

## SEMESTER- 1

Paper- I (Pass)

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

### INTRODUCTORY PSYCHOLOGY

#### Introduction:

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

#### Learning Objectives:

- To help the students know the sources and processes of development of modern scientific psychology.
- To help the students develop a scientific temperament in studying and understanding human behavior.

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

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

#### UNIT-I

##### Introducing Psychology

- (i) Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.
- (ii) Key Perspectives in Psychology- Behavioral, Cognitive, Humanistic, Psychodynamic, and Sociocultural

#### UNIT- II

##### Methods in Psychology

- (i) Natural Observation, Survey and Case Study- Nature, advantages and limitations.
- (ii) Experimental and Correlational methods-Nature, advantages and limitations.

#### UNIT –III

##### Biological Bases of Behavior

- (i) Structure and functions of the neurons, Communication within and between neurons, Chemical regulation of the endocrine glands.
- (ii) Structure and functions of the Central nervous system and Autonomic nervous system

#### UNIT-IV

##### States of Mind

- (i) Nature of consciousness; changes in consciousness- sleep-wake schedules
- (ii) Extended states of Consciousness- Hypnosis, Meditation and Hallucinations

#### Practical

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

#### Recommended Books

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

## SEMESTER- 2

Paper II (Pass)

Full Marks- 100 (Th.70 + Pra.30) Credit Points-06 periods-Th-40; Pra-40  
**BASIC PSYCHOLOGICAL PROCESSES**

### Introduction:

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

### Learning Objectives:

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

### Expected outcomes: Students will be able to

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

### UNIT-I

#### **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 and Memory**

(i) Nature and principles of Classical conditioning, Operant conditioning, and Observational learning

(ii) The Atkinson and Shiffrin Model of Memory; Types of Memory- episodic, semantic and procedural; Causes of Forgetting- interference, repression, and amnesia

### UNIT –III

#### **Language and Communication**

(i) Properties and structure of language, Linguistic hierarchy, Language acquisition-predisposition, Nature of effective communication

(ii) Stages of language development; critical period controversy; speech error and its implications

### 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) **Learning Curve:** To demonstrate the Learning Curve as a function of Learning trials using Non-sense Syllables.

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

### Recommended Books

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

## SEMESTER- 2

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

### 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 know the sources and processes of development of modern scientific psychology.
- To help the students develop a scientific temperament in studying and understanding human behavior.

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

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

#### UNIT-I

##### Introducing Psychology

- (i) Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.
- (ii) Key Perspectives in Psychology- Behavioral, Cognitive, Humanistic, Psychodynamic, and Sociocultural

#### UNIT- II

##### Methods in Psychology

- (i) Natural Observation, Survey and Case Study- Nature, advantages and limitations.
- (ii) Experimental and Correlational methods-Nature, advantages and limitations.

#### UNIT –III

##### Biological Bases of Behavior

- (i) Structure and functions of the neurons, Communication within and between neurons, Chemical regulation of the endocrine glands.
- (ii) Structure and functions of the Central nervous system and Autonomic nervous system

#### UNIT-IV

##### States of Mind

- (iii) Nature of consciousness; changes in consciousness- sleep-wake schedules
- (iv) Extended states of Consciousness- Hypnosis, Meditation and Hallucinations

#### Practical

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

#### Recommended Books

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

**SEMESTER- 3**  
**Paper III (Pass) Full Marks- 100 (Th.70 + Pra. 30) Credit Points-06 periods-Th-40; Pra-40**  
**PSYCHOLOGICAL STATISTICS**

**Introduction:**

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

**Learning Objectives:**

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

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

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

UNIT-I	<p><b>Fundamentals of statistics</b></p> <p>(i) Meaning and scope of statistics, Nature of variables- Categorical and Continuous, Levels of Measurement- Nominal, Ordinal, Interval, and Ratio</p> <p>(ii) Drawing frequency distribution; Graphical representation of grouped data-Polygon, Histogram, Ogive.</p>
UNIT- II	<p><b>Measures of Statistics</b></p> <p>(i) Measures of Central Tendency- Characteristics of mean, median and mode; Computation of mean, median, and mode</p> <p>(ii) Measures of Variability- Concept of variability, computation of semi-inter quartile range, Standard deviation and variance, Co-efficient of variation</p>
UNIT III	<p><b>Sources and Applications</b></p> <p>(i) Concept of Probability; Characteristics of Normal Probability curve, Applications of NPC, Deviation from NPC- Skewness and Kurtosis</p> <p>(ii) Concept of correlation, Product-moment correlation (ungrouped data), Rank order correlation, Chi-square test (Contingency Table)</p>
UNIT -IV	<p><b>Hypothesis Testing</b></p> <p>(i) Level of significance; Type I and Type II error; Computation of ‘t’ for independent and dependent samples, The Mann-Whitney U test</p> <p>(ii) Purpose and assumptions of ANOVA; One-way and two-way ANOVA; Kruskal-Wallis H test</p>
<b>Practical</b>	<p>(i) <b>Reporting of Statistical Results:</b> To collect data of 60 (30 boys and 30 girls) High School students about their Annual examination marks in four subjects and to report by descriptive statistical analyses.</p> <p>(ii) <b>Computer Awareness:</b> To be familiar with software packages of statistics and their applications.</p>
<b>Recommended Books</b>	<ul style="list-style-type: none"> <li>• Aron, A., Aron, E.N., &amp; Coups, E.J. (2007). Statistics for Psychology. (4thEd.) India: Pearson Education, Prentice Hall.</li> <li>• Ferguson, G.A. &amp; Takane, Y. (1989). Statistical Analysis in Psychology &amp; Education, Tata McGraw Hill Publishing Company, New Delhi</li> <li>• Garrett, H. E. &amp; Woodworth, R.S. (1985). Psychology in Statistics and Education, Vakils, Feffer &amp; Simons Ltd. Mumbai</li> <li>• Mangal, S.K. (2002) Statistics in Psychology and Education. (2<sup>nd</sup>ed). New Delhi: Prentice – Hall of India.</li> <li>• Siegal, S. (1994). Nonparametric Statistics. McGraw Hill, New Delhi</li> <li>• Singh, A.K. (1986). Tests, Measurements, &amp; Research Methods in Behavioral Sciences, Tata McGraw Hill Publishing Company, New Delhi</li> <li>• Walaram, G. Statistics for Behavioral Sciences</li> <li>• Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. &amp; Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar</li> <li>• Mohanty, N., Varadwaj, K. &amp; Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.</li> </ul>

## SEMESTER- 4

Paper IV (Pass)

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

Credit Points-06

periods-Th-40; Pra-40

### PSYCHOPATHOLOGY

#### Introduction:

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

#### Learning Objectives:

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

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

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

UNIT-I

#### Basics of Pathology

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

UNIT- II

#### Anxiety and Mood disorder

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

UNIT III

#### Personality Disorders

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

UNIT -IV

#### Schizophrenia and Therapies

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

Practical

- (i) **Anxiety:** Assessment of Anxiety of a subject by Hamilton Anxiety Rating Scale (HARS)
- (ii) **Depression:** Assessment of Depression Profile of a subject by Beck's Depression Inventory (BDI)

#### Recommended Books

- Ahuja N. (2011). A Short Textbook of Psychiatry (7th Ed). New Delhi: Jaypee
- Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
- Baron, R.A. (1995 Edition)-Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
- Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). Abnormal Psychology (13th Ed.).ND: Pearson Education.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Irwin G. Sarason, Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication
- James C. Coleman (1981). Abnormal Psychology and Modern Life. D.B. Taraporevala with Scott, Foresman and Company, Mumbai
- Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley
- Mohanty, N. (2008). Psychological Disorders: Text and Cases. New Delhi: Neelkamal Publications Pvt. Ltd.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

**SEMESTER- 4**  
**Generic Elective Paper I      Full Marks- 100 (Th.70 + Pra.30)      Credit Points-06      periods-Th-40; Pra-40**  
**BASIC PSYCHOLOGICAL PROCESSES**

**Introduction:**

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

**Learning Objectives:**

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

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

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

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

**Recommended Books**

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

**PERSONALITY AND LIFE SKILL DEVELOPMENT****Introduction:**

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

**Learning Objectives:**

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

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

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

**UNIT-I**

(i) **Attitude:** The benefits of positive attitude; The consequences of negative attitude; Factors that determine attitude.

(ii) **Building positive attitudes:** Eight steps to change attitude; Attitude of winners versus losers

**UNIT- II**

(i) **Success:** What is success? Obstacles to success; Qualities of a successful person

(ii) **Holding back:** What is holding us back? Reasons that we don't achieve excellence

**UNIT –III**

(i) **Motivation:** Meaning of motivation; Internal and external motivation; Stages from motivation to demotivation.

(ii) **Self Esteem:** Meaning of self-esteem; Advantages of high self esteem; Causes of low self-esteem; Steps to building a positive self esteem.

**UNIT IV**

(i) **Interpersonal skills:** What is positive relationship; Factors preventing positive relationships; Perception of relationships

((ii) **Positive personality:** Characteristics of positive personality; Steps to building a positive personality

**UNIT V**

(i) **Habits:** What is habit? Subconscious mind and habits; Forming positive habits

(ii) **Goal setting:** What is goal setting? Goal setting and achievement; Why don't more people set goals

**Recommended Book**

- Khera, Shiv. (2007). You can win. Macmillan India Ltd. New Dwlhi

**Introduction:**

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

**Learning Objectives:**

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

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

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

**UNIT I****Historical context of organizational behavior**

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

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

**UNIT-II****Organization System**

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

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

**UNIT- III****Work, Power and Politics**

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

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

**UNIT -IV****Human resource development and Evaluation**

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

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

**Practical****(i) Leadership Style:** To measure his basic leadership style of 4 college students by using Greenberg Basic Leadership Style scale**(ii) Conflict-Handling:** To measure the conflict-handling style of 4 college students by using Rahim's scale to identify their conflict handling style.**Recommended Books**

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



**SEMESTER- 6**  
**Full Marks- 100 (Th.70 + Pra.30)      Credit Points-06      Teaching Hours-30**  
**COUNSELING PSYCHOLOGY**

**Introduction:**

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

**Learning Objectives:**

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

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

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

**UNIT-I**

**Basics of Counseling**

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

**UNIT II**

**Theories and Techniques of Counseling**

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

**UNIT- III**

**Counseling Programs**

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

**UNIT -IV**

**Counseling application**

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

**Practical**

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

**Recommended Books**

- Burnard Philip. (1995). Counselling Skills Training – A sourcebook of Activities. New Delhi: Viva Books Private Limited.
- Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
- Feltham, C and Horton, I. (2000). Handbook of Counseling and Psychotherapy. London: Sage.
- Gibson, R.L & Mitchell M.H. (2003). Introduction to counseling and Guidance. 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). Counseling Psychology: Theories, Issues and Applications, DivyaPrakashini, Samantarapur, Bhubaneswar, Odisha
- Misra, G. (Ed) (2010). Psychology in India, Volume 3: Clinical and Health Psychology. New Delhi: Pearson India.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Nelson-Jones. (1995). The theory and practice of counseling. 2<sup>nd</sup>Edn. London: Holt, Rinehart and Winston Ltd
- Rao, S. (2002). Counselling and Guidance ( 2nd Ed.). New Delhi: McGraw Hill.



