

**Controller of Examinations**  
**SAMBALPUR UNIVERSITY**  
**JYOTI VIHAR, BURLA**  
Sambalpur (Odisha), PIN- 768 019



**PHONE and Fax:0663-2430806**  
**e-mail: [coesuniv@gmail.com](mailto:coesuniv@gmail.com)**

**Urgent**

**( Both by post and by e- mail)**

No. 8599 / Acd.-I

Dated: 11-11-16

To

***The Principals,***

(All the Affiliated Colleges under Sambalpur University having  
Three Year Degree Courses excluding Autonomous Colleges.)

Sub: Syllabus & Implementation of CBCS pattern Arts/Science/Commerce (Pass and  
Hons.) from the Academic Session 2016-17.

Ref :- This office letter No 5314/ Acd.-I dated 21.7.16 and letter No. 5970/Acd.-I  
dated 8.8.16.

Sir,

In continuation to the letters and the subject cited above, I am directed to intimate you that the Vice- Chancellor has been pleased to approve the revised syllabus for Courses / papers related to **Psychology** for CBCS + 3 courses degree B.A. (Both Pass & Hons. ) examinations under 6 (15) of O.U. Act -1989 giving it effect from the Academic Session, 2016-17. The detail Courses of Studies is enclosed herewith for your reference and necessary action.

**This may kindly be noted that it is the final syllabus for *Psychology* subject/ papers under CBCS pattern. It may be made available to teachers and students concerned. Further you are requested to ensure teaching of the courses in your colleges accordingly. Earlier communication in this regard may kindly be ignored.**

**Any error and omission etc. may kindly be intimated to this office.**

. Any queries on the matter may be made through e-mail: [coesuniv@gmail.com](mailto:coesuniv@gmail.com).

Thanking you,

Yours faithfully,

Encl: *As above*

A handwritten signature in black ink, appearing to be 'B. K. S. S.', is written over the printed name 'Controller of Examinations'. Below the signature, the name 'B. K. S. S.' is written again in a smaller, cursive script.  
**Controller of Examinations**  
*B. K. S. S.*

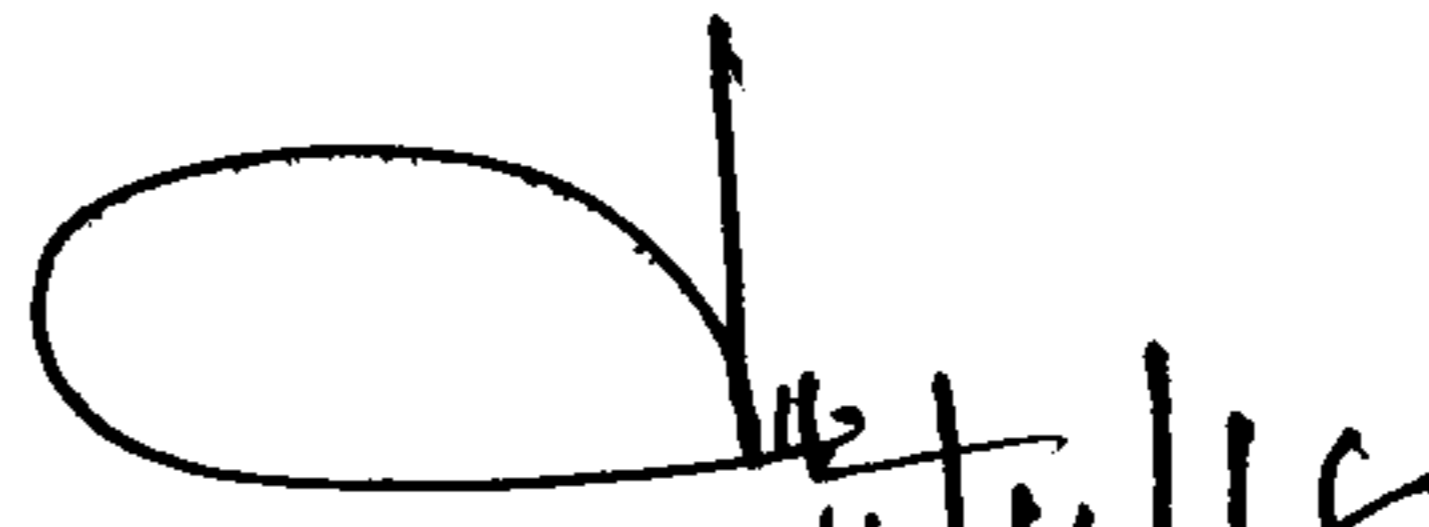
**P.T.O.**

Memo No. 8600 /Acd.-I(BOS),

dtd. 11-11-16

**Copy forwarded with enclosure for information and necessary action to:**

1. The Chairman, Post Graduate Council, Sambalpur University.
2. The H.O.D., P.G. Department of \_\_\_\_\_, Sambalpur University.
3. The Director, College Development Council, Sambalpur University.
4. The Director, Directorate of Distance and Continuing Education, Sambalpur University.
5. The Co-ordinator, Private Examination Cell, Sambalpur University.
6. Asst. Registrar (Examination), Sambalpur University.
7. Programmer, University Computer Unit, Sambalpur University.
8. Asst. Controller of Examinations, Sambalpur University.
9. Section Officer / Assistant –in- Charge, **e – Governance Cell**, Sambalpur University with request to provide all the materials in the official web- site accordingly. ( as + 3 cbcs- syllabus – **Psychology –Final**)
10. Section Officers, Computer Unit, E.G.-I, EG-II, E.C-I, EC-II, EC-VI Sections.
11. Five spare Copies for Academic-I Sections with enclosure.


  
Controller of Examinations  
Blair

Memo No. 8601 /Acd.-I(BOS),

dtd. 11-11-16

**Copy forwarded without enclosure for information and necessary action to:**

1. **The Dy. Director, e – Governance Cell**, Sambalpur University with request for needful to provide all the materials in the official web- site accordingly .
2. P.A. to the Vice- Chancellor, Sambalpur University.
3. P.A. to the Registrar, Sambalpur University.
4. P.A. to the Controller of Examinations, Sambalpur University.

  
Controller of Examinations  
Blair

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**PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A. [HONS] IN  
PSYCHOLOGY**

Semester	Core Course (14)	Ability Enhancement Compulsory Course [ AECC] (2)	Ability Enhancement Elective course [AEEC] (2) (Skill Based)	Elective Discipline Specific [DSE] (4)	Elective Generic [GE] (4)
<b>I</b>	C-PSY-01 Introduction to Psychology [Theory+Practical]	Environmental Science			GE-01 Introduction to Psychology
	C-PSY-02 Biopsychology [Theory]				
<b>II</b>	C-PSY-03 Psychology of Individual Differences [Theory+Practical]	English Communication			GE-02 Environmental Psychology
	C-PSY-04 Statistical Methods for Psychological Research-I [Theory]				
<b>III</b>	C-PSY-05 Psychological Research [Theory+Practical]		SEC-01		GE-03 Psychology for Health and Well-Being
	C-PSY-06 Environmental Psychology [Theory]				
	C-PSY-07 Social Psychology [Theory+Practical]				
<b>IV</b>	C-PSY-08 Health Psychology [Theory+Practical]		SEC-02		GE-04 Educational Psychology
	C-PSY-09 Developmental Psychology [Theory]				
	C-PSY-10 Educational Psychology [Theory+Practical]				
<b>V</b>	C-PSY-11 Understanding Psychological Disorders [Theory]			DSE-01 Positive Psychology	
	C-PSY-12 Organizational Behaviour [Theory+Practical]			DSE-02 Counselling Psychology	
<b>VI</b>	C-PSY-13 Understanding and Dealing with Psychological Disorders [Theory]			DSE-03 Health Psychology	
	C-PSY-14 Counseling Psychology [Theory+Practical]			DSE-04 Community Psychology	

## SEMESTER I

### CORE COURSES

#### C-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.

**1. Introduction:** What is psychology? Perspectives of Psychology [*Biological, Behavioural, and cognitive perspective*], Methods of Psychology (*Introspection method, Observation method and special emphasis on experimental method*), Subfields of psychology.

**2 (a) Perception:-** Meaning and process of Perception, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies and its types [*Shape, Size, and Brightness constancy*]/depth perception, distance and movement; Illusions.

**(b) Thinking and Language:** Role of image in thinking, concepts: factors affecting concept formation, Problem solving and decision making; nature of language, language development.

**3. Learning and Motivation:** Principles and applications of Classical Conditioning, Operant conditioning, and Observational learning; Types of motivation, motivational conflicts and its types.

**4 (a) Memory:** Models of memory: Atkinson-Shiffrin Buffer model, Neural network model, Parallel Distributed Processing model, Forgetting and its causes, improving memory.

**(b) Emotions:** Reactions, and theories [*James-Lange & Cannon – Bard theories*].

#### **Practicum:**

Any 2 practicum pertaining to C-PSY-01 (Introduction to psychology) preferably experiments.

[1] Level of Aspiration &

[2] Set in Memory

#### **Readings:**

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

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

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

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

## SEMESTER I

### CORE COURSES

#### C-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 1: Heredity and Behaviour:-** *Genetics and Evolutionary Psychology, Genetics: some basic principles.*

**Unit 2: The Functioning brain:** Structure, and functions of neurons; Neural conduction and synaptic transmission.

**Unit 3: Organization of nervous systems:** CNS, PNS & ANS Structure and functions. Hemispheric specialization.

**Unit 4: Endocrine System:** Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.

##### **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

**SEMESTER II**  
**CORE COURSES**

**C-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.

**1. Personality:** Nature of personality; Biological foundations of personality, Culture, gender and personality; Perspectives on personality, Trait and type.

**2. Intelligence:** Concept of intelligence, Theory of Intelligence [Spearman and Thurston theory, Gardner's multiple intelligences] Emotional Intelligence, Heredity, environment and intelligence.

**3. Indian approach:** *Indian approaches to personality.*

**4. Enhancing individual's potential:** Motivation: Intrinsic motivation, Enhancing cognitive potential, Self-regulation and self-enhancement, fostering creativity.

**Practicum:** Two psychological tests (one based on Intelligence and one based on personality).

[1] Intelligence test- Use of RSPM or other non-verbal intelligence test to test the intelligence of two college students.

[2] Personality Type – To assess the personality type by using Glazer's test or other test of personality.

**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 (4<sup>th</sup> 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.

**SEMESTER II**  
**CORE COURSES**

**C-PSY-04: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I**

**Objective:** To familiarize students with the psychological research and basics of statistical methods and tools used in descriptive statistics of quantitative research.

**UNIT 1:**

**1. Introduction:-** Psychological Research & Statistics; *Types of Psychological Research*, Descriptive and Inferential Statistics, *Variables and its types*; Measurement Scales.

**2. Frequency Distributions, Percentiles, and Percentile Ranks:-** Constructing a grouped frequency distribution, relative frequency distribution and a cumulative frequency distribution, Computation of Percentiles and Percentile Ranks.

**UNIT 2:**

**3. Graphic Representation of Data:-** Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram, The Pie Chart; The Cumulative Frequency Graph.

**4. Measures of Central Tendency:-** The Mode; the Median; the Mean; Properties and Relative Advantages and Disadvantages of the Mode, the Median and the Mean;

**UNIT 3:**

**5. Measures of Variability and Standard (z) Scores:-** The Range; The Interquartile and the Semi-Interquartile Range; The Average Deviation; The Standard Deviation; Calculation of Standard Deviation from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Variability.

**6. The Normal Distribution:-** The Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve, Divergence from Normality (Skewness and Kurtosis).

**UNIT 4:**

**7. Correlation:-** The Meaning of Correlation; Calculating Pearson's Correlation Coefficient from ungroup data; Spearman's Rank-Order Correlation Coefficient;

**8. Hypothesis testing-level of significance:-** Type I and type II error computation of t-test from correlated and uncorrelated samples.

**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 Behavioural 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 behavioural Sciences USA:* John Wiley & Sons.

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

## SEMESTER III

### CORE COURSES

#### C-PSY-05: PSYCHOLOGICAL RESEARCH

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

##### UNIT 1

[1] **Basics of Research in Psychology:**-What is Psychological Research? The goals of Psychological research; Principles of good research; Ethics in Psychological research.

##### UNIT 2

[2] **Experimental Method:**-Introduction to Experimental and Quasi-experimental Methods.

[3] **Methods of Data Collection:**-Sampling; Probability Sampling Methods and Non Probability Sampling Methods.

##### UNIT 3

[4] **Non Experimental Methods (I):**- Case Study; Observation; Surveys, Interviews.

##### UNIT 4

[5] **Non Experimental Methods (II):**- Psychological Testing: Standardization; Reliability, Validity and Norms of a Psychological Test; applications.

**Practicum:** 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 and One psychological test based on group data analysis.

[To assess creativity of children].

**2. Qualitative Research Methods:**-Interview, Observation, Projective / Semi Projective Tests, Case Study.

[Word association test]

##### Reading List:

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

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

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

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

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

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



## SEMESTER III

### CORE COURSES

#### C-PSY-06: ENVIRONMENTPSYCHOLOGY

##### **Introduction:**

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

##### **Learning Objectives:**

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

##### **Expected outcomes: Students will be able to**

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

##### UNIT I

##### **Environment and Behaviour**

(i) Earth as a living system: The gala hypothesis, Deep ecology; Man-environment relationship- physical, social, cultural, orientation and product.

(ii) Effects of Environment on behaviour: Noise pollution, Air pollution, Crowding and population explosion.

##### UNIT II

##### **Ecology and Development**

(i) Human behaviour Environmental Problems: Global warming, Greenhouse effect, energy depletion; Pro-environmental behaviours.

##### UNIT III

(i) Ecosystem and their components; Sustainable development; Resource use: Common property resources. Ecology: Acculturation and psychological adaptation

##### UNIT IV

##### **Environmental Assessment**

(i) Socio-psychological dimensions of environmental impact; Environmental deprivation- nature and consequences.

(ii) Creating environmental awareness; Social movements- Chipko, Tehri, Narmada.

##### **Recommended Books**

- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Dreze, J. and Sen, A. (1992). Indian Development. Delhi: Oxford University Press.
- Gadgil, M. and Guha. R. (1995). Ecology and Equity. New Delhi, Penguin Books
- Goldsmith, E. (1991). The way: The ecological World View. Boston: Shambhala
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

## SEMESTER III

### CORE COURSES

#### C-PSY-07: 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 behaviour, as to how individuals think, feel and behave in social situations.

**Unit I: Psychology of the Social:** The meaning, nature, goal, and scope of Social Psychology. Methods of Social Psychology: Observation method, Interview method, and Questionnaire method.

**Unit II: Understanding and evaluating the social world:** Self and its processes: Self-concept, Social identity and its functions. Social cognition, Social perception, Attitudes, Strategies for attitude change.

**Unit III: Social interaction and Influence:** Interpersonal attraction *and its factors*, Pro-Social Behaviour, Aggression, Social and personal determinants of aggression .Control of aggression.

**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**
- (i) **Ethical Values:** To assess the ethical values of five adolescents by using Donelson's Ethical Position Questionnaire (EPQ) or Other questionnaire.
  - (ii) **Attitude towards Women:** To measure the attitude of three boys and three girls towards Women by using Spence, Helmrich & Stapps' Attitude towards Women scale or other scale.

**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.

**SEMESTER IV****CORE COURSES****C-PSY-08: HEALTH PSYCHOLOGY****Introduction:**

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

**Learning Objectives:**

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

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

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

**UNIT-I****Introduction**

(i) Goals of Health Psychology, , Bio psychosocial model of health and illness

(ii) Basic nature of stress, Cognitive appraisal of stressors, Some major causes of stress, Management of stress

**UNIT- II****Health and Illness**

(i) Behavioural and psychological correlates of illness, Approaches to promoting wellness, Some common health beliefs and their implications

**UNIT -III****Health and Coping**

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

**UNIT IV**

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

**Health Issues**

(i) Children health issues- Malnutrition, Immunization, Autism, ADHD

(ii) Health issues of women and elderly: Diabetes, Osteoporosis, Alzheimer's Disease, Depression

**Practical**

(i) Adaptation and coping skill

(ii) Conduction of relaxation exercise.

**Recommended Books**

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

## SEMESTER IV

### CORE COURSES

#### C-PSY-09: 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 1: Introduction

a) Concept of Human Development:-Meaning, Nature, and principals of development. Characteristics of development, Factors affecting development.

##### UNIT 2: Periods of Life Span Development

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

##### UNIT 3: Domains of Human Development

- a) Cognitive development: perspectives of Piaget
- b) Language development *and its stages.*
- e) Moral development:-Kohlberg's stage of moral development.

##### UNIT 4: Socio-Cultural Contexts for Human Development

- a) Family
- b) Peers, Media & Schooling.

##### 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.

## SEMESTER IV

### CORE COURSES

#### C-PSY-10: EDUCATIONAL PSYCHOLOGY

##### Introduction:

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

##### Learning Objectives:

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

##### Expected outcomes: Students will be able to

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

##### UNIT-I

##### **Foundations of Educational Psychology**

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

##### UNIT- II

##### **Motivation and Classroom Management**

(i) Meaning of motivation, Intrinsic and extrinsic motivation, Motivational techniques in classroom teaching.

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

##### UNIT III

##### **Creativity and Aptitude**

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

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

##### UNIT -IV

##### **Dealing with ability differences and Testing**

(i) Teaching children with mental retardation, learning disability, social class differences,

(ii) Characteristics of standardized tests- Reliability, Validity, Objectivity.

##### Practical

(i) **Academic Behaviour:** To assess the academic attitude and behaviour of college students by using Sia's Academic Behaviour Scale

(ii) **Academic Stress:** To assess the academic stress of two higher Secondary students using Rao's Academic Stress Scale.

##### Recommended Books

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

**SEMESTER V**  
**CORE COURSES**

**C-PSY-11: 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 1 – Understanding abnormality**

Definition and criteria of abnormality, *Diathesis Stress model*, *Clinical assessment*.

**Unit 2 - Clinical States**

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

(b) Conversion Disorder (Clinical Picture and Dynamics)

**UNIT 3: Developmental Disorders (Clinical Picture and Dynamics)**

Mental Retardation, Autism, ADHD, and Learning Disabilities

**UNIT 4: Substance related disorders and eating disorders**

(a) Substance-Related Disorder: Alcohol abuse and Drug abuse (clinical picture and causes)

(b) Eating disorder: Anorexia Nervosa and Bulimia Nervosa

**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*. NewYork: 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*. NewDelhi: 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.

**SEMESTER V**  
**CORE COURSES**

**C-PSY-12: 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 1: Introduction**

- [A] Historical antecedents of Organizational Behavior
- [B] Contemporary Trends and Challenges of Organizational behavior.
- [C] Challenges in the Indian Setting.

**Unit 2: Individual level processes**

- [A] Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behavior
- [B] Work Motivation
  - [i] Early theories: Maslow, McClelland, Two factor
  - [ii] Contemporary theories: Goal setting, Expectancy
  - [iii] Applications: Job Characteristics Model, Job redesign,

**Unit 3: Dynamics of Organizational Behavior**

- [A] Organizational Culture
- [B] Power and Politics: Influence, empowerment, sexual harassment.
- [C] Positive Organizational Behavior

**Unit 4: Leadership**

- [A] Basic approaches: Trait theories, Behavioral theories.
- [B] Contemporary Issues: Inspirational approaches to leadership, Contemporary leadership roles.

**PRACTICUM:** Any two practicum based on topics in C-PSY-12

- [1] To measure basic leadership style of four college students by using Greenberg or other basic leadership style scale.
- [2] Effects of frustration on performance.

**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 (10th Ed.) 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.

## SEMESTER VI

### CORE COURSES

#### **C-PSY-13: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS**

**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.

**UNIT1:** Schizophrenia: Clinical Picture, causal factors and subtypes

**UNIT2:** Mood Disorders: Clinical Picture, causal factors and subtypes; suicide

**UNIT3:**

(a) Personality Disorders (Clinical Picture and Dynamics): Antisocial Personality Disorder and Borderline Personality Disorder

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

**UNIT4: Treatment of disorders:**

(a) Biological treatment: Pharmacotherapy and Electroconvulsive therapy

(b) Psychological treatment: Psychoanalytic therapy, Behaviour therapy and Cognitive- Behaviour therapy.

**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. NewYork: 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. NewDelhi: 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



## SEMESTER VI

### CORE COURSES

#### C-PSY-14: COUNSELLING PSYCHOLOGY

##### Objectives:

- \* To develop an understanding of basic concepts, processes, and techniques of counselling.
- \* To acquaint the learner with the challenges of counselling.

##### Unit 1: Introduction

- (a) Meaning and goals
- (b) Counselling as a profession: training, skills and ethics
- (c) The effective counsellor: Characteristics of an effective counsellor.
- (d) Counselling process and relationship

##### Unit 2: Techniques of Counselling

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

##### Unit 3: Counselling Applications

- a) SchoolCounselling
- b) Family Counselling
- c) Career Counselling

##### Unit 4: 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.

- [1] Collecting and analyzing a case history by highlighting the weakness of the students.
- [2] Conflict handling style.

##### 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, NewDelhi.
- Capuzzi, D. & Gross, D. R. (2007).*Counselling and Psychotherapy: Theories andInterventions* (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*.(7th Ed.) NewDelhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012).Couple and Family Therapy. In E. M.Altmaierand J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. NewYork: Oxford University Press.
- Geldard, K. &Geldard, D. (2011).*Counselling Children: A Practical Introduction* (3<sup>rd</sup>Ed.) New Delhi: Sage
- Gibson, R. L. & Mitchell, M. H. (2012).*Introduction to Counselling and Guidance* (7<sup>th</sup>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: OxfordUniversity Press.
- Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A helper's manual*, SecondEdition, 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 McGrawHill.
- 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* (5<sup>th</sup>Ed). Brooks/ Cole Cengage Learning

Udapa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: MotilalBanarsidas.

## SEMESTER I

### GENERIC ELECTIVE

#### GE-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.

**1. Introduction:** What is psychology? Perspectives of Psychology [*Biological, Behavioural, and cognitive perspective*], Methods of Psychology (*Introspection method, Observation method and special emphasis on experimental method*), Subfields of psychology.

**2 (a) Perception:-** Meaning and process of Perception, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies *and its types [Shape, Size, and Brightness constancy]* depth perception, distance and movement; Illusions.

**(b) Thinking and Language:** *Role of image in thinking*, concepts: *factors affecting concept formation, Problem solving and* decision making; nature of language, language development.

**3. Learning and Motivation:** Principles and applications of Classical Conditioning, Operant conditioning, and Observational learning; Types of motivation, motivational conflicts *and its types*.

**4 (a) Memory:** Models of memory: *Atkinson-Shiffrin Buffer model, Neural network model*, Parallel Distributed Processing model, Forgetting *and its causes*, improving memory.

**(b) Emotions:** *Reactions, and* theories [*James-Lange & Cannon – Bard theories*].

#### Readings:

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

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

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

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

## SEMESTER II

### GENERIC ELECTIVE

#### GE-02: ENVIRONMENT PSYCHOLOGY

##### **Introduction:**

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

##### **Learning Objectives:**

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

##### **Expected outcomes: Students will be able to**

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

##### UNIT I

##### **Environment and Behaviour**

(i) Earth as a living system: Man-environment relationship- physical, social, cultural, Effects of Noise pollution, Air pollution, and Crowding on behaviour.

##### UNIT II

##### **Ecology and Development**

(i) Human behaviour Environmental Problems: Global warming, Greenhouse effect, energy depletion.

##### UNIT III

(i) Ecosystem and their components; Ecology: Acculturation and psychological adaptation

##### UNIT IV

##### **Environmental Assessment**

(ii) Creating environmental awareness; Social movements- Chipko, Tehri, Narmada.

##### **Recommended Books**

- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Dreze, J. and Sen, A. (1992). Indian Development. Delhi: Oxford University Press.
- Gadgil, M. and Guha. R. (1995). Ecology and Equity. New Delhi, Penguin Books
- Goldsmith, E. (1991). The way: The ecological World View. Boston: Shambhala
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

## SEMESTER III

### GENERIC ELECTIVE

#### GE-03: PSYCHOLOGY FOR HEALTH AND WELL-BEING

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

##### **UNIT 1 – Illness, Health and Well being**

Goal of health Psychology. Holistic health; health and well being.

##### **UNIT 2 – Stress and Coping**

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

##### **UNIT 3 – Health Management**

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

##### **Unit 4 – Human strengths and life enhancement**

Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism.

##### **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.

## SEMESTER IV

### GENERIC ELECTIVE

#### GE-04: EDUCATIONAL PSYCHOLOGY

##### Introduction:

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

##### Learning Objectives:

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

##### Expected outcomes: Students will be able to

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

UNIT-I	(i) Concepts and principles of educational psychology, The teaching-learning process, Goals of teaching and objectives for learning
UNIT- II	(i) Meaning of motivation, Intrinsic and extrinsic motivation, Approaches to understand classroom motivation, Motivational techniques in classroom teaching
UNIT III	(i) The goals of classroom management, Creating a positive learning environment, Characteristics of an effective teacher, Teacher expectation and students' performance
UNIT -IV	(i) Teaching children with mental retardation, learning disability.

##### Recommended Books

- Agrawal, J.C. (2009). Essentials of Educational Psychology (2<sup>nd</sup>Edn.) Vikas Publishing House, New Delhi
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Gage, N. L., & Berliner, D. C. (2009) *Educational psychology* (5th ed.). Boston, MA: Houghton Mifflin.
- Mangal, S.K. (2013). Advanced Educational Psychology (2<sup>nd</sup>Edn.) PHI Learning Pvt. Ltd., New Delhi
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur,

Bhubaneswar.

- Slavin, Robert E. (2012). Educational Psychology: Theory and Practice. Delhi, Pearson,
- Woolfolk, A.E. (2004). Educational Psychology (9<sup>th</sup> Ed.), Allyn& Bacon, London / Boston

## SEMESTER V

### DISCIPLINE SPECIFIC ELECTIVE

#### DSE-01: POSITIVE PSYCHOLOGY

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

**UNIT 1: Introduction: Positive Psychology:** An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

**UNIT 2: Positive Emotional States and Processes:** Happiness and Wellbeing, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

**UNIT 3: Positive Cognitive States and Processes:** Self-efficacy, Optimism, Hope, Wisdom, Flow, And Mindfulness.

**UNIT 4:** 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.

## SEMESTER V

### DISCIPLINE SPECIFIC ELECTIVE

#### DSE-02: COUNCELLING PSYCHOLOGY

##### Introduction:

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

##### Learning Objectives:

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

##### Expected outcomes: Students will be able to

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

UNIT-I	(i) Meaning, scope and purpose of counselling with special reference to India; The counselling process, counselling relationship, counselling interview
UNIT II	(i) Characteristics of a good counsellor, Ethics and values in counselling; Education and training of the counsellor
UNIT- III	(i) Working in a counselling relationship, transference and counter transference, termination of counselling relationship, Factors influencing counselling
UNIT -IV	(i) Student counselling, roles and activities of the school, and college counsellor.

##### 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 Counselling and Psychotherapy. London: Sage.
- Gibson, R.L & Mitchell M.H. (2003). Introduction to counselling and Guidance. 6<sup>th</sup>edn. Delhi: Pearson Education
- Gladding, S.T. (2009). Counselling: A comprehensive profession (6th Ed.). New Delhi: Pearson India
- Mishra, H.C. &Varadwaj, K. (2009). Counselling Psychology: Theories, Issues and Applications, DivyaPrakashini, Samantarapur, Bhubaneswar, Odisha
- Misra, G. (Ed) (2010). Psychology in India, Volume 3: Clinical and Health

- Psychology. New Delhi: Pearson India.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
  - Nelson-Jones. (1995). The theory and practice of counselling. 2<sup>nd</sup>Edn. London: Holt, Rinehart and Winston Ltd
  - Rao, S. (2002). Counselling and Guidance ( 2nd Ed.). New Delhi: McGraw Hill.

## SEMESTER VI

### DISCIPLINE SPECIFIC ELECTIVE

#### DSE-03: HEALTH PSYCHOLOGY

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

**UNIT 1: 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 2: Behaviour and health:** Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

**UNIT 3: Stress:** Nature, Sources, and Effects of stress on physical and mental health; Coping and stress management.

**UNIT 4: Health Management:** Health-enhancing behaviours; Exercise, Nutrition, Safety, Managing and controlling pain. Health protective behaviours, Illness Management.

#### Readings:-

- Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Kindersley.
- Misra, G. (1999). Stress and Health. New Delhi: Concept.
- Routledge. Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling
- Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.). NY: Wiley.
- Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.
- Taylor, S.E. (2006). *Health psychology*. (6th Ed.) New Delhi: Tata McGraw Hill.



## SEMESTER VI

### DISCIPLINE SPECIFIC ELECTIVE

#### DSE-04: COMMUNITY PSYCHOLOGY

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

**UNIT 1: Introduction:** Definition of community psychology; types of communities; models.

**UNIT 2: Core values:** Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.

**UNIT 3: 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 4: 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.



