






Department of Psychology

Syllabus for PG in Psychology

**DEPARTMENT OF PSYCHOLOGY
SHAILABALA WOMEN'S AUTONOMOUS COLLEGE,
CUTTACK**

Mapping Colour Index:

-  - Employability
-  - Entrepreneurship
-  - Skill Development
-  - Employability, Skill Development
-  - Employability, Entrepreneurship, Skill Development

DETAILED OUTLINE OF THE SYLLABUS

SHAILABALA WOMEN'S AUTONOMOUS COLLEGE

M.A. Psychology

With Effect from 2022-23 Academic Session

| SEMESTER I | | | | | |
|-------------------------|---|----------------|--|----------------|--------------|
| Course Component | Title of the Paper | Credits | Mid Sem | End Sem | Total |
| Hard Core-101 | Advanced General Psychology | 5 | 30 | 70 | 100 |
| Hard Core-102 | Physiological Psychology | 5 | 30 | 70 | 100 |
| Hard Core-103 | Basic Developmental Process | 5 | 30 | 70 | 100 |
| Hard Core-104 | Practical | 5 | 30 | 70 | 100 |
| Allied Core-101 | Computer Application Course | 3 | Mid-Sem 10 + Practical 10=20 marks | 30 | 50 |
| Total | | 23 | 135 | 315 | 450 |
| SEMESTER II | | | | | |
| Course Component | Title of the Paper | Credits | Mid Sem | End Sem | Total |
| Hard Core-201 | Research Methodology | 5 | 30 | 70 | 100 |
| Hard Core-202 | Cognitive Psychology | 5 | 30 | 70 | 100 |
| Hard Core-203 | Applied Social Psychology | 5 | 30 | 70 | 100 |
| Hard Core-204 | Practical | 5 | 30 | 70 | 100 |
| Core Elective-201 | Applied Psychology | 5 | 30 | 70 | 100 |
| Core Elective-201 | Psychopathology | 5 | 30 | 70 | 100 |
| Open Elective-201 | Psychology of Individual and Social Issues | 4 | | 50 | 50 |
| Total | | 29 | 150 | 400 | 550 |

SEMESTER III

| Course Component | Title of the Paper | Credits | Mid Sem | End Sem | Total |
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| Hard Core-301 | Statistics | 5 | 30 | 70 | 100 |
| Hard Core-302 | Health Psychology | 5 | 30 | 70 | 100 |
| Hard Core-303 | Practical | 5 | 30 | 70 | 100 |
| Core Elective-301 or Core Elective-301 | School Counseling or Guidance & Counseling | 5 | 30 | 70 | 100 |
| | | 5 | 30 | 70 | 100 |
| Core Elective-302 or Core Elective-302 | Theoretical System in Psychology or Applied Social Psychology-II | 5 | 30 | 70 | 100 |
| | | 5 | 30 | 70 | 100 |
| FI-201 | Field Internship | 3 | | 50 | 50 |
| Total | | 28 | 150 | 400 | 550 |

SEMESTER IV

| Course Component | Title of the Paper | Credits | Mid Sem | End Sem | Total |
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| Hard Core-401 | Social Psychology | 5 | 30 | 70 | 100 |
| Hard Core-402 | Practical | 5 | 30 | 70 | 100 |
| Hard Core-403 | Dissertation | 5 | 30 | 70 | 100 |
| Core Elective-401 or Core Elective-401 | Positive Counseling or Counseling Psychology | 5 | 30 | 70 | 100 |
| | | 5 | 30 | 70 | 100 |
| Allied Core-401 | Women & Society | 3 | 15 | 35 | 50 |
| Total | | 23 | 105 | 345 | 450 |

| Semester I Advanced General Psychology Hard Core-01 (HC-101) Marks- 100 (30+70), Credit- 5, Time- 3 Hours | |
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| Objective: To provide students an in-depth understanding of some of the basic psychological processes in terms of current theories, models and applications and help them to understand the importance of these psychological processes in everyday life. | |
| Outcome: Students will be aware of the major issues and theories in psychology and recognize the key role that psychology plays in our everyday lives. They will have an accurate and comprehensive understanding of human behaviour and mental life in general. | |
| Unit-I | Attention and Perception- Functions of attention: Signal detection, Selective attention, Divided attention, and Search; Theories of attention: Filter theory, Attenuation theory, and Late selection theory; Perception- Perceptual constancy, Depth perception, Subliminal perception; Theories of perception: Bottom up and Top down processes, Template theories, Prototype theories, Feature theories. |
| Unit- II | Learning – Classical conditioning, Operant conditioning, Cognitive learning, Social Learning, Social constructivism, Brain-Based Learning; Optimizing learning: Programmed learning, Transfer of learning, Role of reward and punishment in learning |
| Unit- III | Memory and Forgetting- Processing of memory: Short-term memory, Long-term memory; Types of long-term memory; Stages of memory: Encoding, Storage, Retrieval; Models of memory: Atkinson-Shiffrin, Levels of processing model, Parallel Distributed Processing; Nature and theories of forgetting |
| Unit-IV | Language and Communication- Properties of language; Language acquisition: Behaviourist theory, Nativist theory, Interactionist theory, Language in social context; Communication process: context, sender, message, medium, and recipient; Types of communication: verbal, nonverbal, symbolic and meta-communication; Psychological barriers to communication |
| Unit -V | Intelligence- Definition, Theories of intelligence: Spearman, Thurstone, Gardner, and Stenberg; Measurement of intelligence; Emotional intelligence: Definition and its components; Artificial intelligence: Definition and its application |
| Books | <ol style="list-style-type: none"> 1. Baron, R. A. (2002) Psychology (5th Edition), New Delhi: Pearson Education 2. Feldman, R. S. (2004). Understanding Psychology (6th Edition), New Delhi: Tata McGraw Hill. 3. Gerrig, R. J. & Zimbardo, P.G. (2010), Psychology and Life (19th Ed.), Delhi: Allyn & Bacon. 4. Hilgard, E. R. & Atkinson, R.C. (2003). Introduction to Psychology (14th Edition) , Thomson Learning Inc 5. Morgan, C. T., King, R.A., Weisz, J. R., & Schopler, J. (2008). Introduction to psychology (7th Edition), Bombay: Tata-McGraw Hill. 6. Solso, R. L., Maclin, O.H. & Maclin, M. K. (2014). Cognitive Psychology (8th Edition), New Delhi: Pearson |

Semester I
Physiological Psychology
Hard Core-02 (HC-102)
Marks- 100 (30+70), Credit- 5, Time- 3 Hours

Objective: To help the learners to properly comprehend the complex functions of the brain, spinal cord, neurotransmitters, hormones and other physiological processes of the human body and thereby able to adequately explain human behaviour.

Outcome: Students will be able to understand the physiological and neuronal processes involved in physical and psychological phenomena, and how the physiological processes apply to everyday life and personal experiences.

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| Unit I | Neuron: Structure and functions of neuron, Types of neuron, Communication within and between neurons; generation and degeneration of neuron, Types and functions of neurotransmitters |
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| Unit-II | Nervous system: Somatic and autonomic nervous system- structures and functions; Spinal cord- structure and functions; Hind brain and Midbrain- structures and functions |
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| Unit- III | Fore Brain: Thalamus, Hypothalamus, Limbic system, Basal ganglia, and Cerebral cortex; Cerebral localization, Neuroplasticity, and Neurogenesis, Split brain phenomenon |
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| Unit-IV | Hormonal action: General principles of hormonal actions, Hormonal influence on growth and activity, Endocrine glands and its specific hormones, Hormones and behaviour. |
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| Unit-V | Brain and Behavior: Physiological bases of- Sleep, arousal and activity, Emotional behaviour, Motivational behaviour, and Sexual behaviour |
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| Books | <ol style="list-style-type: none"> 1. Carlson, N. R., & Birkett, M.A. (2021). Physiology of Behaviour (12th Edition), New Delhi: Pearson's Publication 2. Kalat, J.W. (2013). Biological Psychology. 11th ed. USA: Cengage Learning. 3. Leukel, F. (2002). Introduction to Physiological Psychology (3rd Edition), Delhi: CBS publisher and Distributers. 4. Morgan, C.T. (2002). Physiological Psychology (6th Edition). Bombay: Tata-McGraw Hill. 5. Walsh, K. (2008). Neuropsychology. New Delhi: B.I. Churchill Livingstone Pvt. Ltd 6. Williams, S. & Karim, R. (2018). Physiological Psychology (1st Edition), Chennai: Notion Press |
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| Semester I Lifespan Developmental Psychology Hard Core-03 (HC-103) Marks- 100 (30+70), Credit- 5, Time- 3Hours | |
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| Objective: To provide students a broad spectrum of the processes of growth and developments in human beings as it is an inevitable part of understanding human behaviour. | |
| Outcome: Students will be able to understand the normal course of developments as well as aberrations. Accordingly, they can suggest remedial programmes for children and adults to facilitate the process of development and rehabilitation. | |
| Unit I | Nature of development: Definition, broad realms, role of maturation and learning, phases of development, life-span perspective on human development, Research methods: Observation, Longitudinal, Cross-sectional, Sequential, Experimental, Correlational, Case study, Self-report measures. |
| Unit-II | Basic issues and Theories: Role of Nature and Nurture, Activity and Passivity, Continuity and Discontinuity, Universality and Particularity, Theories: Psychoanalytic, Operant Conditioning, Cognitive Social Learning, Piaget's Cognitive Development, Vygotsky's Socio-cultural perspective, Erikson's theory, Bronfenbrenner's Ecological Approach to Development, Organismic Model, Mechanistic Model, Contextual Model. |
| Unit- III | Pre-natal Development, Infancy and Childhood: Stages of Prenatal Development, Mother's age, Emotional State and Nutrition, Teratogens; Endocrine and Nervous System, Infant: Body, Physical growth, Brain, Physical behaviour, Cognitive and Psycho-social development; Child: Body, Brain and Physical behaviour, Cognitive and Psycho-social development, Moral Development. |
| Unit-IV | Adolescence and Adulthood: Adolescence- Period of transition from childhood to adulthood, Body: Physical and Sexual maturation, Brain, Physical behaviour, Cognitive and Psycho-social development, Problems, Moral Development; Adult: Body, Reproductive system, Physical behaviour, Cognitive and Psycho-social development, Moral Development, Gender Role, Sexuality, Midlife crisis. |
| Unit-V | Old age: Ageing, Physical changes, Cognitive decline, Disease, Disuse and abuse, Theories of ageing: Programmed theory and Damage theory, Death, Kubler-Ross theory on dying, Bereavement, Bowlby's theory on bereavement Optimizing Healthy life: Nutrition, Exercise, Avoiding known health risks. |
| Books | <ol style="list-style-type: none"> 1. Berk, L.E. (2018). Exploring Lifespan Development (4th Edition). New Delhi: Pearson Publication 2. Papalia, D.E., Olds S. W. & Feldman, R.D. (2011). Human Development (8th Edition), Bombay: Tata McGraw-Hill. 3. Santrock, J.W. (2016). Life Span Development (13th Edition), Bombay: McGraw Hill Education 4. Sigelman, C.K. & Shaffer, D. R. (1994). Life Span Human Development. California: Brooks/Cole Publishing Company. |

**Semester I
Practical
Hard Core-104 (HC-04)
Marks- 100 (30+70), Credit- 5, Time- 3Hours**

Note: Students are required to conduct all FIVE of the following practical and maintain a practical record.

Objective: To help students to understand how psychologists study human behaviour and how this knowledge can be used to explain, predict, and influence human behavior

Outcome: Students will be able to demonstrate skills in research, communication and reporting of research documents, ethical behaviour in research, professional in test administration and interpretation and understand the mechanisms of complex cognitive processes.

Practical-1 **Raven's Standard Progressive Matrices:** To assess the level of intelligence of two college students using RPM and to analyse their intellectual status.

Practical-2 **Assessment of creativity:** To assess the creativity of four class VIII students by using the 'Teacher's Rating of Children's Creativity Scale' and comment on their creativity traits

Practical-3 **Locus Of Control:** To assess the locus of control of four college students including two boys and two girls to examine gender difference in locus of control.

Practical-4 **Attitude towards Women:** To assess gender difference in attitude towards women among adolescents using the short version of Spence, Helmreich and Stapp Scale.

Practical-5 **Wechsler Intelligence Scale for Children Revised (WISC R):** To approximately estimate the IQs of 4 children in age group of 10 to 14 years using the Coding Subtest in the Performance Scale of the WISC-R.

Books

1. Dash, U. N., Mishra, H.C., Dash, A. S., Nanda, G.K. & Jena, N. (2020). Practical Exercises in Psychology (2nd Edition), Hyderabad: Neelkamal
2. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2017). Exploration of Human Nature and Strength: Practicals in Psychology, Bhubaneswar: Divya Prakashani
3. Moshin, S.M. (2013). Experiments in Psychology (3rd Edition), Kindle Edition
4. Woodworth, R.S. & Schlosberg, H. (2008). Experimental Psychology (Revised Edition), New Delhi: Oxford & ibh Publishing

Semester II
Research Methodology
Hard Core-05 (HC-201)
Marks- 100 (30+70), Credit- 5, Time- 3 Hours

Objective: To equip students with formal knowledge of research and encourage their critical thinking to enable them think of meaningful research projects, translate them into logical steps, and carry out research in a professional manner.

Outcome: Students will be able to identify and define research problems, choose appropriate methods, materials, and scientifically derive findings and conclusions from their research.

Unit I **Introduction:** Definition and objectives of research; Criteria of a good research, Types of research- basic research, applied research, action research- quantitative and qualitative research

Unit-II **Problems, hypotheses, variables:** Steps in research: Identifying and defining research problems- criteria for problem selection- formulating hypotheses- testing hypotheses- Type I and Type II error- Definition and types of variables, Research proposal and report writing.

Unit- III **Sampling:** Definition- sample size- sampling frame- Types of probability and non-probability sampling; Sampling distribution, Sampling errors

Unit-IV **Research designs:** Meaning, purpose and principles; Experimental designs – Post test only design, Pre-test post-test only design, Solomon 4 group design, factorial design, randomized block design, crossover design; internal and external validity of research designs; Quasi experimental research designs- Non-randomized control group and time series design.

Unit-V **Research tools-** Types of research tools, Qualities of a good research tool, Reliability and validity of research tools, Construction and standardization of research tools, Interpretation of test scores, Score transformation and development of test norms

1. Broota, K.D. (1992). Experimental Design in Behavioural Research. New Delhi: New Age International Publication
2. Mangal, S. K. & Mangal, S. (2013). Research Methodology in Behavioural Sciences. Delhi: PHI Learning Pvt. Ltd.
3. Khothari, C.R. & Garg. G. (2019). Research Methodology- Methods and Techniques, New Delhi: New Age International Publishers.
4. Evans, A. N., & Rooney, B. J. (2011). Methods in psychological research. New Delhi: Sage Publications.
5. Bordens, K. S., & Abbott, B. B. (2011). Research design and methods: A process approach. New Delhi: Tata Mc Graw Hill.
6. Mc Burney, D.H. (2007). Research Methods, New Delhi: Thomson Wadsworth

Semester II
Cognitive Psychology
Hard Core-06 (HC-202)
Marks- 100 (30+70), Credit- 5, Time- 3 Hours

Objective: To provide the students with the knowledge of basic cognitive processes that give rise to varying forms of human behaviour.

Outcome: To enable the students to understand the fundamental questions and findings of cognitive psychology & explore the relationship between theories of cognition and empirical research

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| Unit I | The Foundations of Cognitive Psychology: The Science of the Mind - scope of cognitive psychology, A Brief History, the emergence of modern cognitive psychology; Research in cognitive psychology; The neural basis of cognition -the Principal Structures of the Brain – neurons, communication of neurons, structure of functions of brain |
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| Unit-II | Consciousness: Meaning, history; Consciousness and cognitive psychology; Modern theories of consciousness-DICE, Global Workplace; The functions of Consciousness – cognitive neuroscience of consciousness, the function of neuronal workspace, consciousness as justification for action; Indian thoughts on consciousness – Vedic model -the five levels; Buddhist model. |
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| Unit- III | Language and Thinking: Concepts: Definitions and Prototypes; Organization of Language, Phonology, Words, Syntax, Sentence Parsing, Language and Thought, Judgment Heuristics, Anchoring; Reasoning: Confirmation and Disconfirmation, Logic, Decision-Making; Problem Solving: General Problem-Solving Methods, Relying on Past Knowledge. Defining the Problem |
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| Unit-IV | Applications of Cognitive Psychology: Cognitive perspectives on emotion and motivation; emotional intelligence , Knowledge representation; Imagery; Feature Integration , Language and Reading behaviour; Applications of Cognitive Psychology in different areas a. Behavioural Economics and Consumer Behaviour b. Social Psychology c. Clinical Psychology |
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| Unit-V | Decision Making and problem solving: Models & theories; Complex and uncertain decision making; Human problem solving strategies- heuristics and algorithmic; expert and novice problem solvers; Artificial Intelligence. |
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1. Wertsch, J V; Rio P D & Alvarez, A. (1995). Socio-cultural Studies of Mind (Eds). New York, Cambridge University Press
2. Shukla, Aradhana (2009). Culture Cognition and Behaviour (Ed). New Delhi, Concept Publishing Company.
3. Vygotsky, L S (1986). Thought and Language by (Ed). (Translated by Eugenia Hanfmann & Gertrude Vakar), the MIT Press, Cambridge.
4. Sternberg, Robert J (1990). Metaphors of Mind: Conceptions of the Nature of Intelligence. Cambridge University Press.
5. Reisberg, Daniel (2009). Cognition: Exploring the science of the mind. (4thEdition). New York: Norton.

| Semester II Applied Social Psychology Hard Core-07 (HC-203) Marks- 100 (30+70), Credit- 5, Time- 3 Hours | |
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| Objective: To acquaint the students about the application of social psychology in various fields and enable them to apply this knowledge to deal with the problems of their own life as well as the society of which they are a part. | |
| Outcome: Students will be able to identify how social psychological theory is applied in practice, how to work to reduce health risks, prejudices, discrimination and social exclusion. | |
| Unit I | Foundation of Applied Social Psychology: Defining Social Psychology, Defining Applied Social Psychology, Applied Social Psychology as a Science, Historical Context of Applied Social Psychology, Social Influences on Behaviour, Needs for a Broad Approach, and Various Roles of Applied Social Psychology. |
| Unit-II | Applying Social Psychology to Arenas of Life: Introduction; Applying Social Psychology to the Community- Definition, Origins and Approaches to Community Psychology, Sense of Community, and Applying Social Psychology to Positive Well-Being. |
| Unit- III | Applying Social Psychology to Social Diversity: Applying Social Psychology to Social Diversity- Cultural Diversity, Demographics: Personal Diversity, Diversity: Opportunities, Diversity: Challenges- Prejudice & Discrimination; Diversity and Conflict- Theories of Conflict, Conflict Management and Resolution. |
| Unit-IV | Applied Social Psychology in India: Applying Social Psychology in Study of Caste, Class, Gender, Population, and Politics in India. Psychology of Deprivation, Poverty and Human Development- Socialization of Indian Children; Planning for Poverty Reduction in India. |
| Unit-V | Applying Social Psychology to Criminal Justice: The Crime and Criminal- The Social Psychology of a Crime, the Origin of Criminal Behaviour, The response to the Criminal Justice System- The Police Investigation, The Courtroom, and The Prison Setting |
| | <ol style="list-style-type: none"> 1. Misra, Girishwar (edited) (2009). Applied social psychology in India. New Delhi, Sage Publications. 2. Misra, Girishwar (edited) (2011). Psychology in India: Theoretical and Methodological Developments. Delhi, ICSSR-Pearson, Vol- 4. 3. Sinha D, Tripathy R C and Misra G, (eds) (1982). Deprivation: Its Social Roots and Psychological Consequences. New Delhi, Concept publishing. 4. Schneider, F. W., Gruman, J., & Coutts, L. M. (Eds.). (2005). Applied Social Psychology: Understanding and Addressing Social and Practical Problems. London: Sage Publications. 5. Gün R Semin, Klaus Fiedler (1996). Applied Social Psychology. Sage Publication. 6. Linda Steg, Abraham P. Buunk, Talib Rothengatter (2008). Applied Social Psychology: Understanding and Managing Social Problems. Cambridge University Press. 7. Brewer, M. B., & Hewstone, M. (Eds.). (2003). Applied Social Psychology. London: Blackwell. |

| Semester II Practical Hard Core-204 (HC-06) Marks- 100 (30+70), Credit- 5, Time- 3Hours | |
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| Note: Students are required to conduct all FIVE of the following practical and maintain a practical record. | |
| Objective: To help students to understand how psychologists study human behaviour and how this knowledge can be used to explain, predict, and influence human behavior | |
| Outcome: Students will be able to demonstrate skills in research, communication and reporting of research documents, ethical behaviour in research, professional in test administration and interpretation and understand the mechanisms of complex cognitive processes. | |
| Practical-1 | Decision-making style- To compare the decision-making styles of 3 boys and 3 girls (18 to 20 years of age) using a standard decision-making style questionnaire. |
| Practical-2 | Ethical Values: To assess the ethical values of five adolescents by using Donelson's Ethical Position Questionnaire (EPQ) and place them in quadrant. |
| Practical-3 | Assessment of Anxiety: To assess the level of anxiety of a college student using Hamilton Anxiety Rating Scale. |
| Practical-4 | Assessment of Depression: To assess the level of depression of a college student using Beck's Depression Inventory. |
| Practical-5 | Academic Stress: To assess the academic stress of two Higher Secondary students, in terms of academic frustration, conflict ,pressure and anxiety using Rao's Academic Stress Scale. |
| Books | <ol style="list-style-type: none"> 1. Dash, U. N., Mishra, H.C., Dash, A. S., Nanda, G.K. & Jena, N. (2020). Practical Exercises in Psychology (2nd Edition), Hyderabad: Neelkamal 2. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2017). Exploration of Human Nature and Strength: Practicals in Psychology, Bhubaneswar: Divya Prakashani 3. Moshin, S.M. (2013). Experiments in Psychology (3rd Edition), Kindle Edition 4. Woodworth, R.S. & Schlosberg, H. (2008). Experimental Psychology (Revised Edition), New Delhi: Oxford & ibh Publishing |

| Semester II Applied Psychology Core Elective-01 (CE-201) Marks- 100 (30+70), Credit- 5, Time- 3Hours | |
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| Objective: To impart conceptual and theoretical knowledge to students in the fundamental areas of psychology. To familiarize the students with applications of psychological principles in different applied areas of Psychology. | |
| Outcome: Students will be able to appreciate the extensive application of psychology in various aspects of human life, thereby helping them to choose their field of specialization in their future career. | |
| Unit I | Application of Psychology to Educational Field: Psychological principles underlying effective teaching-learning process. Learning styles. Gifted, retarded, learning disabled and their training. Training for improving memory and better academic achievement. Use of Psychological tests in educational institutions. |
| Unit-II | Work Psychology and Organizational Behaviour: Personnel selection and training. Use of Psychological tests in the industry. Training and human resource development. Theories of work motivation. Leadership and participatory management. Advertising and marketing. The concept of Military psychology, and Psychological warfare; Role of psychologists in the defence selection, recruitment and training of personnel |
| Unit- III | Community Psychology: Definition and concept of Community Psychology; Role of community psychologists in social change; Use of small groups in social action; Arousing community consciousness and action for handling social problems; Group decision making and leadership for social change. Psychology of political and voting behaviours; Psychology of corruption and strategies to deal with Psychology of terrorism |
| Unit-IV | Psychology and Economic development: Achievement motivation and economic development. Principles of behavioral economics, Motivating and training people for entrepreneurship and economic development. Women Entrepreneurs; Multilevel marketing, The present scenario of information technology and the mass media boom and the role of psychologists. |
| Unit-V | Rehabilitation Psychology: Primary, secondary and tertiary; prevention programmes role of psychologists. Organising of services for rehabilitation of physically, mentally and socially challenged persons including old persons. Rehabilitation of persons suffering from substance abuse, juvenile delinquency, criminal behaviours. Rehabilitation of victims of violence. Rehabilitation of HIV/.AIDS victims |
| Books | <ol style="list-style-type: none"> 1. Singh, A. (2011). Applied Psychology (1st Edition), New Delhi: ABD Publishers 2. Swain, S. (2019). Applied Psychology: India-specific and cross-cultural Approaches (3rd Edition), New Delhi: New Vishal Publications 3. Thakur, L. (2014). Perspectives in Applied Psychology (1st Edition), New Delhi: ABD Publishers 4. Varadwaj, J. & Varadwaj, K. (2021) Applied Psychology: Individual and |

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| | Social Issues (1 st Edition), Bhubaneswar: Divya Prakashani |
| Semester II Psychopathology Core Elective-02 (CE-201) Marks- 100 (30+70), Credit- 5, Time- 3Hours | |
| Objective: The paper provides the student with a thorough understanding of the causes, features and therapeutic intervention on developmental psychopathology. | |
| Outcome: Students will be able to analyze the evaluative, observational, clinical, and epidemiologic research approaches in psychopathology research. | |
| Unit I | Introduction to Developmental Psychopathology: Models of child psychopathology; Development and Expression of psychopathology; DSM criteria of child psychopathology; Assessment, Diagnosis and Treatment strategies; Research on child Psychopathology; An overview of child psychopathology in India |
| Unit-II | Developmental disorders: Diagnosed first in infancy, childhood, and adolescence Mental retardation; Learning disorders• Motor skills disorder: Developmental Coordination disorder Communication disorders: Expressive language disorder; Mixed Receptive-Expressive language Disorder; Phonological disorder; Stuttering |
| Unit- III | Clinical picture and causes: GAD, Panic Disorder, Phobia, OCD, Conversion Disorder, Dissociative disorders, Post-Traumatic Stress Disorder, Pervasive Developmental Disorders: Autistic disorder; Attention-Deficit and Disruptive Behaviour Disorders: Attention Deficit/Hyperactivity Disorder. |
| Unit-IV | Disorders related to substance use: Depressants, stimulants, hallucinogens, cannabis, Alcoholism; Mood Disorder and Suicide, Schizophrenia, Delusional Disorders, Mood Disorders, Organic Mental Disorders, Eating disorders, dissociative disorders, Personality disorders |
| Unit-V | Causes of abnormal behaviour Biogenic : genetic defects, constitutional liabilities, hormonal and neurotransmitter imbalances, physical deprivation, brain pathology Psychosocial : parental deprivation, pathogenic family patterns, early trauma, pathogenic interpersonal relations, severe stress Socio-cultural : War and violence, group prejudice and discrimination, poverty and unemployment |
| Books | <ol style="list-style-type: none"> 1. Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). Abnormal Psychology (13th Ed.).ND: Pearson Education. 2. Irwin G. Sarason, Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication 3. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar. 4. Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley Core Paper IX EDUCATIONAL PSYCHOLOGY |

Semester II
Psychology of Individual and Social Issues
Open Elective-01 (OE-201)
Marks- 50 , Credit- 4, Time- 3Hours

Objective: To impart conceptual and theoretical knowledge to students in the fundamental areas of individual difference. To familiarize the students with applications of social issues in different applied areas of Psychology.

Outcome: Students will be able to appreciate the extensive application of psychology in various aspects of human life, thereby helping them to choose their field of specialization in their future career.

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| Unit I | Psychological Measurement of Individual Difference: The nature of individual differences; Characteristics and Construction of standardised psychological tests; Use, misuse and limitation of psychology tests; Ethical issues in the use of psychological tests. |
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| Unit-II | Therapeutic Approaches: Psychodynamic Therapies, Behaviour Therapies, Client Centered Therapy, Cognitive Therapies, Indigenous Therapies (Yoga, Reiki, Meditation) , Biofeedback Therapy, Prevention and Rehabilitation of the mentally ill. |
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| Unit- III | Application of Psychology to Disadvantaged Groups: The concepts of disadvantaged, deprivation and socially deprived; social, physical, cultural and economic consequences of disadvantaged and deprived groups; Educating and motivating the disadvantaged towards development. |
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| Unit-IV | Application of Psychology for Social Change: Characteristics of social change, Psychological Bases of Social change; Steps in the change process; Resistance to change; Factor Contributing to resistance; Planning for change;The concept of change prones |
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| Books | <ol style="list-style-type: none"> 1. Singh, A. (2011). Applied Psychology (1st Edition), New Delhi: ABD Publishers 2. Swain, S. (2019). Applied Psychology: India-specific and cross-cultural Approaches (3rd Edition), New Delhi: New Vishal Publications 3. Thakur, L. (2014). Perspectives in Applied Psychology (1st Edition), New Delhi: ABD Publishers 4. Varadwaj, J. & Varadwaj, K. (2021) Applied Psychology: Individual and Social Issues (1st Edition), Bhubaneswar: Divya Prakashani |
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| Semester III Statistics Hard Core -09 (HC-301) Marks- 100 (30+70), Credit- 5, Time- 3Hours | |
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| Objective: To create among students an in-depth understanding of quantitative data including their analysis and interpretations in psychological research and further, to help students learn the usefulness and application of different statistical methods | |
| Outcome: Students will be able to independently carry out their assigned practicals, field works and research projects requiring quantitative analysis and interpretation of data. | |
| Unit I | Introduction to Statistics: Normal Probability Curve- Characteristics, errors, and applications; Hypothesis testing: Type I and Type II error, Level of significance, Confidence interval, effect size, Power of the test |
| Unit-II | Parametric Statistics: Assumptions, advantages, and limitations, single sample, z-test, Independent and correlated sample 't' test, One way analysis of variance, Two way analysis of variance, Post-hoc tests- Scheffe and Tukey, Eta square test, |
| Unit- III | Non-parametric Statistics: Mann-Whitney U test, Wilcoxon signed-rank test, Kruskal-Wallis H test, Friedman's Two way ANOVA, Chi-square tests. |
| Unit-IV | Correlations: Pearson's product-moment correlation- ungrouped and grouped data, Rank order correlation, Special types of correlations-Phi-coefficient, Kendall's Tau, Biserial and Point biserial correlations, partial and multiple correlations |
| Unit-V | Regressions: Bivariate regression- Assumptions of regression, Building blocks of regression, Ordinary least square solution, Regression line, equation, and parameters, interpretation of regression and accuracy of prediction, Concept of multiple regression. |
| Book | <ol style="list-style-type: none"> 1. Aron, A., Aron, E. & Coups, E. (2012) Statistics for Psychology (6th Edition) Delhi: Pearson 2. Garrett, H.E. (2015). Statistics in Psychology and Education (6th Edition), Delhi: Surjeet Publications 3. Gravetter, J.F. & Wallnau (2012). Statistics for the Behavioural Sciences (3rd Edition), NY: West Publishing Company 4. Mangal, S.K. (2002). Statistics in Psychology and Education (2nd Edition), Delhi: Prentice Hall 5. Mishra G.C. (2021). Statistics in Psychology and Education (2nd Edition), Ludhiana: Kalyani Publisher 6. Mohanty, B. & Misra, S. (2016). Statistics for Behavioral and Social Sciences (1st Edition), New Delhi: Sage Publication 7. Siegel, S. (1986). Non-parametric Statistics, (3rd Edition). NY: McGraw Hill |

| Semester III Health Psychology Hard Core 10 (HC 302) Marks- 100 (20+80), Credit- 6, Time- 3Hours | |
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| Objective: As a relatively new branch of Psychology, it aims at providing a new perspective of health highlighting on promoting positive health behaviours among human beings. | |
| Outcome: Students will be amply benefitted in understanding and implementing health care services based on a strong psychological foundation. | |
| Unit I | Nature, Development, Model and need: Definition of Health Psychology, Mind-Body relationship, History of development as a branch of study, Biopsychosocial Model, Clinical implications, Changing pattern of illness, Advances in Technology and Research, Expanded Health Care Services, Increased Medical acceptance. |
| Unit-II | Health Behaviours: Role of behavioural factors in Disease and Disorder, Health behaviours and health habits, Practicing and changing health behaviours, Barriers to modify poor health behaviours, Attitude change, Health Belief Model, Cognitive Behavioural Approaches, Health modifications through family, Self-Help Groups, Schools, Workplace Intervention, Community Based Intervention, Mass Media, Cellular phone, Landlines, Internet. |
| Unit- III | Health Promoting and Compromising Behaviours, Pain management: Benefits of Exercise, Healthy diet, Sleep and health, Obesity, Eating Disorders, Alcoholism and problem Drinking, Treatment programme, Preventive approaches, Smoking and Nicotin addiction, Intervention to reduce smoking, Smoking prevention programme, Elusive nature of pain, Acute and Chronic pain and Personality, Pain Control Techniques. |
| Unit-IV | Seeking and Using Health Care Services: Recognition and Interpretation of symptoms, Nature of patient-provider communication, Language Barriers to effective communication, Patients' contribution to faulty communication, Good communication, Placebo effect, Non-adherence to treatment Regimens, Ways to improve adherence to treatment, Structure of the Hospital, Effect of Hospitalization on the patients, Burnout among Health Care Professionals. |
| Unit-V | Management of Chronic and Terminal Disorders: Cancer, Diabetes, Heart Disease, Hypertension, Quality of life, Emotional responses to Chronic illnesses, Personal Issues, Coping strategies, Physical Rehabilitation, Job Redesign and Vocational issues, Social Interaction problems, Gender and the impact of Chronic illness, Positive changes - Intervention-Pharmacological, Individual Therapy, Relaxation, Stress Management and Exercise, Social Support Interventions, Help on the Internet, Support Groups, Hospice care |
| Book | <ol style="list-style-type: none"> 1. Allen, F. (2011). Health Psychology and Behaviour (1st Edition), Tata Mcgraw-Hill Edition 2. Brannon, L. & Feist, J. (2007) Introduction to Health Psychology (1st Indian reprint), New Delhi: Akash Press 3. Robin, D. M. & Leslie, M. R. (2017). Health Psychology (1st Edition), New Delhi: Pearson |

| Semester III Practical Hard Core -303 (CE-02) Marks- 100 (30+70), Credit- 5, Time- 3Hours | |
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| Note: Students are required to conduct all EIGHT of the following practical and maintain a practical record. | |
| Objective: To help students to understand how psychologists study human behaviour and how this knowledge can be used to explain, predict, and influence human behavior | |
| Outcome: Students will be able to demonstrate skills in research, communication and reporting of research documents, ethical behaviour in research, professional in test administration and interpretation and understand the mechanisms of complex cognitive processes | |
| Practical-1 | Reporting of Statistical Results: To study the difference in the academic performance of boys and girls in four school subjects namely English, Mathematics, History and Geography for essay type examinations. |
| Practical-2 | Group Affiliation: To self-administer two questionnaires to learn about my affinity towards my group and the primary mode of my conflict-handling intention in the group. |
| Practical-3 | Personality Types: To determine the personality type of a student by obtaining responses from him/her and also about him /her from two of his / her close friends using Glazer's "Are you stress- prone Type A personality?"Scale. |
| Practical-4 | Spiritual Intelligence: To assess the spiritual intelligence of 4 adults including two men and two women, using King's Spiritual intelligence questionnaire and to find out gender difference in Spiritual Intelligence during early adulthood. |
| Practical-5 | Neuroticism: To determine the modes of adjustment, general levels of Adjustment & areas of Adjustment such as marital, social & vocational. |
| Books | <ol style="list-style-type: none"> 1. Dash, U. N., Mishra, H.C., Dash, A. S., Nanda, G.K. & Jena, N. (2020). Practical Exercises in Psychology (2nd Edition), Hyderabad: Neelkamal 2. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2017). Exploration of Human Nature and Strength: Practicals in Psychology, Bhubaneswar: Divya Prakashani 3. Moshin, S.M. (2013). Experiments in Psychology (3rd Edition), Kindle Edition 4. Woodworth, R.S. & Schlosberg, H. (2008). Experimental Psychology (Revised Edition), New Delhi: Oxford & ibh Publishing |

Semester III
School Counselling
Core Elective-04 (CE-301)
Marks- 100 (30+70), Credit- 5, Time- 3Hours

Objective: To introduce the students to an introductory knowledge about the theory, techniques and content of School Counselling.

Outcome: Elucidate the major theories, research methods and approaches to inquiry and/or schools of practice in the student's field of study; articulate their sources and illustrate both their application and their relationship to allied fields.

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| Unit I | Introduction to guidance and counselling : History, nature, scope and needs of counselling in schools, individual differences, the role of student advisor and teacher in school counselling - important features; School counselling for the 21st century. |
| Unit-II | Counselling and management: Common childhood problems, School refusal, scholastic backwardness, conduct and emotional problems, counselling adolescents regarding sexuality and substance abuse, counselling parents and teachers. |
| Unit- III | Strategies for Social and Personal Problems: Developing self-confidence, Assertive training, Improving communication skills, Mental and Physical Methods of Relaxation; Self-improving Programmes : study skills training, Problem Solving Techniques, Managing Motivation, Time Management, Remedies for Procrastination, Decision Making. |
| Unit-IV | Areas of Educational Guidance: Purpose, Functions, Guidance for Special Learners, Gifted and Creative Students, Under Achievers, Students with Learning Disabilities. |
| Unit-V | Abuse Counselling: Types of Abuse, Causal Theories of Abuse, Effects of Abuse, Statutory Requirements, Implications for Counselors , Support Networks, Referral Processes. Legal and Ethical responsibilities in school counselling: Legal concepts - Ethical standards - Government regulations - Maintaining good student records |
| Book | <ol style="list-style-type: none"> 1. Merrell, K.W., Ervin, R.A. & Peacock, G. (2012). School Psychology for the 21st Century Foundations and Practices. (2nd Edition), New York, The University Guilford Press. 2. Bray, M.A. & Kehle, T. J. (2011). The Oxford Handbook of School Psychology. Oxford University Press, Inc. |

| Semester III Guidance & Counselling Core Elective-05 (CE-301) Marks- 100 (30+70), Credit- 5, Time- 3Hours | |
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| Objective: To introduce the students to an introductory knowledge about the theory, techniques and content of Guidance and Counselling | |
| Outcome: Students would gain knowledge about theoretical principles and practical processes in Guidance and Counselling and would be able to apply these in research and professional areas | |
| Unit I | Nature and Scope Of Guidance: Concept and Definition of Guidance and Counselling, Guidance and Life Goals, the Counselling Vocation, The Phases of the Counselling Process (Assessment, Intervention, and Termination) , Characteristics of an Effective Counsellor, Personal challenges as a Counsellor. |
| Unit-II | Stages of Human Development and Areas Of Guidance: Characteristics of Different Stages of Development (Physical, Cognitive, Emotional, Social, and Moral), Problems of Childhood, Problems of Adolescence, Problems of Adulthood and the Aged, The Concept of Adjustment and Adjustment at Different Stages of Life |
| Unit- III | The Client-Counsellor Relationship: The Counsellor as a Role Model, The Counsellor's Needs Counsellor Objectivity/Subjectivity, Emotional Involvement, Counsellor Limits in Practice. Basic Counselling Skills: Observation Skills, Questioning, Communication Skills (Listening, Feedback, Non-Verbal), Making Notes and Reflections, The Counselling Interview History Taking, Interviewing (Characteristics, Types, Techniques), and Developing Case Histories: Collecting, Documenting Information, Working with Other Professionals. |
| Unit-IV | Ethics in Counselling: Need for Ethical Standards, Ethical Codes and Guidelines. Rights of Clients: Dimensions of Confidentiality, Dual Relationships in Counselling Practices, The Counsellor's Ethical and Legal Responsibilities, Ethical Issues in the Assessment Process. |
| Unit-V | Counselling Special Groups: Characteristics and Needs of Special Groups, Socially and Economically Disadvantaged, Destitutes and Orphans, Delinquents, Drop-outs, Aids Patients, Drug Addicts and Alcoholics, Suicide, Abuse Counselling. Identifying Support Networks, Referral Processes. |
| Book | 1. Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications. |

| Semester III Theoretical System in Psychology Core Elective-06 (CE-302) Marks- 100 (30+70), Credit- 5, Time- 3Hours | |
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| Objective: In continuation of the foundational knowledge to the students, this paper will help to understand the contemporary call for indigenization, difference between western and indigenous psychology and diversity in psychology and global initiatives after globalization. | |
| Outcome: Knowledge in Theoretical Issues in Psychology will help the students to understand the evolution of different approaches in Psychology. | |
| Unit I | The Evolution of the Scientific Method in Psychology: An overview of Psychology as a Science, as a social science. The rise of Experimental Psychology; Voluntarism; Structuralism (Contribution of Wilhelm Wundt and Titchener); and Other Early Approaches to Psychology. |
| Unit-II | Contemporary Psychology: The diversity of contemporary psychology, the tension between pure, scientific and applied psychology, psychology's status as a science, globalization and the field of psychology, post-modernism, and multi-cultural movements |
| Unit- III | Approaches of Psychology: Functionalism (James, Dewey, and Cattell), Behaviourism (Watson, Skinner and Mc Dougall), Gestalt (Wertheimer, Koffka and Kohler) and Cognitivism (Piaget and Post Piagetian). |
| Unit-IV | Other Approaches of Psychology II: Constructivism and Social Constructivism (Vygotsky, Gregan and Bruner) |
| Unit-V | Development Initiatives and the Call for Indigenization: Western psychology in the developing world, the call for indigenization, systematic deterrents to the development of psychology in the developing world, linking the social and economic aspects toward a global psychology paradigm |
| Book | <ol style="list-style-type: none"> Hergenhahn B R (2009). An Introduction to the History of Psychology. (Sixth International Student Edition), Belmont USA, Wardsworth Cengage Learning. Lawson, Robert B; Graham, Jean E and Baker, Kristin M (2009). A History of Psychology: Globalization, Ideas, and Applications. First Edition, New Delhi, Pearson Education. Misra, Girishwar (2011) Psychology in India (Ed). New Delhi, Indian Council of Social Research and Pearson Publication. Vol. IV. |

Semester III
APPLIED SOCIAL PSYCHOLOGY II
Core Elective-07 (CE-302)
Marks- 100 (30+70), Credit- 5, Time- 3Hours

Objective: To impart knowledge of social psychology and their application in practical field particularly in Indian context. They would be able to grasp the various social issues and problems of Indian society and apply the knowledge of social psychology to deal with them.

Outcome: The student has knowledge of how social psychological theory is applied in practice, how to work to reduce health risks, prejudices, discrimination and social exclusion. The student has knowledge of how to study attitude change, group processes and assessment processes.

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| Unit I | Applied Social Psychology in India; Applying Social Psychology in Study of Caste, Class, Gender, Population, and Politics in India. |
| Unit-II | Society, Ecology, and Competence; Social Psychological aspects of language in India, Disadvantaged Children's Deficiency in Learning. |
| Unit- III | Psychology of Deprivation, Poverty and Human Development- Socialization of Indian Children; Planning for Poverty Reduction in India. |
| Unit-IV | Marginalization and Social Mobility in India; Development and Social Tensions; Role of Psychology in Nation building. |
| Unit-V | Violence : Types of violence. Violence against children, causes and consequences, prevention and intervention. UN Convention on Rights of the Child, Role of International Agencies, legal measures for prevention of violence against children, National Commission for Protection of Child Rights, its objectives and importance; Integrated Child Protection Scheme (ICPS) |
| Book | <ol style="list-style-type: none"> 1. Baron, R.A. & Byrne (2000). Social Psychology. Delhi: Pearson Education Asia. 2. Misra, Girishwar (edited) (2009). Applied social psychology in India. New Delhi, Sage Publications. 3. Misra, Girishwar (edited) (2011). Psychology in India: Theoretical and Methodological Developments. Delhi, ICSSR-Pearson, Vol- 4. 4. Sinha D, Tripathy R C and Misra G, (eds) (1982). Deprivation: Its Social Roots and Psychological Consequences. New Delhi, Concept publishing Sinha D, Tripathy R C and Misra G, (eds) (1982). Deprivation: Its Social Roots and Psychological Consequences. New Delhi, Concept publishing |

Semester III
Field Internship (FI-201)
Marks- 50 (10+40), Credit- 3, Time- 1 hour 30 minutes

Objective: The internship programme is to expose the students to the work environment to have practical idea about the nature of the work that they are likely to take up in future. Work place can be a Mental hospital or Psychiatric clinic, schools and colleges, NGOs, Special schools having children with various degrees of Mental retardation, Rehabilitation Centres where skill trainings are provided taking into consideration their ability, aptitude and interest.

Outcome: First hand training will give a broad idea about the various activities that are being taken up by institutions for the children and adults with special needs. The experience gained in these organizations will help them in getting employment in Government and Private organizations to work for the differently abled people and specially challenged children.

They can get associated with NGOs as Trainers to impart training and getting them skilled for appropriate employment and Self-help skills. Head of the Department and Faculty members must have to take up the challenges in contacting the Heads of such organization for the placement in training programmes as interns. Faculty members have to guide students in carrying out the work and writing a report on the basis of their direct exposure and hand on experience. At the end of the training programme, students have to submit an Internship report for evaluation by the departmental examining committee. Looking at the progress and commitment of the students, Mid Sem assessment is to be done. Likewise, final assessment is to be made on the basis of the entire work accomplished at the end of the Semester by the Examining Committee.

| Semester IV Social Psychology Hard Core-11 (HC-401) Marks- 100 (30+70), Credit- 5, Time- 3Hours | |
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| Objective: To make students understand the psychosocial fabric of the society, social interactions, group dynamics, building relationships, belief system, prejudice and attitudes. | |
| Outcome: Knowledge in Social Psychology will help in establishing cause and effect relationships in pro and Anti-social behaviours, strengthening socially appropriate behaviours and weakening behaviours that are harmful; thereby saving the social milieu for peaceful coexistence in the society. | |
| Unit I | Nature and perspectives in Social psychology, Attribution and Impression formation: Definition of Social Psychology, its scientific nature, behaviour in socio-cultural context, new perspectives in new millennium: influence of Cognitive perspective, Social diversity, Role of biological factors and the Evolutionary perspective; Attribution, Theories, Basic sources of Error; Impression formation and Impression management. |
| Unit-II | Nature of Attitude, Cognitive dissonance, Social Identity and Gender Identity: Attitude, Nature and formation, Change, Persuasion, Resistance, Cognitive Dissonance, Reducing Dissonance, Social Identity, Self-concept, Self-esteem, Gender Identity, Gender Stereotypes, Gender revolution and related issues. |
| Unit- III | Prejudice, Discrimination, Inter personal attraction, Close relation: Prejudice and Discrimination, Nature and Origin, Intergroup conflict, Role of Social Learning, Social Categorization, Stereotypes, Techniques to reduce Prejudice; Interpersonal attraction, Power of proximity, Need to affiliate, Determinants of Interpersonal Likes and Dislikes, Close relationship: Adult relationship and attachment style, Romantic Relationships, Marriage, the ultimate close relationship. |
| Unit-IV | Altruism, Nature and Empathy; Aggression, theoretical perspective, Determinants and prevention: Altruism, Prosocial Behaviour, Bystander's apathy, Decision to help in an emergency, Self- interest, Moral integrity and Moral Hypocrisy, Empathy-Altruism; Aggression, its nature, Theoretical perspectives, Determinants- Social, Personal and Situational, Bullying, Workplace violence, Prevention and Control of Aggression. |
| Unit-V | Nature and function of Group, Social loafing, Conflict and leadership: Group, Nature, function, Roles, Status, Norms and Cohesiveness, Social facilitation and Social Loafing, Cooperation and Conflict, Nature, Causes and Effects of Conflict, Leadership: Patterns of influence within Groups. |
| Book | <ol style="list-style-type: none"> 1. Baron, R.A. & Byrne, D. R. (1996). Social Psychology (2006). N, USA: Pearson Education 2. Baron, R.A., & Branscombe, N.R. (2014). Social Psychology, 13th Edition. NY, USA: Pearson Education. 3. Myers, D.G., Sahajpal, P., & Behera, P. (2012). Social Psychology, 10th Edition, New Delhi: McGraw Hill Education (India) Private Limited. |

| Semester IV Practical Core Elective-402 (CE-02) Marks- 100 (30+70), Credit- 5, Time- 3Hours | |
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| Note: Students are required to conduct all EIGHT of the following practical and maintain a practical record. | |
| Objective: To help students to understand how psychologists study human behaviour and how this knowledge can be used to explain, predict, and influence human behaviour | |
| Outcome: Students will be able to demonstrate skills in research, communication and reporting of research documents, ethical behaviour in research, professional in test administration and interpretation and understand the mechanisms of complex cognitive processes | |
| Practical-1 | Leadership Style: To assess the basic leadership styles of 4 college students including two boys and two girls and to observe gender difference in leadership style using the Greenberg Basic Leadership Styles Questionnaire. |
| Practical-2 | Quality of Sleep: To determine and compare the quality of sleep of academically better and poor college students using the 'Pittsburg Sleep Quality Index'. |
| Practical-3 | Marital Relationship: To measure the marital relationship of two couples using Learner's Couple Adjustment Scale and find out the effect of aging on couple adjustment. |
| Practical-4 | Conflict- Handling: To assess the conflict-Handling style of 4 college students including two boys and two girls and to observe gender difference in conflict-handling by using Rahim Scale for Interpersonal Conflict-Handling Style. |
| Practical-5 | Quality of Family Life: To assess the quality of life in two nuclear and two joint families by obtaining responses from their adolescent sons using 'The Beach Center Family Quality of life Scale.' |
| Books | <ol style="list-style-type: none"> 1. Dash, U. N., Mishra, H.C., Dash, A. S., Nanda, G.K. & Jena, N. (2020). Practical Exercises in Psychology (2nd Edition), Hyderabad: Neelkamal 2. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2017). Exploration of Human Nature and Strength: Practicals in Psychology, Bhubaneswar: Divya Prakashani 3. Moshin, S.M. (2013). Experiments in Psychology (3rd Edition), Kindle Edition 4. Woodworth, R.S. & Schlosberg, H. (2008). Experimental Psychology (Revised Edition), New Delhi: Oxford & ibh Publishing |

**Semester IV
Dissertation
Hard Core-13 (HC-403)
Marks- 100 (30+70), Credit- 5, Time- 1 Hour 30 mts.**

Objective: Students are to be exposed to the field of research, select a research topic, plan out the design to conduct research, selection of sample and tools, statistical methods to analyse the data and writing the dissertation on the basis of their the findings

Outcome: Students will develop the skill to conduct research independently on psycho-socially relevant topics and contribute to the alleviation of problems that are affecting the children, adolescents, adults and elderly population through policy decisions of the government and psychological intervention at the individual and also at the community level.

Initially Students have to discuss their research ideas with their respective supervisors and give shape to a proposal for carrying out a research study. Topics should have academic and social relevance , so that the work can be published in journals as papers or as book chapters

In the examination, students have to present their work through ppt mode, followed by question and answer session. Students have to defend their work, explain and clarify the queries of the examiners. The Examining committee will have to evaluate the quality of the research work, presentation skill, and performance in the viva voce and accordingly marks will be awarded.

| Semester IV Positive Psychology Core Elective-08 (CE-401) Marks- 100 (30+70), Credit- 5, Time- 3Hours | |
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| Objective: To expose students to the magnificent role played by our positive thinking, attitude, social support, helping behaviour, optimism and hope leading to a happy and meaningful life | |
| Outcome: Positive frame of mind and outlook will bring in sea change in the behaviour of people making them more efficacious and promote their well-being. | |
| Unit I | Looking at Psychology from a positive perspective: Defining Positive Psychology, Building human strength, Going from Negative to Positive, Eastern and Western perspectives: Athenian, Judeo-Christianity traditions; Confucianism, Taoism, Buddhism, Hinduism , Different ways to positive outcome, The Rugged Individualist and the construct of Hope, Eastern values: Compassion and Harmony. |
| Unit-II | Living well at every stage of life: Resilience in Childhood: Nature of Resilience, Resilience Resources; Positive Youth Development: Nature, Programs of Development; The Life Tasks of Adulthood: Trajectories of precocious children, Primary tasks of adulthood, Successful aging: Features, Adult Development study; Developmental focus in Positive Psychology. |
| Unit- III | Positive Emotional States and Processes: Defining Emotional terms: Affect, Emotion, Happiness, Subjective Well-being; Positive Emotions: Expanding the Repertoire of Pleasure, Determinants of Well-being, 21 st Century definition of Happiness, Complete Mental Health: Emotional, Social and Psychological Well-Being, Increasing Happiness in life, Enhancement strategies. |
| Unit-IV | Mindfulness, Flow and Spirituality: Mindfulness as a state of mind, Moment to moment searches, In search of Novelty, Benefits of Mindfulness; Flow; In search of absorption, Optimal Experience, The flow state, The Autotelic Personality, Longitudinal Flow Research, Cultural comparisons, Fostering Flow and its benefits; Spirituality: In search of the Sacred, Benefits of Spirituality. |
| Unit-V | Attachment, Love and Flourishing Relationship: Infant attachment, Adult Attachment Security, Passionate and Companionate aspects of Romantic Love, Triangular theory of Love, Self-expression theory of Romantic Love, Flourishing Relationship: Purposive Positive Relationship Behaviours, Building a Mindful Relationship Connection, Creating a Culture of Appreciation, Capitalizing on Positive Events, Praise: Encouraging Signs. |
| Books | <ol style="list-style-type: none"> 1. Boniwell, I. (2012). Positive Psychology in a Nutshell (3rd Edition): Pearson Education 2. Lopez, S.J., Pedrotti, J.T. & Snyder, C.R. (2014). Positive Psychology: The Scientific and Practical Exploration of Human Strength, Sage Publication Inc 3. Patnaik, G. (2021). Positive Psychology for Improving Mental Health and Well-Being (1st Edition), Chennai: Notion Press 4. Seligman, M.E. (2012). Flourish: A Visionary New Understanding of Happiness and Well-being. Oxford University Press |

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| Semester IV Counseling Psychology Core Elective-09 (CE-401) Marks- 100 (30+70), Credit- 5, Time- 3Hours | |
| Objective: To expose the students to the basic knowledge and skills in Counselling as it is much in demand in the present day society. | |
| Outcome: Students will be equipped with the requirements to function as Counsellors in different organizations or self-employed and provide services to the people to deal more | |
| Unit I | Definition and nature: Definition of Counselling, History and current trends, Dealing with violence, Trauma and Crises, Guidance, Psychotherapy and Counselling, Promoting wellness |
| Unit-II | Set up and processes in Counselling: Structure, Initiative, Physical setting, Client Qualities, Counsellor Qualities, Effective Counsellor, Types of initial interviews, Conducting the initial interview, Exploration and identification of goals, Transference and Countertransference, Termination. |
| Unit- III | Theories of Counselling: Psychoanalysis, Rogerian Counselling, Rational Emotive Therapy, Cognitive Behavioural Counselling, Transactional Analysis. |
| Unit-IV | Relief and Transformation through Counselling: Child abuse, Children of divorced parents, Children in alcoholic families, AIDS Counselling, Homeless children, Marriage and family Counselling, Counselling the elderly |
| Unit-V | Ethics and Counselling: Definitions of Ethics, Morality and Law, Ethics in Counselling, Educating Counsellors in Ethical Decision Making |
| Book | <ol style="list-style-type: none"> 1. Gelso, J. & Fretz, R. (2014). Counselling Psychology (3rd Edition). :Brooks/ Cole. 2. Gladdings, S.T. & Batra, P. (2018). Counselling A comprehensive profession (8th Edition), New Delhi: Pearson Education 3. Thomson, C. L. & Rudolph, L.B. (1992). Counselling children (3rd Edition), Brooks/Cole 4. Varadwaj, K., Varadwaj, J. & Mishra, H.C. (2021). Counseling Psychology: Theories, Issues and Applications (2nd Edition), Bhubaneswar: Divya Prakashani |

| Semester IV Women & Society Allied Core (AC-401) Marks- 50 (15+35), Credit- 3, Time- 1 hour 30 mts. | |
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| <p>Objective: This course will highlight the social construction of gender in Indian society and the role of social institutions in the socialization process. Gendered family relations do not occur in vacuum and the course work help trace the reasons of gender inequality and gender discrimination.</p> | |
| <p>Outcome: The students will understand the Social construction of Gender, Gender Roles and Gender stereotyping. The course will enable students to understand Women and Religion and Religious conceptualization of women. It discusses Social Structures, Changing Status of Women in India and Contemporary Debates on Indian women and Empowerment.</p> | |
| Unit I | <p>Social Construction of Gender: Sex and Gender - Nature versus Culture, Equality versus Difference - Gender Roles, Gender stereotyping. Women and Religion: women as repositories of cultural practices and traditions - Sexual division of labour -, Public-Private Dichotomy - Religious conceptualization of women.</p> |
| Unit-II | <p>Social Structures : Kinship - Forms of Family and Household - Institutions of Marriage and Divorce, Politics of reproduction, Dowry, Property Rights - Class/Caste: hierarchy, difference and mobility; Contemporary Debates: Indian women: Identity and Illusion - Representation and Issues of marginalised women - Violence, victimhood and agency – Empowerment.</p> |
| Unit- III | <p>Changing Status of Women in India: Women in Ancient and PreColonial India - Women in Colonial Period: Women’s participation in the freedom movement, and women’s organization - Women in Post-Colonial India: Towards Equality Report, Sharamshakti Report</p> |
| Books | <ol style="list-style-type: none"> 1. Altekar, A.S. (2005). The Position of Women in Hindu Civilization: From Prehistoric Times to Present Days. Delhi: Motilal Banarsidass. 2. Barnett, Ola, Miller-Perrin, Cindy, L, Perrin, Robin D. (2005). Family Violence across the Lifespan,: An Introduction. Second Edition. New Delhi: Sage Publication. 3. Baruah, S.L. (Ed). (1992). Status of Women in Assam: with special reference to Non-Tribal Societies. New Delhi: Omsons Publications. 4. Beteille, Andre. (1996) Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. Delhi: Oxford University Press. 5. Chatterjee, Partha & Jeganathan, Pradeep (Ed). (2000). Community, Gender and Violence, Subaltern Studies XI. New Delhi: Permanent Black. 6. Bhai, Nirmala, Harijan, P. (1986) Women In Independent India. New Delhi: B.R. Publishing Corporation |