psychology			DSE-II: Ethics, Psychology and Social Issues	Psychology of Crime & Violence Abnormal Psychology-I
VI	CC – XIII: Counseling Psychology			DSE-III: Psychology of the Disability	Cognitive Psychology Abnormal Psychology-II
	CC – XIV: Positive Psychology			DSE-IV: Project & Field work/ Psychology of Crime	

Red colour within the uploaded soft copy of the syllabus indicates Employability.

Green colour within the uploaded soft copy of the syllabus indicates Entrepreneurship.

Blue colour within the uploaded soft copy of the syllabus indicates Skill Development.

PSYCHOLOGY Papers for HONOURS Students

Core course – 14 papers, Discipline Specific Elective – 4 papers,

Generic Elective for non Psychology students – 4 papers. In case University offers 2 subjects asGE, then papers 1 and 2 will be the GE paper.

Scoring System for Papers with PRACTICAL:

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

Scoring System for Papers without PRACTICAL:

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

PROGRAMME OBJECTIVES:

- **Use** psychological knowledge to solve various problems in day to day livings.
- **Impart** knowledge of basic psychological concepts and methods, theories and perspectives in different settings.
- **Develop** ability to appreciate the challenges in work environment.
- **Create** shaping cognitive, affective, and behavioral ability of students for building responsible

PROGRAMME OUTCOMES:

PO1: Disciplinary Knowledge: Disciplinary knowledge and methods including data analysis and computer literacy. Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

PO2: Critical Thinking: Ability to relate and connect concepts with personal experiences and using critical thinking.

PO3: Problem solving: Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.

PO4: Communication skills: Articulation of ideas, scientific writing and authentic reporting, effective presentation and communication skills. Having conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.

PO5: Research Related Skills: A sense of Enquiry, and capacity for asking relevant/appropriate questions. Ability to recognise cause-effect relationship, define problem, formulate hypothesis, analyse, interpret and draw conclusions ; generate and test hypothesis; conduct experiment and draw conclusion from findings scientifically.

PO6: Co-Operative/Team Work: Ability to use skills in specific areas related to chosen specialization like cognitive, industrial-organizational, clinical, counselling, health, educational, social and community team work.

PO7: Multicultural competencies: Developing cultural and historical sensibility particular indigenous tradition, socio-cultural context and diversity.

PO8: Digital Literacy: Capacity to use ICT in a variety of learning situations; demonstrate ability to access, evaluate and use variety of relevant information sources; use appropriate software for data analysis.

PROGRAMME SPECIFIC OUTCOMES:

1. **PSO1:** Identifying learning opportunities to orient the students towards scientific and humanistic study of the complexities of human mind and behavior.
2. **PSO2:** The basic skills in major areas of application (e.g. psychological testing, experimentation, counseling, interviewing, developing psychological tools, behavior modification, data analysis, report writing).
3. **PSO3:** Understand the complexities of self and human relationships and how the two make each other up.
4. **PSO4:** Articulate a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.
5. **PSO5:** Devise the basic reflective, analytical, scientific writing, computational and communicative competencies.
6. **PSO6:** Develop respect for social diversity and increasing social and cultural relevance of learning.

CORE-I

INTRODUCTORY PSYCHOLOGY

INTRODUCTION: The course is designed to provide the student a basic understanding of the psychology of human behavior. The students will be given exposure to concepts, terminology, principles, and theories that comprise an introductory course in psychology.

COURSE OBJECTIVES:

- To help the students know the sources and processes of development of modern scientific psychology.

- To help the students develop a scientific temperament in studying and understanding human behavior.

UNIT-I: Introducing Psychology

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

UNIT- II: Methods in Psychology

- Natural Observation, Survey and Case Study - Nature, advantages and limitations.
- Experimental and Correlational methods -Nature, advantages and limitations.

UNIT –III: Biological Bases of Behavior

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

UNIT-IV: States of Mind

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

PRACTICAL:

- **Intentional Learning Vs Incidental Learning:** To demonstrate experimentally the relative advantage of Intentional Learning over Incidental learning.
- **Conducting Relaxation Exercise:** To conduct a progressive relaxation exercise to experience the state of relaxation, and to provide a report of the personal experiences.

Text Books:

- Baron, R. A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.
- Hilgard & Atkinson- INTRODUCTION to Psychology (2003) 14th Edition, Thomson Learning Inc.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: PRACTICALS in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.

Reference Books:

- 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.

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: **Define** the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.

CO2: **Gain knowledge** of scientific methodology—the variety of ways in which psychological data are gathered and evaluated/interpreted.

CO3: **Identify and compare** the major perspectives in psychology: Recognize how each approach views human thought and behavior.

CO4: **Understand** the physiological and biochemical links of human behavior

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	1	2	3	1	1	2	1	2	1	3	2	3	2	2
CO2	2	2	3	2	2	3	2	3	2	2	3	2	3	3
CO3	3	1	2	3	3	2	3	1	3	1	1	2	2	1
CO4	3	2	1	2	2	1	3	2	2	2	2	1	1	2

BASIC DEVELOPMENTAL PROCESSES

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

COURSE OBJECTIVES:

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

UNIT-I: Basics of Development

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

UNIT- II: Life in Formation

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

UNIT –III: Life in Preparation

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

UNIT- IV: Self and Identity

- (i) Emergence of self; Structure of the self; Development of personal identity
- (ii) Development of self-control; Development of gender differences and gender roles

PRACTICAL:

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

Text Books:

- Sigelman, G.K. & Schaffer, D.R. (1995). Life-span Human Development, Brooks / Cole Publishing Co. Pacific Grove, California
- Berk, L. E. (2010). Child Development (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 (2006). Human Development. 9th Edition. New Delhi: Tata McGraw Hill
- Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: **Understand** the nature, types, and principle of development.

CO2: **Understand** the processes of formation of life and development during pre-and post-natal periods.

CO3: **Understand** about the different aspects of preparation for future life.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	2	2	3	2	1	3	1	2	3	3	1
CO2	1	3	2	1	2	1	1	2	3	2	3	1	1	2
CO3	2	1	2	3	3	2	3	1	1	3	2	2	2	2

CORE PAPER III**BASIC PSYCHOLOGICAL PROCESSES**

INTRODUCTION: The course is designed to provide the student a basic understanding of the psychological processes from sensation to thought and communication. The student will be given

exposure to the concepts, terminology, principles, and theories relating to each of the mental processes that constitute human psychology.

COURSE OBJECTIVES:

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

UNIT-I: Sensation and Perception

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

UNIT- II: Learning and Memory

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

UNIT –III: Language and Communication

- Properties and structure of language, Linguistic hierarchy, Language acquisition-predisposition, Nature of effective communication
- Stages of language development; critical period controversy; speech error and its implications

UNIT- IV: Thinking and Reasoning

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

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 Mc. GrawHill.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). PRACTICAL Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: PRACTICALs in Psychology, Divya Prakashani, Samantarapur,

Reference Books:

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

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: **Understand** the bases sensory action sand the processes of integration of sensory actions in creating and interpreting perceptual events.

CO2: **Gain knowledge** of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning OUTCOMESs.

CO3: **Understand** the structural and functional properties of language and the way it helps thought, communication, problem solving and decision making through development of concepts, ideas, images, and so on.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	1	2	3	1	1	2	1	2	1	3	2	3	2	2
CO2	2	2	3	2	2	3	2	3	2	2	3	2	3	3
CO3	3	1	2	3	3	2	3	1	3	1	1	2	2	1

CORE PAPER-IV**PROCESSES OF HUMAN EMPOWERMENT**

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

COURSE OBJECTIVES:

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

UNIT-I: Basics of Empowerment

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

UNIT- II: Sources of Power (1)

- Personality- Freud's theory, and Social cognitive theory
- Personality-Trait and type approach, Biological and socio cultural determinants, Psychometric andprojective assessment.

UNIT –III: Sources of Power(2)

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

UNIT –IV: Proving Empowered

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

PRACTICAL:

- **Intelligence test-** To test the non-verbal intelligence of two college students using

Raven's Standard Progressive Matrices.

- **Personality Type-** To assess the personality type of a student obtaining responses from the student and two other significant persons in his /her life by using Glazer's test of Personality Type.

Text Books:

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

Reference Books:

- Baron, R. A. & Byrne, D. (2003). Social Psychology, 10th Edition, Prentice Hall
- Misra, G. (2009). Psychology in India, Vol 1: Basic Psychological Processes and Human Development. India: Pearson
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). PRACTICAL Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: **Understand** the bases sensory action and the processes of integration of sensory actions in creating and interpreting perceptual events.

CO2: **Gain knowledge** of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning OUTCOMESs.

CO3: **Understand** the structural and functional properties of language and the way it helps thought, communication, problem solving and decision making through development of concepts, ideas, images, and so on.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	2	2	3	2	1	3	1	2	3	3	1
CO2	1	3	2	1	2	1	1	2	3	2	3	1	1	2
CO3	2	1	2	3	3	2	3	1	1	3	2	2	2	2

CORE PAPER- V

PSYCHOLOGICAL STATISTICS

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

COURSE OBJECTIVES:

- To help students develop knowledge and understanding of the application of Statistics within Psychology
- To help students develop critical thinking for application of appropriate statistical analysis in Psychological research

UNIT-I: Fundamentals of statistics

- (i) Meaning and scope of statistics, Nature of variables- Categorical and Continuous,

Levels of Measurement- Nominal, Ordinal, Interval, and Ratio

(ii) Drawing frequency distribution; Graphical representation of grouped data-Polygon, Histogram, O give.

UNIT- II: Measures of Statistics

(i) Measures of Central Tendency- Characteristics of mean, median and mode; Computation of mean, median, and mode

(ii) Measures of Variability- Concept of variability, computation of semi-inter quartile range, Standard deviation and variance, Co-efficient of variation

UNIT- III: Sources and Applications

(i) Concept of Probability; Characteristics of Normal Probability curve, Applications of NPC,

Deviation from NPC- Skewness and Kurtosis

(ii) Concept of correlation, Product-moment correlation (ungrouped data), Rank order correlation, Chi-square test (Contingency Table)

UNIT –IV: Hypothesis Testing

(i) Level of significance; Type I and Type II error; Computation of ‘t’ for independent and dependent samples

(ii) Purpose and assumptions of ANOVA; One-way and two-way ANOVA

PRACTICAL:

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

Text Books:

- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4th Ed.) India: Pearson Education, Prentice Hall.
- Ferguson, G.A. & Takane, Y. (1989). Statistical Analysis in Psychology & Education, Tata McGraw Hill Publishing Company, New Delhi
- Garrett, H. E. & Woodworth, R.S. (1985). Psychology in Statistics and Education, Vakils, Feffer & Simons Ltd. Mumbai
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: PRACTICALS in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.

Reference Books:

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

COURSE OUTCOMES:

A After completing this course, the teacher-students should be able to:

CO1: The nature of psychological variables and how to measure the using appropriate scale.

CO2: The processes of describing and reporting statistical data.

CO3: The methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	1	2	3	1	1	2	1	2	1	3	2	3	2	2
CO2	2	2	3	2	2	3	2	3	2	2	3	2	3	3
CO3	3	1	2	3	3	2	3	1	3	1	1	2	2	1

SOCIAL PSYCHOLOGY

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

COURSE OBJECTIVES:

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

UNIT-I: INTRODUCTION

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

UNIT- II: Attitude, Prejudice and Stereotypes

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

UNIT –III: Group and Leadership

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

UNIT- IV: Social Behavior

- (i) Pro-social behavior- Cooperation and helping, personal, situational and socio-cultural determinants, Theoretical explanations of pro-social behavior
- (ii) Aggression- Theoretical perspectives, Trait, situational and social learning approaches, social andpersonal determinants of aggression, prevention and control of aggression.

PRACTICAL:

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

Text Books:

- Baron R. A & Byrne. D. (2003). Social Psychology. 10th Edition, Prentice Hall
- Baron. R.A., Byrne, D. &Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi:Pearson
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: PRACTICALs in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). PRACTICAL Exercisesin Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar

Reference Books:

- Developments (ICSSR survey of advances in research). New Delhi: Pearson.
- Misra, G. (1990). Applied Social Psychology. New Delhi: Sage.
- Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Implications

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: Know the scope of studying social psychology and the methods to gather data in the social context to explain them. **(Level-2)**

CO2: Understand the significance of social cognition, attitudes, stereotypes and prejudices in explaining human behaviour in social contexts. **(level-3)**

CO3: Understand the significant aspects of group behaviour and social influence that constitute the core of human relationships. **(Level-4)**

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	1	1	2	3	1	2	1	2	3	2	3
CO2	2	3	1	3	2	2	2	3	3	2	1	2	3	2
CO3	3	1	3	1	2	3	2	2	2	2	3	2	1	1

CORE PAPER- VII**ENVIRONMENTAL PSYCHOLOGY**

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

COURSE OBJECTIVES:

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

UNIT -I: Environment and Behavior

- Earth as a living system: The Gaia hypothesis, Deep ecology; Man-environment relationship-physical, social, cultural, orientation and product.
- Effects of Environment on behavior: Noise pollution, Air pollution, Crowding and Population explosion.

UNIT- II: Ecology and Development

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

UNIT –III: Psychological Approaches to environment

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

UNIT- IV: Environmental Assessment

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

PRACTICAL:

- To assess the environmental literacy of 4 college students using Bob Simpson's

Environment literacy and awareness survey questionnaire.

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

Text Books:

- Dreze, J. and Sen, A. (1992). Indian Development. Delhi: Oxford University Press.
- Gadgil, M. and Guha. R. (1995). Ecology and Equity. New Delhi, Penguin Books
- Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: PRACTICALS in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.

Reference Books:

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

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: Know the scope of studying social psychology and the methods to gather data in the social context to explain them. **(Level-2)**

CO2: Understand the significance of social cognition, attitudes, stereotypes and prejudices in explaining human behaviour in social contexts. **(level-3)**

CO3: Understand the significant aspects of group behaviour and social influence that constitute the core of human relationships. **(Level-4)**

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	2	2	3	2	1	3	1	2	3	3	1
CO2	1	3	2	1	2	1	1	2	3	2	3	1	1	2
CO3	2	1	2	3	3	2	3	1	1	3	2	2	2	2

CORE PAPER –VIII

PSYCHOPATHOLOGY

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

COURSE OBJECTIVES:

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

UNIT-I: Basics of Pathology

(i) Concept of abnormality; Perspectives of abnormal behavior- Psychodynamic, Behavioral,

Cognitive, Humanistic-Existential, and Socio cultural

(ii) Classification of maladaptive behavior-DSM-IV; Assessment techniques- Diagnostic tests, Rating scales, History taking interview, Projective tests

UNIT- II: Anxiety and Mood disorder

(i) Symptoms, causes and treatment of Generalized anxiety disorder, Phobic disorder, Obsessive-

Compulsive disorder

(ii) Depressive disorder –Symptoms, causes and treatment of Bipolar affective disorder, and Dysthymia

UNIT- III: Personality Disorders

(i) Paranoid, Schizoid, Dissociative, Impulsive

(ii) Borderline, Anxious, Avoidance, Dependent personality

UNIT –IV: Schizophrenia and Therapies

(i) Characteristics, Major subtypes, Causes and treatment of Schizophrenia

(ii) Psychodynamic, and Cognitive Behavior therapy.

PRACTICAL:

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

Text Books:

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

Reference Books:

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

COURSE OUTCOMES

On completion of this course, the student-teachers shall be able to Understand

CO1: Understand the interactional relationships between environment and behavior.

CO2: Understand the problems occurring to ecology and environment at the present time.

CO3: Understand different psychological approaches to the study of man-environment relationship.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	1	1	2	3	1	2	1	2	3	2	3
CO2	2	3	1	3	2	2	2	3	3	2	1	2	3	2
CO3	3	1	3	1	2	3	2	2	2	2	3	2	1	1

CORE PAPER - IX

EDUCATIONAL PSYCHOLOGY

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

COURSE OBJECTIVES:

- To provide students with an overview of the purposes and uses of educational psychology.
- To help students understand human development focusing mainly on the years of formal education including those with ability differences
- To make students understand the ways that educators motivate their students to

learn and strive for excellence

- To make students explore the ways that educators manage learning environments to maximize learning and social cohesion

UNIT-I: Foundations of Educational Psychology

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

UNIT- II: Motivation and Classroom Management

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

UNIT- III: Creativity and Aptitude

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

UNIT –IV: Dealing with ability differences and Testing

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

PRACTICAL:

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

Text Books:

- Gage, N. L., & Berliner, D. C. (2009) *Educational psychology* (5th ed.). Boston, MA: Houghton Mifflin.
- Woolfolk, A.E. (2004). *Educational Psychology* (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, Samantapur, Bhubaneswar.

Reference Books:

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

COURSE OUTCOMES

On completion of this course, the student-teacher will be able to:

CO1: Understand the differences between normality and abnormality along with the perspectives explaining them.

CO2: Know the importance and the use of assessment techniques in identifying different form of maladaptive behavior

CO3: Learn the symptoms, causes and treatment of anxiety disorders, mood disorders and schizophrenia.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	1	2	3	1	1	2	1	2	1	3	2	3	2	2
CO2	2	2	3	2	2	3	2	3	2	2	3	2	3	3
CO3	3	1	2	3	3	2	3	1	3	1	1	2	2	1

PSYCHOLOGICAL OF ASSESSMENT

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

COURSE OBJECTIVES:

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

UNIT-I: INTRODUCTION

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

UNIT- II: Psychological Tests

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

UNIT –III: Assessment of Ability

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

UNIT- IV: Classroom Assessment

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

PRACTICAL:

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

Text Books:

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

Reference Books:

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

COURSE OUTCOMES:

Expected OUTCOMES: Students will be able to

CO1: Understand the basic facts about psychological assessment.

CO2: Understand the processes of test construction and standardization.

CO3: Understand about the assessment of different types of skills and abilities.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	2	2	3	2	1	3	1	2	3	3	1
CO2	1	3	2	1	2	1	1	2	3	2	3	1	1	2
CO3	2	1	2	3	3	2	3	1	1	3	2	2	2	2

ORGANIZATIONAL BEHAVIOR

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

COURSE OBJECTIVES:

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

UNIT I: Historical context of organizational behavior

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

UNIT-II: Organization System

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

UNIT- III: Work, Power and Politics

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

UNIT –IV: Human resource development and Evaluation

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

PRACTICAL:

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

Text Books:

- Robbins, S.P.; Timothy, A.J. & Vohra, N. (2012). Organizational Behavior, 15th Edn. Pearson Education: New Delhi
- Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: PRACTICALS in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

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

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: Understand different concepts and dynamics related to organizational system, behavior, and management.

CO2: Identify steps managers can take to motivate employees in the perspectives of the theories of work motivation.

CO3: Understand the tricks of power and politics management in the organizations.

CO4: Understand significance of human resource development, evaluation and management for the interest and benefit of the organization.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	2	3	1	1	3	1	2	1	3	2	3	3	3
CO2	3	1	2	2	2	1	2	1	2	2	1	1	1	2
CO3	2	2	1	2	1	1	3	2	3	1	2	1	1	3
CO4	2	2	2	1	1	2	2	1	2	1	2	2	2	1

CORE PAPER -XII

HEALTH PSYCHOLOGY

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

COURSE OBJECTIVES:

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

UNIT-I: INTRODUCTION

- Goals of Health Psychology, Bio-psycho-social model of health and illness
- Basic nature of stress, Cognitive appraisal of stressors, Some major causes of stress, Management of stress

UNIT- II: Health and Illness

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

UNIT –III: Health and Coping

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

UNIT- IV: Health Issues

- Children health issues- Malnutrition, Immunization, Autism, ADHD
- Health issues of women and elderly: Diabetes, Osteoporosis, Alzheimer’s Disease, Depression

PRACTICAL:

- **Sleep Quality:** To assess the Sleep quality of 4 college students The Pittsburgh Sleep Quality Index (PSQI)
- **Coping Strategies:** To assess of the Coping Strategies of 4 college students by

Text Books:

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

Reference Books:

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

COURSE OUTCOMES

On completion of this course, the student-teacher will be able to:

CO1: Know the basics of health and illness from the Bio-psychosocial perspectives.

CO2: Understand the significance of behavioral and psychological correlates of health illness.

CO3: Understand the significant aspects of coping and importance of health enhancing behavior.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	1	2	3	1	1	2	1	2	1	3	2	3	2	2
CO2	2	2	3	2	2	3	2	3	2	2	3	2	3	3
CO3	3	1	2	3	3	2	3	1	3	1	1	2	2	1

CORE PAPER-XIII

COUNSELING PSYCHOLOGY

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

COURSE OBJECTIVES:

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

Expected OUTCOMES: Students will be able to

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

UNIT-I: Basics of Counseling

(i) Meaning, scope and purpose of counseling with special reference to India; The counseling process, counseling relationship, counseling interview

(ii) Characteristics of a good counselor, Ethics and values in counseling; Education and training of the counselor

UNIT –II: Theories and Techniques of Counseling

(i) Psychodynamic approach-Freud and Neo Freudians; Humanistic approach-Existential and Client centered

(ii) Cognitive approach- Rational-emotive and transaction analysis; Behavioral approach- Behavior modification; Indian contribution- yoga and meditation

UNIT- III: Counseling Programs

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

UNIT –IV: Counseling application

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

PRACTICAL:

- **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.
- 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, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

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

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: Understand the purpose of counselling and practice of counselling ethically following different approaches. (level-2)

CO2: Analyse the basics of the counselling process and use them for counselling students, families, couples, distressed, and handicapped (level-4)

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	1	2	3	1	1	2	1	2	1	3	2	3	2	2
CO2	2	2	3	2	2	3	2	3	2	2	3	2	3	3

COREP APER-XIV

POSITIVE PSYCHOLOGY

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

COURSE OBJECTIVES:

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

UNIT-I: Foundations

- (i) Historical roots and goals of positive psychology, Positive emotions, Positive Individual traits, and positive subjective experience
- (ii) Contribution of Martin Seligman, Albert Bandura, Carol Dweck and Abraham Maslow to positive psychology

UNIT- II: Flow and Happiness

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

UNIT –III: Precursors to Positive Psychology

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

UNIT- IV: Ways to Positive Psychology

- (i) Discovering strength, Increasing optimism, Self-direction, Purpose, gratitude, Mindfulness, and Activities and experience
- (ii) Effects of exercise, Yoga, meditation and spiritual intelligence on development of positive psychology; Positive psychology in building relationship

PRACTICAL:

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

Text Books:

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

Reference Books:

- Peterson, C. (2006). *A Primer in Positive Psychology*; Oxford University Press
- Seligman, M.E. (2012). *Flourish: A Visionary New Understanding of Happiness and*

Well-being. Oxford University Press

- Snyder, C.R. & Shane, J.L. (2005). Handbook of Positive Psychology. .Oxford University Press
- Snyder, C.R., & Lopez, S.J. (2007). Positive psychology :The scientific and PRACTICAL explorations of human strengths. Thousand Oaks, CA: Sage.

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: Understand the purpose of counselling and practice of counselling ethically following different approaches. (level-2)

CO2: Analyse the basics of the counselling process and use them for counselling students, families, couples, distressed, and handicapped (level-4)

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	1	2	3	1	1	2	1	2	1	3	2	3	2	2
CO2	2	2	3	2	2	3	2	3	2	2	3	2	3	3

DISCIPLINE SPECIFIC ELECTIVE PAPER-I
PSYCHOLOGICAL RESEARCH AND MEASUREMENT

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

COURSE OBJECTIVES:

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

UNIT-I: Psychological Research

- (i) Assumptions of science, Characteristics of scientific methods, Psychological research: Correlational and experimental
- (ii) Sampling frame: probability and non-probability samples, sample size, sampling error

UNIT- II: Psychological Scaling and Construction of test

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

UNIT –III:

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

UNIT- IV:

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

PRACTICAL:

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

Text Books:

- Anastasi, A. (1988). Psychological Testing. New York: MacMillan
- Minium, E.W., King, B.M. & Bear, G. (1993). Statistical Reasoning in Psychology and Education. New York: John Wiley

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

COURSE OUTCOMES:

CO1: Understand the nature of psychological research and characteristics of scientific methods of research.

CO2: Know the methods of test construction and standardization

CO3: Know the different approaches to assessment of personality.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	1	1	2	3	1	2	1	2	3	2	3
CO2	2	3	1	3	2	2	2	3	3	2	1	2	3	2
CO3	3	1	3	1	2	3	2	2	2	2	3	2	1	1

OR

CYBER PSYCHOLOGY

INTRODUCTION: Cyber psychology is the field of study in which students able to know the way people interact through computers or digitals devices and the emotional effects that usage has on the brain. Cyber psychology is also referred to as internet psychology or web psychology.

COURSE OBJECTIVES:

- Describe Cyber psychology models and explain its applications.
- Recognize the effects of the Internet on our brain functioning, our relationships, and our sense of self.
- Analyse the psychological phenomena related to emerging technology, such as the curated self of social media,
- Explain the technology-mediated communication and interaction, techno-anxiety and cyber bullying. Demonstrate the impact of internet addiction on behavior and emotional states
- Define cybercrime and elucidate its types and prevention.

UNIT-I: Nature and Applications

- Cyber Psychology : Cybernetics : cyberspace as psychological space, Psychology in cyberspace, Psychological qualities of Cyberspace
- Model of Cyber Psychology: Online Disinhibition effect , coping with spam ,Applications of Cyber Psychology.

UNIT-II: Cyberspace

- On- line identity management, types of personality in cyberspace, transference reactions to computers
- Computer and Internet Addiction : Signs and symptoms of Internet Addiction , treatment , Adolescents in Cyberspace , Media Transitions

UNIT-III : In-Person and Cyberspace

- Relationships between in-person and Cyberspace : Transient and long-term online relationships, Psychology of Text relationships , Hypotheses about online text relationships, transference among people
- Online conflict in Cyberspace: Resolution of conflict, cyberspace romances, communication through multimedia chat.

UNIT-IV : Group Dynamics in Cyberspace

- Group Dynamics in Cyberspace: Online Groups , Making virtual communities work ,Unique groups in cyberspace
- Extending Work group into Cyberspace: Extending the classroom into cyberspace, online photo sharing communities, Establishing a cyber psychological niche and equilibrium, the image as an expression of self.

PRACTICAL:

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

Reference and Text Books:

- Raindrop Taker, (2011) Cyber Psychology, Global Vision Publishing House, New Delhi,
- Suryanarayana, N.V. S, Himabindu, G and Neelima V. (2011) Cyber Psychology, Sonali Publications, New Delhi
- Jayant Malik, (2011) Cyber Crime and Terrorism, Swastik Publications, New Delhi.

WEB RESOURCES

- <http://www.usr.rier.edu/suler/psycyber/psycyber.html>.
- <https://www.psychologytoday.com/us/blog/the-cyberpsychology-page/202011/cyberpsychology-defining-the-field> <https://online.king.edu/news/cyberpsychology/>

COURSE OUTCOMESS:

After completion of this course, the Learner will be able to:

- CO: 1 Critically evaluate the cyber space as psychological space.
CO: 2 Assess how technology is shaped by and shapes human being.
CO :3 Distinguish between in-person and cyberspace relationships.
CO: 4 Illustrate the Group dynamics in the cyber space.
CO: 5 Enumerate the types of cybercrimes and tips for prevention.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	1	1	2	3	1	2	1	2	3	2	3
CO2	2	3	1	3	2	2	2	3	3	2	1	2	3	2
CO3	3	1	3	1	2	3	2	2	2	2	3	2	1	1
CO4	3	1	3	1	1	2	3	1	2	1	2	3	2	3
CO5	2	3	1	3	2	2	2	3	3	2	1	2	3	2

OR

SPORTS PSYCHOLOGY

INTRODUCTION:

Sports psychology is the study of psychological factors which help students to know about that athletic performance and its influence and how participation in sports and exercise can affect the psychological and physical well-being of athletes.

COURSE OBJECTIVES:

- To provide in-depth understanding of theoretical perspective of Sport psychological.
- To provide insight into motivational techniques to enhance Leadership and Teamwork.

UNIT-I : INTRODUCTION to Sports Psychology

- (i) History and current status of Sports Psychology.
- (ii) Nature and scope of Sports Psychology. Application of Sports Psychology.

UNIT-II: Personality Assessment

- (i) Theories: Trait and Type Theory. Assessment: Psychometric methods.
- (ii) Psychological traits of successful athletes: 1. Personality inventory 2. Cognitive techniques

UNIT-III: Motivational orientation in sports

- (i) Athlete's need for motivation, awareness of the use of the NCFS four Cs- (Commitment, Confidence (Self), concentration, control (emotional) .
- (ii) Motivational inhibitors and Motivational techniques

UNIT IV: Team Dynamics

- (i) Leadership: Importance of effective team leadership, characteristics, great man versus social learning theory.
- (ii) Definition of group, factors affecting cohesiveness. Forming, storming, norminperforming. Cooperation and competition of team.

PRACTICAL:

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

Text Books:

- Baghurst, T. (2019). Sport Psychology. In *Coaching for Sports Performance* (pp. 351-390). Routledge.
- Forsyth, D. R. (2019). *Group Dynamics*. Wadsworth Publishing.
- Roberts, G. C., & Treasure, D. (2012). *Advances in motivation in sport and exercise*. Human Kinetics.
- Lavallee, D. (1998). *Motivation and emotion in sport: Reversal theory*.
- Waitley, D. E., May, J. R., & Martens, R. (1983). *Sports psychology and the elite athlete*. Clinics in sports medicine, 2(1), 87-99.

Reference Books:

- Jowette, S. E., & Lavallee, D. E. (2007). *Social Psychology in Sport*. Human Kinetics.
- Carron, A. V., Hausenblas, H. A., & Eys, M. A. (2005). *Group dynamics in sport*. Fitness Information Technology.
- Beauchamp, M. R., & Eys, M. A. (Eds.). (2014). *Group dynamics in exercise and sport psychology*. Routledge.
- Moran, A., & Toner, J. (2017). *A critical INTRODUCTION to sport psychology: A critical INTRODUCTION*. Routledge.
- Hardy, L., Jones, J. G., & Gould, D. (1996). *Understanding psychological preparation for sport: Theory and practice of elite performers*. John Wiley & Sons, Inc.

COURSE OUTCOMES:

After completing this course, the students should be able to:

CO1: Apply psychological techniques and strategies to enhance performance in sports. (Level 3)

CO2: Evaluate research in sport psychology and psychological factors related to performance and participation in sport and exercise settings. (Level -5)

CO3: Implement motivational inhibitors and techniques that influence performance and participation in sports. (Level-3)

CO4: Analyze the importance of effective team leadership and various functions of Dynamic team spirit. (Level 4)

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	2	2	3	2	1	3	1	2	3	3	1
CO2	1	3	2	1	2	1	1	2	3	2	3	1	1	2
CO3	2	1	2	3	3	2	3	1	1	3	2	2	2	2
CO4	3	1	3	2	2	3	2	1	3	1	2	3	3	1

DISCIPLINE SPECIFIC ELECTIVE PAPER-II

PSYCHOLOGY AND SOCIAL ISSUES

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

COURSE OBJECTIVES:

- The course will provide social psychological analysis of some major social issues in India.

UNIT-I

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

UNIT- II

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

UNIT –III: Antisocial Behavior

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

UNIT- IV

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

PRACTICAL:

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

Text Books:

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

Reference Books:

- Banerjee, D. (1998). Poverty, class and health culture in India, Vol. Delhi Prachi Prakashan
- Dube, S.C. (1987) Modernization and Development. ND: Sage
- Mishra, G. (1999). Psychological perspectives on stress and Health. New Delhi
- Sen, A. &Sen A.K. (Eds.). (1998). Challenges of contemporary Realities: A psychological Perspective.New Delhi: New Age International

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: Understand the purpose of counselling and practice of counselling ethically following different approaches. (level-2)

CO2: Analyse the basics of the counselling process and use them for counselling students, families, couples, distressed, and handicapped (level-4)

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	2	3	1	1	3	1	2	1	3	2	3	3	3
CO2	3	1	2	2	2	1	2	1	2	2	1	1	1	2

OR

PSYCHOLOGY OF CRIME AND VIOLENCE

INTRODUCTION: Psychology and Crime comprehensively covers the vital role of psychological theories and methods in understanding and managing criminal behavior. It helps students to analyze in depth the application of psychological findings to a range of serious crimes, such as arson, violent crime, and sexual crime.

COURSE OBJECTIVES:

- To gain knowledge regarding different negative emotions.
- To inform the students of the negative consequences of crime.
- To impart knowledge of juvenile delinquency.

UNIT-I: AGGRESSION

- (i) INTRODUCTION – The concept of aggression, its meaning and characteristics.
- (ii) Development of aggression, types or form of aggression, source of aggression.

UNIT-II : CRIME, CRIMINAL AND CRIMINOLOGY

- (i) What is criminology, growth of criminology, the field and scope of criminology
- (ii) Concept of crime, characteristics of crime, methods and techniques of criminology. Nature and scope of criminology, theories of criminal behaviour, crime in India.

UNIT-III: JUVENILE DELINQUENCY

- (i) Meaning, nature and characteristics of juvenile delinquency. Types of juvenile delinquency.
- (ii) Causes and prevention of juvenile delinquency, treatment and rehabilitation of juvenile Delinquency

UNIT-IV: REHABILITATION

- (i) Corbelling to individuals and group for prevention of crimes. Rehabilitation of victims of crime.
 - (ii) Development of morality and moral education, value education. Yoga, Transcendental meditation.
- **Quality of Life:** To assess the quality of life family of 4 families using Beach Center Family Quality of Life Scale
 - **Community Integration:** To assess the community integration of a village by using Community integration questionnaire (CIQ) of Barry Willer

Text Books:

- Ahuja, R. *Criminology*. Rawat Publisher
- Shoemaker, D. J. (2017) *Juvenile Delinquency*, 3rd Edition, Rowman & Littlefield.
- Mohanty, G. *Psychology of Aggression, Violence and Crime*
- Paranjape, N. V. *Criminology Penology Victimology*, Central Law Publications.
- Kumar, N. (2015). *Criminal Psychology*. First Edition, Lexis Nexis.

Reference Books:

- Blackburn, R. (1993). *The psychology of criminal conduct: Theory research and practice*. Chichester: Wiley & Sons.
- Myneni, S.R. (2018). *Criminal Psychology*. Allahabad Law Agency.
- Rao, R.S. (2020). *Lectures on Criminology, Penology & Victimology*. LexWorth-Gogia Law Agency.
- Webber, C. *Psychology and Crime*. 2nd Edition, SAGE Publications Ltd.
- McGuire, J. *Understanding Psychology and Crime*. Open University Press.

COURSE OUTCOMES:

After completing this course, the students should be able to:

- CO1: Apply their knowledge to prevent aggression. (Level -3)
 CO2: Compare the two terms like crime and juvenile delinquency. (Level -4)
 CO3: Judge the role of school in juvenile delinquency. (Level-5)
 CO4: Plan for the prevention of crime and delinquency through early childhood education, moral education and value education. (Level-6)

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	1	2	3	1	1	2	1	2	1	3	2	3	2	2
CO2	2	2	3	2	2	3	2	3	2	2	3	2	3	3
CO3	3	1	2	3	3	2	3	1	3	1	1	2	2	1
CO4	3	2	1	2	2	1	3	2	2	2	2	1	1	2

OR

ABNORMAL PSYCHOLOGY-I

INTRODUCTION: Abnormal psychology is the branch of psychology in which students studies unusual patterns of behavior, emotion, and thought, which could possibly be understood as a mental disorder. Although many behaviors could be considered as abnormal, this branch of psychology typically deals with behavior in a clinical context.

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

- Define abnormality and abnormal behavior patterns, Express the various models of Abnormal Psychology.
- Become familiar with the DSM V and ICD-10 classification system
- Critically evaluate Neuro developmental disorders.
- List the anxiety related disorders
- Analyze the Somatic and Dissociative disorders

UNIT- I: INTRODUCTION and Theoretical Perspective

- Defining Abnormal Behavior : Causes of Abnormal Behavior: Necessary, Predisposing, Precipitating and Reinforcing causes,
- Historical views of abnormal behavior: Brief note on DSM 5 and ICD 11 classification system.

UNIT- II: Models of Abnormality

- Biological, Psychodynamic, Behavioral
- Cognitive, Humanistic - Existential, Interpersonal perspective - Bio-cultural.

UNIT- III: Neurodevelopment Disorders

- Intellectual disability: Definition, Clinical types and Causal factor, Autism Spectrum disorder: Clinical Picture and Causal Factors,
- Specific Learning disorder: Clinical Picture and Causal factors, Attention Deficit /Hyperactivity disorder, Conduct Disorder, Neuro cognitive Disorder.

UNIT- IV: Anxiety Related Disorders

- Meaning, Types , Brief description with Causal factors and
- Treatment: Generalized Anxiety Disorders, Phobic Disorder, Post Traumatic Stress Disorder

PRACTICAL:

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

Reference Books and Text Books:

- Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). Abnormal psychology (16th ed.). New Delhi, India: Pearson India Education Services Private Limited.

- Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology (5th ed.). Belmont, CA: Wadsworth.
- Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers.
- Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal Psychology. New Delhi, India: Tata McGraw Hill publishing Co.
- Cutting, J. (1997) Principles of Psychopathology. New York, NY: Oxford University Press.
- Davison, G.C., Neale, J.M., & aring, A. M. (2004). Abnormal Psychology. (9th Ed.). Malden, MA: John Wiley& Sons Inc.

Web Sources:

- <https://www.simplypsychology.org/abnormal-psychology.html>
- <https://opentext.wsu.edu/abnormal-psych/chapter/module-2-models-of-abnormal-psychology/>
- <https://wiregrass.libguides.com/c.php?g=1044445&p=7583273>
- <https://my.clevelandclinic.org/health/diseases/9536-anxiety-disorders>
- http://www2.hawaii.edu/~heiby/Somatoform_and_Dissociative_DX.html

COURSE OUTCOMESS

After completion of this course, the Learner will be able to:

CO: 1 Classify abnormality and its historical background in a clinical context and thereby learn to distinguish abnormal behavior from normal, Illustrate the 44 DSM 5 and ICD 11 classification system.

CO : 2 Explain the causes and models of abnormal behavior

CO: 3 Describe the anxiety disorders, its causes, symptoms and treatment

CO: 4 Enumerate the neuro, developmental disorders, eating disorders its causes, symptoms and treatment, Identify the anxiety related disorders among people

CO: 5 List out the causal and treatment factors of dissociative disorders

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	2	2	3	2	1	3	1	2	3	3	1
CO2	1	3	2	1	2	1	1	2	3	2	3	1	1	2
CO3	2	1	2	3	3	2	3	1	1	3	2	2	2	2
CO4	3	1	3	2	2	3	2	1	3	1	2	3	3	1
CO5	1	3	2	1	2	1	1	2	3	2	3	1	1	2

DISCIPLINE SPECIFIC ELECTIVE PAPER-III

PSYCHOLOGY OF DISABILITY

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

COURSE OBJECTIVES:

- The objective of the course is to provide students with an overview of the disability from the psychological perspective.
- Drawing from the four units, students will be exposed to varying disability definitions, cultural meanings and representations.
- What does it mean to be “disabled”? How has this meaning changed over time in India? What factors affect a person’s experience of disability? Why should people in psychology learn about these matters?

UNIT -I

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

UNIT-II

- (i) Theorizing Disability: Charity Model: Welfare Model; Medical Model
- (ii) Social Model: culture as disability; Empowerment Model

UNIT- III

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

UNIT -IV

- (i) Designing Interventions: Psychotherapeutic approaches; Rehabilitation
- (ii) Contemporary Debates: euthanasia, prenatal selection

PRACTICAL:

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

Text Books:

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

Reference Books:

- Ghai, A. (2015). Rethinking Disability in India. India: Routledge. Ghai, A. (2010). Psychology of Disabled in G.Misra (Ed.) Psychology in India: Advances in research. New Delhi: Pearson education. Ghai, A. (2006 [2003]) (Dis)Embodied Form: Issues of Disabled Women. New Delhi: Shakti Books.
- Goodley. D & Lawthom. R. (2006). Disability and Psychology: Critical INTRODUCTIONS and Reflections. Palgrave Macmillan.

COURSE OUTCOMESS:

After completing this course, the teacher-students should be able to:

CO1:Know about different types of disability and their prevalence in India.

CO2:Understand various socio-cultural models of disability

CO3:Gain knowledge about disability policies in India

CO4:Understand about intervention and rehabilitation of disables in India

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	1	1	2	3	1	2	1	2	3	2	3
CO2	2	3	1	3	2	2	2	3	3	2	1	2	3	2
CO3	3	1	3	1	2	3	2	2	2	2	3	2	1	1
CO4	3	1	3	1	1	2	3	1	2	1	2	3	2	3

OR

COGNITIVE PSYCHOLOGY

INTRODUCTION: Cognitive psychology is a branch of psychology that focuses on mental processes and how they affect emotions and behavior. In Cognitive psychology students studies about attention, learning, memory, sensation, perception, and language.

COURSE OBJECTIVES:

- To provide an in-depth knowledge of some of the cognitive processes in terms of current theories, models and applications.
- To help learners, the importance of their Cognitive process in everyday life.

UNIT-I: History and Approach

- (i) Exploring cognitive psychology with working definition, psychological antecedents of cognitive psychology, emergence of cognitive psychology.
- (ii) Research Methods of cognitive psychology, naturalistic observation, experimental and quasi experimental method.

UNIT-II : Memory

- (i) Defining memory, models of memory (Atkinson and Shiffrin model), episodic and semantic memory (Tulving), connectionist model.
- (ii) STM, capacity of STM, capacity, coding, retention duration and forgetting, retrieval of information for STM, working memory, neurological studies of memory processes.

UNIT-III: Thinking and Reasoning

- (i) Defining thinking and process of thinking-means and analysis, working backward, back tracking.
- (ii) Definition and types-deductive reasoning (propositional reasoning, syllogistic reasoning), inductive reasoning (Analytical reasoning, hypothesis testing), everyday reasoning

UNIT-IV: Decision Making

- (i) Concept, definition and meaning of decision-making phases of decision making.
- (ii) Theory of decision making: (1) Expected utility theory, (2) Multi attribute utility theory

PRACTICAL:

- **Intelligence test-** To test the non-verbal intelligence of two college students using Raven's Standard Progressive Matrices.
- **Intentional Learning Vs Incidental Learning:** To demonstrate experimentally the relative advantage of Intentional Learning over Incidental learning.

Text Books:

- Galotti, Kathleen M. (2012). *Cognitive Psychology*. First edition, Cengage Learning India.
- Hunt, R Reed. Ellis, Henry. *Fundamentals of Cognitive Psychology*.7th Edition. Tata Mc Graw Hills.
- Smith, E.E. &Kosslyn, (2007). *Cognitive psychology: Mind and brain*. Prentice Hall.
- Tripathi, A.N. &Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). *Psychology in India: Advances in Research*, Vol. 1. New Delhi: Pearson Education.
- Goswami, U. (2008). *Cognitive development: the learning brain*. Psychology Press.

Reference Books:

- Vaid, J., & Gupta, Ashum. (2002). Exploring word recognition in a semi-alphabetic script: the case of Devanagari. *Brain and Language*, 81, 679-690.
- Gauvin, M. (2001). *The social context of cognitive development*. Guilford Press.
- Goswami, U. (Ed.) (2002). *Handbook of childhood cognitive development*. Blackwell Publishing Company.
- Hobson, P. (2004). *The Cradle of thought*. New York, Oxford University Press
- Lee, K. (Ed.). (2000). *Childhood cognitive development: The essential readings*. Wiley-Blackwell.
- Siegler & Alibali. (2005). *Children's thinking*. 4th Edition, Prentice Hall

COURSE OUTCOMESS:

After completing this course, the students should be able to:

CO1: Understand the advanced theoretical, empirical and applied knowledge of basic mental processes from a cognitive perspective. (Level-2)

CO2: Use the various quantitative methods in Cognitive Psychology. (Level-3)

CO3: Apply relevant theoretical and empirical research literature in a PRACTICAL context, and use their research competence to update themselves academically. (Level-3)

CO4: Analyze and critically reflect on central experimental findings, and on core cognitive processes in areas such as memory, consciousness, reasoning and the extent to which human thought can be considered rational, judgement and decision-making including advantages and disadvantages of heuristic processing, problem solving, creativity, risk assessment, and how emotion influences cognitive processes. (Level-4)

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	2	3	1	1	3	1	2	1	3	2	3	3	3
CO2	3	1	2	2	2	1	2	1	2	2	1	1	1	2
CO3	2	2	1	2	1	1	3	2	3	1	2	1	1	3
CO4	2	2	2	1	1	2	2	1	2	1	2	2	2	1

OR

ABNORMAL PSYCHOLOGY-II

INTRODUCTION: Abnormal psychology is the branch of psychology in which students studies unusual patterns of behavior, emotion, and thought, which could possibly be understood as a mental disorder. Although many behaviors could be considered as abnormal, this branch of psychology typically deals with behavior in a clinical context.

While studying this course, the Learner will be able to:

- Delineate the causes, symptoms and treatment of Somatic Disorder and Dissociative disorders
- Analyze neurotic disorders, its causes, symptoms, and treatment
- List Psychotic disorders, its causes, symptoms, and treatment
- Express the causes, symptoms and treatment of substance use disorders and to reflect the psychological perspectives of delinquency

UNIT-I: Mood Disorders

- (i) Unipolar mood disorder: Biological, Psychosocial, Socio- cultural Causal factors,
- (ii) Bipolar disorders: Biological, Psychosocial, Socio- cultural Causal Factors, Treatment, Suicide: causes, prevention

UNIT-II: Schizophrenia and other Psychotic Disorders.

- (i) Schizophrenia: Meaning, Clinical features positive symptoms, negative symptoms, causes, treatment subtypes
- (ii) Other Psychotic Disorders: Causal Factors and treatment

UNIT-III: Personality Disorder

- (i) Cluster A disorders: Meaning: types, causes and treatment
- (ii) Cluster B disorders: Meaning: types, causes and treatment

UNIT-IV: Substance Related Disorders

- (i) Psychoactive drugs: Meaning, types, Concepts: Substance abuse, tolerance, dependence, addiction, withdrawal symptoms.
- (ii) Addiction Disorders: Alcohol abuse and dependence, drug abuse and drug dependence, causal factors treatment.

PRACTICAL:

- **Quality of Life:** To assess the quality of life family of 4 families using Beach Center Family Quality of Life Scale
- **Community Integration:** To assess the community integration of a village by using

Community integration questionnaire (CIQ) of Barry Willer

Text Books and Reference Books:

- Alloy, L. B. & Risking, J. H., Manos, M.J. (2005). Abnormal Psychology. 9th ed. Delhi: Tata McGraw Hill Publishing Company Ltd.
- Butcher, J.N., Hooley, J.M., Mineka, S., & Dwivedi, C.B. (2017). Abnormal psychology (16th Ed.). New Delhi, India: Pearson Publication.
- Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology, (5th Ed.). Belmont, CA: Wadsworth.
- Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers.
- Cutting, J. (1997) Principles of Psychopathology. New York, NY: Oxford University Press.
- Davison, G.C., Neale, J.M., & Kring, A. M. (2004). Abnormal psychology. (9th Ed.). Malden, MA: John Wiley & Sons Inc.
- Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill publishing Co.
- Sarason, I. G. & Sarason, B. R., (2007). Abnormal Psychology. 10th Ed. New Delhi: Pearson Education.

Web Sources:

- <https://www.medicalnewstoday.com/articles/unipolar-depression>
- <https://hopeway.org/programs/diagnoses/schizophrenia-spectrum-other-psychotic-disorders>
- <https://my.clevelandclinic.org/health/diseases/9636-personality-disorders-overview>
- <https://www.msmanuals.com/en-in/professional/psychiatric-disorders/substance-related-disorders/overview-of-substance-use>
- <https://www.verywellmind.com/eclectic-therapy-2671584>

COURSE OUTCOMES

After completion of this course, the Learner will be able to:

CO: 1 Demonstrate the symptoms and prevalence of Somatic Disorder and Dissociative Disorder, Personality disorders, Mood disorders, Schizophrenia and Substance abuse disorders.

CO: 2 Explain the biomedical, individual and group approaches to treatment.

CO: 3 Evaluate the use of biomedical, individual and group approaches to the treatment of one disorder.

CO:4 Describe the use of eclectic approaches to treatment.

CO:5 Discuss the relationship between etiology and therapeutic approach for the disorders.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	2	2	3	2	1	3	1	2	3	3	1
CO2	1	3	2	1	2	1	1	2	3	2	3	1	1	2
CO3	2	1	2	3	3	2	3	1	1	3	2	2	2	2
CO4	3	1	3	2	2	3	2	1	3	1	2	3	3	1
CO5	1	3	2	1	2	1	1	2	3	2	3	1	1	2

DISCIPLINE SPECIFIC ELECTIVE PAPER-IV

DISSERTATION / RESEARCH PROJECT

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

COURSE OBJECTIVES:

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

Expected OUTCOMES: Students will be able to

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

Unit I

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

Format

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

Mark Distribution for Dissertation/ Research Paper	
Description	Marks
Identification of Problem	10
Review of Literature	10
Methodology	10
Analysis	25
Findings	20
Viva-Voce	25
Total	100

GENERIC ELECTIVE PAPER-I

INTRODUCTORY PSYCHOLOGY

INTRODUCTION: The course is designed to provide the students a basic understanding of the psychology of human behavior. The students will be given exposure to concepts, terminology, principles, and theories that comprise an introductory course in psychology.

COURSE OBJECTIVES:

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

UNIT-I: Introducing Psychology

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

UNIT- II: Methods in Psychology

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

UNIT –III: Biological Bases of Behavior

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

UNIT-IV: States of Mind

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

PRACTICAL:

- **Intentional Learning Vs Incidental Learning:** To demonstrate experimentally the relative advantage of Intentional Learning over Incidental learning.
- **Conducting Relaxation Exercise:** To conduct a progressive relaxation exercise to experience the state of relaxation, and to provide a report of the personal experiences.

Text Books:

- Baron, R. A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.
- Hilgard & Atkinson- INTRODUCTION to Psychology (2003) 14th Edition, Thomson Learning Inc.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: PRACTICALS in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

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

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1:Define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.

CO2:Gain knowledge of scientific methodology—the variety of ways in which psychological data are gathered and evaluated/interpreted.

CO3:Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.

CO4:Understand the physiological and biochemical links of human behavior.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	2	3	1	1	3	1	2	1	3	2	3	3	3
CO2	3	1	2	2	2	1	2	1	2	2	1	1	1	2
CO3	2	2	1	2	1	1	3	2	3	1	2	1	1	3
CO4	2	2	2	1	1	2	2	1	2	1	2	2	2	1

OR

ENVIRONMENTAL PSYCHOLOGY

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

COURSE OBJECTIVES:

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

UNIT -I: Environment and Behavior

- (i) Earth as a living system: The Gaia hypothesis, Deep ecology; Man-environment relationship-physical, social, cultural, orientation and product.
- (ii) Effects of Environment on behavior: Noise pollution, Air pollution, Crowding and Population explosion.

UNIT- II: Ecology and Development

- (i) Human behavior and Environmental Problems: Global warming, Greenhouse effect, Energydepletion; Pro-environmental behaviors.
- (ii) Ecosystem and their components; Sustainable development; Resource use: Common propertyresources. Ecology: Acculturation and psychological adaptation

UNIT –III: Psychological Approaches to environment

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

UNIT- IV: Environmental Assessment

- (i) Socio-psychological dimensions of environmental impact; Environmental deprivation-nature andconsequences.

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

PRACTICAL:

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

Text Books:

- Dreze, J. and Sen, A. (1992). Indian Development. Delhi: Oxford University Press.
- Gadgil, M. and Guha. R. (1995). Ecology and Equity. New Delhi, Penguin Books
- Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. KrupajalaBooks, Bhubaneswar, Odisha
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: PRACTICALs in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

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

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: Know the scope of studying social psychology and the methods to gather data in the social context to explain them. **(Level-2)**

CO2: Understand the significance of social cognition, attitudes, stereotypes and prejudices in explaining human behaviour in social contexts. **(level-3)**

CO3: Understand the significant aspects of group behaviour and social influence that constitute the core of human relationships. **(Level-4)**

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	1	2	3	1	1	2	1	2	1	3	2	3	2	2
CO2	2	2	3	2	2	3	2	3	2	2	3	2	3	3
CO3	3	1	2	3	3	2	3	1	3	1	1	2	2	1

OR

EDUCATIONAL PSYCHOLOGY

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

COURSE OBJECTIVES:

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

UNIT-I: Foundations of Educational Psychology

(i) Concepts and principles of educational psychology, The teaching-learning process, Goals of teaching and objectives for learning, transfer of training, reinforcements in learning process

(ii) Theories of cognitive development- Piaget, Bruner, and Vygotsky.

UNIT- II: Motivation and Classroom Management

(i) Meaning of motivation, Intrinsic and extrinsic motivation, Approaches to understand classroom

motivation, Motivational techniques in classroom teaching

(ii) The goals of classroom management, Creating a positive learning environment,

Characteristics

of an effective teacher, Teacher expectation and students' performance

UNIT- III: Creativity and Aptitude

(i) Nature and characteristics of creativity; Theories of creativity; Fostering creativity among children

(ii) Nature and characteristics of aptitude; Types of aptitude; Measurement of aptitude; Utility of aptitude tests

UNIT –IV: Dealing with ability differences and Testing

(i) Teaching children with mental retardation, learning disability, social class differences and educational difficulties, and attention deficit Hyperactive disorder.

(ii) Types of standardized tests- Achievement test, and aptitude tests, Advantages and limitations of standardized test.

PRACTICAL:

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

Text Books and Reference 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, Samantapur, Bhubaneswar.

Reference Books:

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

COURSE OUTCOMES

On completion of this course, the student-teacher will be able to:

CO 1: Understand the differences between normality and abnormality along with the perspectives explaining them.

CO 2: Know the importance and the use of assessment techniques in identifying different forms of maladaptive behavior

CO 3: Learn the symptoms, causes and treatment of anxiety disorders, mood disorders and schizophrenia.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	1	2	3	1	1	2	1	2	1	3	2	3	2	2
CO2	2	2	3	2	2	3	2	3	2	2	3	2	3	3
CO3	3	1	2	3	3	2	3	1	3	1	1	2	2	1

GENERIC ELECTIVE PAPER-II

BASIC DEVELOPMENTAL PROCESSES

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

COURSE OBJECTIVES:

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

implications of developmental milestones for the normal human development.

UNIT-I: Basics of development

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

UNIT- II: Life in formation

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

UNIT –III: Life in preparation

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

Unit- IV: Self and identity

- (i) Emergence of self; Structure of the self; Development of personal identity
- (ii) Development of self-control; Development of gender differences and gender roles

PRACTICAL:

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

Text Books:

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

Reference Books:

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

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: Understand the nature, types, and principle of development.

CO2: Understand the processes of formation of life and development during pre-and post-natal periods.

CO3: Understand about the different aspects of preparation for future life.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	2	3	1	1	3	1	2	1	3	2	3	3	3
CO2	3	1	2	2	2	1	2	1	2	2	1	1	1	2
CO3	2	2	1	2	1	1	3	2	3	1	2	1	1	3

OR

HEALTH PSYCHOLOGY

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

COURSE OBJECTIVES:

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

UNIT-I: INTRODUCTION

- Goals of Health Psychology, Bio psychosocial model of health and illness
- Basic nature of stress, Cognitive appraisal of stressors, Some major causes of stress, Management of stress

UNIT- II: Health and Illness

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

UNIT –III: Health and Coping

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

UNIT- IV: Health Issues

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

PRACTICAL:

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

Text Books:

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

Reference Books:

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

COURSE OUTCOMES

On completion of this course, the student-teacher will be able to:

CO 1: Know the basics of health and illness from the Bio-psychosocial perspectives.

CO 2: Understand the significance of behavioral and psychological correlates of health. illness.

Understand the significant aspects of coping and importance of health enhancing behavior.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	1	2	3	1	1	2	1	2	1	3	2	3	2	2
CO2	2	2	3	2	2	3	2	3	2	2	3	2	3	3

OR

COUNSELING PSYCHOLOGY

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

COURSE OBJECTIVES:

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

Expected OUTCOMES: Students will be able to

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

UNIT-I: Basics of Counseling

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

UNIT –II: Theories and Techniques of Counseling

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

UNIT- III: Counseling Programs

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

UNIT –IV: Counseling application

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

PRACTICAL:

- **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.
- 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, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

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

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: Understand the purpose of counselling and practice of counselling ethically following different approaches. (level-2)

CO2: Analyse the basics of the counselling process and use them for counselling students, families, couples, distressed, and handicapped (level-4)

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	1	2	3	1	1	2	1	2	1	3	2	3	2	2
CO2	2	2	3	2	2	3	2	3	2	2	3	2	3	3

GENERIC ELECTIVE PAPER-III

BASIC PSYCHOLOGICAL PROCESSES

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

COURSE OBJECTIVES:

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

UNIT-I: Sensation and Perception

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

UNIT- II: Learning and Memory

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

UNIT –III: Language and Communication

- (i) Properties and structure of language, Linguistic hierarchy, Language acquisition- predisposition, Nature of effective communication
- (ii) Stages of language development; critical period controversy; speech error and its implications

UNIT –IV: Thinking and Reasoning

- (i) Thinking process; concepts, categories and prototypes, Decision making and factors of influencing decision making.

(ii) Inductive and deductive reasoning; Problem solving approaches; Steps in problem solving

PRACTICAL:

- **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 Mc. Graw Hill.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K.& Jena, N. (2004). PRACTICAL Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: PRACTICALS in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.

Reference Books:

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

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: Understand the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.

CO2: Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning OUTCOMESs.

CO3: Understand the structural and functional properties of language and the way it helps thought, communication, problem solving and decision making through development of concepts, ideas,

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	2	3	1	1	3	1	2	1	3	2	3	3	3
CO2	3	1	2	2	2	1	2	1	2	2	1	1	1	2
CO3	2	2	1	2	1	1	3	2	3	1	2	1	1	3

OR

LEADERSHIP PSYCHOLOGY

INTRODUCTION: The course is designed to provide the students a basic understanding of the psychology of leadership ability. The students will be given exposure to concepts, terminology, principles, and theories that comprise the leadership ability.

COURSE OBJECTIVES:

- To help the students to know the sources and processes of learning leadership ability.
- To help the students to develop a scientific temperament in studying and understanding the leadership ability.

UNIT-I: Leadership

- INTRODUCTION to Leadership, Roles of a leader, functions of a leader.
- Characteristics of a leader, evolution, and growth of leadership

UNIT-II: Leadership and Management

- Leadership traits and ethics, Attitude, and leadership
- Behaviour, Personality traits, and leadership, Types and Styles of leadership

UNIT-III: Leadership and Management

- (i) Nature, Scope and Significance of Management, Levels of Management
- (ii) **Functions:** Planning, Organizing, Staffing, Directing and Controlling

UNIT-IV: Leadership and Management

- (i) Skills: Conceptual, Human and Technical
- (ii) Roles: Interpersonal, Informational and Decisional; difference between a leader and a manager

PRACTICAL:

- **Leadership Style:** To measure the basic leadership style of 4 college students by using Greenberg Basic Leadership Scale
- **Authentic Leadership:** To measure the authentic leadership of 2 college students by analyzing the components such as Self-Awareness, Transparency, Ethical/Moral and Balanced Processing by using the Authentic Leadership Questionnaire (ALQ)

Text Books:

- Aswathappa K., Human Resource and Personnel Management: Text and Cases, New Delhi: Tata Mc. GrawHill.
- Robbins, S.P., Organizational Behavior, New Delhi: Pearson.
- Dessler, G., A Framework of Human Resource Management, New Delhi: Pearson Education. Dwivedi, R.S., Human Relations and Organizational Behavior: A Global Perspective. New Delhi: Macmillan India Limited.

Reference Books:

- Newstorm, J.W., Organizational Behavior: Human Behavior at Work, New Delhi: Tata McGraw_Hill Publishing company.
- Chalise, M & Gautam, P., Organizational Behavior & Human Resource Management, KEC Publication, Kathmandu, Nepal.
- Arnold, H.J. & Fieldman, D.C. Organizational Behavior. New York: McGraw Hill Book Company. Decenzo, D.A. and Robbins, S.P., Human Resource Management, New Delhi: Prentice Hall of India Pvt. Ltd.

COURSE OUTCOMES: Students will be able to

CO1: Define the term leadership and demonstrate command of the basic terminology, concepts, and principles of the leadership ability.

CO2: Gain the knowledge of scientific methodology—the variety of ways in which leadership ability can be developed.

CO3: Identify and compare the major perspectives in leadership.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-1	PSO-1	PSO-1	PSO-1	PSO-6
CO1														
CO2														
CO3														

OR

REHABILITATION PSYCHOLOGY

INTRODUCTION: Rehabilitation psychology is a specialty area of psychology which help students to know about how to maximizing the independence, functional status, health, and social participation of individuals with disabilities and chronic health conditions. Assessment and treatment may include the following areas: psychosocial, cognitive, behavioral, and functional status, self-esteem, coping skills, and quality of life

COURSE OBJECTIVES:

- To understand the history of rehabilitation psychology
- To provide the meaning and definition of rehabilitation psychology
- To know different interventions for disability

- To familiarize with the adaptation and coping processes
- To acknowledge rehabilitation related to community

UNIT-I:

- INTRODUCTION: Overview of the Profession of Rehabilitation
- Psychology and Practice, History, Growth and Scope

UNIT-II:

- Disabilities: Definition, Nature, Types and Characteristics of Person with Disabilities,
- Mental Retardation

UNIT-III:

- Models of Disability: Theories and Models of Adaptation
- Disability, Adaptation Processes

UNIT-IV:

- Support System: Self Help groups
- Community awareness

PRACTICAL:

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

Text Books and Reference Books:

- Elliott, Timothy R. & Frank, Robert G.- Handbook of rehabilitation psychology, 3rd edition, Oxford University Press Course
- Kirk, S., Gallagher, J. J., & Coleman, M. R. (2014). Educating Exceptional Children. (11th ed.) Cengage Learning.
- Livneh, H., & Parker, R. M. (2005). Psychological adaptation to disability: Perspectives from chaos and complexity theory. Rehabilitation Counseling Bulletin, 49(1), 17-28

Course OUTCOMES

CO1: Define Rehabilitation Psychology

CO2: Understand the Scope of Rehabilitation Psychology

CO3: Describe the Goals and Objectives of Rehabilitation

CO4: Briefly discuss sensory disabilities.

CO5: Execute about support group

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	2	2	3	2	1	3	1	2	3	3	1
CO2	1	3	2	1	2	1	1	2	3	2	3	1	1	2
CO3	2	1	2	3	3	2	3	1	1	3	2	2	2	2
CO4	3	1	3	2	2	3	2	1	3	1	2	3	3	1
CO5	1	3	2	1	2	1	1	2	3	2	3	1	1	2

OR

POSITIVE PSYCHOLOGY

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

COURSE OBJECTIVES:

- To help students to understand the rationale behind positive psychology.
- To guide students to identify and analyze the key conceptual and theoretical frameworks underpinning positive psychology.

- To encourage students to appreciate the contributions of scholars from a range of disciplines and their influence on developing a positive approach to mental health.
- To make students understand and apply a strengths-based approach to mental health issues.

UNIT-I: Foundations

- (i) Historical roots and goals of positive psychology, Positive emotions, Positive Individual traits, and positive subjective experience
- (ii) Contribution of Martin Seligman, Albert Bandura, Carol Dweck and Abraham Maslow to positive psychology

UNIT- II: Flow and Happiness

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

UNIT –III: Precursors to Positive Psychology

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

UNIT- IV: Ways to Positive Psychology

- (i) Discovering strength, Increasing optimism, Self-direction, Purpose, gratitude, Mindfulness, and Activities and experience
- (ii) Effects of exercise, Yoga, meditation and spiritual intelligence on development of positive psychology; Positive psychology in building relationship

PRACTICAL:

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

Text Books:

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

Reference Books:

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

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: Understand the purpose of counselling and practice of counselling ethically following different approaches. (level-2)

CO2: Analyse the basics of the counselling process and use them for counselling students, families, couples, distressed, and handicapped (level-4)

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	2	3	1	1	3	1	2	1	3	2	3	3	3
CO2	3	1	2	2	2	1	2	1	2	2	1	1	1	2

GENERIC ELECTIVE PAPER-IV**PROCESSES OF HUMAN EMPOWERMENT**

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

COURSE OBJECTIVES:

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

UNIT-I: Basics of empowerment

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

UNIT- II: Sources of Power (1)

- Personality- Freud's theory, and Social cognitive theory
- Personality-Trait and type approach, Biological and socio cultural determinants, Psychometric and projective assessment.

UNIT- III: Sources of Power(2)

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

UNIT –IV: Proving empowered

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

PRACTICAL:

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

Text Books:

- Baron, R.A. (1995). Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
- Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon
- Snyder, C.R. & Shane, J.L. (2005) Handbook of Positive Psychology: Oxford University

Press.

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

Reference Books:

- Baron, R. A. & Byrne, D. (2003). Social Psychology, 10th Edition, Prentice Hall
- Misra, G. (2009). Psychology in India, Vol 1: Basic Psychological Processes and Human Development. India: Pearson
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). PRACTICAL Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

CO1: Understand the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.

CO2: Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning OUTCOMESs.

CO3: Understand the structural and functional properties of language and the way it helps thought, communication, problem solving and decision making through development of concepts, ideas, images, and so on.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	1	2	3	1	1	2	1	2	1	3	2	3	2	2
CO2	2	2	3	2	2	3	2	3	2	2	3	2	3	3
CO3	3	1	2	3	3	2	3	1	3	1	1	2	2	1

OR

SOCIAL PSYCHOLOGY

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

COURSE OBJECTIVES:

- To help students develop awareness of the concepts, problems and issues in the discipline of socialpsychology
- 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

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

UNIT- II: Attitude, Prejudice and Stereotypes

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

UNIT –III: Group and Leadership

- (i) Group - Group structure and function, Task performance: Social facilitation, Social loafing;

Conformity, Obedience and social modeling; Group cohesiveness.

- (ii) Leadership- Definitions and functions, Trait, situational, interactional and contingency approaches to leadership; Leadership effectiveness, The charismatic leadership.

UNIT- IV: Social Behavior

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

PRACTICAL:

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

Text Books:

- Baron R. A & Byrne. D. (2003). Social Psychology. 10th Edition, Prentice Hall
- Baron. R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: PRACTICALS in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). PRACTICAL Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar

Reference Books:

- Developments (ICSSR survey of advances in research). New Delhi: Pearson.
- Misra, G. (1990). Applied Social Psychology. New Delhi: Sage.
- Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Implications

COURSE OUTCOMES:

After completing this course, the teacher-students should be able to:

- **CO1: Know** the scope of studying social psychology and the methods to gather data in the social context to explain them. **(Level-2)**
- **CO2: Understand** the significance of social cognition, attitudes, stereotypes and prejudices in explaining human behaviour in social contexts. **(level-3)**
- **CO3: Understand** the significant aspects of group behaviour and social influence that constitute the core of human relationships. **(Level-4)**

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	1	1	2	3	1	2	1	2	3	2	3
CO2	2	3	1	3	2	2	2	3	3	2	1	2	3	2
CO3	3	1	3	1	2	3	2	2	2	2	3	2	1	1

OR

PSYCHOTHERAPY

INTRODUCTION: Psychotherapy help students to learn, the use of psychological methods, particularly when based on regular personal interaction, to help a person change behavior, increase happiness, and overcome problems. Psychotherapy aims to improve an individual's well-being and mental health, to resolve or mitigate troublesome behaviors, beliefs, compulsions, thoughts, or emotions, and to improve relationships and social skills..

COURSE OBJECTIVES:

- To train the students to become effective therapists with an understanding of the theory and Practices.

- To provide in-depth understanding of Behavior Therapy, Cognitive Therapy and their applications

UNIT-I

- INTRODUCTION to psychotherapeutic techniques, Evolution of psychotherapeutic
- techniques. Goals of psychotherapy and steps involved in psychotherapy, Characteristics of a therapist- Ethical issues.

UNIT-II

- Psychoanalysis & Psychodynamic Psychotherapy: Major Concepts, Techniques
- & Goals of Interpersonal psychotherapy, Client centered Therapy, Existential Psychotherapy (Positive Psychological approach and psychotherapy).

UNIT-III

- Cognitive Therapies: Basic Principles and assumptions, Cognitive Behavior
- Therapy, Rational Emotive Behavior Therapy (REBT) and Mindfulness based cognitive therapy.

UNIT-IV

- Behavior Therapy: origin, foundations & methodologies: Desensitization, Extinction & Operant procedures. Group Psychotherapy.
- Systematic approach to therapy: supportive therapy, Family therapy and marital therapy. Therapy for coronary Heart Disease, Diabetes, Cancer and AIDS patients.

PRACTICAL:

Intelligence test- To test the non-verbal intelligence of Two college students using Raven's Standard Progressive Matrices

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:

- Andrew M.(2008) clinical psychology Science, practice and culture, New Delhi SAGE
- Bloch Sidney (1996) INTRODUCTION of psychotherapies, Oxford medical publication .
- Capsezzi D & Gross DR(2007) counseling and psychotherapy- Theories and intervention(Low price edition)
- Corey Gerald (5th edition) theory and practice of counseling and psychotherapy.

References:

- Hecker, J.E& Thorpe, G.L,(2005) INTRODUCTION to clinical psychology. Pearson publication.
- Christensen, Alan.J. & Antoni, M.H.(2002) chronic physical Disorders. Black welh publishing.
- Nietzel Michel T. Bernstein D.A., Milich R (1994) INTRODUCTION to clinical psychology, prentice hall, New Jerrey
- Korchin Sheldon J.(1998) modern clinical psychology CBS publisher.

COURSE OUTCOMES:

After completing this course, the students should be able to:

CO1: Understand the basic facts about psychotherapy and get the knowledge regarding various therapeutic techniques.

CO2: Analyze and **compare** the key techniques of above therapies,

CO3: Evaluate these approaches.

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	2	3	1	1	3	1	2	1	3	2	3	3	3
CO2	3	1	2	2	2	1	2	1	2	2	1	1	1	2
CO3	2	2	1	2	1	1	3	2	3	1	2	1	1	3

OR

RESEARCH METHODOLOGY

INTRODUCTION: Research methods in psychology are systematic procedures used by students to observe, describe, predict, and explain behavior and mental processes. They include experiments, surveys, case studies, and naturalistic observations, ensuring data collection is objective and reliable to understand and explain psychological phenomena

COURSE OBJECTIVES:

- To inform students about the scientific methods of research in behavioral sciences.
- To make them learn the statistical rigors in designing research and processing data.
- To create awareness about the critical aspects of psychological research.

UNIT-I : INTRODUCTION to Psychology

- (i) Meaning of research, scientific methods of research in importance in behavioral sciences.
- (ii) Types of research: Qualitative and Quantitative research, Descriptive research, Diagnostic study, action research, experimental research, Historical research, Survey. Steps in research.

UNIT-II: Review of Literature and Planning of Research

- (i) Need for review of literature what to review and for what purpose. Literature search purpose, sources of literature, planning the review work, note taking.
- (ii) Meaning characteristics of good hypothesis, formulating a hypothesis, ways of stating a hypothesis.

UNIT-III: Research Design and Sampling

- (i) Meaning and purpose of research design, criteria of research design, basis principles of experimental research design.
- (ii) Meaning, definition of Sampling, types of sampling.

UNIT-IV: Methods of Data Collection and Tools for Data Collection

- (i) Meaning and importance of data, sources of data, uses of secondary data.
- (ii) Methods of collecting primary data- Observation, experimentation, stimulation, interview, panel method, mail survey, projective techniques, sociometry, content analysis.

PRACTICAL:

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

Text Books:

- Siegel, S. (1956). *Non- Parametric Statistics for Behavioral Sciences*, New York: McGraw Hill.
- Broota, K.D. (1992). *Experimental Design in Behaviourial Research*. ND: New Age International Pub.
- Weinberg, D. (2002). *Qualitative Research Methods*, Blackwell Publishers.
- Singh, A. K., (2017). *Test Measurements and Research Methods in Behavioral Sciences*. 5th Edition, Bharati Bhawan Publishers & Distributors.
- Smith, J. A. (2008). *Qualitative Psychology: PRACTICAL Guide to Research Methods*. London.
- Howell, D. C. (2002). *Statistical methods for Psychology*, 5th Edition, Duxbury, California: Thomson Learning.

Reference Books:

- Bridget, S. & Cathy, L. (Eds.) (2008). *Research Methods in the Social Sciences*. New Delhi:

Vistaar Publication.

- Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2011). *Research Methods in Psychology*. 9th Edition. McGraw-Hill Education/Asia
- Best, J.W., Jha, A.K., & Kahn, J.V. (2007). *Research in Education*. 10th Edition Pearson.
- Breakwell, G.M., Smith, J.M., & Wright, D.B. *Research Methods in Psychology*. 4th Edition. SAGE.

COURSE OUTCOMES:

After completing this course, the students should be able to:

CO1: Understand the basic orientation and methods of qualitative and quantitative research. (Level-2)

CO2: Formulate good hypothesis and selected problems. (Level-4)

CO3: Compare different types of research in psychology. (Level-4)

CO4: Evaluate various types of psychological tools. (Level-5)

Mapping of COs to POs and PSOs (1=Low, 2= Medium, 3= High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO1	3	1	3	1	1	2	3	1	2	1	2	3	2	3
CO2	2	3	1	3	2	2	2	3	3	2	1	2	3	2
CO3	3	1	3	1	2	3	2	2	2	2	3	2	1	1
CO4	3	1	3	1	1	2	3	1	2	1	2	3	2	3
