

CORE COURSE ; Semester – I Psychology (Hons)

PSY. -CC-I (Th.) : Introduction Psychology

Time – 3hrs F.M.: 100 [60(End sem)+15(Int)+25(Pr)] Credit- 6[4(Th.) +2(Pr.)]

Unit-I

Introducing Psychology:

- **Concept and Definition of Psychology**
- **Scope and History of Psychology**
- **Psychology as a scientific Discipline**

Unit-II

- **Key perspectives of Psychology- Behavioural, Cognitive, Humanistic, Psychodynamic and Sociocultural**

Unit-III

Methods in Psychology:

1. **Observation, Survey and case study- Nature, advantages and limitations of these methods**
2. **experimental and correlational methods- Nature, advantages and limitations**

Unit-IV:

- **Neurons- Types of Neurons- Structure and functions of Neurons- Exocrine and Endocrine glands – Structure of Endocrine glands – Chemical Regulation of Endocrine glands (function).**

Unit-IV

- **Structure and functions of central and Autonomic Nervous System (ANS).**

Text Books:

- i. **Barin, R.A.(1995), Psychology: The essential Science, Pearson Education Company of India Ltd.**
- ii. **Kar, Chintamani (2016), Introductory Psychology, A.K. Mishra Publications, Badambadi, Cuttack-9.**
- iii. **Zimbardo, P.G. & Weber A.L. (1997) Ed. Psychology, Haper Collins, College Publishers**

Reference Books:

- i. **Das, J.P. (1999) The working mind, Sage Publications of India Pvt. Ltd. New Delhi.**
- ii. **Understanding Psychology (6thEdn.), 1999, Robert S. Feldman, Tata McGraw Hill.**

CORE COURSE ; Semester – I Semester – I Psychology (Hons)

PSY. -CC-II (Th.) : Basic Psychological Processes

Time – 3hrs F.M.: 100 [60(End sem)+15(Int)+25(Pr)] Credit- 6

UNIT-I: Sensation And Attention

- I. Sensation – Sensory Receptors – Structure and Functions of Eye and Ear
- II. Attention – Nature And Determinants of Attention

UNIT-II - Perception

- I. Perceptual Processes – Figure And Ground, Gestalt Laws of Perception, Errors in Perception Illusion and Hallucination
- II. Role of Need and Past Experiences in Perception, Depth and Distance Perception – Perceptual constancies

UNIT-III: Learning

- I. Learning- Definition – Maturation and Learning – Classical conditioning and its principles Trial and Error Learning
- II. Operant conditioning –its principles and Observational Learning – its principles

UNIT-IV: Memory

- I. What is Memory? Types of Memory: a) Episodic (b) Semantic (c) Procedural Memory Processes – Encoding, Storage and Retrieval Systems of Memory: Sensory, STM, LTM
- II. Forgetting: Causes of forgetting
 - Forgetting from LTM- (a) Encoding Failure (b) Storage Failure (c) Retrieval Failure
 - Improving Memory- (a) Mnemonics (b) Method of Loci (c) Number of Letter Peg system (d) Chunking

UNIT-V: Language And Thought

- I. What is Language? – Language's Rule system: Phonology, Morphology, Syntax, Semantics, Pragmatics Stages of Language Development- Prelinguistic speech – Linguistic Speech – Speech Defects
- II. Factors affecting language Development – Decision making and steps in problem solving

Suggested Readings:

- i. Baron, R.A.(1995) Edn. Psychology: The Essential Science, Pearson Education India Pvt. Ltd.
- ii. Kar, Chintamani (2016), Basic Psychological Processes, A.K. Mishra Publications, Cuttack-9.
- iii. Zimbardo, P.G. Weber (1997) Psychology, Harper & Collins College Publications
- iv. Das, J.P. (1999 Edn.) The working Mind, Sage Publications of India, New Delhi

Reference Book:

- i. Understanding Psychology – R.S. Feldman

PSY.-GE-I & DSC-I IS SAME AS SEM.-I, PSY.-CC-I

CORE COURSE ; Semester – II Psychology (Hons)

PSY. -CC-III (Th.) : Processes of Human Empowerment

Time – 3hrs F.M.: 100 [60(End sem)+15(Int)+25(Pr)] Credit- 6

UNIT-I: Basics of Empowerment

- i. Intelligence- Definition- Intelligence Quotient (I.Q), Binet’s Test of Intelligence- Theories of Intelligence.
- ii. Factors affecting Intelligence- Is Intelligence inherited? Culture free and fair Tests- New
Directions of intelligence: Emotional Intelligence, Practical Intelligence, Spiritual Intelligence- Measuring Intelligence – Weschler’s Scale

UNIT-II: Personality

- i. Meaning and Definition – Allport’s Definition – Personality Typology- Traits: Surface and Source Traits.
- ii. Theories of Personality – Measurement of Personality: Psychometric and Projective Tests

UNIT-III: Sources of Power (Motivation)

- i. Meaning and Definitions of Drives, Motives and Incentives – Motivational cycle – Types of Motives: Biological, Social, psychological and Personal.
- ii. Extrinsic and Intrinsic Motivation – Theories of Motivation: Drive Theory, Arousal Theory – Measuring motives of animal and humans.

UNIT-IV: Sources of Power (Emotion)

- i. Emotion- Definition and Meaning – Feeling, Emotion and Mood – External Bodily changes of Emotion.
- ii. Psychological Changes during emotion – Theories of Emotion: James – Lange, Cannon-Bard and Activation Theory.

UNIT-V: Proving Empowered

- i. Social Behaviour – Meaning and Bias in Attribution – Meaning of Social cognition and processing of Social Information
- ii. Positive Psychology- Scope, aims, Nature and Characteristics of happiness, Subjective well-being and Personal growth.

Suggested Reading:

1. Baron, R.A.(1995 Edn) Psychology: The Essential Science, Pearson India Pvt. Ltd.

2. Zimbardo & Weber (Ed) Psychology, New York Harper Collins college Publishers
3. Kar, Chintamani (2016) "Processes of Human Empowerment", A.K. Mishra Publications Pvt. Ltd. Cuttack

Reference Book:

- i. Das, J.P. The working Mind, Sage Publications Pvt. Ltd. New Delhi, India

CORE COURSE ; Semester – II Psychology (Hons)

PSY. -CC-IV (Th.) : Basic of Developmental Process

Time – 3hrs F.M.: 100 [60(End sem)+15(Int)+25(Pr)] Credit- 6

Unit-I: Basic of Development

- i. Meaning, Nature and Types of Development, Principles of Development, Factors influencing Development.
- ii. Perspectives of Development – Psychoanalytic, Mechanistic, Organismic and Humanistic

Unit-II: Life in Formation

- i. Fertilization, Determination of sex, prenatal Development and factors influencing prenatal development, Stages of Prenatal Development
- ii. Physical and motor Development and social development during childhood.

Unit-III: Life in Preparation

- i. Childhood Emotion – Types of Emotion- Nature and Factors influencing emotional Development.
- ii. Social, emotional, Physical and motor development during adolescence.

Unit-IV: Cognitive and Speech Development

- i. Piaget's stages of cognitive development Kohlberg's stages of moral development, Vygotsky's concept of cognitive Development
- ii. Speech and language development – Stages- speech defects and Disorders – Factors influencing language development

Unit-V: Self and Identity

- i. Self-Concept- Development of self concept, self-esteem, self-efficacy – factors influencing self-concept
- ii. Development of self-control, Development of gender differences and gender roles.

Suggested Readings:

- i. Baron, R.A. (2002) Psychology, 5th edn, Pearson India, New Delhi.
- ii. Kar Chintamani, Basic developmental Processes, Kalyani Publishers, Ludhiana
- iii. Berk, L.E. (2010) Child Development
- iv. Hurlock, E. Developmental Psychology Tata McGraw Hill, New Delhi

- v. Papalia (2006) Human Development (5thEdn) Tata McGraw Hill
 - vi. Santrock, J.W. (2008) Child Development (11thEdn) Tata McGraw Hill, New Delhi
 - vii. Sigleman G.K.(1995), Life- span Human Devt. C.P.Co, California
- Reference:** Child Psychology – Hethrington and Parke

PSY.-GE-II & DSC-II IS SAME AS SEM.-I, PSY.-CC-II

Practical for all Semesters

Practical P-I (Semester – I)

- i. Set in Memory
- ii. Doing two things at a time

Practical Paper – II

- i. Learning and Forgetting of Nonsense Syllables
- ii. Memory for Pleasant and unpleasant materials

Practical Paper-III (Semester-II)

- i. Retention and amount of Materials
- ii. Effects of Rhythm on memory

Practical Paper-IV

- i. Learning and Saving method
- ii. Bilateral transfer of Training

Core Courses Semester-III B.A. Psychology (Hons) CC-V

Time – 3 hrs. F.M. – 100 [60(Sem) +15 (Int.) + 25 (Pr.)] Credits: -04(Th.) +02(Pr.)

Lectures – 60 [40(Th.) +20 (Pr.)

Semester- III (+3 2nd Yr.)

Psychology (Hons) F.M=75, Paper- V

Psychological Statistics

Unit-I: Fundamentals of Statistics

- i. Meaning, Definition and scope of statistics- Population and sample, functions of statistics- Parametric and Non-Parametric Statistics- Scales of measurement- organization of data- Frequency Distribution – Graphical representation of data- frequency polygon, Histogram and smoothing the frequency polygon, Ogive
- ii. Measures of central Tendency – Mean, Median & Mode – Uses of measures of central Tendency

Unit-II: Measures of Statistics

- i. **Measures of Variability-** Definition- Types of the Variability: Range, Quartile Deviation, Average Deviation and standard deviation, Uses of Variability.
- ii. **Percentile and Percentile Rank (PR)-** Calculation of Percentile points, PR; Calculation of PR by direct method from frequency distribution.

Unit-III:

- i. **Correlation-** Concept and meaning – Computation of correlation coefficient by product – moment and Rank order method.
- ii. Normal Probability Curve (NPC)
General Characteristics – Table of Areas under NPC – Measuring Divergence from Normality (Skewness and Kurtosis) – Application of NPC

Unit-IV: Chisquare Test and Difference Between Means

- i. Chi- Square Test- General Features and Definition, Chisquare as test of Independence- Calculation of Chi-Square (contingency Table) and its interpretation.
- ii. Level of Significance- Type I & II Error computation of “t” from independent and dependent samples

Unit-V:

- i. Mann- Whitney U test, Purpose and Assumptions of ANOVA: one- way and two-way ANOVA, Kruskal- Wallis H Test.
- ii. Reliability and Validity- Meaning and definition of Reliability – Methods of Estimating Reliability (i) Test Retest (ii) Equivalent Form (iii) Split Half Reliability
Validity- Definition- Meaning- Types of Validity (Face and Content Validity)

Recommended Readings:

1. Statistics in Psychology and Education by ChintamaniKAr, A.K. Mishra Publication Pvt. Ltd. Cuttack-9.
2. Statistics in Psychology and Education – Garrett
3. Psychological Testing – Anastasi
4. Foundation of Behavioural Research – Kerlinger

Core Courses Semester-III B.A. Psychology (Hons) CC-VI

**Time – 3 hrs. F.M. – 100 [60(Sem) +15 (Int.) + 25 (Pr.)] Credits: -04(Th.) +02(Pr.)
Lectures – 60 [40(Th.) +20 (Pr.)**

Semester – III Paper-VI

Psychology (Hons) +3 2nd Yr.--Psychopathology

Unit-I: Basics of Pathology

- i. Concepts of Abnormality- Perspectives of abnormal behavior – (a) Psychodynamic (b) Behavioural (c) Cognitive (d) Humanistic (e) Existential and (f) Sociocultural
- ii. Normal and Abnormal- A Scientific Distinction, Criterion of Abnormality (a) Pathological and (b) Statistical, Classification of Maladaptive Behaviour – DSM-IV

Unit-II:

- i. Neuroses- Anxiety Disorders, Phobia and Hysteria, Obsessive compulsive Neurosis
- ii. Psychoses- Manic Depressive Psychosis, causes, treatment, Differences between Psychoses and Neuroses

Unit-III:

- i. Mental Retardation- Types – Causes Prevention and training

- ii. Aggression- its nature and control Theories of Aggression – Determinants of human aggression (Personal and Situational), Prevention and Control of Aggression.

Unit-IV:

- i. Schizophrenia- Characteristics, Major Subtypes, Causes and Treatment
- ii. Depressive Disorders- Symptoms, Causes and treatment of Bipolar affective disorder and Dysthena.

Unit-V:

- i. Personality Disorders- Paranoid, Schizoid, Dissociative and Impulsive
- ii. Therapies- Psychoanalytic, Behaviour Therapy, Humanistic Therapy, Marital and family Therapy

Recommended Readings:

- i. A Short Text Book of Psychiatry- N. Ahuja
- ii. Psychology: The Essential Science- R.A. Baron
- iii. Abnormal Psychology- Carson
- iv. Abnormal Psychology- Sarason
- v. Abnormal Psychology and Modern Life – Coleman
- vi. Psychopathology- ChintamaniKar, A.K. Mishra, Publication, Cuttack
- vii. Abnormal Psychology- A.M. Kring

Core Courses Semester-III B.A. Psychology (Hons) CC-VII

Time – 3 hrs. F.M. – 100 [60(Sem) +15 (Int.) + 25 (Pr.)] Credits: -04(Th.) +02(Pr.)

Lectures – 60 [40(Th.) +20 (Pr.)

Semester – III --Paper-VII

Psychology (Hons) +3 2nd Yr. Arts--Social Psychology

Unit-I: Introduction

- i. Nature, goal and scope of social Psychology, Relationship with other social sciences
- ii. Methods of studying Social Behaviour- Observation, Questionnaire, Interview, Experimental, Correlational and Meta- analysis

Unit-II: Evaluating the social world

- i. Attitude- Meaning, Definition, Nature, Functions, Attitude formation, Change and measurement
- ii. Prejudices and Sterotypes- Nature and components of prejudice, Acquisition of Prejudice, Reduction of Prejudice, Causes of stereotypes

Unit-III: Living With others

- i. Group- Nature, Structure, Functions and Types – Group Mind, Difference between Group and Crowd, Group Cohesiveness.
- ii. Leadership: Definition and functions- Approaches: (a) Trait (b) Situational (c) Transaction (d) Interactional (e) Contingency Approaches. Types of Leadership

Unit-IV:

- i. Social Behaviour and Helping others-
Prosocial Behaviour- Definition and Meaning- Emotions and Prosocial Behaviour – Personal, situational and Socio- cultural determinants of Prosocial Behaviour – Self – interest, Moral integrity and moral hypocrisy of prosocial Behaviour
- ii. Understanding yourself
Social Self- Meaning and Definition, Structure of Social self – (a) Schema and (b) Prototypes self – Concept and Self – esteem, self – evaluation, self- Focussing/ Monitoring and Self-efficacy.

Unit-V:

- i. Interpersonal Attraction
a) Recognizing and Evaluating others (b) Becoming close acquaintances and moving towards friendship
- ii. Propaganda- Definition- Kinds of Propaganda- Principles of Propaganda- Techniques of Propaganda

Suggested Readings:

1. Social Psychology – Baren A. and Bryne, D.(2003)
2. Social Psychology – G.B. Mohanty (2005)
3. Social Psychology – ChintamaniKar (2016), A.K Mishra Publications, Cuttack-9
4. Applied Social Psychology – G. Mishra (2009)
5. Social Psychology – Myers, David D. (2009)
6. Social Psychology – Taylor (2006), Pearson.

Core Courses Semester-IV B.A. Psychology (Hons) CC-VIII

**Time – 3 hrs. F.M. – 100 [60(Sem) +15 (Int.) + 25 (Pr.)] Credits: -04(Th.) +02(Pr.)
Lectures – 60 [40(Th.) +20 (Pr.)**

Semester – IV

Paper-VIII

Health Psychology

+3 2nd Yr. Arts

F.M=75

Psychology And Health

Unit-I:

- 1. Introduction and Field of Health Psychology**
 - a. Health Psychology – its Definition
 - b. Health Psychology – an interdisciplinary field
 - c. Health Psychology in socio-cultural context
 - d. Nature, Scope and development of Health Psychology
 - e. Psychomatic and Behavioural Medicine
 - f. Research Methods in Health Psychology

Unit-II:

- 2. Models of Health**
 - a. Bio-Psychosocial model of Health
 - i. Complexity of Health-Early Research Literature
 - ii. Complexity of Health current Research literature
 - iii. The Biomedical vs. Biopsychosocial model
 - b. Health belief model (HBM)
 - c. Transtheoretical model. (TIM)
 - d. Evaluation of Health Models

Unit-III:

- 3. Health damaging and Health promoting life style**
 - a. Health Damaging life style
 - i. Type – A and B behavior Patterns
 - ii. Type – A Behaviour and Cardiovascular diseases
 - b. Health Promotion
 - i. Meaning of Health Promotion
 - ii. Environmental & Behavioural interventions
 - iii. Approaches to Health Promotion
 - Behaviour change Approach
 - Self-empowerment Approach
 - Collection Action Approach
 - c. Evaluation of Different Approaches

Unit-IV:

- 4. Stress and Health**
 - a. Definition and Nature of Stress
 - b. Types of Stress
 - c. Cognitive Appraisal
 - d. Causes & Consequences of Stress
 - e. Stress Management
 - f. Coping with Stress

Unit-V:

5. Health and Behaviour

- i. Staying Health
 - a. Medical Communication and Physical Health
 - b. Prevention of Disease/ impairments
 - c. Degenerative Diseases
 - d. Primary Prevention and Behavioural outcomes
 - e. Secondary and Tertiary Prevention
 - f. Individual Differences and Personal characteristics
- ii. Health Enhancing Behaviours
 - a. Exercise
 - i. Benefits of Exercise
 - ii. Determinants of Regular Exercise
 - b. Cancer- Related Health Behaviours
 - i. Breast Self-Examination
 - ii. Mammograms
 - iii. Testicular Self-examination
 - iv. Colorectal Cancer Screening
 - v. Sun Screen Use
 - c. Maintaining a Health Diet
 - d. Weight Control
 - i. Obesity and Health Risk
 - ii. Factors associated with obesity
 - iii. Treatment of obesity

Suggested Readings:

1. Health Psychology - ChintamaniKar, Kalyani Publishers, Ludhiana, New Delhi (2009)
2. Health Psychology - Friedman-Dimateo (1989) New York: Prentice Hall
3. Health Psychology: Theory research and Practice - Marks. D., Murray. M, Evans. B, & Willing. C (2000) New Delhi: Sage Publications
4. Psychological Perspectives on stress and Health - Mishra. G, (1999) New Delhi: Concept
5. Stress and coping: The Indian Experience - Pestonjee. D.M. (1999) Sage publications New Delhi
6. When Life becomes tough - Dash etal.
7. Current developments in health psychology - P. Bennet, J Weinman& P. Spugeon (Eds.)

Core Courses Semester-IV B.A. Psychology (Hons) CC-IX

**Time – 3 hrs. F.M. – 100 [60(Sem) +15 (Int.) + 25 (Pr.)] Credits: -04(Th.) +02(Pr.)
Lectures – 60 [40(Th.) +20 (Pr.)**

Semester – IV

Paper-IX

Educational Psychology

F.M=75

Unit-I:

1. An Outline of Educational Psychology

- a. Role of Educational Psychology
- b. Concepts Principles and Subject matter
- c. Goal of Teaching
- d. Objectives for Learning
- e. Styles of Thinking and Learning

Unit-II:

2. Learning and Teaching for Development of Knowledge

- a. Meaning and Nature of Cognitive Abilities
- b. Theories of Cognitive Development
 - i. Piaget , ii) Bruner, iii) Vygotsky
- c. Instructional implication of cognitive Theories

3. Motivation:

- a. Role of Motivation in Behaviour and Learning
- b. Motivational Techniques in classroom teaching

Unit-III:

4. Creating Learning Environment:

- a. The Ecology of Classroom
- b. Goals of Classroom Management
- c. Creating positive Learning Environment

5. About the Teacher

- a. Teacher Expectations
- b. Characteristics of an Effective Teacher
- c. Strategies to encourage motivation and Thoughtful learning
- d. Psychological Principles for Learner – Centred Teaching

Unit-IV: 6. Dealing with ability Differences

- a. Teaching Children with learning Disability
- b. Slow Learners – Their Characteristics
- c. Educational Programmes for slow Learners
- d. Identifying and Teaching Gifted Children

- e. Their education and guidance by Teachers and Parents

7. Teaching Children with other Disabilities

- a. Dealing with Children with Attention Disorder
- b. Teaching Children with Social Clas differences (Disadvantaged Children)
- c. Educational Programmes for Socially disadvantaged
- d. Teaching Mentally Retarded Children

Unit-V:

8. Evaluation and Assessment

- a. Assessment Types
- b. Norm- referenced and Criterion – referenced Assessment
- c. Current Approaches to Assessment

9. Testing

- a. Elementary idea about standardization of Tests
- b. Objective and Essay Type of Testing
- c. Advantages and Limitations of Essay and Objective Type of Tests
- d. Limitations and advantages of standardized Tests used in Classroom Assessment

Suggested Readings:

1. Educational Psychology	- Woolfolk, A.E; (2005), Allyn& Bacon, London/ Boston
2. Educational Psychology	- Gage, N.L & Berliner, D.C. (1998), Houghton Mifflin Company, Bosten, Newyork
3. Educational Psychology	- Ker. C.M, Sterling Publication, New Delhi

Core Courses Semester-IV B.A. Psychology (Hons) CC-X

Time – 3 hrs. F.M. – 100 [60(Sem) +15 (Int.) + 25 (Pr.)] Credits: -04(Th.) +02(Pr.)

Lectures – 60 [40(Th.) +20 (Pr.)

Semester – IV

Paper-X

Organisational Behaviour

F.M=75

Unit-I:

1. Introducing Organisational Psychology

- a. Definition
- b. Organisational Behaviour

- c. Describing Management Functions
- d. Roles and Skills of the Management
- 2. a. Challenges and opportunities for organizational behavior
- b. Foundations of Individual Behaviour
 - I. Biographical Characteristics
 - II. Ability
 - III. Values
 - IV. Job Satisfaction

Unit-II

3. Group and Organisation

- a. Foundations of Group Behaviour
 - i. Group member resources
 - ii. Stages of Group development
 - iii. Group Structure
 - iv. Group Process
- b. Group Decision- making
- c. Techniques
- d. Work Team – Types of Teams

4. Communication

- a. Nature and Importance of Communication
- b. Functions of Communication
- c. Interpersonal and Organisational Communication
- d. Theories of Work Motivation

Unit-III:

5. Leadership in Organisation

- a. Nature of Leadership
- b. Types of Leadership
- c. Characteristics and attributes of Effective Leader
- d. Leadership function
 - i. Contemporary function
 - ii. Theories
- e. Emotional Intelligence and Leadership

6. Power

- a. Defining Power
- b. Power and Leadership
- c. Bases of Power
- d. Leadership and Power tactics
- e. Organisational Politics

Unit-IV:

7. Organisational Structure

- a. Key elements of Organisational Structure
- b. Common Organisational Designs

- c. New Design options for Continuous improvement
- d. Organisational Design and employee Behaviour

8. Organisational Structure

- a. Definition
- b. Culture's Function
- c. Creating and Maintaining Organisational Culture
- d. Organisational Development
- e. Organisational Effectiveness

Unit-V:

9. Human Resources Development

- a. Skills and Abilities that constitute Human Resources
- b. Selection Practices for optimal use of Human Resources
- c. Training Programmes for the Development of Human Resources

10. a. Performance Evaluation

- i. Purpose**
- ii. Potential Problems**
- iii. Actions to Correct the Problem**

b. Stimulants to organizational change

- i. First and Second order change
- ii) Factors of Resistance to Organisational Change
- c. Career Planning and Development

Suggested Readings:

1. Educational Psychology	- Robbins. S.P. (2005) Prentice Hall of India, New Delhi
2. Educational Psychology	- Luthans, F (1998, *the Edn) New York, McGraw Hill
3. Educational Psychology	- ChintamaniKar, A.K. Mishra Publications, Cuttack

SEM-III Psy DSC-III (for Gen) IS SAME AS CC-III

SEM-IV Psy DSC-IV (for Gen) IS SAME AS CC-IV