

Model Curriculum for Three/Four Year Degree Course  
(With Multiple Entry /Exit Option)  
Based on NEP-2020

# PSYCHOLOGY



**Odisha State Higher Education Council, Bhubaneswar**  
**Government of Odisha**

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## **UG Programme in Psychology**

### **Programme Outcomes:**

The Undergraduate Programme in Psychology is designed to result in:

- In-depth learning about current advances in the discipline of Psychology, and mastery of the multidisciplinary curricula as a preparation of students towards higher education opportunities.
- Acquisition of skills such as, creativity and innovation, critical thinking, higher-order thinking capacities, problem-solving abilities, teamwork and communication skills, and the like for enhanced employability of students.
- Students' advanced awareness of social, historical and moral implications of the discipline for future sustainability.
- Career exploration in work settings for future employment opportunities.
- Increased ability of students to apply the scientific knowledge in solving real world problems.
- Making students familiar in using research methodology employed in the discipline for undertaking scientific enquiry.

### **Programme Specific Outcomes:**

- Developing an understanding of scientific principles that govern human behaviour and experience.
- Acquiring knowledge about different stages of human development across lifespan in cognitive, emotional, social and moral domains.
- Developing insights into different kinds of psychological strengths for facilitating optimal functioning of humans.
- Understanding mental illness and psychological disorders with the aim of prevention and cure of such mental health conditions.
- Acquiring analytical and computational skills for assessment and evaluation purposes that helps furthering in-depth understanding of psychological phenomena.
- Applying psychological principles to understand human behaviour in real world contexts across professions, situations and events.

## **Semester-I**

### **Core I Introductory Psychology**

#### **Introduction:**

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

#### **Course Outcomes:**

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

#### **Unit I: Introducing Psychology**

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

#### **Learning outcomes:**

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

#### **Unit II: Methods in Psychology**

- (i) Observation: (Objective and Subjective), Survey and Case Study
- (ii) Experimental and Correlational methods

#### **Learning outcomes:**

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

#### **Unit III: Biological Bases of Behavior**

- Structure and functions of the neurons; Neural transmission, Neurotransmitters, Structure and functions of the Central nervous system
- Structure and functions of peripheral nervous system

#### **Learning outcomes**

- Understand the physiological basis of human behavior.

#### **Unit IV: Practical**

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

#### **Text Books:**

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

#### **Reference Books:**

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

## **Core II**

### **Basic Psychological Processes**

#### **Introduction:**

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

#### **Course Outcomes**

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

#### **Unit I: Perception**

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

#### **Learning Outcomes**

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

#### **Unit II: Learning & Memory**

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

#### **Learning Outcomes**

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

#### **Unit III: Thinking and Reasoning**

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

## Learning Outcomes

- Illustrate the important aspects of thinking and reasoning process.

## Unit IV: Practical

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

## Text Books:

- ✓ Baron, R.A. (2002). *Psychology (5<sup>th</sup> Edition)*, New Delhi, Pearson Education.
- ✓ Feldman, R.S. (2004). *Understanding Psychology (6<sup>th</sup> Edition)*, New Delhi, Tata McGraw Hill.
- ✓ Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). *Practical Exercises in Psychology: Learning about Yourself and Others*. Panchasila, Bhubaneswar

## Reference Books:

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

## **Semester-II**

### **Core III**

## **Processes of Human Empowerment**

### **Introduction:**

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

### **Course Outcomes:**

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

### **Unit I: Intelligence**

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

### **Learning Outcomes**

- Know the structural components and functional dynamics of intelligence.

### **Unit II: Personality**

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

### **Learning Outcomes**

- Gain knowledge regarding different perspectives of human personality.

### **Unit III: Motivation and Emotion**

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



## Learning Outcomes

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

## Unit IV: Practical

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

## Text Books:

- ✓ Baron, R.A.(1995). *Psychology-The Essential Science*, Pearson Education Company of India Pvt. Ltd.
- ✓ Gerrig, R.J. & Zimbardo, P.G. (2010). *Psychology and Life* (19<sup>th</sup> Ed.). Delhi: Allyn & Bacon
- ✓ Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). *Explorations of Human Nature and Strength: Practicals in Psychology*, Divya Prakashani, Samantarapur, Bhubaneswar.

## Reference Books:

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

## **Core IV**

### **Basic Developmental Processes**

#### **Introduction:**

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

#### **Course Outcomes**

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

#### **Unit I: Basics of development**

- Meaning and types of development; Principles of development; Factors influencing development
- Perspectives of development- Psychoanalytic; Mechanistic; Organismic; Humanistic

#### **Learning Outcomes**

- Understand the nature, types, and principle of development.

#### **Unit II: Life in formation**

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

#### **Learning Outcomes**

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

#### **Unit III: Life in preparation**

- Physical, Social and Emotional development during adolescence.
- Piaget's stage of cognitive development; Kohlberg's stages of moral development

#### **Learning Outcomes**

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

#### **Unit IV: Practical**

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

#### **Text Books:**

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

#### **Reference Books:**

- ✓ *Papalia, Diane E., Sally Wendos Olds, Feldman, R.D.; (2017). Human Development. 9<sup>th</sup> Edition. New Delhi: Tata McGraw Hill*
- ✓ *Baron, R. A. (2002). Psychology (5<sup>th</sup> Edition), New Delhi, Pearson Education.*

## **Semester III**

### **Core V**

## **Fundamentals of Social Psychology**

### **Introduction:**

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

### **Course Outcomes**

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

### **Unit I: Introduction to Social Psychology and Group Behaviour**

- (i) Nature, goal, and scope of Social Psychology; Methods of Social Psychology- Observation; Questionnaire, Interview, and Experiment
- (ii) Group - Group structure and function, Social facilitation, Social loafing; Conformity, Obedience and social modeling

### **Learning Outcomes**

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

### **Unit II: Attitude, Prejudice and Stereotypes**

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

### **Learning Outcomes**

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

### **Unit III: Social Behavior**

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

### **Learning Outcomes:**

- Understand pro-social behaviour and aggression in different social context.

### **Unit IV: Practical**

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

### **Text Books:**

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

### **Reference Books:**

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

## **Core VI**

### **Psychological Statistics – I**

#### **Introduction:**

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

#### **Course Outcomes:**

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

#### **Unit I: Fundamentals of statistics**

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

#### **Learning Outcomes**

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

#### **Unit II: Measures of Statistics**

- Measures of Central Tendency- Characteristics of mean, median and mode; Computation of mean, median, and mode
- Measures of Variability- Concept of variability, computation of semi-inter quartile range, Standard deviation and variance, Co-efficient of variation

#### **Learning Outcomes**

- The processes of describing and reporting statistical data.

#### **Unit III: Probability and hypothesis testing**

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

## Learning Outcomes

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

## Unit IV: Practical

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

## Text Books:

- ✓ Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4<sup>th</sup> Ed.) India: Pearson Education, Prentice Hall.
- ✓ Ferguson, G.A. & Takane, Y. (1989). *Statistical Analysis in Psychology & Education*, Tata McGraw Hill Publishing Company, New Delhi
- ✓ Garrett, H. E. & Woodworth, R.S. (1985). *Psychology in Statistics and Education*, Vakils, Feffer & Simons Ltd. Mumbai

## Reference Books:

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

## **Core VII**

### **Psychopathology- I**

#### **Introduction:**

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

#### **Course Outcomes:**

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

#### **Unit I: Basics of Pathology**

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

##### **Learning Outcomes**

- Understand the differences between normality and abnormality along with the perspectives explaining them.
- Know the importance and the use of assessment techniques in identifying different forms of maladaptive behaviour.

#### **Unit II: Anxiety disorder; and Obsessive Compulsive and Related Disorders**

- Clinical Features, Causes and treatment of Generalized Anxiety Disorder, Panic Disorder, Specific Phobia, Agoraphobia, Social Anxiety Disorder
- Clinical Features, Causes and Treatment of Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania

##### **Learning Outcomes**

- Learn the symptoms, causes and treatment of anxiety disorders



### **Unit III: Bipolar Disorders and Depressive Disorders**

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

### **Learning Outcomes**

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

### **Unit IV: Practical**

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

### **Text Books:**

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

### **Reference Books:**

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

## **Semester IV**

### **Core VIII**

## **Introduction to Educational Psychology**

### **Introduction:**

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

### **Course Outcomes**

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

### **Unit I: Foundations of Educational Psychology**

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

### **Learning Outcomes**

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

### **Unit II: Motivation and Classroom Management**

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

### **Learning Outcomes**

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

### **Unit III: Creativity and Aptitude**

- Nature of creativity; Stages of Creativity, Theories of creativity: 4 C Model, Guildford Theory; Fostering creativity among children
- Nature of aptitude; Types of aptitude; Measurement of aptitude; Utility of aptitude tests

### **Learning Outcomes**

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

### **Unit IV: Practical**

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

### **Text Books:**

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

### **Reference Books:**

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

## **Core IX**

### **Applied Psychology – I**

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

#### **Course Outcomes:**

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

#### **Unit I**

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

#### **Learning Outcomes**

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

#### **Unit II:**

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

#### **Learning Outcomes**

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

### **Unit III:**

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

### **Learning Outcomes**

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

### **Unit IV : Practical**

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

### **Text Book:**

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

### **Reference Books:**

- ✓ *Applied Psychology: Research, Training and Practice second edition , by Rowan Bayne & Gordon Jinks, SAGE*
- ✓ *Applied Psychology, by Graham C. Davey , John Wiley & Sons*

## **Core X**

### **Psychological Assessment**

#### **Introduction:**

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

#### **Course Outcomes:**

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

#### **Unit I: Introduction**

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

#### **Learning Outcomes**

- Understand the basic facts about psychological assessment

#### **Unit II: Psychological Tests**

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

#### **Learning Outcomes**

- Understand the processes of test construction and standardization

#### **Unit III: Classroom Assessment**

- Classroom as assessment context, Traditional tests, Alternative assessment
- Grading and reporting of performance, Computer and assessment

#### **Learning Outcomes**

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

#### **Unit IV: Practical**

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

**Text Books:**

- ✓ *Anastasi, A. (1988). Psychological Testing. New York: MacMillan*
- ✓ *Mishra, G.C. & Others (2018). Psychological Assessment. Kalyani Publisher, New Delh*
- ✓ *Singh, A.K. (2019). Tests, measurement and research methods in behavioral sciences. 6<sup>th</sup> edition. Bharati bhawan*

**Reference Books:**

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

## **Semester V**

### **Core XI**

## **Organisational Behaviour**

### **Introduction:**

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

### **Course Outcomes:**

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

### **Unit I: Introduction**

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

### **Learning Outcomes**

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

### **Unit II: Organisational structure & work motivation**

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

### **Learning Outcomes**

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



### Unit III: Leadership & communication process

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

### Learning Outcomes

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

### Unit IV: Practical

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

### Text Books:

- ✓ Robbins, S.P.; Timothy, A.J. & Vohra, N. (2012). *Organizational Behavior, 15th Edn.* Pearson Education: New Delhi
- ✓ Luthans, F. (2009). *Organizational behavior.* New Delhi: McGraw Hill.
- ✓ Aswathappa, K. (2016). *Organisational behaviour, 12<sup>th</sup> revised edition:* Himalaya publishing house

### Reference Books:

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

## **Core XII**

### **Psychology for Healthy Living**

#### **Introduction:**

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

#### **Course Outcomes:**

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

#### **Unit I: Introduction**

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

#### **Learning Outcomes**

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

#### **Unit II: Health& behavior**

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

#### **Learning Outcomes**

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

### **UNIT –III: Health Issues and Coping**

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

#### **Learning Outcomes**

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

### **Unit IV: Practical**

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

#### **Text Books:**

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

#### **Reference Books:**

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

## **Core XIII**

### **Fundamentals of Counselling Psychology**

#### **Introduction:**

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

#### **Course Outcomes**

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

#### **Unit I: Basics of Counselling**

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

#### **Learning Outcomes**

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

#### **Unit II: Counselling processes**

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

#### **Learning Outcomes**

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

### Unit III: Application of counselling

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

### Learning Outcomes

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

### Unit IV: Practical

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

### Text Books:

- ✓ Gladding, S.T. (2009). *Counseling: A comprehensive profession (6th Ed.)*. New Delhi: Pearson India
- ✓ Mishra, H.C. & Varadwaj, K. (2009). *Counseling Psychology: Theories, Issues and Applications*, DivyaPrakashini, Samantarapur, Bhubaneswar, Odisha
- ✓ Burnard Philip. (1995). *Counseling Skills Training – A sourcebook of Activities*. New Delhi: Viva Books Private Limited.

### Reference Books:

- ✓ Gibson, R.L & Mitchell M.H. (2003). *Introduction to counseling and Guidance*. 6th edn. Delhi: Pearson Education
- ✓ Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). *Explorations of Human Nature and Strength: Practicals in Psychology*, Divya Prakashani, Samantarapur, Bhubaneswar.
- ✓ Feltham, C and Horton, I. (2000). *Handbook of Counseling and Psychotherapy*. London: Sage.
- ✓ Misra, G. (Ed) (2010). *Psychology in India, Volume 3: Clinical and Health Psychology*. New Delhi: Pearson India.
- ✓ Nelson-Jones. (1995). *The theory and practice of counseling*. 2ndEdn. London: Holt, Rinehart and Winston Ltd
- ✓ Mohanty, G. B. (2018). *Counseling Psychology*, Kalyani Publisher, New Delhi
- ✓ Peterson, C. (2006). *A Primer in Positive Psychology*; Oxford University Press
- ✓ Seligman, L. & Richenberg, L. W. (2019). *Theories of counselling and psychotherapy, system, strategies and skills*, 4th edition, Pearson education.

## **Semester VI**

### **Core XIV**

## **Introduction to Positive Psychology**

### **Introduction:**

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

### **Course Outcomes:**

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

### **Unit I: Foundations**

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

### **Learning Outcomes**

- Understand the goal of positive psychology and the basic behaviour patterns that result in positive human growth from the point of view of leading positive psychologists.

### **Unit II: Flow and Happiness**

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

### **Learning Outcomes**

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

### Unit III: Positive individual traits & application

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

### Learning Outcomes

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

### Unit IV: Practical

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

### Text Books:

- ✓ *Seligman, M.E. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment: Oxford University Press*
- ✓ *Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.*
- ✓ *Snyder, C.R., & Lopez, S.J. (2007). Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.*

### Reference Books:

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

## **Core XV**

### **Psychological Research and Measurement-I**

#### **Introduction:**

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

#### **Course Outcomes:**

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

#### **Unit I: Psychological Research**

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

#### **Learning Outcomes**

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

#### **Unit II: Designs of Psychological research**

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

#### **Learning Outcomes**

- Know the different types of sample.

#### **Unit III: Sampling and test construction**

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



### **Learning Outcomes**

- Learn the fundamentals of measurement and test construction.

### **Unit IV: Practical**

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

### **Text Books:**

- ✓ *Anastasi, A. (1988). Psychological Testing. New York: MacMillan*
- ✓ *Minium, E.W., King, B.M. & Bear, G. (1993). Statistical Reasoning in Psychology and Education. New York: John Willey*
- ✓ *Singh, A.K. (2019). Tests, measurement and research methods in behavioral sciences. 6<sup>th</sup> edition. Bharati bhawan*

### **Reference Books:**

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

## **Semester VII**

### **Core XVI**

## **Psychological Research and Measurement- II**

### **Introduction:**

Analysis of data is an important aspect of psychological research. It helps the students to know about different types of evaluation and interpretation of statistical measures. Inferential data analysis provide knowledge about significance of difference in any field of achievement. The course is designed to develop the analytical efficiency of students so far psychological research is concerned.

### **Course Outcomes:**

- To provide knowledge about types of psychological research.
- To acquaint the students with Data collection techniques.
- To train the students in writing of research reports.

### **Unit I: Types of research**

- Quantitative research, action research, pure research, applied research
- Qualitative research: Meaning and essential features, relevance of qualitative research, mixed method design,

### **Learning Outcomes**

- Understand the difference between qualitative and quantitative research.

### **Unit II: Techniques of data collection:**

- Methods of data collections: questionnaire and schedule, interview, observation: participant and nonparticipant observation
- Rating scale: types, evaluation of rating scale, Methods of improving rating scale

### **Learning Outcomes**

- Become familiar with techniques of data collection.

### **UNIT-III: Writing a research proposal and report**

- Purpose of writing a research proposal/ report, structure or format of a research report (APA styles and manual)
- Preparing a research proposal, evaluating a research report

### **Learning Outcomes**

- Become adept in scientific reporting.

#### **Unit IV: Practical**

- Writing a research proposal following APA format manual 7 minimum 1500 words
- Prepare a report based on secondary data (for ex. census, NCRB, NFHS, NMHP etc.) minimum 3000 words

#### **Text Book:**

- ✓ *Anastasi, A. (1988). Psychological Testing. New York: Macmillan*
- ✓ *Minium, E.W., King, B.M. & Beer, G (1993). Statistical Reasoning in Psychology and Education, New York: John Willey.*
- ✓ *Singh, A.K. (2019). Tests, measurement and research methods in behavioral sciences. 6<sup>th</sup> edition. Bharati bhawan*

#### **Reference Book:**

- ✓ *Kerlinger, F.N. (1983). Foundations of Behavioral Research. New York: Surjeet Publications.*
- ✓ *Best, W.J., Kahn, J.V. & Jha, A.K. (2019). Research in Education, Pearson.*

## **Core XVII**

### **Psychological Statistics II**

#### **Course Outcomes:**

- To impart the statistical knowledge to the students so that they would be able to understand the statistical analyses carried out in any research and apply the knowledge in their own research as well.

#### **Unit I: Correlation and Regression**

- Concept of correlation, Assumptions of Product-moment correlation, Properties of Product moment correlation, computation of Product-moment correlation (ungrouped data).
- Prediction: The Regression equation, Bi-variate regression

#### **Learning Outcomes**

- Students will be able to compute correlation coefficient and regression of statistical data.

#### **Unit II: Analysis of variance**

- One way analysis of variance: Nature and Purpose; Assumptions underlying the analysis of variance; Factorial Analysis of Variance: Main effects, Interaction, The Importance of Interaction, and Two-way analysis of variance.
- Computation of One way analysis of variance

#### **Learning Outcomes**

- Students will be able to test research hypothesis.

#### **Unit III: Non-parametric statistics**

- Assumptions of non-parametric tests; the rank order correlation; Assumptions and applications; Computation of Spearman rank order correlation; Advantages and limitations.
- Chi-square test; characteristics and assumptions; Computation of chi-square goodness of fit and Chi-square test of independence

#### **Learning Outcomes**

- Students will be able to compute different non-parametric tests along with its application.

#### **Unit IV: Practical**

- Reporting of Statistical Results: To collect marks of 60 (30 boys and 30 girls) college students in any 4 courses of previous semester examination and report by using descriptive statistics.
- Reporting of Statistical Results: To collect and compare the scores of 60 college students (20 each from arts, science, commerce) in any one compulsory paper by using one way ANOVA.

#### **Text Books:**

- ✓ Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4thEd.) India: Pearson Education, Prentice Hall.
- ✓ Ferguson, G.A. & Takane, Y. (1989). *Statistical Analysis in Psychology & Education*, Tata McGraw Hill Publishing Company, New Delhi
- ✓ Garrett, H. E. & Woodworth, R.S. (1985). *Psychology in Statistics and Education*, Vakils, Feffer & Simons Ltd. Mumbai

#### **Reference Books:**

- ✓ Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
- ✓ Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.
- ✓ Gravetter, F.J. & Wallnau, L.B. (2009). *Statistics for the Behavioral Sciences* (9th Ed.). USA: Cengage Learning.
- ✓ King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed.). USA: John Wiley & Sons
- ✓ Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). *Explorations of Human Nature and Strength: Practicals in Psychology*, Divya Prakashani, Samantarapur, Bhubaneswar.
- ✓ Mishra, G.C. (2018). *Applications of Statistics in Psychology and Education*, Kalyani Publisher, New Delhi
- ✓ Siegal, S. (1994). *Non-parametric Statistics*. McGraw Hill, New Delhi

## **Core XVIII**

### **Applied Psychology-II**

**Introduction:** The course is designed to acquaint the students with the use of methods and findings of scientific psychology to solve practical problems of human behaviour and experience with regard to economic, environmental, and psychological warfare contexts.

#### **Course Outcomes:**

- The present course is designed to acquaint the students with various areas of applied psychology.
- To help the students appreciate the importance of psychology in the area of economic development.
- It will make the students aware about the role of human behaviour in environmental pollution and its conservation.
- To help students understand about how psychology is useful in the field of defence..

#### **Unit I:**

- Psychology and Economic development: Achievement motivation and economic development; Theory of Achievement motivation; Evaluation of McClelland's theory
- Characteristics of entrepreneurial behavior; Motivating and training people for entrepreneurship and economic development; Promotion of entrepreneurship among youth including women

#### **Learning Outcomes**

- Perceive the intricacies of relationships between human behaviour and economic development.

#### **Unit II:**

- Application of Psychology to Environment: Noise; Effects of Noise Pollution; Crowding; Human factors and Experience of crowding; Effects of crowding.
- Population psychology: Psychological consequences of population explosion  
Motivating for small family norm;

#### **Learning Outcomes**

- Develop positive behaviours towards conservation of environment.

### **Unit – III:**

- Application of Psychology in the field of Defence: The concept of Military psychology, Aviation psychology and Psychological warfare. Role of Military psychologists in the defence, Selection, recruitment and training of personnel.
- Facilitating the process of adjustment of personnel to military life; Role of Counselling; Psychological disorders due to war. Human engineering in Defence

### **Learning Outcomes**

- Know the role of military psychologists and aspects of defence where psychology plays a role.

### **Unit IV: Practical**

- To assess the environmental literacy of 4 college students using Bob Simpson's Environment literacy and awareness survey questionnaire.
- To assess achievement motivation of college students using Rao's achievement motivation test.

### **Text Book:**

- ✓ *Applied Psychology by Smarak Swain, New Vishal Publications, New Delhi.*
- ✓ *Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.*
- ✓ <https://www.oecd.org/skills/piaac/Annex-C-Measures-of-motivation.pdf>

### **Reference Books:**

- ✓ *Applied Psychology: Research, Training and Practice, second edition , by Rowan Bayne & Gordon Jinks, SAGE*
- ✓ *Applied Psychology, by Graham C. Davey , John Wiley & Sons*

## **Core XIX**

### **Disability & Rehabilitation Psychology**

#### **Introduction:**

Disability is the experience of any condition that makes it more difficult for a person to have equitable access within a given society. Disabilities may be cognitive, developmental, intellectual, mental, physical, sensory, or a combination of multiple factors. Disabilities can take a severe psychological toll. Rehabilitation Psychology is an emerging applied area of psychology aimed at maximizing the independence and social participation of individuals with disabilities and chronic health conditions.

#### **Course Outcomes:**

- The prime objective of this course is to provide general information regarding the concept, classification, incidence, and prevalence of disability from a psychological standpoint.
- The students will be exposed to various physical and mental disabilities and their related factors.
- The students will also be informed of the definition, nature and scope of Rehabilitation Psychology, the goals and objectives of Rehabilitation, its historical perspective and functions of Rehabilitation Psychology.

#### **Unit I**

- Disability - Concept and definitions; Classification of various disabilities, Incidence and prevalence; Assessment and Diagnosis
- Physical disabilities: Visual impairment, Hearing and Speech impairment, Locomotor disability

#### **Learning Outcomes**

- Understand the concept, types, incidence and prevalence of disability and the nature and scope of Rehabilitation Psychology.

#### **Unit II**

- Psychological disabilities: intellectual disability, Cerebral palsy, Autism, Learning disabilities, Multiple impediments
- Etiological factors; pre-natal, natal and post-natal, and genetic factors

#### **Learning Outcomes**

- Analyze the physical and mental disabilities and the associated ecological factors.



### Unit III

- Definition, Nature and Scope of Rehabilitation Psychology, Socio-psychological perspective, Goals and objectives of rehabilitation.
- Functions of Rehabilitation Psychology: General functions and special functions; Services and programmes for disabled individuals and their families in India.

### Learning Outcomes

- Evaluate the goals, objectives and functions of Rehabilitation Psychology.

### Unit IV: Practical

- To assess the attitude of college students by using “Attitude Towards Disabled Persons Scale” (Yurker et. al., 1998)
- To assess the knowledge of 4 college students about Disability Policy in India using a Questionnaire.

### Text Books

- ✓ *Pandey, R.S., & Advani, L., 1995. Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi.*
- ✓ *Kundu, C.L., 2000. Status of Disability in India – 2000. Rehabilitation Council of India, New Delhi.*
- ✓ *Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society. SAGE Publications, New Delhi.*

### Reference Books:

- ✓ *Applied Psychology by Smarak Swain, New Vishal Publications, New Delhi*
- ✓ *Nanda, G.K, Mahapatra, B., Mohapatra, B.B & Jena, I. (2021). Introduction to Psychology of disability. Neelkamal publication.*
- ✓ *Goodley. D & Lawthom. R. (2006). Disability and Psychology: Critical Introductions and Reflections. Palgrave Macmillan.*
- ✓ *Gokhale S.D., 1987. Rehabilitation: Attitude and Reality. Rehabilitation Coordination India. Tata McGraw-Hill Publishing Company Limited, New Delhi.*
- ✓ *Jena, S.P.K. (2013). Learning disability theory to practice, 1<sup>st</sup> edition, Sage publication.*
- ✓ *Mark L. Batshaw, M.D., (2000). Children with Disabilities, Fourth Edition. Paul H. Brookes Publishing Co.*

## **Semester VIII**

### **Core XX**

## **Indian Psychological Thought**

### **Introduction**

Indian psychology is an approach to psychology based on Indian Philosophy, the essence of the Indian civilization. The Indian spiritual tradition can make valuable contributions to the psychological understanding of all human beings, irrespective of their descent or cultural background. This course provides a basic introduction to the development of the discipline of Psychology from the Indian as well as the Western perspective. Students are introduced to the issues and debates in contemporary psychology.

### **Course Outcomes:**

- To acquaint the students with the rich heritage of Psychology such as Upanishads, Nyaya, Advaita, Vedanta, that have stemmed from Indian Sub-Continents.
- To acquaint students with diverse religious schools of thoughts such as Buddhism, Jainism, and Sufism and their view on the concept of Mind, Personality, Perception, and States of consciousness.
- To orient them to the concepts of Yoga, and its application in the management of mind and body, and self-development.

### **Unit 1: Introduction to Indian Psychology**

- Fundamental assumptions of Indian psychology, Scope and substance of Indian Psychology, Methods of study, and Psychological thought in Ancient India.
- Eastern and Western approach: Human Nature, Mind, and Mental Activities, Life and Death, The Goals and Values of Life, Consciousness and States of Consciousness

### **Learning Outcomes**

- Know the fundamental concept of Indian Psychology and compare it with Western Psychology
- Analyse various religious schools of thought in explaining the concept of mind, consciousness and personality

### **Unit II: Self in Indian Psychology**

- The Self in Indian Psychology: Viewpoints of Upanishads, Bhagavad Gita,
- Perspectives of Buddhism, Jainism & Sufism: self, mind, personality & states of consciousness

### **Learning Outcomes**

- Analyse various religious schools of thought in explaining the concept of mind, consciousness and personality

### Unit III: Applying Indian Psychology

- Counselling and Psychotherapy: Vipassana and mindfulness, Hathayoga
- Education & Organisation: Sri Aurobindo's integral education, Gita-based approaches to Organizational behaviour.

### Learning Outcomes

- Comprehend the ideas of Yoga and its principles for self-development and its application in counselling and allied fields

### Unit IV: Practical

- **Self -Concept:** To assess and examine student's self-concept by using "How Accurate is your Self-concept?" Scale.
- **(ii)Relaxation exercise:** To conduct a progressive relaxation exercise on self through self-suggestion and provide a report of personal experience.

### Text Books

- ✓ *Safaya, R. (1975). Indian Psychology. New Delhi: Munshiram Manoharlal Publishers*
- ✓ *Rao, K.R. & Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd.*
- ✓ *Kuppuswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd.*
- ✓ *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

- ✓ *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*
- ✓ *Dalal, A.S. (2011). A greater psychology: An introduction to the psychological thought of Sri Aurobindo*
- ✓ *Misra G. & Mohanty, A.K (2001). Perspective on Indigenous Psychology. New Delhi: Sage.*
- ✓ *Vyas R. N. (1984). From Consciousness to Super Consciousness: Fundamentals of Indian Philosophical Psychology, New Delhi-110 002: Cosmo Publications, 24-B, Ansari Road, Daryaganj.*
- ✓ *Ajaya, S. (1983). Psychotherapy east and west: A unifying paradigm. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.*

**Core XXI**  
**Data Analysis in Psychological Research (Practical Paper)**

**Introduction**

Statistics are utilized in most fields of research, and beyond. This widespread application of statistics makes it imperative that psychology student should possess the knowledge to become a good consumer of statistical information. This paper will help students gain an understanding of basic statistical concepts and also to help them use appropriate statistical tests for data analysis.

**Course Outcomes: Students will able to**

- Use statistical software to conduct basic statistical analyses and interpret the results.
- Understand the importance of statistics in psychology and learn to represent data graphically.
- Learn how to conduct various statistical analyses, apply them to various research designs.
- Report the statistical result according to the guidelines set by the American Psychological Association.

**Unit - I: Data organization using Statistical software**

- Creation and editing of graphs and charts ,Descriptive Statistics (Measures of Central tendency and Measures of variability)
- Bi-variate Correlation, Multiple Correlation, Spearman's Rank order correlation, Chi-square Analysis

**Learning Outcomes**

- Use statistical software to conduct basic statistical analyses and interpret the results.
- Understand the importance of statistics in psychology and learn to represent data graphically.

**Unit - II: Data analysis using Statistical software**

- The t-Tests Procedures: Independent Samples, One sample, Paired Samples; Effect size calculation
- Procedure of One-way ANOVA; Two-way ANOVA (Detailed Analysis of Main Effects and Interaction)

**Learning Outcomes**

- Learn how to conduct various statistical analyses, apply them to various research designs

### **Unit - III: Qualitative data analysis**

- Introduction to qualitative analysis; In-depth interviews, Focused group discussions, Case- studies, Content analysis; Thematic analysis
- Cinematographic narratives (screening of psychology theme based movie, focus group discussion and writing a report)

#### **Learning Outcomes**

- Learn how to analyze qualitative data

### **Unit - IV: Report writing**

- MS- WORD and PowerPoint: Learning the basics- Creating and Formatting a Document and presentation file.
- APA style of writing research report using MS word (Research paper formats, Abstract writing, Contents of research report, Referencing)

#### **Learning Outcomes**

- Report the statistical result according to the guidelines set by the American Psychological Association.

#### **Text Books:**

- ✓ George, D. & Mallery, P. *SPSS for windows step by step. (8<sup>th</sup> Edition)* Pearson Education.
- ✓ Mishra, A. K. *A handbook on SPSS for Research Work (2<sup>nd</sup> edition).* Himalaya Publishing house.
- ✓ Gupta, V. (1999). *SPSS for beginners.* VJ Books Inc. (available online as pdf)

#### **Reference Books:**

- ✓ Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology. (4<sup>th</sup> Ed.)* India: Pearson Education, Prentice Hall.
- ✓ Bangia, R. (2011). *Learning Microsoft Office 2010. (1st Edition)* Khanna Publications.
- ✓ Lyons, E. & Coyle, A. (2016). *Analysing Qualitative Data in Psychology. (Second edition)* SAGE Publications Ltd.

## **Core XXII**

### **Psychopathology- II**

#### **Introduction:**

Psychopathology refers to the study of mental illness. This course is designed to expose students to the psycho-diagnostics methods to arrive at clinical diagnosis. They will be having in hand experience in assessing Mental State examinations and personality testing. Students will be able to understand the clinical features, causes and treatment of Personality Disorders, schizophrenia spectrum disorders, and Trauma & Stress related disorder. They will also learn different psychotherapies used to treat mental health problems.

#### **Course Outcomes:**

- Providing basic understanding on clinical diagnosis by using different methods.
- To guide students to gain specific knowledge about different types of mental disorders.
- To orient them about different psycho-therapeutic methods to deal with mental health problems.

#### **Unit I: Psycho-diagnostics; Trauma and Stress Related Disorders**

- Arriving at the Clinical diagnosis by Case history method, Mental State Examination, Rationale of Psychological Testing, Response Recording and Formats of Report Writing
- Clinical Features and Treatment of Reactive Attachment Disorder, Disinhibited Social Engagement Disorder, Post-traumatic Stress Disorder, Acute Stress Disorder,

#### **Learning Outcomes**

- Understand how to arrive at the clinical diagnosis and prepare a report.

#### **Unit II: Personality Disorder**

- Cluster A: Paranoid, Schizoid, Schizotypal, Cluster B: Anti-Social, Borderline, Histrionic, Narcissistic,
- Cluster C: Avoidant, Dependent and Obsessive-Compulsive Personality Disorders

#### **Learning Outcome**

- Learn the clinical features, causes and treatment of Personality Disorders,

#### **Unit III: Schizophrenia Spectrum Disorder and Psychotherapy**

- Clinical Features, Causes and treatment of Schizophrenia, Schizoaffective Disorder and Delusional Disorder
- Cognitive Behaviour Therapy, Rational Emotive Therapy, Behaviour Therapy, Supportive Psychotherapy

### **Learning Outcomes**

- Learn the clinical features, causes and treatment schizophrenia spectrum disorders
- Learn different psychotherapies used to treat mental health problems.

### **Unit IV: Practical**

- **Assessment of Personality:** To assess the personality of a college student and prepare a report by using 16PF
- **Mental State Examination:** To assess the Mental State Examination (MSE) of an adolescent by using a standard format

### **Text Books:**

- ✓ Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2018). Abnormal Psychology (17th Ed.). ND: Pearson Education.
- ✓ Irwin G. Sarason, Barbara Sarason (2017). Abnormal Psychology (11th Ed.). New Delhi: Prentice Hall Publication

### **Reference Books:**

- ✓ Sadock, B.J., Sadock, V.A., & Ruiz, P. (2015). Kaplan and Sadock's Synopsis of Psychiatry: Behavioural Sciences/Clinical Psychiatry (11<sup>th</sup> Edition), Wolters Kluwer Health
- ✓ Kring, A. M., Johnson, S. L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.). NY: John Wiley
- ✓ Ahuja, N. (2011). A short text book of psychiatry, 7<sup>th</sup> edition, J.P publication, New Delhi

## **Core XXIII**

### **Introduction to Bio-Psychology**

#### **Introduction:**

The biological foundations play a major role in understanding many processes in human behaviour. The knowledge of physiology related to basic functions such as awareness, cognitions, emotions, motivations inculcates scientific approach in students of Psychology.

#### **Course Outcomes:**

- To explore the biological basis of human behaviour and to develop an understanding of genetics and behaviour, chromosomal abnormalities.
- To get an insight regarding biological rhythms which control various bodily processes and sleep wake cycle
- To appreciate the importance of hormones in understanding behaviour, cognition and emotions and various methods used to study physiological functions
- To understand certain biological mechanisms involved in motivation and emotion.

#### **Unit I: Introduction to biopsychology**

- Definition, origins of the field of biopsychology, divisions of biopsychology; Genetics and behaviour, chromosomal abnormalities, Nature vs. Nurture theory.
- Biological rhythms- Circadian, Infradian, Ultradian, Sleep-wake cycle, Circannual cycles

#### **Learning Outcomes**

- Understand the origin of biopsychology with emphasis on understanding the role of nature and nurture on behaviour, chromosomal abnormalities, biological rhythms and sleep wake pattern.

#### **Unit II: Endocrine system and Methods of studying physiological psychology**

- Endocrine system: Structure and functions of major glands in endocrine system (Adrenals, pituitary, pineal, thyroid and gonads)
- Methods of studying physiological psychology: invasive methods (anatomical degeneration techniques, lesion techniques, chemical methods), non-invasive (EEG, scanning methods),

#### **Learning Outcomes**

- To know the functions of endocrine gland and hormones, how it affect human behaviour, cognition, emotion etc. and explore the various techniques used to study human physiology



### Unit III: Biological bases of motivation and emotion

- Biological bases of motivation; hunger, sleep, thirst, sex
- Biological bases of emotion, limbic system, hormonal regulation of behavior

### Learning Outcomes

- Get an insight on the physiological processes involved during motivation and emotion

### Unit IV: Practical

- **R. L. by Method of Limits:** To find out the R .L. of volar surface of the right arm of a subject by method of limits.
- **D. L. by Method of Constant Stimuli:** To find out the D. L. for lifted weight of your subject by method of constant stimuli.

### Text Books:

- ✓ *Pinel J. P. J. (2011) Biopsychology. 8<sup>th</sup> edition, Pearson education, New Delhi*
- ✓ *Feldman R. S. (2002) Understanding Psychology. Tata McGraw Hill*
- ✓ *Carlson N. R. (2007) Foundations of Physiological Psychology. 5<sup>th</sup> edition, Pearson Education*
- ✓ *Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.*

### Reference Books:

- ✓ *Morgan, C. T, King R.A., Schopler J. (1986) Introduction to Psychology. McGraw Hill Book Co.*
- ✓ *Rozenweig M.H. (1989) Physiological Psychology. New York.*
- ✓ *Kalat, W. J (2019) Biological Psychology. 13<sup>th</sup> edition, Cengage publication.*