

SEMESTER- 1**Core Paper- I (Hons)****Full Marks- 100 (Th.70 + Pra. 30)****Credit Points-06****periods-Th-40; Pra-40****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.

Learning 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.

Expected outcomes: Students will be able to

- Define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.
- Gain knowledge of scientific methodology—the variety of ways in which psychological data are gathered and evaluated / interpreted.
- Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.
- Understand the physiological and biochemical links of human behavior.

UNIT-I**Introducing Psychology**

(i) Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.

(ii) Key Perspectives in Psychology- Behavioral, Cognitive, Humanistic, Psychodynamic, and Sociocultural

UNIT- II**Methods in Psychology**

(i) Natural Observation, Survey and Case Study- Nature, advantages and limitations.

(ii) Experimental and Correlational methods-Nature, advantages and limitations.

UNIT –III**Biological Bases of Behavior**

(i) Structure and functions of the neurons, Communication within and between neurons, Chemical regulation of the endocrine glands.

(ii) Structure and functions of the Central nervous system and Autonomic nervous system

UNIT-IV**States of Mind**

(i) Nature of consciousness; changes in consciousness- sleep-wake schedules

(ii) Extended states of Consciousness- Hypnosis, Meditation and Hallucinations

Practical

(i) **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

(ii) **D.L. by Method of Constant Stimuli:** To find out the D.L. for lifted weight of your subject by method of constant stimuli.

Recommended Books

- Baron, R. A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.
- 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
- Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw Hill.
- Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon.
- Hilgard & Atkinson- Introduction to Psychology (2003) 14th Edition, Thomson Learning Inc.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
- Morris, C. G. (1990). Psychology: An Introduction. New Delhi: Prentice Hall.
- Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behaviour (3rd Ed.). New Delhi: Tata McGraw-Hill
- Zimbardo, P.G. & Weber, A.L. (1997 Ed.)- Psychology- New York, Harper Collins College Publishers

SEMESTER- 1**Core Paper-II (Hons) Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40****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.

Learning Objectives:

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

Expected outcomes: Students will be able to

- Understand the nature, types, and principle of development.
- Understand the processes of formation of life and development during pre- and post-natal periods.
- Understand about the different aspects of preparation for future life.

UNIT-I

Basics of development

(i) Meaning, nature, and types of development; Principles of development; Factors influencing development

(ii) Perspectives of development- Psychoanalytic; Mechanistic; Organismic; Humanistic

UNIT- II

Life in formation

(i) Fertilization, determination of sex, multiple birth; Prenatal development- germinal stage, embryonic stage, fetal stage; Factors influencing prenatal development

(ii) Physical and motor developments, Social and emotional developments during childhood.

UNIT –III

Life in preparation

(i) Physical and motor developments, Social and emotional developments during adolescence.

(ii) Piaget's stage of cognitive development; Kohlberg's stages of moral development

Unit IV

Self and identity

(i) Emergence of self; Structure of the self; Development of personal identity

(ii) Development of self control; Development of gender differences and gender roles

Practical

(i) **Locus of Control:** To assess the Locus of Control of four college students by using Rotter's Locus of Control Scale.

(ii) **Emotional Intelligence:** To measure the emotional intelligence of four college students by using the Schutte's Emotional Intelligence Scale

Recommended Books

- Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.
- Berk, L. E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.
- 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
- Hurlock, E. Developmental Psychology (1995). IV Edition. New Delhi: Tata McGraw Hill.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Papilia, Diane E., Sally Wendos Olds (2006). Human Development. 9th Edition. New Delhi: Tata McGraw Hill
- Santrock, J. W. (2008). Child Development (11th Ed.). New Delhi: Tata McGraw Hill.
- Sigelman, G.K. & Schaffer, D.R. (1995). Life-span Human Development, Brooks / Cole Publishing Co. Pacific Grove, California

SEMESTER- 1

Generic Elective Paper- I Full Marks- 100 (Th.7 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40

INTRODUCTORY PSYCHOLOGY

Introduction:

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

Learning 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.

Expected outcomes: Students will be able to

- Define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.
- Gain knowledge of scientific methodology—the variety of ways in which psychological data are gathered and evaluated / interpreted.
- Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.
- Understand the physiological and biochemical links of human behavior.

UNIT-I

Introducing Psychology

(i) Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.

(ii) Key Perspectives in Psychology- Behavioral, Cognitive, Humanistic, Psychodynamic, and Sociocultural

UNIT- II

Methods in Psychology

(i) Natural Observation, Survey and Case Study- Nature, advantages and limitations.

(ii) Experimental and Correlational methods-Nature, advantages and limitations.

UNIT –III

Biological Bases of Behavior

(i) Structure and functions of the neurons, Communication within and between neurons, Chemical regulation of the endocrine glands.

(ii) Structure and functions of the Central nervous system and Autonomic nervous system

UNIT-IV

States of Mind

(iii) Nature of consciousness; changes in consciousness- sleep-wake schedules

(iv) Extended states of Consciousness- Hypnosis, Meditation and Hallucinations

Practical

(i) **R.L. by Method of Limits:** Students are required to find out the R. L. of volar surface of the right arm of a subject by method of limits

(ii) **D.L. by Method of Constant Stimuli:** To find out the D.L. for lifted weight of your subject by method of constant stimuli.

Recommended Books

- Baron, R. A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.
- 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
- Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw Hill.
- Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon.
- Hilgard & Atkinson- Introduction to Psychology (2003) 14th Edition, Thomson Learning Inc.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
- Morris, C. G. (1990). Psychology: An Introduction. New Delhi: Prentice Hall.
- Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behaviour (3rd Ed.). New Delhi: Tata McGraw-Hill
- Zimbardo, P.G. & Weber, A.L. (1997 Ed.)- Psychology- New York, Harper Collins College Publishers

SEMESTER- 2
Core Paper III (Hons) Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40
BASIC PSYCHOLOGICAL PROCESSES

Introduction:

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

Learning Objectives:

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

Expected outcomes: Students will be able to

- Understand the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
- Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes.
- Understand the structural and functional properties of language and the way it helps thought, communication, problem solving and decision making through development of concepts, ideas, images, and so on.

| | |
|-----------|---|
| UNIT-I | <p>Sensation and Perception (i) Basics of sensation- Sensory receptors (eye and ear), transduction, sensory thresholds, and sensory adaptation (ii) Nature of perceptual process- Figure and ground, Grouping (Gestalt laws), Perceptual constancies, and illusions, Perception of distance and depth.</p> |
| UNIT- II | <p>Learning and Memory (i) Nature and principles of Classical conditioning, Operant conditioning, and Observational learning (ii) The Atkinson and Shiffrin Model of Memory; Types of Memory- episodic, semantic and procedural; Causes of Forgetting- interference, repression, and amnesia</p> |
| UNIT –III | <p>Language and Communication (i) Properties and structure of language, Linguistic hierarchy, Language acquisition-predisposition, Nature of effective communication (ii) Stages of language development; critical period controversy; speech error and its implications</p> |
| UNIT IV | <p>Thinking and Reasoning (i) Thinking process; concepts, categories and prototypes, Decision making and factors of influencing decision making. (ii) Inductive and deductive reasoning; Problem solving approaches; Steps in problem solving</p> |
| Practical | <p>(i) Learning Curve: To demonstrate the Learning Curve as a function of Learning trials using Non-sense Syllables. (ii) Serial Position Effect: To demonstrate the serial position effect on memory in learning a list of nonsense syllables.</p> |

Recommended Books

- Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.
- 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
- Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata Mc. Graw Hill.
- Gallotti, K.M.: Cognitive Psychology – In and Out of the Laboratory. 3rd Ed, Int. Thomson Pub. Co. Bangalore, 2004
- Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
- Morris, C. G. (1990). Psychology: An Introduction. New Delhi: Prentice Hall.
- Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behavior (3rd Ed.). New Delhi: Tata McGraw-Hill
- Solso, R.L. (2000). Cognitive Psychology (6th Edition), USA, Allyn Bacon.
- Zimbardo, P.G. & Weber, A.L. (1997 Ed.)- Psychology- New York, Harper Collins College Publishers

SEMESTER- 2

Core Paper IV (Hons) Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40
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.

Learning Objectives:

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

Expected outcomes: Students will be able to

- Know the structural components and functional dynamics of both intelligence and personality.
- Understand the significance of emotion and motivation in behavior management.
- Understand significant aspects of social behavior as resulting in happiness, well-being and personal growth.

UNIT-I

Basics of empowerment

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

UNIT- II

Sources of Power (1)

- (i) Personality- Freud's theory, Humanistic theories, and Social cognitive theory
- (ii) Personality-Trait and type approach, Biological and sociocultural determinants, Psychometric and projective assessment.

UNIT III

Sources of Power(2)

- (i) Motivation-Drive theory, Arousal theory, Expectancy theory, Maslow's need hierarchy
- (ii) Emotion-Theories of James-Lange, Cannon-Bard, Schachter-Singer, and Opponent-Process,

UNIT -IV

Proving empowered

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

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

Recommended Books

- Baron, R. A. & Byrne, D. (2003). Social Psychology, 10th Edition, Prentice Hall
- Baron, R.A. (1995). Psychology- The Essential Science, Pearson Education Company of India 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
- Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon
- Hilgard & Atkinson. Introduction to Psychology (2003). 14th Edition Thomson Learning Inc.
- Misra, G. (2009). Psychology in India, Vol 1: Basic Psychological Processes and Human Development. India: Pearson
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Sigelman, G.K. & Schaffer, D.R. (1995 Eds.) Lifespan Human Development, Brooks/ Cole Publishing Co. , Pacific Group
- Snyder, C.R. & Shane, J.L. (2005) Handbook of Positive Psychology: Oxford University Press.

SEMESTER- 3
Core Paper V (Hons) Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40
PSYCHOLOGICAL STATISTICS

Introduction:

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

Learning Objectives:

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

Expected outcomes: Students will be able to understand

- The nature psychological variables and how to measure them using appropriate scale.
- The processes of describing and reporting statistical data.
- The methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.

UNIT-I

Fundamentals of statistics

- (i) Meaning and scope of statistics, Nature of variables- Categorical and Continuous, Levels of Measurement- Nominal, Ordinal, Interval, and Ratio
(ii) Drawing frequency distribution; Graphical representation of grouped data-Polygon, Histogram, Ogive.

UNIT- II

Measures of Statistics

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

UNIT III

Sources and Applications

- (i) Concept of Probability; Characteristics of Normal Probability curve, Applications of NPC, Deviation from NPC- Skewness and Kurtosis
(ii) Concept of correlation, Product-moment correlation (ungrouped data), Rank order correlation, Chi-square test (Contingency Table)

UNIT -IV

Hypothesis Testing

- (i) Level of significance; Type I and Type II error; Computation of 't' for independent and dependent samples, The Mann-Whitney U test
(ii) Purpose and assumptions of ANOVA; One-way and two-way ANOVA; Kruskal-Wallis H test

Practical

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

Recommended Books

- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4thEd.) India: Pearson Education, Prentice Hall.
- 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
- 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
- Mangal, S.K. (2002) Statistics in Psychology and Education. (2nded). New Delhi: Prentice – Hall of India.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Siegal, S. (1994). Nonparametric Statistics. McGraw Hill, New Delhi
- Singh, A.K. (1986). Tests, Measurements, & Research Methods in Behavioral Sciences, Tata McGraw Hill Publishing Company, New Delhi
- Walaram, G. Statistics for Behavioral Sciences

SEMESTER- 3

Core-Paper VI (Hons)

Full Marks- 100 (Th.70 + Pra. 30)

Credit Points-06

periods-Th-40; Pra-40

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.

Learning 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.

Expected outcomes: Students will be able to

- Know the scope of studying social psychology and the methods to gather data in the social context to explain them.
- Understand the significance of social cognition, attitudes, stereotypes and prejudices in explaining human behavior in the social contexts.
- Understand the significant aspects group behavior and social influence that constitute the core of human relationships.

UNIT-I

Introduction

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

UNIT- II

Attitude, Prejudice and Stereotypes

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

UNIT -III

Group and Leadership

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

UNIT IV

Social Behavior

- Prosocial behavior-Cooperation and helping, personal, situational and socio-cultural determinants, Theoretical explanations of prosocial behavior
- Aggression- Theoretical perspectives, Trait, situational and social learning approaches, social and personal determinants of aggression, prevention and control of aggression.

Practical

(i) **Ethical Values:** To assess the ethical values of five adolescents by using Donelson's Ethical Position Questionnaire (EPQ)

(ii) **Attitude towards Women:** To measure the attitude of three boys and three girls towards Women by using Spence, Helmrich & Stapps' Attitude towards Women scale

Recommended Books

- Baron R. A & Byrne. D. (2003). Social Psychology. 10th Edition, Prentice Hall
- Baron. R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson
- 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
- Developments (ICSSR survey of advances in research). New Delhi: Pearson.
- Misra, G. (1990). Applied Social Psychology. New Delhi: Sage.
- Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Myers, David G. (2002). Social Psychology. 7th Edition, McGraw Hill Book Co.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed). New Delhi: Pearson

SEMESTER- 3**Core Paper- VII (Hons)****Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40****ENVIRONMENTAL PSYCHOLOGY****Introduction:**

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

Learning Objectives:

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

Expected outcomes: Students will be able to

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

UNIT I**Environment and Behavior**

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

UNIT II**Ecology and Development**

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

UNIT III**Psychological Approaches to environment**

- Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson);
- Person environment transaction (Sokols & Ittelson); Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)

UNIT IV**Environmental Assessment**

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

Practical

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

Recommended 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
- Dreze, J. and Sen, A. (1992). Indian Development. Delhi: Oxford University Press.
- Gadgil, M. and Guha. R. (1995). Ecology and Equity. New Delhi, Penguin Books
- Goldsmith, E. (1991). The way: The ecological World View. Boston: Shambhala
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

SEMESTER- 3
Generic Elective Paper II Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40
BASIC PSYCHOLOGICAL PROCESSES

Introduction:

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

Learning Objectives:

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

Expected outcomes: Students will be able to

- Understand the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
- Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes.
- Understand the structural and functional properties of language and the way it helps thought, communication, problem solving and decision making through development of concepts, ideas, images, and so on.

| | |
|-----------|---|
| UNIT-I | <p>Sensation and Perception (i) Basics of sensation- Sensory receptors (eye and ear), transduction, sensory thresholds, and sensory adaptation (ii) Nature of perceptual process- Figure and ground, Grouping (Gestalt laws), Perceptual constancies, and illusions, Perception of distance and depth.</p> |
| UNIT- II | <p>Learning and Memory (i) Nature and principles of Classical conditioning, Operant conditioning, and Observational learning (ii) The Atkinson and Shiffrin Model of Memory; Types of Memory- episodic, semantic and procedural; Causes of Forgetting- interference, repression, and amnesia</p> |
| UNIT –III | <p>Language and Communication (i) Properties and structure of language, Linguistic hierarchy, Language acquisition-predisposition, Nature of effective communication (ii) Stages of language development; critical period controversy; speech error and its implications</p> |
| UNIT IV | <p>Thinking and Reasoning (i) Thinking process; concepts, categories and prototypes, Decision making and factors of influencing decision making. (ii) Inductive and deductive reasoning; Problem solving approaches; Steps in problem solving</p> |
| Practical | <p>(i) Learning Curve: To demonstrate the Learning Curve as a function of Learning trials using Non-sense Syllables. (ii) Serial Position Effect: To demonstrate the serial position effect on memory in learning a list of nonsense syllables.</p> |

Recommended Books

- Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.
- 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
- Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata Mc. Graw Hill.
- Gallotti, K.M.: Cognitive Psychology – In and Out of the Laboratory. 3rd Ed, Int. Thomson Pub. Co. Bangalore, 2004
- Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
- Morris, C. G. (1990). Psychology: An Introduction. New Delhi: Prentice Hall.
- Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behavior (3rd Ed.). New Delhi: Tata McGraw-Hill
- Solso, R.L. (2000). Cognitive Psychology (6th Edition), USA, Allyn Bacon.
- Zimbardo, P.G. & Weber, A.L. (1997 Ed.)- Psychology- New York, Harper Collins College Publishers

SEMESTER- 4
Core Paper VIII (Hons) Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40
PSYCHOPATHOLOGY

Introduction:

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

Learning Objectives:

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

Expected outcomes: Students will be able to

1. Understand the differences between normality and abnormality along with the perspectives explaining them.
2. Know the importance and the use of assessment techniques in identifying different forms of maladaptive behavior.
3. Learn the symptoms, causes and treatment of anxiety disorders, mood disorders and schizophrenia.

UNIT-I

Basics of Pathology

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

UNIT- II

Anxiety and Mood disorder

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

UNIT III

Personality Disorders

- (i) Paranoid, Schizoid, Dissociative, Impulsive
- (ii) Borderline,Anxious, Avoidance, Dependent personality

UNIT -IV

Schizophrenia and Therapies

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

Practical

- (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)

Recommended Books

- Ahuja N. (2011). A Short Textbook of Psychiatry (7th Ed). New Delhi: Jaypee
- Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
- Baron, R.A. (1995 Edition)-Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
- Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). Abnormal Psychology (13th Ed.).ND: Pearson Education.
- 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
- Irwin G. Sarason, Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication
- James C. Coleman (1981). Abnormal Psychology and Modern Life. D.B. Taraporevala with Scott, Foresman and Company, Mumbai
- Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley
- Mohanty, N. (2008). Psychological Disorders: Text and Cases. New Delhi: Neelkamal Publications Pvt. Ltd.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

SEMESTER- 4

Core Paper IX (Hons) Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40
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.

Learning Objectives:

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

Expected outcomes: Students will be able to

- Define educational psychology and give examples of the different topics educational psychologists study.
- Describe the developmental issues faced by school age children.
- Describe the challenges presented by children with ability differences.
- Explain the role of motivation on learning and classroom behavior.
- Describe classroom management techniques.
- Identify commonly used standardized tests, their strengths and limitations, and use in school settings.

UNIT-I

Foundations of Educational Psychology

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

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

UNIT- II

Motivation and Classroom Management

(i) Meaning of motivation, Intrinsic and extrinsic motivation, Approaches to understand classroom motivation, Motivational techniques in classroom teaching

(ii) The goals of classroom management, Creating a positive learning environment, Characteristics of an effective teacher, Teacher expectation and students' performance

UNIT III

Creativity and Aptitude

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

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

UNIT -IV

Dealing with ability differences and Testing

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

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

Practical

(i) **Academic Behavior:** 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 two higher Secondary students using Rao's Academic Stress Scale.

Recommended Books

- Agrawal, J.C. (2009). *Essentials of Educational Psychology* (2ndEdn.) Vikas Publishing House, New Delhi
- 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
- Gage, N. L., & Berliner, D. C. (2009) *Educational psychology* (5th ed.). Boston, MA: Houghton Mifflin.
- Mangal, S.K. (2013). *Advanced Educational Psychology* (2ndEdn.) PHI Learning Pvt. Ltd., New Delhi
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). *Explorations of Human Nature and Strength: Practicals in Psychology*, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Slavin, Robert E. (2012). *Educational Psychology: Theory and Practice*. Delhi, Pearson,
- Woolfolk, A.E. (2004). *Educational Psychology* (9th Ed.), Allyn & Bacon, London / Boston

SEMESTER- 4

Core Paper-X (Hons) Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40
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.

Learning Objectives:

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

Expected outcomes: Students will be able to

- Understand the basic facts about psychological assessment.
- Understand the processes of test construction and standardization.
- Understand about the assessment of different types of skills and abilities.

UNIT-I**Introduction**

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

UNIT- II**Psychological Tests**

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

UNIT –III**Assessment of Ability**

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

UNIT IV**Classroom Assessment**

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

Practical

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

Recommended 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
- Kerlinger, F.N. (1983). Foundations of Behavioral Research. New York: Surjeet Publications
- Freeman, F.S. (1972). Theory and Practice of Psychological Testing. New Delhi: Oxford & IBH

SEMESTER- 4
Full Marks- 100 Credit Points-04 periods-Th-100
PERSONALITY AND LIFE SKILL DEVELOPMENT

Introduction:

The course is designed to help the students understand the importance of the life skills and develop a positive attitude for leading a successful life.

Learning Objectives:

- To help the students to be aware about the importance attitude in life.
- To help them understand what is holding us back and how to motivate self and others.
- To help them understand the importance of interpersonal skill.

Expected outcomes: Students will be able to

- The students will develop confidence by mastering the seven steps to positive thinking and be successful by turning weaknesses into strengths.
- The students will be able to build trust by developing mutual respect with people around them.

| | |
|-------------------------|--|
| UNIT-I | (i) Attitude: The benefits of positive attitude; The consequences of negative attitude; Factors that determine attitude. (ii) Building positive attitudes: Eight steps to change attitude; Attitude of winners versus losers |
| UNIT- II | (i) Success: What is success? Obstacles to success; Qualities of a successful person (ii) Holding back: What is holding us back? Reasons that we don't achieve excellence |
| UNIT –III | (i) Motivation: Meaning of motivation; Internal and external motivation; Stages from motivation to demotivation. (ii) Self Esteem: Meaning of self-esteem; Advantages of high self esteem; Causes of low self-esteem; Steps to building a positive self esteem. |
| UNIT IV | (i) Interpersonal skills: What is positive relationship; Factors preventing positive relationships; Perception of relationships (ii) Positive personality: Characteristics of positive personality; Steps to building a positive personality |
| UNIT V | (i) Habits: What is habit? Subconscious mind and habits; Forming positive habits (ii) Goal setting: What is goal setting? Goal setting and achievement; Why don't more people set goals |
| Recommended Book | <ul style="list-style-type: none"> • Khera, Shiv. (2007). You can win. Macmillan India Ltd. New Dwlhi |

SEMESTER- 5

Core Paper XI (Hons) Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40
ORGANIZATIONAL BEHAVIOR

Introduction:

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

Learning Objectives:

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

Expected outcomes: Students will be able to

- Understand different concepts and dynamics related to organizational system, behavior, and management.
- Identify steps managers can take to motivate employees in the perspectives of the theories of work motivation.
- Understand the tricks of power and politics management in the organizations.
- Understand significance of human resource development, evaluation and management for the interest and benefit of the organization.

UNIT I Historical context of organizational behavior

(i) Contributions of Taylor, Weber and Fayoll; Challenges, Scope and opportunities for OB

(ii) OB perspectives-Open system approach, Human relations perspective, Socio-technical approach, OB model responsive to Indian realities

UNIT-II Organization System

(i) Structure and functions of organization, Common organizational designs, Management roles, functions and skills

(ii) Group decision making processes in organizations, Organizational leadership and types of leadership in organizations

UNIT- III Work, Power and Politics

(i) Contemporary theories of work motivation- ERG theory, McClelland's theory of needs, Cognitive evaluation theory, Goal-setting theory, Reinforcement theory

(ii) Defining power in organization, Bases of power, Power tactics, Nature of organizational politics, Impression management, and defensive behavior

UNIT -IV Human resource development and Evaluation

(i) Human Skills and Abilities, Selection Practices for Optimal Use of Human Resources; Training Programs for the Development of Human Resources

(ii) Performance Evaluation- Purpose, Methods, Potential Problems and methods to overcome them

Practical **(i) Leadership Style:** To measure his basic leadership style of 4 college students by using Greenberg Basic Leadership Style scale

(ii) Conflict-Handling: To measure the conflict-handling style of 4 college students by using Rahim's scale to identify their conflict handling style.

Recommended 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
- Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
- Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Pareek, U.(2010). Understanding organizational behaviour. Oxford: Oxford University Press.
- Robbins, S.P.; Timothy, A.J. & Vohra, N. (2012). Organizational Behavior, 15th Edn. Pearson Education: New Delhi
- Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc.
- Singh, K. (2010). Organizational Behaviour: Texts & Cases. India: Dorling Kindersley

SEMESTER- 5
Core Paper XII (Hons) Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40
HEALTH PSYCHOLOGY

Introduction:

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

Learning Objectives:

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

Expected outcomes: Students will be able to

- Know the basics of health and illness from the Bio-psychosocial perspectives.
- Understand the significance of behavioral and psychological correlates of health and illness.
- Understand the significant aspects coping and importance of health enhancing behavior.

UNIT-I

Introduction

- (i) Goals of Health Psychology, , Biopsychosocial model of health and illness
- (ii) Basic nature of stress, Cognitive appraisal of stressors, Some major causes of stress, Management of stress

UNIT- II

Health and Illness

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

UNIT -III

Health and Coping

- (i) Individual differences in symptom perception, Coping with the crises of illness; Compliance behavior and improving compliance.

UNIT IV

- (ii) Health enhancing behavior- Diet management, Yoga and Exercise

Health Issues

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

Practical

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

Recommended Books

- Baron, R.A. (1995 Edition)-Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
- Brannon and Feist. Health Psychology.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
- 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
- Edward P.Sarafino (1994). Health Psychology. Joha Wiley and Sons
- Khatoon, N. (2012). Health Psychology, Dorling Kindersley (India) Pvt. Ltd. New Delhi
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.
- Snyder, C.R., & Lopez, S.J. (2007). Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006). Health Psychology (6th Ed.). New York: Tata McGraw Hill

SEMESTER- 5

Discipline Specific Elective Paper-I Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40

Psychological Research and Measurement

Introduction:

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

Learning Objectives:

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

Expected outcomes: Students will be able to

- - UNIT-I **Psychological Research**
 - (i) Assumptions of science, Characteristics of scientific methods, Psychological research: Correlational and experimental
 - (ii) Sampling frame: probability and non-probability samples, sample size, sampling error
 - UNIT- II **Psychological Scaling and Construction of test**
 - (i) Purpose of scaling and types of psychological data, Psychological scaling methods: Familiarity with Thurstone, Likert and Guttman scale
 - (ii) Construction of test: Theory of measurement error; Operationalizing a concept, Generating items, Item analysis, Item response theory
 - UNIT -III **Experimental Designs**
 - (i) Pretest- post-test design, Factorial designs, RandomizedBlock design**Standardization of tests**
 - (ii) Reliability and validity of tests, Development of norms and interpreting test scores
 - UNIT IV **Assessment of Personality**
 - (i) Psychometric and projective techniques, Familiarity with MMPI, Rorachs, WAT, and TAT**Interviewing**
 - (ii) Principles and procedures of interviewing, gaining cooperation, motivating respondents, training of interviewers, ethics of interviewing
 - Practical
 - (i) **TAT** : To administer the TAT on a subject and give summary report
 - (ii) **Word Association test**: To administer the Jung / Kent-Rosanoff list of WAT on a subject and report on his areas of emotional difficulties
- - Recommended 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
 - Kerlinger, F.N. (1983). Foundations of Behavioral Research. New York: Surjeet Publications
 - Freeman, F.S. (1972). Theory and Practice of Psychological Testing. New Delhi: Oxford & IBH

SEMESTER- 5

Discipline Specific Elective Paper-II Full Marks- 100 (Th.70 + Pra.30) Credit Points-06 periods-Th-40; Pra-40

Psychology and Social Issues

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

Learning Objectives:

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

Expected outcomes: Students will be able to

-

UNIT-I

Understanding Social Systems

(i) Indian Family System; Social stratification; caste, class, power, Religious ethics

Poverty and Deprivation

(ii) Theories of poverty, Concomitants of poverty, Sources of deprivation, inequality and social justice.

UNIT- II

Health and wellbeing

(i) Role of behavior in health problems, Shortcomings of the biomedical model, Behavioral sciences in disease prevention and control, India's health scenario

Political Behavior

(ii) Development of ideology, Use of small groups in politics, Issues of human and social development, Quality of life and development

UNIT –III

Antisocial Behavior

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

(ii) Crime and criminal behavior, Alcoholism and drug abuse, Psychopath

UNIT IV

Social integration

(i) The concept of social integration; Causal factors of social conflicts and prejudices; Psychological strategies for handling the conflicts and prejudices; Measures to achieve social integration.

Violence

(ii) Nature and categories of violence, violence in family and marriage, rape, Collective violence for social change

Practical

(i) **Quality of Life:** To assess the quality of life family of 4 families using Beach Center Family Quality of Life Scale

(ii) **Community Integration:** To assess the community integration of a village by using Community integration questionnaire (CIQ) of Barry Willer

Recommended Books

- Banerjee, D. (1998). Poverty, class and health culture in India, Vol. I, Delhi Prachi Prakashan
- Dube, S.C. (1987) Modernization and Development. ND: Sage
- Fonseca, M. (1998). Family and Marriage in India. Jaipur: Sachin
- Mishra, G. (1990). Applied Social Psychology in India. ND: Sage
- Mishra, G. (1999). Psychological perspectives on stress and Health. New Delhi: Concept
- Mishra, H.C. and Misra, S. (2009). Psychology of Deviants, Divya Prakashani, Bhubaneswar
- Mohanty, A .K. and Mishra, G. (Eds.) (2000). Psychology of Poverty and Disadvantage. New Delhi: Concept
- Sen, A. & Sen A.K. (Eds.). (1998). Challenges of contemporary Realities: A psychological Perspective. New Delhi: New Age International
- Srinivas, M.N. (1966). Social change in modern India. Bombay: Allied

SEMESTER- 6**Core Paper XIII (Hons)****Full Marks- 100 (Th.70 + Pra. 30)****Credit Points-06****periods-Th-40; Pra-40****COUNSELING PSYCHOLOGY****Introduction:**

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

Learning Objectives:

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

Expected outcomes: Students will be able to

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

UNIT-I**Basics of Counseling**

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

UNIT II**Theories and Techniques of Counseling**

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

UNIT- III**Counseling Programs**

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

UNIT -IV**Counseling application**

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

Practical

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

Recommended Books

- Burnard Philip. (1995). Counselling Skills Training – A sourcebook of Activities. New Delhi: Viva Books Private Limited.
- 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
- Feltham, C and Horton, I. (2000). Handbook of Counseling and Psychotherapy. London: Sage.
- Gibson, R.L & Mitchell M.H. (2003). Introduction to counseling and Guidance. 6thedn. Delhi: Pearson Education
- Gladding, S.T. (2009). Counselling: 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
- Misra, G. (Ed) (2010). Psychology in India, Volume 3: Clinical and Health Psychology. New Delhi: Pearson India.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Nelson-Jones. (1995). The theory and practice of counseling. 2ndEdn. London: Holt, Rinehart and Winston Ltd
- Rao, S. (2002). Counselling and Guidance (2nd Ed.). New Delhi: McGraw Hill.

SEMESTER- 6

Core Paper XIV (Hons) Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40
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.

Learning Objectives:

4. To help students to understand the rationale behind positive psychology.
5. To guide students to identify and analyze the key conceptual and theoretical frameworks underpinning positive psychology.
6. 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.
7. To make students understand and apply a strengths-based approach to mental health issues.

Expected outcomes: Students will be able to understand

4. The goal of positive psychology and the basic behavior patterns that result in positive human growth from the point of view of leading positive psychologists.
5. The concepts of flow and happiness and the related theories and models explaining happiness behavior and its consequences.
6. All the precursors to positive psychology from character strength and altruism to resilience.

UNIT-I

Foundations

Historical roots and goals of positive psychology, Positive emotions, Positive Individual traits, and positive subjective experience

Contribution of Martin Seligman, Albert Bandura, Carol Dweck and Abraham Maslow to positive psychology

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.

UNIT -III

Precursors to Positive Psychology

Character strength, Altruism, Hope and Optimism, Positive thinking, Resilience

Psychology of well-being: Meaning of well-being, The well-being models, Factors affecting well-being, Promoting well-being among people

UNIT IV

Ways to Positive Psychology

(i) Discovering strength, Increasing optimism, Self-direction, Purpose, gratitude, Mindfulness, and Activities and experience

(ii) Effects of exercise, Yoga, meditation and spiritual intelligence on development of positive psychology; Positive psychology in building relationship

Practical

(i) **Happiness:**To measure the happiness of 4 adults using Oxford Happiness questionnaire

(ii) **Spiritual Intelligence:**To measure the spiritual intelligence of 4 adults using King's Spiritual Intelligence test.

Recommended Books

- Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Peterson, C. (2006). A Primer in Positive Psychology; Oxford University Press
- Seligman, M.E. (2002).Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment: Oxford University Press
- Seligman, M.E. (2012). Flourish:A Visionary New Understanding of Happiness and Well-being. Oxford University Press
- Snyder, C.R. & Shane, J.L. (2005). Handbook of Positive Psychology. .Oxford University Press
- Snyder, C.R., & Lopez,S.J.(2007).Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

SEMESTER- 6**DSE Paper III****Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40
CONTEMPORARY APPLIED PSYCHOLOGY**

Introduction: Applied psychology is the use of psychological principles and theories to overcome problems in real life situations. Mental health, organizational psychology, counseling psychology, clinical psychology, business management, education, and law are just a few of the areas that have been influenced by the application of psychological principles and findings. Some of the current areas of applied psychology include community psychology, Psychology of the disadvantaged, psychology of economic development, population psychology, gender psychology, and defense psychology. The course is designed to help students understand the application of psychology to these new fields.

Learning Objectives:**Expected outcomes: Students will be able to**

| | |
|------------------|--|
| UNIT I | Community Psychology: (i) Definition and concept of Community Psychology; Use of small groups in social action, Arousing community consciousness, Effective strategies for social change (ii) Rehabilitation Psychology: Primary, secondary, tertiary rehabilitation programs, Rehabilitation of physically, mentally and socially challenged persons including the old persons |
| UNIT-II | (i) Helping the disadvantaged: Concept of disadvantaged and deprivation, social, physical, cultural and economic consequences of disadvantaged groups, Educating and motivating the disadvantaged (ii) Psychology and IT: Psychological consequences of the developments in IT; Role of psychologists in the present scenario of IT |
| UNIT- III | (i) Psychology in economic development: Achievement motivation and Economic development; Characteristics of entrepreneurial behavior, Consumer rights and awareness (ii) Population psychology: Psychological consequences of population explosion and high population density; Psychosocial effects of crowding; motivating for small family norms |
| UNIT -IV | (i) Psychology of Gender: Issues of discrimination; Glass ceiling effect, Self-fulfilling prophecy, Management of diversity (ii) Defense psychology: Psychological tests for defense personnel; Promoting positive mental health of defense personnel, Human engineering in defense. |
| Practical | (i) To assess the sense of gender equality of 8 college students by using 'Student Gender equality Questionnaire' (ii) To assess the attitude and knowledge of 4 women towards family planning using the 'Family Planning Knowledge Attitude Survey Questionnaire. |

Recommended Books

- Banerjee, D. (1998). Poverty, class and health culture in India, Vol. I, Delhi Prachi Prakashan
- Dalton, J.H. (2006). Community Psychology: Linking Individuals and Communities: : Oxford University Press
- Dube, S.C. (1987) Modernization and Development. ND: Sage
- Fonseca, M. (1998). Family and Marriage in India. Jaipur: Sachin
- Mishra, G. (1990). Applied Social Psychology in India. ND: Sage
- Mishra, G. (1999). Psychological perspectives on stress and Health. New Delhi: Concept
- Mishra, H.C. , Mishra, G.C. & Varadwaj , K. (2014). Fundamentals of Applied Psychology, Divya Prakashani, Bhubaneswar
- Mishra, H.C. and Misra, S. (2009). Psychology of Deviants, Divya Prakashani, Bhubaneswar
- Mohanty, A .K. and Mishra, G. (Eds.) (2000). Psychology of Poverty and Disadvantage. New Delhi: Concept
- Sen, A. & Sen A.K. (Eds.). (1998). Challenges of contemporary Realities: A psychological Perspective. New Delhi: New Age International
- Srinivas, M.N. (1966). Social change in modern India. Bombay: Allied
- Swain, S. Applied Psychology

| | | | | |
|-----------------------|------------------------------|-----------------------|-------------------------|--|
| SEMESTER- 6 | | | | |
| DSE Paper – IV | Dissertation/ Project | Full Marks-100 | Credit Points-06 | periods-Th-40; Pra/ Field work-40 |

DISSERTATION / RESEARCH PROJECT

Introduction:

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

Learning Objectives:

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

Expected outcomes: Students will be able to

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

Unit I

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

• **Format**

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

Mark distribution for dissertation / Research project

| Identification of problem | Review of Literature | Methodology | Findings | Analysis | Viva-voce | Total |
|---------------------------|----------------------|-------------|----------|----------|-----------|-------|
| 10 | 10 | 10 | 25 | 25 | 20 | 100 |

