

BERHAMPUR UNIVERSITY ODISHA

**COURSES OF STUDIES
FOR
THE B.A IN PSYCHOLOGY (Hons)
(Choice Based Credit System)**

**1st and 2nd Semester Examination - 2016
3rd and 4th Semester Examination - 2017
5th and 6th Semester Examination - 2018**



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COURSE STRUCTURE OF CHOICE BASED CREDIT SYSTEM SYLLABUS FOR + 3 DEGREE IN B.A PSYCHOLOGY (HONS) FOR BERHAMPUR UNIVERSITY, ODISHA

The B.A. (Hons) course in Psychology aims at developing an understanding of the growing discipline of psychology and promoting skill based education. An important goal of this course is to facilitate self-discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of the contemporary world. The course intends to enable students in developing skills and competencies needed for meeting the challenges and needs of the real world effectively. Hence this syllabus is created keeping in mind the changing nature of the society, educational institutions and the workplace and inculcate the required skills in the students to understand and respond to the same efficiently and effectively.

Pedagogy for teaching the B.A. (Hons) Course in Psychology

The teaching-learning of the course would be organized through lectures, tutorials, practicals, projects, presentations, workshops, seminars, experiential exercises, and hands on training. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. Practicum is incorporated as an important component in many papers with hands on training in the use of various research methods such as laboratory experiments, field experiments, observation, psychological testing, survey, interview and case study. Use of ICT and mass media and web based sources (like documentaries, videos, films etc.) is highly recommended to make the teaching-learning process interactive, interesting and fruitful.

Core Course (CC)-14 papers of 6 credits each.

Discipline Specific Elective (DSE)-04 (3 theory papers + project) of 6 credits.

Generic Elective (GE): 4 papers of 6 credits each (From other two Disciplines A & B)

Ability Enhancement (AE): 2 papers of 2 credits.

Skill Enhancement Course (SEC): 2 papers of 2 credits.

Total Papers - (4+4+5+5+4+4) = 26 **Total Marks**: 2400

Total Credit Points: 140 (In all Six semesters)

Semester-I

Sl No	Paper Code	Title of the Paper	Nature of the Paper	Credit Points	Contact Hours	Marks
1.	CC-1	Introduction to Psychology	Theory & Practical	4+2=6	60	75+25=100
2.	CC-2	Biopsychology	Theory & Practical	4+2=6	60	75+25=100
3	GE-1	A-1	Theory	6	60	100
4.	AE-1	Environ Studies	Theory	2	20	50
		Total papers-4	-	20	200	350

Semester-II

Sl no	Paper Code	Title of the Paper	Nature of the Paper	Credit Points	Contact Hours	Marks
1.	CC-3	Psychology of Individual Differences	Theory&Practical	4+2=6	60	75+25=100
2.	CC-4	Psychological Statistics	Theory&Practical	4+2=6	60	75+25=100
3.	GE-2	A - 2	Theory	6	60	100
4.	AE-2	MIL Communication	Theory	2	20	50
		Total papers-4		20	200	350

Semester-III

Sl no	Paper Code	Title of the Paper	Nature of the Paper	Credit Points	Contact Hours	Marks
1.	CC-5	Psychological Research	Theory&Practical	4+2=6	60	75+25=100
2.	CC-6	Social Psychology	Theory&Practical	4+2=6	60	75+25=100
3.	CC-7	Understanding Psychological disorder	Theory&Practical	4+2=6	60	75+25=100
4.	GE-3	B - 1	Theory	6	60	100
5.	SEC-1	Communicative English	Theory	2	20	50
		Total papers - 5		26	260	450

Semester – IV

Sl no	Paper Code	Title of the Paper	Nature of the Paper	Credit Points	Contact Hours	Marks
1.	CC-8	Developmental Psychology	Theory & Practical	4+2=6	60	75+25=100
2.	CC-9	Organizational behavior	Theory & Practical	4+2=6	60	75+25=100
3.	CC-10	Abnormal Psychology	Theory & Practical	4+2=6	60	75+25=100
4.	GE-4	B - 2	-	6	60	100
5.	SEC-2	Stress Management	Theory	2	20	50
		Total papers -5		26	260	450

Semester – V

Sl no	Paper Code	Title of the Paper	Nature of the Paper	Credit Points	Contact Hours	Marks
1.	CC-11	Applied Psychology	Theory & Practical	4+2=6	60	75+25=100
2.	CC-12	Counseling Psychology	Theory & Practical	4+2=6	60	75+25=100
3.	DSE-1	Positive Psychology	Theory	6	60	100
4.	DSE-2	Health Psychology	Theory	6	60	100
		Total papers-4		24	240	400

Semester – VI

Sl. no	Paper Code	Title of the Paper	Nature of the Paper	Credit Points	Contact Hours	Marks
1.	CC-13	Applied Educational Psychology	Theory & Practical	4+2=6	60	75+25=100
2.	CC-14	Gender Psychology	Theory & Practical	4+2=6	60	75+25=100
3.	DSE-3	Community Psychology	Theory	6	60	100
4.	DSE-4	Project Work	Project +VV+ Seminar	6	60	50+20+30=100
		Total papers-4		24	240	400

Detail Course for B. A (Honours) Psychology

CC-PSY-01: INTRODUCTION TO PSYCHOLOGY

Objective: To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Unit - I

Introducing psychology Concept and definition of psychology, origins of psychology, key perspectives of psychology: Behavioral, cognitive, humanistic, psychodynamic, socio-cultural.

Unit - II

Methods in psychology

- a. Natural observation, survey and case study- advantages and limitations.
- b. Experimental and correlational methods- advantages and limitations.

Unit - III

Learning and Motivation

Principles and applications of Classical conditioning, operant conditioning, and observational learning; Learning strategies; Learning in a digital world; Self regulated learning; Perspectives on motivation, types of motivation, motivational conflicts.

Unit - IV

(a) Memory: Models of memory: Levels of processing, Parallel Distributed Processing model, Information processing, Forgetting, Improving memory.

(b) Emotions: Components, theories

Practical:

1. Serial learning.
2. Recognition of NS in similar and dissimilar context.

Readings:

Baron, R. & Misra, G. (2013). Psychology. Pearson.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

CC-PSY-02: BIOPSYCHOLOGY

Objectives: To explore the biological basis of experience and behaviour. To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system. To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Unit - I

Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

Unit - II

The Functioning brain: Structure, and functions of neurons; Neural conduction and synaptic transmission.

Unit - III

Organization of nervous systems: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization.

Unit - IV

Endocrine System: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.

Practical:

1. **Bilateral transfer of training.**
2. **Knowledge of result in muller Lyer-illusion.**

Readings:

1. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
2. Carlson, N. R. (2009) *Foundations of Physiological Psychology*, 6th Edition. Pearson EDUCATION, New Delhi.
3. Levinthal, C. F. (1983). *Introduction to Physiological Psychology*. New Delhi: PHI.
4. Pinel, J. P. J. (2011) *Biopsychology*, 8th Edition. Pearson Education, New Delhi.
5. Rozenweig, M. H. (1989). *Physiological Psychology*. New York: Random

CC-PSY-03: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Objective: To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

UNIT - I

Personality: Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological humanistic, Trait and type.

UNIT - II

Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence.

UNIT - III

Indian approach: Self and identity in Indian thought.

UNIT - IV

Enhancing individual's potential: Motivation: Intrinsic motivation and Self determination theory; Enhancing cognitive potential, Self regulation and self enhancement; Fostering creativity.

Practical:

1. Word Association.
2. Level of Aspiration

Readings:

1. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
2. Carr, A. (2011): Positive psychology. Routledge.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. Cornelissen, R.M.M., Misra, G. & Varma, S. (2011). Foundations of Indian Psychology, Vol 1. Pearson.
5. Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.
6. Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.
7. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

CC-PSY-04 PSYCHOLOGICAL STATISTICS

Objectives - To educate the students how statistics are used in psychology.

Unit-1

Fundamental of statistics:

Meaning and scope of statistics, nature of variables- categorical and continuous, levels of measurement – Nominal, ordinal, interval and ratio.

Unit-2

Measures of statistics:

Measures of central tendency-characteristics of mean ,median and mode, computation of mean, median, mode.

Unit-3

Sources of applications:

Concept of probability-characteristics of normal probability curve, Application of NPC, Deviation of NPC from skewness and kurtosis, concept of correlation, rank order correlation and product moment correlation.

Unit-4

Hypothesis testing

Level of significance; Type I and Type II error, computation of t for dependent and independent samples, purpose and assumption of ANOVA; one way and two way ANOVA.

Practical- Two practical is conducted in the basis of the papers.

Reading List:

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology. (4thEd.)* India: Pearson Education, Prentice Hall.

Chadha, N.K. (1991) *Statistics for Behavioral and Social Sciences.* Reliance Pub. House: New Delhi.

Coolican, H. (2006). *Introduction to Research Methodology in Psychology.* London: Hodder Arnold.

Howell, D. (2009) *Statistical methods for Psychology.*

King, B.M. &Minium, E.W, (2007). *Statistical Reasoning in the behavioral Sciences* USA: John Wiley & Sons.

Mangal, S.K. (2012). *Statistics in Psychology & Education.* 2nd Edition. New Delhi: PHI learning Pvt. Ltd.

CC-PSY-05: PSYCHOLOGICAL RESEARCH

Objective: To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

UNIT - I

Basics of Research in Psychology

What is Psychological Research? The Goals of Psychological Research; Principles of Good Research; Ethics in Psychological Research.

Research Traditions

Quantitative and Qualitative Orientations towards Research and their Steps; Comparing Qualitative and Quantitative Research Traditions; Formulating a Problem and Developing a Testable Research Question / Research Hypothesis.

UNIT - II

Experimental Method

Introduction to Experimental and Quasi-experimental Methods.

Methods of Data Collection

Sampling; Probability Sampling Methods and Non Probability Sampling Methods.

UNIT - III

Non Experimental Methods (I)

Case Study; Observation; Surveys, Focus Group Discussion, Interviews.

UNIT - IV

Non Experimental Methods (II)

Psychological Testing: Standardization; Reliability, Validity and Norms of a Psychological Test; applications

Practical: The students are required to conduct two practical, one from each of the following groups.

1. Experiment / Psychological testing: One experiment based on group data analysis
One psychological test based on group data analysis
2. Qualitative Research Methods: Interview/Observation/Projective / Semi Projective Tests/Case Study.

Reading List:

Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi.

Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)* Oxford: Blackwell Publishers

Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.

Murphy, K.R. &Davidshofer, C. O. (2004).*Psychological Testing: Principles & Applications (6th Ed.)*New Jersey: Prentice Hall.

Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.)*Boston: Pearson Education.

Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Philadelphia : Open University Press.

CC-PSY-06: SOCIAL PSYCHOLOGY

Objective:

- Develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society
- Introduce students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations.

UNIT - I

Introduction:

Nature, scope, goal of social psychology and social sciences, experimental, non-experimental, correlation methods.

UNIT II

Antisocial behavior:

- a. Corruption
- b. Juvenile delinquency

UNIT III

Violence:

Nature and categories of violence, violence in family and marriage, work place violence

UNIT IV

Group Dynamics and inter-group relations: Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations-prejudice, inter-group conflict, Intervention techniques.

Practical:

1. Thematic appreciation test (TAT)
2. Eysencks personality inventory (SPI).

Readings:

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.

Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi

Deaux, K. & Wrightsman, L. (2001). Social Psychology. California: Cole Publishing

Kassin, S., Fein, S., & Markus, H.R. (2008). *Social psychology*. New York: Houghton Mifflin.

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

Myers, D.G. (2008). *Social psychology* New Delhi: Tata McGraw-Hill.

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed). New Delhi: Pearson.

CC-PSY-07: UNDERSTANDING PSYCHOLOGICAL DISORDERS

Objectives:

The paper aims at providing an overview about the concept of abnormality and the clinical picture and dynamics of various psychological disorders. This will sensitize the students to information on psychopathology and dispel myths regarding it.

UNIT - I

Understanding abnormality:

Definition and criteria of abnormality, classification (latest edition of DSM & ICD), Clinical Assessment, Diathesis Stress Model

UNIT - II

Clinical States

(a) Anxiety disorders – Phobias, Obsessive Compulsive Disorder, Generalized Anxiety Disorder (Clinical Picture and Dynamics of anxiety disorders)

UNIT - III

Developmental Disorders (Clinical Picture and Dynamics)

Mental Retardation, Autism, ADHD, and Learning Disabilities

UNIT - IV

Personality disorder;

Paranoid, schizoid, schizotypal, anti social and borderline personality disorder

Practical-

- a. Differential Aptitude Test.
- b. Retention and Amount of Matrices.

Readings:

Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York.

Bennett, P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.

Brewer, K. (2001). Clinical Psychology. Oxford : Heinemann Educational Publishers

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi : Cengage learning.

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

CC-PSY-8: DEVELOPMENTAL PSYCHOLOGY

Objectives:

1. To equip the learner with an understanding of the concept and process of human development across the life span
2. To impart an understanding of the various domains of human development
3. To inculcate sensitivity to socio-cultural context of human development

UNIT - I

Introduction

- a) Concept of Human Development
- b) Theories, themes and research designs

UNIT - II

Periods of Life Span Development

- a) Prenatal development
- b) Birth and Infancy
- c) Childhood
- d) Adolescence
- e) Adulthood

UNIT - III

Domains of Human Development

- a) Cognitive development: perspectives of Piaget and Vygotsky
- b) Language development
- c) Physical development
- d) Emotional development
- e) Moral development
- f) Personality development

UNIT - IV

Socio-Cultural Contexts for Human Development

- a) Family
- b) Peers, Media & Schooling
- c) Human Development in the Indian context

Practical

1. Bells adjustment inventory (BAI).
2. Spielberge's anxiety test and state inventory.

Reading List:

- Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012). *Life Span Development* (13th ed) New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.
- Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.

CC-PSY-09: ORGANIZATIONAL BEHAVIOUR

Objectives:

- To develop an awareness of the concepts related to organizational behavior.
- Help the students develop connectivity between concepts and practices of organizations.

UNIT - I

Introduction

- a. Concept and Historical antecedents of Organizational Behaviour
- b. Challenges, scope, opportunities of OB.

UNIT - II

Communication in organization;

Direction and network of communication,
barriers of effective communication

UNIT - III

Dynamics of Organizational Behavior

- a. Organizational Culture
- b. Power and Politics: Influence, empowerment, sexual harassment, organizational politics.
- c. Positive Organizational Behavior.

UNIT - IV

Leadership

- a. Basic approaches: Trait theories, Behavioral theories, Contingency theories
- b. Contemporary Issues: Inspirational approaches to leadership, Contemporary leadership roles, Challenges to the leadership construct
- c. Indian perspective

Practical: Phenomenon of retroactive inhibition & Nonverbal intelligence (Ravens Progressive Matrices).

Readings:

- Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
- Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
- Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi :Biztantra publishers.
- Landy, F.J. & Conte, J.M. (2007) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York : Wiley Blackwell.
- Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
- Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.
- Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.

- Robbins, S. P. & Judge, T.A. (2007) Organizational Behavior(12th Ed). New Delhi:Prentice Hall of India.
- Schermerhorn, J.R. ,Hunt,J.G. &Osborn,R.N. (2008) Organizational Behavior (10thEd.) New Delhi: Wiley India Pvt. Ltd.
- Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley
- Sinha, J.B.P. (2008). Culture and Organizational Behavior. New Delhi: Sage.

CC-PSY-10: ABNORMAL PASYCHOLOGY

Objective:

- Help students develop an understanding of the clinical picture and dynamics of Psychological disorders.
- To introduce the therapeutic interventions for the various psychological disorders.

UNIT - I

Schizophrenia: Clinical Picture, causal factors and subtypes

UNIT - II

Mood Disorders: Clinical Picture, causal factors and subtypes; suicide

UNIT - III

Sexual Disorders (Clinical Picture): Gender Identity Disorder, Paraphilia - Pedophilia, Voyeurism, Exhibitionism, Sexual Masochism, Sexual Sadism

UNIT - IV

Treatment of disorders:

- a) Biological treatment: Pharmacotherapy and Electroconvulsive therapy
- b) Psychological treatment: Psychoanalytic therapy, Behaviour therapy and Cognitive-Behaviour therapy.

Practical-

1. Test of neuroticism.
2. Test of depression.

Readings:

- Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
- Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
- Brewer,K. (2001). Clinical Psychology.Oxford : Heinemann Educational Publishers
- Carson, R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
- Kearney, C. A. &Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional

approach. New Delhi :Cengage learning.

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

Plante, T.G. Contemporary Clinical Psychology John Wiley & Sons.

Riskind, J.H., Manos,M.J. and Alloy,L.B. (2004) Abnormal Psychology : Current Perspectives. McGraw Hill

CC-PSY-11: APPLIED PSYCHOLOGY

Unit-I

Rehabilitation psychology:

- a. Substance abuse
- b. Rehabilitation of criminals.
- c. Rehabilitation of HIV/AIDS

Unit-II

Sports psychology:

- a. Psychological intervention
- b. Psychological intervention of team sports.
- c. Rehabilitation injured athletes

Unit-III

Military Psychology:

- a. A mental health of soldiers
- b. Psychological test in military
- c. Human factor engineering in defense, .

Unit- IV

Application to Disadvantage Group

- a. Disadvantage and deprivation
- b. Educating and motivating the disadvantages.

Practical - a. Locus of control.
b. Emotional intelligence.

READINGS- Applied psychology by Smarak Swain

CC-PSY-12: COUNSELLING PSYCHOLOGY

Objectives:

- To develop an understanding of basic concepts, processes, techniques of Counselling.
- To acquaint the learner with the challenges of Counselling.

UNIT - I

Introduction

- a) Meaning and goals
- b) Counselling as a profession: training, skills and ethics
- c) The effective counsellor: personality and self of the counsellor
- d) Counselling process and relationship

UNIT -II

Techniques of Counselling

- a) Psychoanalytic techniques
- b) Humanistic approaches
- c) Behavioral techniques
- d) Cognitive techniques

UNIT - III

Counselling Applications

- a) Child Counselling
- b) Family Counselling
- c) Career Counselling
- d) Crisis intervention: suicide, grief and sexual abuse

UNIT - IV

Contemporary Trends

- a) Indian approaches: yoga and meditation
 - b) Counselling and technology
 - c) Expressive techniques: art, music, dance.
- Practicum:** Any two practicum based on topics in C-PSY-14.

Practical-

- a. Weachters Memory Scale.
- b. Cattles 16 PF.

Readings:

- Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8thEd.) Philadelphia: Mosby
- Belkin, G. S. (1998). *Introduction to Counselling*(3rd Ed.) Iowa: W. C. Brown
- Burnard, P. (2009). *Counseling Skills Training: Book of activities*. Viva Books, New Delhi.
- Capuzzi, D. & Gross, D. R. (2007).*Counsellingand Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*.(7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012).*Couple and Family Therapy*.In E. M.

- Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage
- Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th Ed.) New Delhi: Pearson
- Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.
- Hackney, H.L. (2012). *The Professional Counselor: A process guide to helping*. Pearson
- Hansen, J.C. (2012). *Contemporary Counselling Psychology*. In E. M. Altmaier and J.C. Hansen (Eds) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A helper's manual*, Second Edition, Sage, South Asia Edition
- Rao, K. (2010). *Psychological Interventions: From Theory to Practice*. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/Pearson.
- Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
- Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning
- Udupa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.

CC PSY-13 APPLIED EDUCATIONAL PSYCHOLOGY

Objectives – It educated the students that how psychology is applied in children educational set up.

UNIT-I

Education of exceptional children

Meaning, definition, nature, assessment, education of of gifted children.

UNIT- II

Creativity

Nature of creativity, creativity and learning, creativity and intelligence, instruction for fostering in creativity.

UNIT-III

Education of mentally retarded children:

Definition and concept of MR, levels of MR, causes of MR, education of MR.

UNIT- IV

Education of juvenile delinquency:

Definition, cause, educational management of JD.

Practical – As per the paper conducted any two practical.

Readings –

1. Advanced Educational Psychology-S.K Mangal
2. Educational Psychology- S.S Chauhan
3. Educational Psychology - Anita Woolfolk

CC-PSY-14: GENDER PSYCHOLOGY

UNIT-I

Introduction;

Conceptualization and measurement of gender roles and gender role, attitude.

UNIT-II

Sex related comparison:

Cognitive ability, social domains, emotions, moral development, theories.

UNIT-III

Gender:

Aggression, achievement, communication, friendship, romantic relationship.

UNIT- IV

Sex difference in health, relationship and health, work role and health, mental health.

Practical – As per the paper conducted any two practical.

Readings - Helgesion, V.S(2006) , Psychology of Gender, Pearson publication.

DISCIPLINE SPECIFIC ELECTIVE: (DSE)

DSE-PSY-01: POSITIVE PSYCHOLOGY

Objective: To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

UNIT - I

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

UNIT - II

Positive Emotional States and Processes: Happiness and Well being, Positive Affect

and Positive Emotions, Emotional Intelligence, Resilience

UNIT - III

Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.

UNIT - IV

Applications: Work, education, ageing, health

Reading List:

Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.

Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.

Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.

Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.

Snyder, C.R., & Lopez, S.J. (2007). Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

DSE-PSY-02: HEALTH PSYCHOLOGY

Objective: To understand the relationship between psychological factors and physical health and learn how to enhance well-being.

UNIT - I

Introduction: Introduction to Health Psychology; components of health: social, emotional, cognitive and physical aspects; mind-body relationship; goals of health psychology, Bio-psychosocial model of health.

UNIT - II

Behavior and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

UNIT - III

Stress: Nature, Sources, Effects of stress on physical and mental health; Coping and stress management.

UNIT - IV

Health Management: Health-enhancing behaviors: Exercise, Nutrition, safety, managing and controlling pain. Health Protective behaviours, Illness Management.

Readings:

Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.

Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.

Misra, G. (1999). Stress and Health. New Delhi: Concept.

Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.). NY: Wiley.

Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

DSE-PSY-03: COMMUNITY PSYCHOLOGY

Objective: To learn the link between individuals and communities and deal with social issues more effectively with people's participation.

Unit - I

Introduction: Definition of community psychology; types of communities; models.

Unit - II

Core values: Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.

Unit - III

Health promotion: process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.

Unit - IV

Interventions: community development and empowerment; case studies in Indian context.

Readings:

Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006). Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar

Pradesh, India, World Bank Policy Research, Working Paper No.3967

Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New

Delhi : Sage Publication.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community

Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health.
United States: Jones and Bartlett Publishers.
Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research.
Dorling
Kindersley (India) Pvt Ltd. Pearson Education.
Poland, B. D., Green, L.W. & Rootman, I. (2000) Setting for Health Promotion: Linking
Theory and Practice, Sage Publication, New Delhi.

DSE-PSY-04: PROJECT WORK

Objectives - Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

Reference – Latest APA manual for dissertation.

Suggested Topics (Any Social and Psychological Issues can be taken up):

- ❖ Sexual Harassment in different settings.
- ❖ Child abuse within and outside Family.
- ❖ Impact of media on people (Children, Adolescents, women etc).
- ❖ School Drop-out (Urban, Rural and Tribal).
- ❖ Rape (tragic social problem).
- ❖ Women empowerment.
- ❖ Defense personnel and work stress.
- ❖ Unemployment and its impact on Family and Society.

Guidelines in the preparation of the project Report:

The project Report should in soft bound, containing the following features:

- Cover Page with Title of the Work and other details
- Content Page
- Declaration
- Chapter - 1- Introduction
- Chapter - 2: Review of Related Literature
- Chapter - 3: Methodology
 - ✓ Objectives of the Study
 - ✓ Research Plan – Area, sample, tools of the study
 - ✓ Data Analysis
- Chapter - 4: Results & Discussion

- Chapter – 5:Conclusion
- References
- Appendix

Project Report is of at least 30 typed pages A-4 size paper in 1” margin in all side. As per the nature & plan of the project necessary tables, figures, & pictures may be inserted.

Evaluation will be done by both internal and external examiner or as decided by the University.

SKILL ENHANCED COURSE (SEC)

SEC – 1: COMMUNICATIVE ENGLISH (Prepared by English Dept)

SEC – 2: STRESS MANAGEMENT

Objective: In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.

Unit - I

Stress: Introduction, Nature, symptoms, sources of stress: environmental, social, Physiological and Psychological.

Unit - II

Stress and health: effects of stress on health, eustress

Unit - III

Managing stress-I: Methods - yoga, meditation, relaxation techniques.

Unit - IV

Managing stress-II: Problem focused and emotion focused approaches.

Readings:

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*.New Delhi: Pearson

Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.

Sarafino, E.P. (2002). *Health Psychology: Bio psychosocial interactions (4th Ed.)*. NY: Wiley.

BERHAMPUR UNIVERSITY

COURSES OF STUDIES
FOR
THE B.A IN PSYCHOLOGY (REGULAR)
(Choice Based Credit System)

1st and 2nd Semester Examination - 2016
3rd and 4th Semester Examination - 2017
5th and 6th Semester Examination - 2018



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INDIA

C – A1: INTRODUCTORY PSYCHOLOGY

Introduction:

The course is designed to give 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 to know the sources and processes of development of modern scientific psychology.
- To help the students to develop a scientific temperament in studying and understanding human behavior.

UNIT-I Introducing Psychology

- (i) Concept and definition of psychology, Origin 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- Advantages and limitations.
- (ii) Experimental and Correlational methods- Advantages and limitations.

UNIT –III Biological Bases of Behavior

- (i) Structure and functions of the neurons, Communication within and between neurons, endocrine glands: Its implication in human behaviour.
- (ii) Structure and functions of the Central nervous system and Autonomic nervous system.

Unit – IV Motivation and Emotion

- (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,

Practical (i.) Level of Aspiration

(ii) Word Association Test

References:

- 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.
- 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.
- Zimbardo, P.G. & Weber, A.L. (1997 Ed.)- Psychology- New York, Harper Collins College Publishers

CC - A2: BASIC PSYCHOLOGICAL PROCESS

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.

UNIT-I **Sensation and Perception:**

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

UNIT- II **Learning:**

- (i) Nature and principles of conditioning: Classical (Pavlov) and Operant (Skinner).
- (ii) Cognitive learning : Kohler and Tolman

UNIT -III **Memory:**

- (i) The Atkinson and Shiffrin Model of Memory; Types of Memory- episodic, semantic and procedural.

Forgetting :

- (ii) Trace Decay, interference, repression, and amnesia. Steps in improving memory.

UNIT IV **Thinking and Reasoning**

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

Practical

- (i) **Serial Position Effect:** To demonstrate the serial position effect on memory in learning a list of nonsense syllables.

- (ii) **Retroactive Inhibition**

References:

- 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.
- 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
- Ciccarelli, K.S., Meyer, E.G. Psychology, (South Asian Edition), Pearson and Longman.

CC-A 3: PSYCHOLOGICAL STATISTICS

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

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, percentile point & percentile rank.

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 test

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 Limits** To find out the D.L. for lifted weight of your subject by method of limits.

Recommended Books

- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4thEd.) India: Pearson Education, Prentice Hall.
- Ferguson, G.A. & Takane, Y. (1989). Statistical Analysis in Psychology & Education, Tata McGraw Hill Publishing Company, New Delhi
- Garrett, H. E. & Woodworth, R.S. (1985). Psychology in Statistics and Education, Vakils, Feffer & Simons Ltd. Mumbai
- Mangal, S.K. (2002) Statistics in Psychology and Education. (2ndedn). New Delhi: Prentice - Hall of India.
- Siegal, S. (1994). Nonparametric Statistics. McGraw Hill, New Delhi
- Singh, A.K. (1986). Tests, Measurements, & Research Methods in Behavioral Sciences,

CC- A4: PSYCHOPATHOLOGY**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.

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; Brief idea about DSM-V; Assessment techniques- Intelligence tests, History taking interview, Personality Assessment- Personality Inventories, Rating Scales, 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, Schizotypal.

(ii) Antisocial, Borderline, Avoidant and Dependent personality.

UNIT -IV Schizophrenia and Therapies

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

(ii) Psychodynamic, and Cognitive Behavior therapy.

Practical

(i) Test of Neuroticism.

(ii) Test of Depression.

Discipline Specific Elective(DSE) - A1: ORGANIZATIONAL BEHAVIOR

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.

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

- 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.
- 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

DSE- A2:COUNSELING PSYCHOLOGY

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.

- 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
- 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.
- 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.

GENERIC ELCTIVE (GE)

GE-PSY-01: GENERAL PSYCHOLOGY

OBJECTIVE:

Provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

Unit - I

Introducing psychology Concept and definition of psychology, origins of psychology, key perspectives of psychology: Behavioral, cognitive, humanistic, psychodynamic, socio-cultural.

Unit - II

Methods in psychology

- a. Natural observation, survey and case study- advantages and limitations.
- b. Experimental and correlational methods- advantages and limitations.

Unit - III

Learning and Motivation

Principles and applications of Classical conditioning, operant conditioning, and observational learning; Learning strategies; Learning in a digital world; Self regulated learning; Perspectives on motivation, types of motivation, motivational conflicts.

Unit - IV

(a) Memory: Models of memory: Levels of processing, Parallel Distributed Processing

model, Information processing, Forgetting, Improving memory.

(b) Emotions: Components, theories

Readings:

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Feldman.S.R.(2009). Essentials of understanding psychology (7th Ed.) New Delhi: Tata McGraw Hill.

Glassman,W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham: Open University Press.

Michael ,W., Passer, Smith, R.E.(2007). Psychology: The Science of mind and Behavior. New Delhi :Tata McGraw-Hill.

OR

GE - PSY- 1: PSYCHOLOGY OF LIVING

Unit - I

Introduction: What is psychology, relevance of psychology, mind-body relationship, psychological factors and physical illness, body image, lifestyle interventions.

Unit - II

Self and relationships: importance of family and peer groups in one's life, importance of emotional intelligence, role of culture.

Unit - III

Self in disintegrative experiences: anxiety, stress, depression, coping

Unit - IV

Growth and actualizing self: self-direction, subjective well-being, hope, optimism, resilience.

Reference Books:

- Atwater, E. & Grover, D. & Karen (1999). Psychology for living: Adjustment, growth and behavior today. Prentice Hall.

- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.

GE-PSY-02: PSYCHOLOGY FOR HEALTH AND WELL-BEING

Objective - To understand the spectrum of health and illness for better health management.

UNIT - I

Illness, Health and Well being:

Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well being.

UNIT - II

Stress and Coping:

Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

UNIT - III

Health Management:

Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management

Unit - IV

Human strengths and life enhancement:

Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

References -

- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.
- DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson.
- Forshaw, M. (2003).*Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.
- Hick, J.W. (2005).*Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.
- Misra,G. (1999).*Stress and Health*. New Delhi: Concept.
- 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 Edition. New Delhi: Tata McGraw Hill.

OR

GE-PSY-02: GENDER PSYCHOLOGY

Unit 1: Introduction: Conceptualization and measurement of gender roles and gender role attitudes

Unit 2: Sex related comparisons: cognitive abilities, social domains, emotion, moral development, theories

Unit 3: Gender: Aggression, achievement, communication, friendship, romantic relationships

Unit 4: Sex differences in health, relationships and health, work roles and health, mental health.

Reference Book:

- Helgeson, V.S. (2006). *Psychology of Gender*. Pearson education.