

# **MASTER OF ARTS SYLLABUS**

## **SCHOOL OF PSYCHOLOGY**



**SESSION-2022-23**

**SCHOOL OF PSYCHOLOGY  
GANGADHAR MEHER UNIVERSITY  
AMRUTA VIHAR, SAMBALPUR-768004**

## VISION

To promote inclusive education and facilitate dissemination of knowledge through high quality interdisciplinary research and latest pedagogy to develop the School as a department par excellence

## MISSION

- To contribute to public understanding of Psychology and promote its application through interdisciplinary research for the betterment of society.
- To nurture students through scientific studies of human behavior and emotion.
- To develop among the students interpersonal relationship, leadership quality and a sense of commitment towards the society.
- To encourage professional ethics among its faculties and support for their consistent career development.
- To create and provide socially relevant and high-quality professional education.
- To support creation of knowledge through well designed research program
- To initiate programs on strategic action and field action through training and capacity building of students and teachers.

**SESSION:2022-23**  
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M.A. Psychology Programme details:

## PROGRAMME OBJECTIVES:

1. To gain the fundamental knowledge in General Psychology by using various theories and approaches.
2. To acquaint with various statistical tools and knowledges while perusing research works.
3. To develop knowledge on counselling as required for the overall wellbeing of individuals.
4. To familiarize with some of the major theoretical perspectives in Social Psychology in the social setting.
5. To promote ideas on innovative research and pedagogy.
6. To acquire knowledge regarding various physiological mechanisms associated with the organism.
7. To diagnose the clinical problems causing hindrances to human behaviour.
8. To develop theoretical as well as practical knowledge on nature, principles, ethics of Organizational Behaviour.

## PROGRAMME SPECIFIC OUTCOMES:

PSO1: Remember the basic concept of General Psychology and understand various theories and approaches. (Level 1)

PSO 2: Understand the different rules of statistics and interpret the results. (Level 2)

POS 3: Interpret the basic techniques of counselling to deal with personal and societal issues. (Level2)

POS 4: Analyse different theoretical perspectives of Social Psychology concerning individuals and society. (Level 3)

PSO 5: Apply the obtained knowledge in formulating hypothesis and perusing research. (Level 3)

PSO 6: Analyse various physiological mechanism of the organisms. (Level 4)

PSO 7: Check the psychological disorders for a happy healthy life. (Level 5)

PSO 8: Generate various theoretical and practical knowledge in dealing with different organisational behaviours and promote leadership. (Level 6)

## FIRST SEMESTER

**GENERAL PSYCHOLOGY-I****PAPER CODE: PSY-101 (THEORY)****Course Objectives:**

- To help the students to understand the mental processes to begin with sensation and perception
- To help the students gather knowledge about the structural and functional dynamics of each of the mental processes, and their interconnectedness.

**Prerequisite: None****Course Content:****UNIT-I: (Perception) (12 Hours)**

- i. Perception, perceptual constancy: Size, shape, brightness, illusion, perception of depth and moments.
- ii. Signal detection theory, subliminal perception on related factors.
- iii. Information processing approach to perception and perceptual styles.

**UNIT-II: (Learning) (08 Hours)**

- i. Classical conditioning and instrumental learning: Phenomena procedure and related issues.
- ii. Learning theories: Classical (Pavlov & Skinner) and contemporary (Observational and skill).
- iii. Cognitive approaches in learning: Latent learning, observational learning.

**UNIT- III: (Memory and Forgetting) (08 Hours)**

- i. Memory process and stage of memory.
- ii. Model of memory: Atkinson and Shiffrin, Craik and Lockhart, Tulving trace model and network model.
- iii. Long term memory: Retrieval cues, flashbulb memory, constructive process in memory, eyewitness memory, and autobiographical memory.

**UNIT- IV: (Thinking and Problem Solving) (12 Hours)**

- i. Creative thinking and problem solving (types and strategies).
- ii. Concept formation: Rules and strategies, role of concepts in thinking.
- iii. Convergent and divergent thinking, cognitive strategies: Algorithms and heuristics.

**Text Books:**

1. Baron, R., A. (2001). *Psychology*. Pearson
2. Morgan, C., T. (1976). *Brief introduction to psychology*. Tata McGraw-Hill Education
3. Baron, R., A. & Misra, G. (2014). *Psychology* (Indian Subcontinent Edition).
4. Smith, E. E., Hoeksema, S. N., Fredrickson, B. & Loftus, G. R. (2003). *Atkinson and Hilgard's Introduction to Psychology*. Singapore: Thompson Wadsworth.
5. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). *Explorations of Human Nature and Strength: Practicals in Psychology*, Divya Prakashani, Samantarapur, Bhubaneswar.

**References:**

1. Snyder, L. G., & Snyder, M. J. (2008). Teaching critical thinking and problem-solving skills. *The Journal of Research in Business Education*, 50(2), 90.
2. Pastorino, E., & Doyle-Portillo, S. (2010). *What is psychology? Essentials*. Wadsworth/Cengage Learning.
3. Ricoeur, P. (2004). *Memory, history, forgetting*. University of Chicago Press.
4. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). *Introduction to psychology (7th edition)*. Bombay: Tata-McGraw Hill.
5. Feldman, R.S. (2004). *Understanding Psychology (6th Edition)*, New Delhi, Tata-McGrawHill.

**Course Outcomes:**

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

CO1: **Understand** basic concept of sensation and perception, and its importance in perceptual process of perception. (Level-2)

CO2: **Explain** various procedures of learning process also understanding of cognitive approaches in learning with related issues in everyday life. (Level 3)

CO3: **Execute** various models of memory and able to compare Short Term Memory and Long-term Memory as well as other functions of Memory (Level 4)

CO4: **Analyze** various stages in creative thinking, and use of algorithms and heuristics to solve problems in everyday life. (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	PSO-7	PSO-8
CO-1	1	3	1	3	2	2	3	1	2	1	1	2	3	2	3	1
CO-2	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2
CO-3	2	1	2	1	2	1	3	1	2	3	2	1	2	1	1	3
CO-4	1	2	3	2	1	3	1	3	1	2	1	3	3	3	2	2

**BASIC PHYSIOLOGICAL PSYCHOLOGY**

PAPER CODE: PSY-102 (THEORY)

**Course Objectives:**

- To define the biological foundations of behaviour, including theories, history, and research methods.
- To impart knowledge on biological basis of experience and behaviour.
- To gain knowledge on Structure and function of Neurons and Nervous Systems.
- To get Cognition about the significance of Hormones and its Behaviourial effects.

**Prerequisite: None****Course Content:****UNIT-I: (Biological basis of Behaviour) (12 Hours)**

- i. Biological basis of behaviour: physiological approaches to behaviour.
- ii. Physiological methods: Invasive methods, Anatomical methods, degeneration techniques, lesion techniques, chemical methods, micro electrode studies, non-invasive methods: EEG, scanning methods

**UNIT-II: (Organization of the Nervous System) (12 Hours)**

- i. Structure and function of the Neuron, Neurotransmitters, Synaptic transmission
- ii. Structure and function of the peripheral nervous system (PNS), Automatic nervous system (ANS)
- iii. Structure and functions of Central Nervous System (CNS): Brain and spinal cord

**UNIT-III: (Sensory, Endocrine System and Sleep) (08 Hours)**

- i. Sensory system: vision and audition
- ii. Structure and function of endocrine system
- iii. Sleep and waking: stages of sleep, sleep and circadian rhythm: biological rhythms, states of sleep disorders of sleep, disorders of sleep and physiological mechanisms of sleep and waking.

**UNIT-IV: (Genetics, Hormones and Behaviour) (08 Hours)**

- i. Genetic and behaviour: Chromosomal Anamolies, Nature-Nurture Controversy, Twin studies and adaptation studies,
- ii. Hormones for cellular function, Hormones of stress and growth

**Text Book:**

1. Barrett, K.E., Barman, S.M., Boitano, S., & Brooks, H.L. (2012). *Ganong's review of medical physiology*. Tata McGraw-Hill.
2. Pines, J. P. J. (2011). *Biopsychology*, 8<sup>th</sup> Edition. New Delhi: Pearson Education.
3. Carlson, N. R. (2009). *Foundations of Physiological Psychology*, 6<sup>th</sup> Edition. New Delhi: Pearson Education.
4. Khosla, M. (2017). *Physiological Psychology: An Introduction*. New Delhi: Sage Texts.
5. Leukel, F. (1976). *Introduction to Physiological Psychology*. New Delhi: Pearson.

**References:**

1. Carlson, N. (2013). *Physiology of behaviour*. NJ: Pearson Education Inc.
2. Hall, J.E. (2011). *Guyton & Hall Textbook of medical physiology*. Elsevier.
3. Kolb, B. & Whinshaw, I.Q. (2013). *An introduction to brain and behaviour*. New York: Worth Publishers.
4. Toates, F. (2011). *Biological psychology*. NJ: Pearson Education Inc.
5. Wickens, A. (2009). *Introduction to biopsychology*. New Jersey: Prentice Hall.
6. Levinthal, C.F. (1983). *Introduction to Physiological Psychology*. New Delhi: Prentice Hall of India.
7. Kalat, J.W. (2012). *Biological psychology*. CA: Wardsworth /Thomson Learning.

**Course Outcomes:**

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

CO1: **Describe** neuroanatomy including the structure of a neuron, the properties of synapses, the central and peripheral nervous systems, and the structure of the brain. (Level-1)

CO2: **Understand** the biological bases of human behaviour, its nature and scope. (Level-2)

CO3: **Explain** the structures of human brain, their functions and impact on human behaviour. (Level-2)

CO4: **Apply** scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them. (Level- 3)

CO5: **Analyze** the relationship between the mind and the body and, in doing so, will consider the purpose of consciousness. (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	PSO-7	PSO-8
CO-1	1	2	2	2	1	2	2	2	1	2	1	2	2	3	2	2
CO-2	3	3	2	1	3	3	1	3	2	1	3	1	2	1	1	1
CO-3	2	1	3	3	2	2	2	1	3	3	2	3	3	2	2	3
CO-4	2	3	2	2	1	1	3	3	3	1	1	1	2	2	3	2
CO-5	2	1	3	3	2	1	3	2	1	3	2	1	3	1	2	3

**SOCIAL PSYCHOLOGY**  
**PAPER CODE: PSY - 103 (THEORY)**

**Course Objectives:**

- To familiarize students with some of the major theories and methods in social psychology.
- To impart knowledge of forming positive attitude and changing the attitude if negative.
- To inform students to respond to an emergency as a challenge of altruistic behavior.

**Prerequisite:**

- Prime knowledge regarding different social settings, basic knowledge of emergency situations, positive feelings of helping.

**Course Content:****UNIT-I: (Introduction) (12 Hours)**

- i. Social Psychology – A working definition.
- ii. Theories in Social Psychology- Learning Theories, Cognitive Theories, Decision Making Theories, Socio-cultural Theories.
- iii. Methods in Social Psychology: Systematic observation, correlation, experimental method.

**UNIT-II: (Attitude) (08 Hours)**

- i. Defining attitude, Nature and characteristics of attitude.
- ii. Attitude formation, attitude change.
- iii. Attitude Behavior link.

**UNIT-III: (Pro Social Behaviour) (08 Hours)**

- i. Responding to an emergency.
- ii. Factors that influence altruistic behavior.
- iii. Theories of pro-social behavior.

**UNIT-IV: (Social Influence) (12 Hours)**

- i. Conformity: Group influence inaction.
- ii. Compliance: To ask-sometimes- Is to receive.
- iii. Obedience: Social influence by demand.

**Text Books:**

1. Taylor, S.E. et.al., *Social Psychology*, 12th Edition, Pearson.
2. Kumar, V. B. (2008). *A text book of Social Psychology*, Himalaya Publishing House.
3. Baron, R. A., & Byrne, D. *Social Psychology: Understanding Human Interaction*, 10th Edition.
4. Feldman R.S, *Social Psychology: Theories, Research and Application, International Student edition*. McGraw-Hill Book Company.

**Reference:**

1. Burke, P. J. (2006), *Contemporary Social Psychological Theories*. Stanford Social Sciences
2. Delamater, J. (2003) *Handbook of Social Psychology*. New York: Kluswer Academic.
3. Hogg, A.M. (Ed.) (2003) *Social Psychology*, Vol. I-IV. London: Sage.
4. Sinha, D & Rao, S.K. (1988) *Social Values and Development*, Asian Perspectives, New Delhi: Sage Publications.
5. Flick, U. (1998). *The psychology of social*. Cambridge: Cambridge University press.
6. Kakar, S. (2007). *The Indians, Portrait of a People*. New Delhi: Viking Penguin.

**Course Outcomes:**

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

CO1: Recall the major theoretical perspectives in social psychology in different social settings. (Level -1)

CO2: Understand the techniques of forming and changing attitude. (Level -2)

CO3: Apply the knowledge to respond to an emergency situation. (Level-3)

CO4: Analyze the factors that influence altruistic behavior. (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	PSO-7	PSO-8
CO-1	1	1	1	3	2	3	1	2	2	2	2	3	2	3	2	1
CO-2	2	2	3	2	2	2	2	1	1	1	1	1	1	1	3	3
CO-3	3	1	1	1	1	1	3	2	2	2	1	2	2	1	2	2
CO-4	1	3	2	3	3	1	1	3	3	3	3	3	3	2	1	2



**INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY****PAPER CODE: PSY-104 (THEORY)****Course Objectives:**

- To understand the basic concepts of human behaviour in organizations.
- To enable students to describe how people behave under different conditions and understand why people behave as they do.
- To provide the students to analyse specific group behaviour in an organizational setting.
- To enable students to synthesize related information and evaluate the options for the most logical and optimal solutions such that they would be able to predict and control human behaviour in the organizational setting.

**Prerequisite: None****Course Content:****UNIT -I (Understanding Organizational Behaviour) (12 Hours)**

- i. Meaning and Definition of organizational behavior, Importance of OB, Contributing disciplines to OB field.
- ii. Developing an OB model, challenges and opportunities for OB (Responding to Economic Pressure, Responding to Globalization, Managing Workforce Diversity, Improving Customer Service, Improving People Skills, Helping Employees to Balance Work-Life Conflicts, creating a Positive Work Environment, Improving Ethical Behaviour.)
- iii. Management functions, Management roles, Management skills.

**UNIT -II (Understanding the individual determinants) (08 Hours)**

- i. Diversity in Organizations: - Diversity (Demographic Characteristics of the Workforce, Levels of Diversity, Discrimination); Biographical Characteristics (Age, Gender, Disability, Other Biographical Characteristics: - Tenure, Religion, Sexual Orientation, and Gender Identity); Abilities (Intellectual abilities, Physical Abilities, The Role of Disabilities).
- ii. Personality: - Defining personality, Myers-Briggs Type Indicator.
- iii. Motivation: - Defining Motivation, Early Theories of Motivation (Maslow's need hierarchy theory, Theory X and Theory Y, Herzberg's Two-Factor Theory, Mc. Clelland's Theory of Needs) Implication For managers.

**UNIT-III (Understanding the group determinants) (08 Hours)**

- i. Defining and Classifying Group, Group Properties: - Roles, Norms, Status, Size, and Cohesiveness; Group Decision making: - Group versus the Individual, Group Decision Making Techniques.
- ii. Meaning of communication, Functions of communication, process of communication, Direction of Communication, Interpersonal Communication, Organizational Communication.
- iii. Meaning of leadership, Theories of leadership: - Trait Theories, Behavioural Theories, Contingency Theories, Charismatic Leadership, Transformational Leadership.

**UNIT-IV (Understanding the organization system) (12 Hours)**

- i. Organizational Structure: - Key elements (Work Specialization, departmentalization, chain of command, span of control); Organizational Design (The Bureaucracy, The Matrix Structure).
- ii. Stress Management: - Work Stress and its management (What is stress, Potential Sources of stress, Individual Differences, consequences of stress and stress management).
- iii. Meaning of organizational culture, Creating and Sustaining the culture, how employees learn culture.

**Text Books:**

1. Robbins, S.P., Judge, T.A., Vohra, N (2012). *Organizational Behaviour*, 14<sup>th</sup> Edition. India, Pearson/Prentice Hall.
2. Luthans, F. (2002). *Organizational Behaviour*, 9<sup>th</sup> Edition. USA, Tata McGraw Hill.

**References:**

1. Aswathappa, K. (2007). *Organizational Behavior*, 5<sup>th</sup> Edition. Mumbai, Himalaya Publishing House.
2. Newstrom J. W., & Davis, K. (2011). *Human behavior at work*, 12<sup>th</sup> Edition. Tata McGraw Hill.

**Course Outcomes:**

*On completion of this paper, the students should be able to:*

- CO1: **Remember** the basic concepts of organizational behaviour. (Level-1)  
 CO2: **understand** the complexities associated with management of individual behaviour in the organization. (Level-2)  
 CO3: **Interpret** the complexities associated with management of the group behaviour in an organization. (Level-3)  
 CO4: **Analyse** thoroughly the organizational system. (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	PSO-7	PSO-8
CO-1	1	2	1	2	1	1	1	1	2	1	3	1	2	2	2	2
CO-2	3	2	3	3	2	1	3	3	2	2	2	3	1	1	3	1
CO-3	2	3	2	1	2	3	2	2	1	3	1	2	3	2	2	3
CO-4	1	1	2	3	3	2	3	3	3	3	2	3	2	3	1	2

**PRACTICAL****PAPER CODE: PSY-105****Course Objectives:**

- To give practical experiences to students in regard to some of the psychological concepts and principles.
- To impart living experience to students in regard to conducting of psychological experiments.
- To identify the types of variables and the cause- effect relationship through the manipulation of some variables.

**Pre-Requisites:** (Required to achieve the course-outcomes)

- Knowledge about behavior and mental functions, knowledge of theory building and problem solving, the idea of verifying the propositions of a theory.

**Course Contents:**

Administer these psychological tests:

- Emotional Intelligence 12 Hours
- Locus of control 12 Hours
- Attitude towards Women 08 Hours
- Group Affiliation 08 Hours

**Text Books:**

1. Dash, U.N., et.al. *Practical exercise of Psychology*, Panchasila Publisher.
2. Mohanty, N., Varadwaj, K., Mishra, H.C. *Exploration of Human Nature and Strength, Practicals in Psychology*.
3. Agarwalla, S. *Experimental Psychology and Laboratory Practical*, Mahaveer Publications.
4. Mohanty, G. B. *Experiments in Psychology*, Kalyani Publishers.

**Reference:**

1. Mohsin, S.M. (2016). *Experiments in Psychology*, 8th edition Motilal Banarsidass.
2. Hussain, A. (2014). *Experiments of Psychology*. PHI Learning Pvt. Ltd.
3. Britt, M.A. (2016) *Psych Experiments*. Adams Media.
4. Shergill, H.K. (2012). *Experimental Psychology*. Practice Hall India Private Limited.
5. Woodworth, R.S. & Schlosberg, H. (2008). *Experimental Psychology*. Oxford & IBHPublishing Co. Pvt. Ltd.
6. Parameswaram, E.G. & Ravichandra, K. (2016). *Experimental Psychology*, First Edition NeelKamal.

**Course Outcomes:**

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

CO1: Understand the ways of conducting psychological experiments. (Level -2)

CO2: Apply scientific methods for the solution of psychological problems. (Level -3)

CO3: Use the knowledge of various psychological experiments and tests in social situations. (Level-3)

CO4: Analyze the psychological tests while undertaking research work. (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	PSO-7	PSO-8
CO-1	1	1	1	1	2	2	3	1	1	2	1	2	2	2	3	2
CO-2	3	2	3	1	3	1	2	3	2	3	3	2	1	3	1	1
CO-3	2	3	2	3	1	2	1	1	2	1	2	1	3	1	2	3
CO-4	1	1	1	2	2	3	3	2	3	3	3	3	3	2	3	

## SECOND SEMESTER

**GENERAL PSYCHOLOGY-II**

PAPER CODE: PSY-201(THEORY)

Course Objectives:

- To provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications.
- To help learners understand the importance of these cognitive processes in everyday life

Prerequisite: NoneCourse Content:**UNIT- I (Human Abilities)**

(12 Hours)

- i. Concept of intelligence and creativity and their relationship.
- ii. Theories of intelligence: Thurston, Jenson, Guilford, Cattell.
- iii. Theories creativity: Torrance, Getzels, Guilford.

**UNIT- II (Personality)**

(08 Hours)

- i. Determinants of Personality: Biological and socio-cultural.
- ii. Approaches to the study of personality: Psychoanalytic, Neo-Freudian, Social learning, Existential and humanistic.
- iii. Other theories: Rotter's Locus of Control, Seligman's Explanatory styles, Kohlberg's theory of Moral development

**UNIT- III (Motivation)**

(08 Hours)

- i. motivational concepts: instinct, needs, drives, incentives, motivational cycle.
- ii. Approaches to the study of motivator: Psychoanalytical, Ethological, S-R cognitive, Humanistic.
- iii. Cognitive bases of motivation: Intrinsic motivation, attribution Competence.

**UNIT- IV (Emotion)**

(12 Hours)

- i. Components of emotion: Physiological, expressive and cognitive.
- ii. Theories of emotion: James-Lange, Canon-Bard, Schachter and Singer.
- iii. Conflicts: Source and types.

Text Books:

1. Chadha, N. K. Seth, S. (2014): *The Psychological Realm: An introduction*. Pinnacle learning, New Delhi.
2. Baron, R. A. (2002). *Psychology*. Pearson Education.
3. Smith, E. E., Hocksema, S. N., Fredrickson, B. & Loftus, G. R. (2003). *Atkinson and Hilgard's Introduction to Psychology*. Singapore: Thompson Wadsworth.
4. Ciccarelli, S. & Meyer, G. E. (2008). *Psychology*. Pearson, New Delhi.
5. Scherer, K. R. (2003). *Introduction: Cognitive components of emotion*. Oxford University Press.
6. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). *Introduction to psychology (7th edition)*. Bombay: Tata-McGraw Hill.

Reference:

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). *Introduction to psychology (7th edition)* Bombay: Tata-McGraw Hill.
2. Feldman, R.S. (2004). *Understanding Psychology (6th Edition)*, New Delhi, Tata Mc. GrawHill.
3. Sigelman, G.K. & Schaffer, D.R. (1995). *Life-span Human Development*, Brooks / Cole Publishing Co. Pacific Grove, California
4. Berk, L. E. (2010). *Child Development (8th Ed.)*. New Delhi: Prentice Hall.
5. Peters, R. S. (2015). *The concept of motivation*. Routledge

Course Outcomes:

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

CO1: Explain various psychological process with major theories involved in this field (Level-2)

CO2: Apply various theories of personality to study human behaviour. (Level-4)

CO3: Analyse the important process of memory related to human being. (Level-4)

CO4: Evaluate and analyse theories of emotion and how we express and recognize (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	PSO-7	PSO-8
CO-1	3	2	1	3	2	3	2	2	2	3	2	2	2	3	1	1
CO-2	2	3	1	2	3	1	2	1	3	2	3	3	1	2	2	1
CO-3	1	2	3	1	2	1	1	1	1	1	1	2	3	1	3	2
CO-4	3	1	2	2	1	2	3	3	2	2	2	1	2	1	1	3

**STATISTICS**  
**PAPER CODE: PSY -202(THEORY)**

**Course Objectives:**

- To create critical understanding of quantitative techniques.
- To understand the nature of data distribution.
- To learn the usefulness of different methods of data analysis.

**Prerequisite:** (Required to achieve the course-outcomes)

- Knowledge of elementary statistics, basic idea about statistical data, awareness of different software.

**Course Content:****UNIT -I : (Regression & Correlation) (12 Hours)**

- i. Meaning, history and assumptions of regression, simple linear regression, difference between regression and correlation. Multiple linear regression with three and more variables. Uses of regression analysis and its limitations.
- ii. Special correlation methods: General concept of biserial, point biserial and tetra choric correlation, Phi coefficient correlation.
- iii. Non-linear, partial and multiple correlation. Correlational analysis: product moment and rank order correlation.

**UNIT- II: (Analysis of variance and covariance) (08 Hours)**

- i. Introduction of ANOVA, One-way, (single factor) with repeated measure design.
- ii. Two-way ANOVA, two factors with repeated measures on one and both the factors.
- iii. Introduction of ANCOVA and MANOVA. Assumptions and computation of ANCOVA and MANOVA.

**UNIT –III: (Parametric & Non-parametric statistical test) (08 Hours)**

- I. General concept, assumptions, uses and applicability of parametric statistics.
- II. General concept, assumptions, uses and applicability of non- parametric statistics.
- III. Parametric (t- test), Non- parametric (Sign Test), Wilcoxon signed rank test, Mann-Whitney U-test, Kruskal-Wallis test & Friedman’s test.

**UNIT –IV: (Data analysis (multivariate and SPSS) (12 Hours)**

- I. Introduction to factor analysis. Basic concepts and assumptions of factor analysis. Important methods, merits and demerits of factor analysis.
- II. Introduction to SPSS, its main menu, working with data editor, its viewer. Importing and exporting data.
- III. Using SPSS for independent & depended sample t test. Using SPSS for one- and two-way ANOVA.

**Text Books:**

1. Chadha, N. K. (1998). *Statistical methods in behavioral and social sciences*. ND: ReliancePub. House.
2. Mohanty, Banamali & Mishra, Santa (2016), *Statistics for Behaviourial and Social Sciences*, First Edition, India: SAGE publication Pvt. Ltd.
3. Siegel, S. (1986). *Non- Parametric Statistics*. NY: McGraw Hill.
4. George, D & Mallery, Paul. *SPSS for WINDOWS Step by Step*. Allyn and Bacon Publisher.

**Reference:**

1. Howell, D.C. (2002) *Statistical methods for Psychology*, 5<sup>th</sup> Edition. Duxbury, California: Thomson Learning.
2. Winer, B. J. (1971). *Statistical principles in experimental design*. NY: Mc Graw Hill.
3. Aron et al.,. *Statistics in Psychology*. Pearson
4. Koundinya, S. *Formulae in Psychological Statistical*. Notion Press Publisher.
5. Cohen, B.H. & Brooke Lee, R. (2003). *Essentials of Statistics for the Social and Behaviourial Sciences*. Wiley.
6. LEVINE, G. *Introductory Statistics for Psychology: The Logic and the Methods*. Arizona State University Academic Press.

**Course Outcomes:**

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

CO1: Understand the meaning and difference between regression and correlation. (Level -2)

CO2: Use various techniques of data analysis. (Level -3)

CO3: Apply different parametric and non-parametric measures while interpreting data.(Level-3)

CO4: Analyze data by using SPSS software. (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	PSO-7	PSO-8
CO-1	1	2	1	2	1	1	1	1	2	1	3	1	2	2	2	2
CO-2	3	2	3	3	2	1	3	3	2	2	2	3	1	1	3	1
CO-3	2	3	2	1	2	3	2	2	1	3	1	2	3	2	2	3
CO-4	1	1	2	3	3	2	3	3	3	3	2	3	2	3	1	2

**LIFE SPAN HUMAN DEVELOPMENT****PAPER CODE: PSY-203 (THEORY)****Course Objectives:**

- To understand the stages and theories of development.
- To describe various types of development occurring throughout the childhood.
- To understand various types of development and relationship with peers and family during adolescence.
- To explain the life and death issues and death anxiety.

**Prerequisite:**

- The students must know the simple methods and theories of developmental Psychology.

**Course Content:****UNIT- I: (What is Development) (12 Hours)**

- i. Defining development, Nature or characteristics of development, Principles of development, Factors influencing development, Stages of development.
- ii. Developmental Research Design: Cross-Sectional, Longitudinal, Sequential
- iii. Basic issues in human development: The Nature/Nurture issue, the activity / passivity issue. Universality and Context Specificity

**UNIT –II: (Child development) (08 Hours)**

- i. Physical development during childhood.
- ii. Cognitive development during childhood.
- iii. Psychosocial development during childhood.

**UNIT –III: (Adolescence and Adulthood) (08 Hours)**

- i. Physical development and cognitive development during adolescence.
- ii. Relationship with family, Relationship with peers in adolescence.
- iii. Foundation of intimate relationship and parenthood during adulthood.

**UNIT –IV: (Old age: Personal and Social Adjustments) (08Hours)**

- i. Physical and Psychological development during Late adulthood.
- ii. Old age: Life style and social issues related to aging.
- iii. Life and death issues: What is death? Why do we age and die? “Kubler Ross” stages of aging, Death anxiety.

**Text Books:**

1. *Life Span Human Development*- Sigel man and Schaffer, Brooks Cole Publishing Company.
2. Papalia, D.E., & Old, S.W. (1994). *Human development*, New York, NY: Tata McGraw Hill.
3. Santrock, J. (2018). *Essentials of Life-Span Development*, 5th Edition. NY: McGraw-Hill Education.
4. Hurlock, E. (1980). *Developmental psychology*. New Delhi, India: Tata McGraw Hill Publishing Co.

**References:**

1. Feldman, R.S. (2000), *Development Across the Life span*, 2nd Edition, Prentice Hall, New Jersey.
2. Vohra, S.S. & Kailash.S.(2010). *Experiential learning (section III) in Psychology of Turbulent Relationships*. New Delhi: Icon Publishers.
3. Bornstein, M. H., & Lamb, M. E. (Eds.). (2010). *Developmental science: An advanced textbook*. Psychology Press.
4. Burman, E. (2016). *Deconstructing developmental psychology*. Taylor & Francis.
5. Bierman, K. L. (2004). *Peer Rejection: Developmental Processes and Intervention strategies*. New York: Guilford.
6. Brownell, C.A. & Kopp C.B. (2007). *Socio-emotional Development in the Toddler Years: Transitions and Transformations*. New York: The Guilford Press.
7. Bukowski, W.M., Rubin, K.H. & Laursen, B. (2008). *Socio and Emotional Development: Critical Concepts in Psychology*. UK: Psychology Press.
8. Craig, W. (2000). *Childhood Social Development: The Essential Readings*. MA: Blackwell Publishers.

**Course Outcomes:**

On completion of this paper, the students will be able to:

CO1: **Define** the stages and theories of development. (Level-1)

CO2: **Classify** various types of development occurring throughout the childhood. (Level-2)

CO3: **Interpret** various types of development and relationship with peers and family during adolescence. (Level-3)

CO4: **Examine** the life and death issues and death anxiety. (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	PSO-7	PSO-8
CO-1	3	2	1	3	2	3	2	2	2	3	2	2	2	3	1	1
CO-2	2	3	1	2	3	1	1	1	3	2	3	3	1	2	2	1
CO-3	1	2	3	1	2	1	1	1	1	1	1	2	3	1	3	2
CO-4	3	1	2	2	1	2	3	3	2	2	2	1	2	1	1	3

**HEALTH PSYCHOLOGY****PAPER CODE: PSY-204 (THEORY)****Course Objectives:**

- To familiarize students with critical concepts of health and wellbeing.
- To develop a general orientation towards Health and disease process through various models of Health Psychology.
- To gain knowledge on Psychological causes of Different diseases, psych diagnostic assessment of different diseases.
- To introduce different psychological intervention programmes for different diseases and improve the psychophysical health.

**Prerequisite: None****Course Content:****UNIT- I: (Overview of Psychology of Health) (08 Hour)**

- i. Definition of Health Psychology, why do we need Health Psychology, The Biopsychosocial Model in Health Psychology.
- ii. Changing Patterns of illness, Advances in Technology and Research, the role of Epidemiology in Health Psychology, Expanded Health Care Services, Increased medical acceptance

**UNIT- II: (Health Behaviours) (12 Hours)**

- i. An introduction to health behaviours, Health habits, primary prevention, practicing and changing health behaviours: An overview, Barriers to modifying poor health behaviours, Instability of health behaviours.
- ii. Changing health habits: Attitude change and Health behaviour, The Health Belief Model, The Theory of Planned Behaviour

**UNIT- III: (Specific Health related Behaviours) (08 Hours)**

- i. Specific health related behaviours: Exercise, developing a healthy diet, weight control and obesity.
- ii. Health-Compromising behaviours: Characteristics of health compromising behaviour.
- iii. Alcoholism and problem drinking- What are alcoholism and problem drinking, Origins of alcoholism and problem drinking, Treatment of alcohol abuse.

**UNIT-IV: (Stress and Stress Management) (12 Hours)**

- i. What is stress? What is a stressor? Theoretical contributions:
  - (a) Walter Cannon's fight or flight, (b) Selye's General Adaptation Syndrome (c) Tend-and-Befriend of Taylor, Klein
- ii. Measurement of stress: Life events scale, daily hassles scale.
- iii. Stress management: Basic techniques of stress management, A stress management program, Relaxation Training and stress management.

**Text Books:**

1. Taylor, Sheeley E. *Health Psychology*, 6<sup>th</sup> Edition. Tata Mc Graw Hill.
2. Sarafino, Edward P. (2008). *Health Psychology*, 6<sup>th</sup> Edition. John Wiley & Sons.
3. Allen, F. (2010). *Health psychology and behaviour in Australia*. McGraw-Hill.
4. Taylor, S. E., & Sirois, F. M. (1995). *Health psychology*. New York: McGraw-Hill.

**Reference:**

1. Ogden, J. (2012). *Health psychology*. McGraw-Hill Education (UK).
2. Baum, A., Gatchel, R. J., & Krantz, D. S. (1997). *An introduction to health psychology*. New York: McGraw Hill.
3. Baum, A., Revenson, T. A., & Singer, J. E. (2001). *Handbook of health psychology*. Mahwah, NJ: Lawrence Erlbaum.
4. Dimatteo, M. R. & Martin, L. R. (2002). *Health psychology*. Boston: Allyn & Bacon.
5. Marks, D., Murray, M., Evans, B., & Willig, C., Woodall, C., & Sykes, C.M. (2008). *Health psychology: Theory, research and practice*. New Delhi: Sage.
6. Radley, M. (1994). *Health psychology: Bio-psycho-social interaction*. New York: John Wiley

**Course Outcomes:**

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

CO1: **Understand** the biological, behavioural, cognitive and social determinants of health, and risk factors for health-compromising behaviours and strategies for their modification, across the lifespan. (Level-2)

CO2: **Summarize** the theory and research of the field of Health Psychology by reviewing and discussing the fundamental and more recent contributions to the science. (Level-2) CO3: **Evaluate** research in health psychology and use this knowledge to explain mind-body interaction to health-care consumers and professionals. (Level-5)

CO4: **Critique** and Synthesize research on the factors involved in causing, maintaining, contributing to, preventing, and treating a specific health issue. (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	PSO-7	PSO-8
CO-1	1	2	1	2	1	1	1	1	2	1	3	1	2	2	2	2
CO-2	3	2	3	3	2	1	3	3	2	2	2	3	1	1	3	1
CO-3	2	3	2	1	2	3	2	2	1	3	1	2	3	2	2	3
CO-4	1	1	2	3	3	2	3	3	3	3	2	3	2	3	1	2

**PRACTICAL****PAPER CODE: PSY-205****Course Objectives:**

- To measure the level of intelligence among the individuals.
- To assess and correlate the learning style and decision-making style of participants.
- To investigate the home environment of a pre-school child by interviewing the parents.
- To learn, how to handle the Conflicts.

**Prerequisite:** The students must know the methods of Psychology.

**Course Content:**

1. Raven's Colored Progressive Matrices
2. Learning and Decision – Making Style
3. Child's Home Observation and parent interview
4. Conflict- Handling

**Text Books:**

1. Dash, U.N, et.al. *Practical exercise of Psychology*, Panchasila Publisher.
2. Mohanty, Namita., Varadwaj, Keka. Mishra, Haresh Chandra. *Exploration of Human Nature and Strength, Practical in Psychology.*

**Course Outcomes:**

CO1: **Analyze** the level of intelligence among the individuals. (Level-4)

CO2: **Implement** the learning style and decision-making style of participants. (Level-3)

CO3: **Examine** the home environment of a pre-school child by interviewing the parents. (Level-4)

CO4: **Experiment**, and value; how to handle the conflicts. (Level-5)

## DSE PAPERS

### PSYCHOLOGY OF HAPPINESS

PAPER CODE: DSE -206 (A) (THEORY)

#### Course Objective:

- To bring an experience mark by preponderance of positive emotions and informing them about emerging paradigms of positive psychology.
- Build relative competencies for experiencing and sharing happiness as lived experience and its implications.

#### Prerequisite: None

#### Course Content:

- UNIT- I:** (Introduction) (12 Hour)
- i. Introduction to psychology of happiness and wellbeing, scope and paradigmatic challenges.
- UNIT –II:** (Positive emotions and its influences) (08 Hour)
- i. Resilience, Flow, Happiness, Gratitude and forgiveness.
- UNIT- III:** (Values and conflict management) (12 Hour)
- i. Integrative and distributive approach to values conflict, negative emotions: Shame, Guilt, Embarrassment and Anger
- UNIT –IV:** (Personal Transformation and role of suffering) (08 Hour)
- i. Life satisfaction and fulfilment and consciousness approach to human action and spirituality.

#### Textbooks:

1. Baumgardner, S. R & Crothers, M.K. (2009). *Positive Psychology*. New Delhi. Pearson Education.
2. Carr, A. (2004). *Positive Psychology. The science of happiness and human strength*. London:Routledge.
3. Vohra, S.S., (2006). *Showing seeds of happiness through value inculcation in adolescence*, Psychological studies,51,2,183-186.
4. Vohra, S.S, (2006). *Value inculcation path to happiness*. Icon Publication, New Delhi.

#### Reference:

1. A, J. (2014). *Towards a Developmental Understanding of Happiness*. Sociological ResearchOnline.
2. J, M. (2015). *Theories of Happiness: An Anthology*. Broadview Press.
3. L, L. (2014). *Person-Oriented Conception of Happiness and Some Personality Theories*. SageOpen.
4. Hardit, J. (2006). *Happiness hypothesis*. Basic Books.

#### Course Outcome:

After completing the course, students will be able to:

- CO1: Understand the difference between weaknesses and strengths, and how positive psychology emphasises the latter in contrast to traditional psychology's emphasis on the former. (Level-2)
- CO2: Use a variety of techniques designed to enhance happiness. (Level-3)
- CO3: Analyse your own strengths, and understand how you might go about exercising these in order to achieve lasting happiness. (Level-4)
- CO4: Evaluate the teaching of positive psychology as a means of enhancing happiness. (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	PSO-7	PSO-8
CO-1	3	2	1	3	2	3	2	2	2	3	2	2	2	3	1	1
CO-2	2	3	1	2	3	1	1	1	3	2	3	3	1	2	2	1
CO-3	1	2	3	1	2	1	1	1	1	1	1	2	3	1	3	2
CO-4	3	1	2	2	1	2	3	3	2	2	2	1	2	1	1	3



**CHILD PSYCHOLOGY**  
**PAPER CODE: PSY-206 (B) (THEORY)**

**Course Objectives:**

- To distinguish major theoretical perspectives and methodological approaches in Child development.
- Developing an ability to identify the milestones in diverse domains of Child development.

**Prerequisite:** None**Course Content:****UNIT- I: (Concepts of Child Psychology) (12 Hours)**

- i. Introduction, concept and definitions, nature and scope of developmental child psychology, pre scientific period, modern period of child psychology, recent trends in child psychology, difference between child psychology and developmental psychology.
- ii. Methods of studying children: cross-sectional, longitudinal, experimental method, on- experimental method, case study method, biographical method, questionnaire method.
- iii. Process of development: growth and development, laws of development, principles and characteristics of development, trends of development, developmental periods, maturation and learning.

**UNIT- II: (Prenatal Development) (08 Hours)**

- i. Introduction, how conception occur, sex determination
- ii. Periods of prenatal development.
- iii. Factors influencing prenatal development.

**UNIT –III: (Developmental process) (08 Hours)**

- i. Introduction, meaning and factors affecting intellectual development.
- ii. Piaget's theory of cognitive development.
- iii. Measurement of intelligent tests.

**UNIT- IV: (Development) (12 Hours)**

- i. Emotional development: meaning, definition, characteristics of emotional development, patterns of emotional development, factors affecting emotional development.
- ii. Language development: meaning definition, characteristics of language development, stages of language development, factors influencing language development
- iii. Social development: introduction, meaning, definition of social development, factors affecting the social development, role of socialization process in social development of children.

**Text books:**

1. Mohanty, Girishbala. (2016). *Child Development*. Paperback.
2. *Child Development: An Indian Perspective*. New Delhi: NCERT.
3. Panda, K.C., Panda, Namita. *Child Development*.
4. Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
5. Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.
6. Misra, G. (2011). *Handbook of Psychology in India* (Section IV), New Delhi: Oxford University Press.

**Reference:**

1. Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.
2. Craig, W. (2000). *Childhood Social Development: The Essential Readings*. MA: Blackwell Publishers.
3. Sharma, D. (Ed.) (2003). *Childhood, Family and Sociocultural Change in India: Reinterpreting the Inner World*. New Delhi: Oxford.
4. Bierman, K. L. (2004). *Peer Rejection: Developmental Processes and Intervention strategies*. New York: Guilford.
5. Brownell, C.A. & Kopp C.B. (2007). *Socioemotional Development in the Toddler Years: Transitions and Transformations*. New York: The Guilford Press.
6. Bukowski, W.M., Rubin, K.H. & Laursen, B. (2008). *Socio and Emotional Development: Critical Concepts in Psychology*. UK: Psychology Press.
7. Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.

**Course Outcomes:**

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

CO1: **Explain** how theories are used to understand child behavior and Development (Level2)

CO2: **Classify** major theories of child development such as those of Piaget. (Level-2)

CO3: **Apply** development theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies. (Level-3)

CO4: **Analyze** the interdependence of the cognitive, psychosocial and physical domains of development. (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	PSO-7	PSO-8
CO-1	1	2	1	2	1	1	1	1	2	1	3	1	2	2	2	2
CO-2	3	2	3	3	2	1	3	3	2	2	2	3	1	1	3	1
CO-3	2	3	2	1	2	3	2	2	1	3	1	2	3	2	2	3
CO-4	1	1	2	3	3	2	3	3	3	3	2	3	2	3	1	2

## **ABNORMAL PSYCHOLOGY**

### **PAPER-206-(C) (THEORY)**

#### **Course Objectives:**

- To define abnormality and the causal factors of abnormal behaviour.
- To analyse Critically the psychological disorders and the practice of psychiatric diagnosis.
- To demonstrate knowledge of the classification system for psychosomatic disorders and be able to evaluate its impact.
- To understand the treatment procedure of the abnormal behaviour.

**Prerequisite:** Preferably, good command in English language.

#### **Course Content:**

**UNIT- I: (Abnormal Psychology: An overview)** (12 Hours)

- i. Defining abnormality? The DSM-5, difference between normality and abnormality.
- ii. Biological, psychosocial, and sociocultural viewpoints of abnormality.
- iii. Causal factors of abnormal behavior: 1. Biological, 2. Psychological, 3. Soico-cultural.

**UNIT- II: (Psychological Disorder)** (08 Hours)

- i. Neurosis- Anxiety, phobia and OCD.
- ii. Psychosis- Schizophrenia.
- iii. Mental Retardation- Clinical types.

**UNIT- III: (Abnormal behaviour in childhood and adolescence)** (12 Hours)

- i. Autism and autism spectrum disorder, Learning disorders, Attention-deficit /hyperactivity disorder, oppositional defiant disorder, and conduct disorder.
- ii. Peptic Ulcer, Migraine headache, Hypertension.
- iii. Eating Disorder and Obesity.

**UNIT-IV: (Overview of Treatment procedure)** (08 Hours)

- i. Psychoanalysis.
- ii. Cognitive therapy.
- iii. Behavioral therapy.

#### **Text Books:**

1. Carson, R.C., Butcher I.N, (1997). *Abnormal Psychology*, 2<sup>nd</sup> edition.
2. Bennett, P (2011). *Abnormal and Clinical Psychology: An Introduction Text book*, Mc Graw Hill.
3. Van Herwegen, J., Riby, D., & Farran, E. K. (2015). *Neuro developmental disorders: definitions and issues*. Emerson, E. (2012).
4. G. Sarason Irwin, R. Sarason Barbara (2017). *Abnormal Psychology*, 11<sup>th</sup> Edition, Pearson publisher.

#### **References:**

1. Jill M. Hooley, James N. Butcher, et al (2018). *Abnormal Psychology*, Pearson publisher.
2. Bailey, R. D. (1982). *Therapeutic Nursing for the Mentally Handicapped*. Oxford University Press, USA.
3. Clarke, A. (1987). *Science and Service in Mental-Retardation-Berg, JM. Clinical psychology and people with intellectual disabilities (Vol. 97)*. John Wiley & Sons.
4. Davis, D. R. (1984). *An Introduction to Psychopathology*, 4<sup>th</sup> Edition.
5. Taylor, M. A., & Vaidya, N. A. (2008). *Descriptive psychopathology: the signs and symptoms of behavioral disorders*. Cambridge University Press.

#### **Course Outcomes:**

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

CO1: **Define** abnormality and the causal factors of abnormal behaviour. (Level-1)

CO2: **Classify** the psychological disorders and the practice of psychiatric diagnosis. (Level-2)

CO3: **demonstrate** knowledge of the classification system for psychosomatic disorders and be able to evaluate its impact. (Level-3)

CO4: **analyse** the treatment procedure of the abnormal behaviour. (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	PSO-7	PSO-8
CO-1	3	2	1	3	2	3	2	2	2	3	2	2	2	3	1	1
CO-2	2	3	1	2	3	1	1	1	3	2	3	3	1	2	2	1
CO-3	1	2	3	1	2	1	1	1	1	1	1	2	3	1	3	2
CO-4	3	1	2	2	1	2	3	3	2	2	2	1	2	1	1	3

**ENVIRONMENTAL PSYCHOLOGY****PAPER-206-(D)(THEORY)****Course Objectives:**

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

**Prerequisite: Knowledge regarding environment****UNIT -I: Environment and Behavior**

(12 Hours)

- 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**

(08 Hours)

- 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**

(08 Hours)

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

**UNIT- IV: Environmental Assessment**

(12 Hours)

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

**Text Books:**

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

**Reference Books:**

1. Goldsmith, E. (1991). The way: The ecological World View. Boston: Shambhal

**Course outcome:**

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	PSO-7	PSO-8
CO-1	1	3	1	3	2	2	3	1	2	1	1	2	3	2	3	1
CO-2	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2
CO-3	2	1	2	1	2	1	3	1	2	3	2	1	2	1	1	3

**SPORTS PSYCHOLOGY**  
**PAPER CODE: PSY-206 (E) (THEORY)**

**Course Objectives:**

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

**Prerequisite: None****Course Content:****UNIT- I: (Introduction to Sports Psychology) (12 Hours)**

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

**UNIT- II: (Personality Assessment) (08 Hours)**

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

**UNIT –III: (Motivational orientation in sports) (08 Hours)**

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

**UNIT –IV: (Team Dynamics) (12 Hours)**

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

**Text Books:**

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

**References:**

1. Jowette, S. E., & Lavalley, D. E. (2007). *Social Psychology in Sport*. Human Kinetics.
2. Carron, A. V., Hausenblas, H. A., & Eys, M. A. (2005). *Group dynamics in sport*. FitnessInformation Technology.
3. Beauchamp, M. R., & Eys, M. A. (Eds.). (2014). *Group dynamics in exercise and sportpsychology*. Routledge.
4. Moran, A., & Toner, J. (2017). *A critical introduction to sport psychology: A criticalintroduction*. Routledge.
5. Hardy, L., Jones, J. G., & Gould, D. (1996). *Understanding psychological preparation forsport: 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 andparticipation in sport and exercise settings. (Level -5)

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

CO4: **Analyze** the importance of effective team leadership and various functions of Dynamic teamspirit. (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	PSO-7	PSO-8
CO-1	3	2	1	3	2	3	2	2	2	3	2	2	2	3	1	1
CO-2	2	3	1	2	3	1	1	1	3	2	3	3	1	2	2	1
CO-3	1	2	3	1	2	1	1	1	1	1	1	2	3	1	3	2
CO-4	3	2	1	3	2	3	2	2	2	3	2	2	2	3	1	1

**PSYCHOPATHOLOGY**  
**PAPER-206-(F) (THEORY)**

**Course Objectives:**

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

**Prerequisite: Knowledge regarding applied site of psychology**

**UNIT-I: Basics of Pathology** (12 Hours)

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

**UNIT- II: Anxiety and Mood disorder** (12 Hours)

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

**UNIT- III: Personality Disorders** (08 Hours)

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

**UNIT –IV: Schizophrenia and Therapies** (08 Hours)

- i. Characteristics, Major subtypes,
- ii. Causes and treatment of Schizophrenia
- iii. Psychodynamic, and Cognitive Behavior therapy.

**Text Books:**

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

**Reference Books:**

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

**Course Outcome:**

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	PSO-7	PSO-8
CO-1	3	2	1	3	2	3	2	2	2	3	2	2	2	3	1	1
CO-2	2	3	1	2	3	1	1	1	3	2	3	3	1	2	2	1
CO-3	1	2	3	1	2	1	1	1	1	1	1	2	3	1	3	2

### THIRD SEMESTER

#### RESEARCH METHODOLOGY

PAPER CODE: PSY - 301 (THEORY)

#### 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.

**Prerequisite:** (Required to achieve the course-outcomes)

- Knowledge regarding behavioral science, idea of different tools, information about hypothesis.

#### Course Content:

#### **Unit-I: (Introduction to Psychology) (12 Hours)**

- i. Meaning of research, scientific methods of research in importance in behavioral sciences.
- ii. Ethics in Psychological research
- iii. 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) (12 Hours)**

- 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. The planning process, meaning and characteristics of problems, sources of stating a problem, types of problem, formulation of selected problem.
- iii. Meaning characteristics of good hypothesis, formulating a hypothesis, ways of stating a hypothesis.

#### **Unit-III: (Research Design and Sampling) (08 Hours)**

- 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.
- iii. Requisite of a good sampling, sampling size, advantages of sampling method.

#### **Unit-IV: (Methods of data collection and Tools for data collection) (08 Hours)**

- 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.
- iii. Types of tools, Reliability and validity of tools.

#### Text Books:

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

#### Reference:

1. Bridget, S. & Cathy, L. (Eds.) (2008). *Research Methods in the Social Sciences*. New Delhi: Vistaar Publication.
2. Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2011). *Research Methods in Psychology*. 9<sup>th</sup> Edition. McGraw-Hill Education/Asia
3. Best, J.W., Jha, A.K., & Kahn, J.V. (2007). *Research in Education*. 10<sup>th</sup> Edition Pearson.
4. Breakwell, G.M., Smith, J.M., & Wright, D.B. *Research Methods in Psychology*. 4<sup>th</sup> 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	PSO-7	PSO-8
CO-1	1	3	1	3	2	2	3	1	2	1	1	2	3	2	3	1
CO-2	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2
CO-3	2	1	2	1	2	1	3	1	2	3	2	1	2	1	1	3
CO-4	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2

**POSITIVE PSYCHOLOGY****PAPER CODE: PSY-302 (THEORY)****Course Objectives:**

- To introduce the understanding of the theory and practice of principles of positive psychology.
- To acquaint them with the growing body of research evidence on creating, maintaining and developing positive individuals, relationships, organizations and communities

**Prerequisite: None****Course Content:****UNIT- I: (Introduction)**

(12 Hours)

- i. Introduction, meaning, definition.
- ii. Culture and meaning of good life.
- iii. Perspective on Positive Psychology-Western and Eastern prospective on positive psychology.

**UNIT –II: (Emotion)**

(08 Hours)

- i. Positive emotional states and processes - What are positive emotions? Understanding positive effects of positive emotions. Broaden and Build theory of Positive emotion.
- ii. Positive emotion and health resources- Physical, psychological, and social resources.
- iii. Emotional Intelligence- Meaning and components of emotional intelligence (Goleman).

**UNIT –III: (Cognition)**

(08 Hours)

- i. Positive Cognitive states and processes – 1. Self-efficacy, 2. Optimism, 3. Hope.

**UNIT- IV: (Application)**

(12 Hours)

- i. Applications of Positive Psychology :1. Positive health, 2. Aging, 3. Positive education and Positive psychology at work.

**Text Books:**

1. Baumgardner, S., R. (2012): *Positive Psychology*. New Delhi, Pearson
2. Carr, A. (2013). *Positive psychology: The science of happiness and human strengths*.Routledge.
3. Snyder, C., R. & Lopez, S., J. (2007): *Positive Psychology: The Scientific & practical explorations of human strengths*. Thousand Oaks, CA: Sage.
4. Seligman, M. E., & Csikszentmihalyi, M. (2014). Positive psychology: An introduction. In *Flow and the foundations of positive psychology* (pp. 279-298). Springer, Dordrecht.
5. Furlong, M. J., Gilman, R., & Huebner, E. S. (Eds.). (2009). *Handbook of positive psychology in schools*.

**References:**

1. Compton, W. C. (2005). *Introduction to Positive Psychology*. Thomson Wadsworth.
2. Csikszentmihalyi, M. (2000). *The contribution of flow to positive psychology*.
3. Wong, P. T., & Roy, S. (2018). Critique of positive psychology and positive interventions.
4. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive psychology: The scientific and practical explorations of human strengths*. Sage publications.
5. Aspinwall, L. G., & Staudinger, U. M. (2003). *A psychology of human strengths: Fundamental questions and future directions for a positive psychology*. American Psychological Association.

**Course Outcomes:**

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

CO1: **Understand** about Western and Eastern prospective on positive psychology. (Level-2)

CO2: **Apply** the various models and correlates of emotional intelligence and its importance in everyday life. (Level-3)

CO3: **Evaluate** the importance of self-efficacy and benefits of optimism in various domains. (Level-5)

CO4: **Analyze** building research on positive education and evaluate the research on positive ageing. (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	PSO-7	PSO-8
CO-1	1	2	1	2	1	1	1	1	2	1	3	1	2	2	2	2
CO-2	3	2	3	3	2	1	3	3	2	2	2	3	1	1	3	1
CO-3	2	3	2	1	2	3	2	2	1	3	1	2	3	2	2	3
CO-4	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2

**PSYCHOLOGY OF CRIME AND VIOLENCE**  
**PAPER CODE: PSY-303 (THEORY)**

**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.

**Prerequisite:** (Required to achieve the course-outcomes)

- Knowledge of different emotions, fundamental concept of crime, information regarding yoga and meditation.

**Course Contents:****UNIT-I: (Aggression) (12 Hours)**

- i. Introduction – The concept of aggression, its meaning and characteristics.
- ii. Development of aggression, types or form of aggression, source of aggression.
- iii. Sex and age difference in aggression, hostility and aggression, experimental studies on aggression.

**UNIT-II : (Crime, Criminal and Criminology) (08 Hours)**

- 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.
- iii. Nature and scope of criminology, theories of criminal behaviour, crime in India.

**UNIT-III: (Juvenile Delinquency) (12 Hours)**

- 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.
- iii. School and delinquency: The school as a source of motivator for delinquency, school dropout and delinquency, school safety, delinquency prevention through early childhood education.

**UNIT-IV: (Rehabilitation) (08 Hours)**

- i. Corbelling to individuals and group for prevention of crimes. Rehabilitation of victims of crime.
- ii. Development of morality and moral education, value education.
- iii. Yoga, Transcendental meditation.

**Text Book:**

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

**Reference:**

1. Blackburn, R. (1993). *The psychology of criminal conduct: Theory research and practice*. Chichester: Wiley & Sons.
2. Myneni, S.R. (2018). *Criminal Psychology*. Allahabad Law Agency.
3. Rao, R.S. (2020). *Lectures on Criminology, Penology & Victimology*. LexWorth-Gogia Law Agency.
4. Webber, C. *Psychology and Crime*. 2<sup>nd</sup> Edition, SAGE Publications Ltd.
5. 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	PSO-7	PSO-8
CO-1	1	2	1	2	1	1	1	1	2	1	3	1	2	2	2	2
CO-2	3	2	3	3	2	1	3	3	2	2	2	3	1	1	3	1
CO-3	2	3	2	1	2	3	2	2	1	3	1	2	3	2	2	3
CO-4	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2



**COGNITIVE PSYCHOLOGY**  
**PAPER CODE: PSY-304(THEORY)**

**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.

**Prerequisite: None****Course Content:****UNIT -I (History and Approach)**

(12 Hours)

- 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.
- iii. Approaches of cognitive psychology-the information processing approach, the connectionist approach, the evolutionary approach, the ecological approach.

**UNIT- II: (Memory)**

(12 Hours)

- 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.
- iii. LTM-Capacity, coding, retention duration and forgetting retrieval of information, Amnesia.

**UNIT- III: (Thinking and Reasoning)**

(08 Hours)

- 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
- iii. Approach: The componential approach, The heuristic/rule approach, The mental model approaches.

**UNIT- IV: (Decision making)**

(08 Hours)

- i. Concept, definition and meaning of decision-making phases of decision making.
- ii. Cognitive illusion in decision making: **Availability as Representativeness**
- iii. Theory of decision making: (1) Expected utility theory  
(2) Multi attribute utility theory

**Text books:**

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

**Reference:**

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

**Course Outcomes:**

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	PSO-7	PSO-8
CO-1	1	3	1	3	2	2	3	1	2	1	1	2	3	2	3	1
CO-2	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2
CO-3	2	1	2	1	2	1	3	1	2	3	2	1	2	1	1	3
CO-4	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2

**PRACTICAL**

**PAPER CODE: PSY-305**

**Course Objectives:**

- To give practical experiences to students in regard to some of the psychological concepts and principles.
- To impart living experience to students in regard to conducting of psychological experiments.
- To identify the types of variables and the cause- effect relationship through the manipulation of some variables.

**Prerequisite:**

- Knowledge about General Psychology, Organizational behavior and positive Psychology.

**Course Content:**

Administer these psychological tests:

- Empathy 12 Hours
- Sense of Humor 12 Hours
- Coping of Strategies 08 Hours
- Psychology of Happiness 08 Hours

**Text Books:**

1. Dash, U.N., et.al. *Practical exercise of Psychology*, Panchasila Publisher.
2. Mohanty, N., Varadwaj, K., Mishra, H.C. *Exploration of Human Nature and Strength*,
3. *Practicals in Psychology*.
4. Agarwalla, S. *Experimental Psychology and Laboratory Practical*, Mahaveer Publications.
5. Mohanty, G. B. *Experiments in Psychology*, Kalyani Publishers.

**References:**

1. Mohsin, S.M. (2016). *Experiments in Psychology*, 8th edition Motilal Banarsidass.
2. Hussain, A. (2014). *Experiments of Psychology*. PHI Learning Pvt. Ltd.
3. Britt, M.A. (2016) *Psych Experiments*. Adams Media.
4. Shergill, H.K. (2012). *Experimental Psychology*. Practice Hall India Private Limited.
5. Woodworth, R.S. & Schlosberg, H. (2008). *Experimental Psychology*. Oxford & IBHPublishing Co. Pvt. Ltd.
6. Parameswaram, E.G. & Ravichandra, K. (2016). *Experimental Psychology*, First Edition NeelKamal.

**Course Outcomes:**

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

CO1: Understand the ways of conducting psychological experiments. (Level -2)

CO2: Apply scientific methods for the solution of psychological problems. (Level -3)

CO3: Use the knowledge of various psychological experiments and tests in social situations. (Level-3)

CO4: Analyze the psychological tests while undertaking research work. (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	PSO-7	PSO-8
CO-1	1	2	1	2	1	1	1	1	2	1	3	1	2	2	2	2
CO-2	3	2	3	3	2	1	3	3	2	2	2	3	1	1	3	1
CO-3	2	3	2	1	2	3	2	2	1	3	1	2	3	2	2	3
CO-4	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2

**FUNDAMENTALS OF PSYCHOLOGY****PAPER CODE: 306-(A) (THEORY)****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.

**Prerequisite:** None**Course Content:****UNIT- I: (Psychology a Science and its Perspectives) (12 Hours)**

- i. What psychology is (definition) and scientific methods:
  - Naturalistic Observation
  - Survey
  - Correlation
  - Experimental

- ii. Perspectives of functionalism and Gestalt.

- iii. Psychoanalysis and Behaviourism.

**UNIT- II: (How we are changed by Experience, The learning process) (08 Hours)**

- Classical Conditioning.
- Operant Conditioning.
- Observational Learning.

**UNIT- III: (Motivation –The Activation and Persistence Behaviour) (08 Hours)**

- i. Drive and Expectancy theory.
- ii. Maslow's need hierarchy theory.
- iii. Achievement motivation.

**UNIT- IV: (Perception- How we understand our world) (12 Hours)**

- i. Meaning, concept and operational definition and processes involved in perception. Principles of perceptual organization-Gestalt, figure and ground, Law of organization.
- ii. Role of Need, past experience and cultural factors in perception.
- iii. Error in perception- Illusion and Hallucination.

**Text Books:**

1. Baron, R. A. (2001). *Psychology*. Pearson
2. Smith, E. E., Hockema, S. N., Fredrickson, B. & Loftus, G. R. (2003). *Atkinson and Hilgard's Introduction to Psychology*. Singapore: Thompson Wadsworth.
3. Ciccarelli, S. & Meyer, G. E. (2008). *Psychology*. Pearson, New Delhi.
4. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). *Explorations of Human Nature and Strength: Practicals in Psychology*, Divya Prakashani, Samantarapur, Bhubaneswar.
5. Baron, R., A. & Misra, G. (2014). *Psychology* (Indian Subcontinent Edition).
6. Rieber, R. W., & Salzinger, K. (Eds.). (2013). *Psychology: Theoretical–historical perspectives*. Academic Press.

**Reference:**

1. McMahan, M., Watson, M., & Patton, W. (2013). *My system of career influences MSCI (Adult): a qualitative career assessment reflection process: facilitator's guide*. Australian Academic Press.
2. Proctor, R. W., & Capaldi, E. J. (Eds.). (2012). *Psychology of science: Implicit and explicit processes*. Oxford University Press.
3. Landy, F. J., & Becker, W. S. (1987). Motivation theory reconsidered. *Research in organizational behaviour*.
4. Peters, R. S. (2015). *The concept of motivation*. Routledge.

**Course Outcomes:**

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

CO1: **Understand** various approaches, fields, and subfields of psychology along with their major concepts and important figures. (Level-2)

CO2: **Apply** the primary research methods employed in the study of psychology. (Level- 3)

CO3: **Analyse** the role of experience & learning process to study human behavior. (Level- 4)

CO4: **Evaluate** the importance of Gestalt principles & multi-modals of perception. (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	PSO-7	PSO-8
CO-1	1	3	1	3	2	2	3	1	2	1	1	2	3	2	3	1
CO-2	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2
CO-3	2	1	2	1	2	1	3	1	2	3	2	1	2	1	1	3
CO-4	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2

**EDUCATIONAL PSYCHOLOGY****PAPER CODE: PSY-306 (B) (THEORY)****Course Objectives:**

- To help the students in understanding human nature.
- To enrich the learners' thoughts, feelings, attitudes, ideals, standards of values and conduct.
- To familiarize the students with different coping strategies.
- To acquaint the students with the usefulness of educational psychology.

**Prerequisite:(Required to achieve the course-outcomes)**

- Basic knowledge of psychology and education, motive to continue working in classroomsituations, morale to deal with different categories of children.

**Course Content:****UNIT-I: (Introduction to Educational Psychology) (08 Hours)**

- i. Meaning, definition, principles of educational psychology. Aims and objectives of educational psychology.
- ii. Scopes of Educational psychology, Contribution of psychology to education.
- iii. Brief history of educational psychology Relationship between education and psychology.

**UNIT-II: (Research method in educational Psychology) (08 Hours)**

- i. Introspection and objective observation method.
- ii. Clinical method, survey method, case study.
- iii. Scientific method, experimental method.

**UNIT-III: (Creativity and problem solving) (12 Hours)**

- i. Introduction, concept, meaning, definition of creativity, nature and process of creativity.
- ii. Component of creativity, strategies of creativity. Instruction for fostering creativity among students. Importance of creativity in education. Role of teachers and school creativity. Tips to teachers to bring out creativity in pupils
- iii. Problem solving: Introduction, meaning, steps involve in problem solving, factors affecting. problem solving. Identifying problem focusing attention, exploring possible solution strategies, (Strategies in problem solving).

**UNIT-IV: (Education of exceptional children) (12 Hours)**

- i. Meaning, definition and types of exceptional children.
- ii. Education of gifted child, education of back ward child.
- iii. Educating the creative child, delinquent children, cause, treatments and preventions of delinquency.

**Text Books:**

1. Chauhan, S.S. (2010). *Advanced Educational Psychology*,7th Edition, Vikas PublicationHouse Pvt. Ltd.
2. Mangal, S. K. (2010). *Advanced Educational Psychology*,2<sup>nd</sup> Edition Phi Publisher.
3. Woolfolk, A. & Kapur, P. (2019). *Educational Psychology*,14<sup>th</sup> Edition, Pearson EducationPublisher.
4. Mangal, S. K. (2007). *Educating Exceptional Children: An Introduction to Special Education*,First Edition. Prentice Hall India Learning Private Limited.

**Reference:**

1. Corno, L., & Anderman, E.M. (2015). *Handbook of Educational Psychology*. Routledge.
2. Ormrod, J.E. (2015). *Educational Psychology Developing Learners*,8<sup>th</sup> Edition. PearsonEducation India.
3. Yadav, N. A *Handbook of Educational Psychology*. Anmol Publications Pvt. Ltd.
4. Dash, M. & Dash, N. (2006). *Fundamentals of Educational Psychology*. Atlantic.
5. Slavin, R.E. (2018). *Educational Psychology: Theory and Practice. 12<sup>th</sup> Edition*. PearsonEducation.
6. Pathak, R.P. (2012). *Educational Psychology*. First Edition. Pearson Education India.

**Course Outcomes:**

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

- CO1: **Implement** and direct the learning, growth and conduct. (Level -3)
- CO2: **Execute** a body of facts and principles to solve the problems of teaching and learning.(Level -3)
- CO3: **Analyze** students' behavior to facilitate adjustment and growth of personality. (Level-4)
- CO4: **Generate** a sympathetic attitude towards different categories of children. (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	PSO-7	PSO-8
CO-1	1	2	1	2	1	1	1	1	2	1	3	1	2	2	2	2
CO-2	3	2	3	3	2	1	3	3	2	2	2	3	1	1	3	1
CO-3	2	3	2	1	2	3	2	2	1	3	1	2	3	2	2	3
CO-4	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2

**SOCIAL PSYCHOLOGY**  
**PAPERCODE:PSY-306 (C) (THEORY)**

**Course Objectives:**

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

**UNIT-I: Introduction** (08 Hours)

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

**UNIT- II: Attitude, Prejudice and Stereotypes** (08 Hours)

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

**UNIT –III: Group and Leadership** (12 Hours)

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

**UNIT- IV: Social Behavior** (12 Hours)

- 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
- iii. Social and personal determinants of aggression, prevention and control of aggression.

**Text Books:**

1. Baron R. A & Byrne. D. (2003). Social Psychology. 10th Edition, Prentice Hall
2. Baron. R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson
3. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.
4. 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:**

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

**Course outcomes: Students will 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-3)

CO2 Understand the significance of social cognition, attitudes, stereotypes, and prejudices in explaining human behavior in the social contexts. (Level-4)

CO3 Understand the significant aspects group behavior and social influence that constitute the core of human relationships. (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	PSO-7	PSO-8
CO-1	1	2	2	2	1	2	2	2	1	2	1	2	2	3	2	2
CO-2	3	3	2	1	3	3	1	3	2	1	3	1	2	1	1	1
CO-3	2	1	3	3	2	2	2	1	3	3	2	3	3	2	2	3

**CHILD PSYCHOLOGY**  
**PAPER CODE: PSY-306 (D) (THEORY)**

**Course Objectives:**

- To distinguish major theoretical perspectives and methodological approaches in Child development.
- Developing an ability to identify the milestones in diverse domains of Child development.

**Prerequisite:** None**Course Content:****UNIT- I (Concepts of Child Psychology) (12 Hours)**

- i. Introduction, concept and definitions, nature and scope of developmental child psychology, pre scientific period, modern period of child psychology, recent trends in child psychology, difference between child psychology and developmental psychology.
- ii. Methods of studying children: cross-sectional, longitudinal, experimental method, non-experimental method, case study method, biographical method, questionnaire method.
- iii. Process of development: growth and development, laws of development, principles and characteristics of development, trends of development, developmental periods, maturation and learning.

**UNIT- II (Prenatal Development) (08 Hours)**

- i. Introduction, how conception occur, sex determination
- ii. Periods of prenatal development.
- iii. Factors influencing prenatal development.

**UNIT -III (Developmental process) (08 Hours)**

- i. Introduction, meaning and factors affecting intellectual development.
- ii. Piaget's theory of cognitive development.
- iii. Measurement of intelligent tests.

**UNIT- IV (Development) (12 Hours)**

- i. Emotional development: meaning, definition, characteristics of emotional development, patterns of emotional development, factors affecting emotional development.
- ii. Language development: meaning definition, characteristics of language development, stages of language development, factors influencing language development
- iii. Social development: introduction, meaning, definition of social development, factors affecting the social development, role of socialization process in social development of children.

**Text books:**

1. Mohanty, Girishbala. (2016). *Child Development*. Paperback.
2. *Child Development: An Indian Perspective*. New Delhi: NCERT.
3. Panda, K.C., Panda, Namita. *Child Development*.
4. Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
5. Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.
6. Misra, G. (2011). *Handbook of Psychology in India* (Section IV), New Delhi: Oxford University Press.

**References:**

1. Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.
2. Craig, W. (2000). *Childhood Social Development: The Essential Readings*. MA: Blackwell Publishers.
3. Sharma, D.(Ed.)(2003). *Childhood, Family and Socio cultural Change in India: Reinterpreting the Inner World*. New Delhi: Oxford.
4. Bukowski, W.M., Rubin, K.H. & Laursen, B. (2008). *Socio and Emotional Development: Critical Concepts in Psychology*. UK: Psychology Press.
5. Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.
6. Santrock, J.W. (2012). *Life Span Development* (13th Ed.) New Delhi: McGraw Hill. Srivastava, A.K. (1997).
7. Kapur, M. (1995). *Mental Health of Indian Children*. New York: Sage Publications.

**Course Outcomes:**

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

CO1: **Explain** how theories are used to understand child behavior and Development (Level2)

CO2: **Classify** major theories of child development such as those of Piaget. (Level-2)

CO3: **Apply** development theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies. (Level-3)

CO4: **Analyze** the interdependence of the cognitive, psychosocial and physical domains of development. (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	PSO-7	PSO-8
CO-1	1	2	1	2	1	1	1	1	2	1	3	1	2	2	2	2
CO-2	3	2	3	3	2	1	3	3	2	2	2	3	1	1	3	1
CO-3	2	3	2	1	2	3	2	2	1	3	1	2	3	2	2	3
CO-4	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2

**PROCESSES OF HUMAN EMPOWERMENT****PAPERCODE: PSY-306 (E)(THEORY)****Course Objectives:**

- To distinguish major theoretical perspectives and methodological approaches in Child development.
- Developing an ability to identify the milestones in diverse domains of Child development.

**Prerequisite: None****Course Content:****UNIT-I: Basics of empowerment**

(08 Hours)

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

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

(12 Hours)

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

**UNIT –III: Sources of Power (2)**

(08 Hours)

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

**UNIT –IV: Proving empowered**

(12 Hours)

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

**Text Books:**

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

**Reference Books:**

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

**Course outcomes:**

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

CO1 Know the structural components and functional dynamics of both intelligence and personality. (Level-2)

CO2 Understand the significance of emotion and motivation in behavior management. (Level-3)

CO3 Understand significant aspects of social behavior as resulting in happiness, well-being and personal growth. (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	PSO-7	PSO-8
CO-1	1	2	1	2	1	1	1	1	2	1	3	1	2	2	2	2
CO-2	3	2	3	3	2	1	3	3	2	2	2	3	1	1	3	1
CO-3	2	3	2	1	2	3	2	2	1	3	1	2	3	2	2	3

**PSYCHOMETRICS****PAPERCODE:PSY-306 (F) (THEORY)****Course Objectives**

- Enumerate the various concepts regarding psychometric tests, its classification and construction. Outline the different ways that psychological tests can be classified.
- Classify the stages involved in construction of Intelligence Tests and Personality Inventory.
- Compile and contemplate the statistical procedures for construction of a test
- Conception of the variables, item selection, item selection for analysis and ability to formulate/reformulate variables / items in case of failure in formation of a test.

**Unit –I Introduction to psychology testing (08 Hours)**

- i. Psychological test: Meaning, definition, nature and characteristics of Psychological test.
- ii. History of Psychological testing.
- iii. Types of Psychological testing.

**Unit-II Common types of psychometric test (08 Hours)**

- i. Meaning, definition of psychometric test.
- ii. Case history, paper pencil test, rating scale.
- iii. Behavior tests/ situational test, interview technique ,questionnaire. Aptitude test, Achievement test, Attitude test.

**Unit-III Reliability ,validity and norms of a test (12 Hours)**

- i. What is reliability, Method of reliability, factors affecting reliability, importance of reliability used in psychological test.
- ii. Validity of test: What is validity? Methods factor affecting relationship between relationship and validity.
- iii. Norms of test: Concept, definition, nature, types.

**Unit-IV Ethical issues in psychological testing norms: (12 Hours)**

- i. Ethical consideration in psychological testing.
- ii. Specific principles for psychological testing (APA) guidelines.
- iii. Moral and legal standards.

**Text Books**

1. Chadha, N.K. (2009), Applied Psychometry , New Delhi : Sage.
2. Guilford J.P. (1989) , Psychometric Method.
3. B.K. Sahu- Education and Statistics.

**References Books**

1. Bryon, Mike. *Ultimate Psychometric Tests*. London: Kogan Page Publishers, 2009.
2. Carter, Philip J. *More Psychometric Testing*. New York: John Wiley & Sons, Ltd., 2003.
3. Parkinson, Mark. *How to master psychometric tests*. 2nd ed. London: Kogan Page, 2007
4. Parkinson, Mark. *How to Master Psychometric Tests*. London: Kogan Page Publishers, 2008.
5. Nunnally, Jum C. *Psychometric theory*. 3rd ed. New York: McGraw-Hill, 1994.

**Course Outcomes**

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

CO :1 **State** the characteristics of psychological tests and list the steps in construction of a test.

CO :2 **Illustrate** steps to construct Intelligence Test and Personality Inventory.

CO :3 **Initiate** a Plan to construct intelligence and personality tests.

CO :4 **Compute** the Item analysis for selection items in an inventory/questionnaire

CO :5 **Device** a Plan to construct a standardized Psychometric tool scientifically.

**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	PSO-7	PSO-8
CO-1	1	2	2	2	1	2	2	2	1	2	1	2	2	3	2	2
CO-2	3	3	2	1	3	3	1	3	2	1	3	1	2	1	1	1
CO-3	2	1	3	3	2	2	2	1	3	3	2	3	3	2	2	3
CO-4	1	2	2	2	1	2	2	2	1	2	1	2	2	3	2	2
CO-5	3	2	1	1	3	2	1	2	3	1	3	1	1	2	2	2



## FOURTH SEMESTER

**COUNSELLING PSYCHOLOGY****PAPER CODE: PSY-401 (THEORY)****Course Objective**

- To Gain the knowledge of Counselling, Types of Counselling and ethical issues in Counselling profession.
- Acquaint students with skills, procedure, techniques and issues of Counselling.
- To gain the knowledge of essential conditions for relationship building in Counselling.
- To gain the knowledge of and competence in the areas of the practice of Counseling Psychology.

**Prerequisite:** None

**Course Content:****UNIT- I (Introduction to Counselling and Guidance) (12 Hours)**

- i. Emergence and growth of guidance and Counselling: meaning, introduction, factors contributing to the emergence of counselling, important periods in the development of counselling.
- ii. Counselling: definition, nature and its related field, goals and scopes of counselling.
- iii. Need and origin of counselling, assumption & issues in counselling, ethical issues in counselling.

**UNIT- II (Counselling Process and Techniques) (08 Hours)**

- i. Types of counselling: Direct, Indirect
- ii. Individual and group counselling.
- iii. Stages of counselling process.

**UNIT -III (Theoretical approaches to Counselling) (12 Hours)**

- i. Psychoanalytic approach
- ii. Behaviourial approach
- iii. Humanistic approach

**UNIT- IV (Counselling Application) (08 Hours)**

- i. Child counselling.
- ii. Educational counselling.
- iii. Family and marriage counselling.

**Text books:**

1. Rao, Narayan S., Sahajpal, Prem. (2013) *Counselling and Guidance*. 3<sup>rd</sup> Edition, Tata McGraw-Hill.
2. Gibson, Robert L., Mitchell, Marianne H. (2015) *Introduction to counselling and guidance*, 7<sup>th</sup> edition, Pearson education India.
3. Gladding, Samuel T., *Counselling a comparative profession*, 5<sup>th</sup> edition Prentice Hall.
4. Lewis E. Patterson and Elizabeth Reynolds Welfel (2000). *The Counselling Process*, 5<sup>th</sup> edition, Wasworth Brooks / Cole, Thomson Learning.
5. Nelson - Jones, R. (1995). *The Theory and Practice of Counselling*, 2nd Edition, London: Cassell.
6. Palmer, S. (1999). *Introduction to counselling and psychotherapy: The essential guide*. New Delhi: Sage

**Reference:**

1. Nelson, R & Jones (2004) *Practical Counselling & Helping Skills*, New Delhi, Sage Publication.
2. Woolfe R. and Dryden, W. (1996) *Handbook of Counselling Psychology*, Sage Publications.
3. Bengalee mehro D. (1990) *Guidance & counselling*, sheth Publication Mumbai.
4. Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction*, 3<sup>rd</sup> Edition, New Delhi: Sage.
5. Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to Counselling and Guidance*, 7<sup>th</sup> Edition, New York: Pearson.
6. Hillman, J. L (2002). *Crisis Intervention and Trauma: New approaches to evidence-based practice*, New York: Kluwer Academic/Plenum Publishers.

**Course Outcomes:**

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

CO1: **Understand** the factors which contribute to positive outcomes in counselling and psychotherapy based on contemporary research. (Level-2)

CO2: **Use** a wide range of therapeutic interventions appropriate to the core model. (Level-3)

CO3: **Apply** the techniques and skills in practical fields relevant to counselling and psychotherapy. (Level-3)

CO4: **Analyse** therapeutic relationships founded on the qualities of empathy, acceptance and genuineness Create clinical formulations and related therapeutic plans in collaboration with clients; which are in tune with clients' understanding of themselves, the process of change, and the goals and tasks of therapy. (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	PSO-7	PSO-8
CO-1	1	2	1	2	1	1	1	1	2	1	3	1	2	2	2	2
CO-2	3	2	3	3	2	1	3	3	2	2	2	3	1	1	3	1
CO-3	2	3	2	1	2	3	2	2	1	3	1	2	3	2	2	3
CO-4	2	2	2	1	2	2	2	1	2	1	1	2	3	2	2	

**GERIATRIC PSYCHOLOGY**  
**PAPER CODE: PSY-402 (THEORY)**

**Course Objectives:**

- To raise student awareness about the later stages of human life cycle.
- To raise student awareness about the needs and challenges facing the current generation of older adults, as well as the emerging generation of older adults.
- To explore social perspectives, behavioural, and biological aspects of aging.
- To explore the ways aging affects areas such as family relations, personality, and creativity.
- To explore existing and potential careers in the field of aging, and factors that would contribute to successful aging.

**Prerequisite:** None**Course Content:****UNIT -I (Introduction to Geriatrics)**

(12 Hours)

- i. Understanding aging, Historical back ground of psycho geriatric.
- ii. Biological theories of Aging- Evolutionary theory, cellular clock theory, Free-radical theory, Mitochondrial theory, Hormonal stress theory.
- iii. Research methods in aging: Cohort's method and cross-sectional method, longitudinal and sequential strategies.

**UNIT -II (Age related disorder)**

(12 Hours)

- i. Physiological Disorder:
  - (a) Osteoporosis and Arthritis, (b) Hypertension and Diabetes, (c) Hormonal changes and their effects.
- ii. Psychological Disorder:
  - (a) Depression and mood disorder. (b) Anxiety disorder and panic disorder, (c) Phobia and OCD.
- iii. Cognitive Disorder:
  - (a) Determination of Memory, (b) Dementia and Alzheimer, (c) Brain gym.

**UNIT- III (Positive aging)**

(08 Hours)

- i. Mental health in later life.
- ii. Coping skills, optimism, hope and wellbeing.
- iii. Aging and Adjustment

**UNIT- IV (Other related issues)**

(08 Hours)

- i. Financial aspects related to aging.
- ii. Protection from family and relatives, Safety factors.
- iii. Role of NGOs, law and old age.

**Text Books:**

1. Santrok, John W. *Life-span development*, 13<sup>th</sup> Edition,
2. Sigelman, Carol. K. *Life span Human development*.
3. Papalia, D.E., & Old, S.W. (1994). *Human development*, New York, NY: Tata McGraw Hill.
4. Hurlock, E. (1980). *Developmental psychology*. New Delhi, India: Tata McGraw Hill Publishing Co.

**References:**

1. *Health Psychology*-Taylor Mc Graw-Hill.
2. *Positive Psychology*-Baumgarder.
3. Feldman, R.S. (2000), *Development Across the Life span*, 2<sup>nd</sup> Edition. Prentice Hall, New Jersey.
4. Vohra, S.S. & Kailash.S.(2010). *Experiential learning (section III) in Psychology of Turbulent Relationships*. New Delhi: Icon Publishers.
5. Bornstein, M. H., & Lamb, M. E. (Eds.). (2010). *Developmental science: An advanced textbook*. Psychology Press.
6. Burman, E. (2016). *Deconstructing developmental psychology*. Taylor & Francis.
7. Bukowski, W.M., Rubin, K.H. & Laursen, B. (2008). *Socio and Emotional Development: Critical Concepts in Psychology*. UK: Psychology Press.

**Course Outcomes:**

At the end of this course, the students should be able to: CO1: State the key terms used in the field of aging. (Level-1)

CO2: Identify the needs and challenges facing current generation of older adults. (Level-2)

CO3: Interpret the behavioural, and biological aspects of aging. (Level-3)

CO4: Analyse the ways aging affects areas such as family relations, personality etc. (Level-4)

CO5: Select the factors that would contribute to successful aging. (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	PSO-7	PSO-8
CO-1	1	2	2	2	1	2	2	2	1	2	1	2	2	3	2	2
CO-2	3	3	2	1	3	3	1	3	2	1	3	1	2	1	1	1
CO-3	2	1	3	3	2	2	2	1	3	3	2	3	3	2	2	3
CO-4	3	2	1	2	3	1	3	3	2	1	3	1	2	1	3	1
CO-5	1	2	2	2	1	2	2	2	1	2	1	2	2	3	2	2

**PAPER CODE: PSY-403****(INTERNSHIP/WORK EXPERIENCE)**

In order to have the practical/hands-one experience, students will earn work experience. In an organisation for at least three months either in offline or online mode. After completion of training/internship, the student will submit to the Department a report on the work done. The certificate from the host organisation regarding successful completion of internship will be produced by the student in the Department.

A student will choose to work in an organisation that provides an opportunity for practice/training of skills required to become a professional in the field of Psychology. Hospitals, Clinics, Special Schools, Pre-Schools, Old age homes, Destitute homes/Short Stay homes, De-addiction centres, Orphanages, Counseling centres, Observation homes, Industrial/Research/Service organizations /NGOs and so on are such workplaces which the students may opt to do the internship with. Virtual training options such as online tutorials can be chosen too.

The internship work report has to be presented for about 10minutes and the work is to be evaluated by external/internal examiners in the presence of the other faculty members in the Department.

Report Writing	:	70 Marks
Viva	:	30 Marks
Total	:	100 Marks

**CLINICAL ASSESSMENT AND THERAPY**  
**PAPER CODE: PSY-404 (THEORY)**

**Course Objectives:**

- To orient students towards basic skills and procedures involved in clinical assessment, therapy and neuropsychological examinations
- To provide in-depth understanding of Behavior Therapy, different Cognitive Behavior therapies, Family Therapy and their applications

**Prerequisite:**None**Course Content:****UNIT- I: (Basic Elements in Assessment) (12 Hours)**

- i. The relationship between Diagnosis and Assessment-Taking a social history, Personality factors, the social context, trust and rapport between the clinician and client.
- ii. Assessment of the physical organism: the general physical examination, the neurological examination.
- iii. Anatomical brain scans-CAT scan, MRI, PET scan, the neuropsychological examination.

**UNIT –II: (Psychological Assessment) (08 Hours)**

- i. Assessment, interviews, the clinical observation of behaviour, kinds of clinical observations.
- ii. Psychological tests- Intelligence tests, projective personality tests- The Rorschach test, TAT, sentence completion test.
- iii. Objective personality test - MMPI, Clinical scales of MMPI, criticisms of the MMPI, Advantage of objective personality test.

**UNIT- III: (Therapy) (08 Hours)**

- i. Behaviour therapy.
- ii. Cognitive behaviour therapy.
- iii. Family therapy

**UNIT- IV: (Psychotherapy and Society) (12 Hours)**

- i. Social values and Psychotherapy.
- ii. Psychotherapy and Cultural diversity.
- iii. Psychodynamic Therapies.

**Text Books:**

1. Mikeka, S., Carson, R., Butcher, J., & Mineka, S. (1999). *Abnormal Psychology and ModernLife*.11th edition.
2. Davison, G. C., & Neale, J. M. (1974). *Abnormal psychology: An experimental clinicalapproach*.
3. Bayon, A., Moretta, T., Allen, O., Sacks, O., & Vintage, H. (2018). *Abnormal Psychology*.
4. Hood, A. B., & Johnson, R. W. (1991). *Assessment in counselling: A guide to the use of psychological assessment procedures*. American Association for Counselling.
5. Fischer, C. T. (1994). *Individualizing psychological assessment*. Psychology Press.

**References:**

1. Holmes, J., Lindley, R., & Hinshelwood, R. D. (2018). *The values of psychotherapy*. Routledge.
2. Mather, N., Wendling, B. J., & Woodcock, R. W. (2001). *Essentials of WJ III [TM] Tests of Achievement Assessment. Essentials of Psychological Assessment Series*. John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158.
3. Holmes, J., Lindley, R., & Hinshelwood, R. D. (2018). *The values of psychotherapy*. Routledge.
4. Lees, J. (Ed.). (2016). *The future of psychological therapy: From managed care to transformational practice*. Routledge.
5. Wilber, K. (2000). *Integral psychology: Consciousness, spirit, psychology, therapy*.Shambhala Publications.

**Course Outcomes:**

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

CO1: Understand the basic facts about psychological assessment. (Level-2)

CO2: Apply the principles of Behavior Therapy, Cognitive Behavior Therapy and Family Therapy in clinical setting. (Level- 3)

CO3: Analyze and compare the key techniques of above therapies. (Level- 4)

CO4: Evaluate these approaches. (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	PSO-7	PSO-8
CO-1	1	2	2	2	1	2	2	2	1	2	1	2	2	3	2	2
CO-2	3	3	2	1	3	3	1	3	2	1	3	1	2	1	1	1
CO-3	2	1	3	3	2	2	2	1	3	3	2	3	3	2	2	3
CO-4	2	3	2	2	1	1	3	3	3	1	1	1	2	2	3	2

**PROJECT/DISSERTATION**

**PAPER CODE: PSY-405**

**100 Marks (Written 70 Marks + Viva 30 Marks)**