

**NEP Syllabi of Psychology (Discipline Specific Course) subject for
BA/BSc- I Semester With effect from academic year 2021-22 and onwards
Paper – I: Foundations of Psychology – I (52 Hours)**

Course Outcomes:

- CO1: To understand the genesis, basic framework, and concepts of Psychology.
- CO2: To identify fundamental mental process which are base for behavior.
- CO3: To apply psychological principles to understand personal, and social issues.
- CO4: To illustrate and evaluate various theories and perspective of Psychology.
- CO5: To summarize & evaluate the applications of Psychology in various field.

UNIT – I: GENESIS AND GOALS OF PSYCHOLOGY (10 hours)

- Psychology: Emergence and Development; Definition and Goals of Psychology- Understanding, Describing, Predicting and Control of Behaviour.
- Key Perspectives: Psychodynamic, Behavioral, Humanistic, Biological and Cognitive
- General, Bio–Physiological, Social, Child, Developmental, Abnormal and Cognitive Psychology.
- Psychology as Applied Science: Introspection, Observation, Experimental, Clinical and Questionnaire Method.

UNIT– II: BIOLOGY AND BEHAVIOUR (12 hours)

- Neuron: Structure and functions; Neural impulse; Synapse and Neurotransmitters
- Nervous system: Structure and Functions of Central nervous system and Peripheral nervous system
- Methods of studying brain functions: invasion, lesion, ablation, chemical and stimulation method
- Endocrine system: Functions and Effects: Pituitary, Thyroid, Parathyroid, Adrenal and Gonads

UNIT-III: SENSATION, ATTENTION AND PERCEPTION (10 hours)

- Sensation: Definition and Characteristics.
- Types of Senses and Receptors Involved in Each Sensation.
- Attention: Meaning and Phenomena (Span of Attention, Division of Attention, Fluctuation

and distraction), Determinants: Objective and Subjective.

- Perception: Meaning and Characteristics, Gestalt Laws of Perceptual Organization.
- Depth Perception: Meaning, Perceptual Constancies, Monocular and Binocular Cues
- Errors in Perception -
 - 1) Illusion - Types - Horizontal-Vertical, Muller Lyer and Illusion of Movement.
 - 2) Hallucination- Visual, Auditory and Tactile

UNIT-IV: LEARNING

(10 hours)

- Introduction: Definition, Factors Influencing Learning: Motivation, Reinforcement and Association.
- Types of Learning: Trial and Error Learning: Experiment and Laws. Classical Conditioning, Extinction, Spontaneous Recovery, Generalization, Discrimination, Higher Order Conditioning.
- Operant Conditioning: Experiment (experiment on Pigeons) Reinforcement, Schedules of Reinforcement, Shaping and Chaining.
- Cognitive Learning: Insightful (Kohler) and Observational (Bandura)

UNIT-V: MEMORY AND FORGETTING

(10 hours)

- Memory: Basic Processes – Encoding, Storage and Retrieval.
- Types of Memory: Sensory Memory, Short-Term Memory Long-Term Memory, Working Memory, Semantic Memory, Autobiographical Memory and Flashbulb Memory.
- Techniques to Improve Memory: Mnemonics, Chunking, SQ3R (Survey, Question, Read, Recite and Review)
- Forgetting: Nature and Causes of Forgetting

Text Books:

- Robert Feldman (2011) *Essential of Understanding Psychology* 10th Edition, ISBN-13-9781259003059/ISBN-10-1259003051
- Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition). *Introduction to Psychology*. Tata McGraw Hill Education Pvt. New Delhi
- Nataraj, P. (latest edition): *Psychology for Beginners*. Mysore :Srinivas publication
- Parameshwaran, E. G., & Beena, C. (2010): *An Invitation to Psychology*, Neelkamal Pvt. Hyderabad

Reference:

1. Mangal S.K.(2000) *General Psychology*. New Delhi: Sterling Publishers Pvt.Ltd.
2. Shashi Jain (Latest edition). *Introduction to Psychology*. New Delhi: Kalyani Publishers.
3. Rajamanickam, M. (2008). *Modern General Psychology*. Vol 1 & 2. Concept Publisher. New Delhi.

PRACTICALS – I

(4 Hrs. per week)

Max Marks - 50

1. Directed Observation on the accuracy of report.
2. Mapping of color zones
3. Bilateral transfer of training
4. Muller-Lyer Illusion
5. Meaning on retention
6. Retroactive Inhibition
7. Proactive Inhibition
8. Span of attention

STATISTICS

- Grouping of Data: Tabulation and frequency distribution
- Measures of Central tendency: Mean and Median for Grouped and Ungrouped data

OPEN ELECTIVE COURSE (OEC)-I SEM

Psychology of Health and Wellbeing

(45 Hours)

Course Outcomes:

- CO1: To understand the spectrum of health & illness for better health management.
- CO2: To discuss human strengths and weakness and the different mediators of stress & to interpret the effects of stress on physical and mental health.
- CO3: To apply coping strategies and various health enhancing behaviors using different methods.

Unit 1:

10 hours

Illness, Health and Wellbeing; Health continuum; models of health and illness: Medical, Bio psychosocial; Holistic Health; Health and Wellbeing.

Unit 2:

10 hours

Stress and Coping: Nature and Sources of Stress; Personal and Social Mediators of Stress; Effects of Stress on Physical and Mental Health; Coping and Stress management

Unit 3:

12 hours

Health Management: Health enhancing behavior's: Exercise, Nutrition, Meditation, Yoga; Health compromising behaviors (alcoholism, smoking, internet addiction); Health Protective behaviors, Illness Management.

Unit 4:

13 hours

Promoting Human Strengths and Life Enhancement: Strength: Meaning; Realizing strength; Maximizing Unrealized Strength. Weakness – Meaning, Identifying & Overcoming Weakness. Strategies to develop hope and optimism.

References:

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

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

Farshaw, M (2003) Advanced Psychology: Health Psychology. London: Hodder and Stoughton

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.

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 M

**NEP Syllabi of Psychology (Discipline Specific Course) subject for
 BA/BSc- II Semester With effect from academic year 2021-22 and onwards
 Paper – II: Foundations of Psychology – II (52 Hours)**

CHAPTER 1 EMOTIONS

10 hours

- Meaning and definition,
- Classification of emotions- primary and secondary.
- Responses to emotions- physiological, behavioural, psychological and cognitive.
- Theories of emotions-physiological, neurological, cognitive.
- Emotional Intelligence- Meaning, definition, components. Application of emotional intelligence.

CHAPTER 2 MOTIVATION

10 hours

- MEANING, DEFINITION, BASIC CONCEPTS-
- Instincts, needs, drives, incentives, motivational cycle.
- Approaches to the Study of Motivation: Psychoanalytical, ethological, S – R, Cognitive, humanistic.
- Biological Motives: Hunger, thirst, sleep and sex.
- Social Motives: Achievement, affiliation, approval

CHAPTER 3 INTELLIGENCE

12 hours

- Meaning, Definition of intelligence, characteristics of intelligence.
- Types- social, crystallized, emotional, fluid.
- Theories of Intelligence- Factor theories, hierarchical theories, process oriented theories, information processing theories.
- Educating Gifted children
- Assessment of intelligence- Indian tests for intelligence. The concept of intelligence quotient.

CHAPTER 4 THINKING AND REASONING

10 hours

- Introduction to cognition
- Introduction to Thinking and Problem Solving Process
- Elements of Thinking and Types of Thinking

- Creative and critical thinking : Meaning and types
- Concept Formation: Meaning , importance and process of concept formation
- Problem Solving: Meaning, importance, steps, and obstacles
- Reasoning and decision making

CHAPTER 5 PERSONALITY

10 hours

- Meaning, definition,
- Theories of personality- Type and trait, Dynamic, behavioural, Humanistic.
- Assessment of personality- Need. Rating scales, questionnaires, Projective techniques.

Books for Reference:

- Baron, R. A. (2014). Psychology. (5thed.). Delhi: PHI Learning Pvt. Ltd.
- Feldman, R. S. (2018). Understanding Psychology (14thed.). New York: McGraw Hill
- Hergenhahn, B. R., & Henley, T. (2013). An Introduction to the history of psychology. Cengage Learning.
- Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. (2015). Introduction to psychology. (16thed.). Boston: Cengage Learning.
- Malim, T. (2017). Introductory Psychology. Macmillan International Higher Education.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001).
- Introduction to psychology. (7th ed.). Chennai: McGraw- Hill Education (India) Pvt. Ltd.

PRACTICALS – II

(4 Hrs. per week)

Max Marks – 50

1. Emotions:

- a. Emotional intelligence scale/ questionnaire

2. Motivation

- a. Guidance need inventory

3. Intelligence

- a. Standard progressive matrices
- b. General Mental Ability Test by Jalota

4. Thinking and reasoning

- a. Stroop effect
- b. Test of creativity
- c. Concept formation

5. Personality:

- a. Eysenck's personality inventory

Statistics

Measures of Variance (Grouped and Ungrouped)

- Standard Deviation
- Range
- Quartile deviation

OPEN ELECTIVE COURSE (OEC) – II SEM

Youth, Gender and Identity

Max Marks 60

(45 Hours)

Unit 1: Introduction

10 hours

- Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- Concepts of Identity: Multiple identities

Unit 2: Youth and Identity 10 hours

- Family: Parent-youth conflict, sibling relationships, intergenerational gap
- Peer group identity: Friendships and Romantic relationships
- Workplace identity and relationships
- Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit 3: Gender and Identity 10 hours

- Issues of Sexuality in Youth
- Gender discrimination
- Culture and Gender: Influence of globalization on Gender identity

Unit 4: Issues related to Youth, Gender and Identity 8 hours

- Youth, Gender and violence
- Enhancing work-life balance
- Changing roles and women empowerment
- Encouraging non-gender stereotyped attitudes in youth

Unit 5: Law and Youth 7 hours

- Juvenile Justice act
- LGBT rights in India
- UNICEF programs for youth

References

- Berk, L. E. (2010).Child Development (9th Ed.). New Delhi: Prentice Hall.
- Baron, R.A., Byrne, D. & Bhardwaj.G (2010).Social Psychology (12th Ed).New Delhi:Pearson.
- Elizabeth Herlock (2015) Developmental Psychology, McGraw-Hill
NayanaJoshi (2019) : Handbook of Juvenile Justice , Lawmanns
Publication.

**NEP Syllabi of Psychology (Discipline Specific Course) subject for
BA/B.Sc III Semester With effect from
Academic year 2022-23 and onwards**

**PAPER – III: DEVELOPMENTAL PSYCHOLOGY (CHILD DEVELOPMENT)
(60 HOURS)**

Course Outcomes:

- To understand the Physical, Cognitive and Language development
- To know about the role Emotional and Moral development
- To understand the genetic and chromosomal abnormalities
- To understand the different disorders faced by children in their growth period.

UNIT I - INTRODUCTION TO CHILD DEVELOPMENT

(12 hours)

- a) **Historical views of childhood**
- b) **Theories of child development** – Cognitive theories, Behavioral and social cognitive theories; Ecological model – Bronfenbrenner. Ethological model / perspective.
- c) **Methods and Designs** – Longitudinal, Cross – sectional, Sequential, Correlation. Modern methods of Child Development.
- d) *Careers in Child development.*
- e) **Research Challenges in Child development.**

Unit II – PRE-NATAL DEVELOPMENT

(12 hours)

- a) **Conception** - Stages in prenatal development - Germinal stage, Embryonic stage and Fetal stage.
- b) **Prenatal Environmental Influences** - Teratogens, Prescription and Nonprescription Drugs-illegal drugs, Tobacco, Alcohol, Radiation, Environmental Pollution, Maternal Disease and other Maternal Factors.
- c) **Child birth** – Types and Stages of child birth
- d) **New Born Assessment** – APGAR scale, Brazelton Neonatal Behavioural Assessment Scale.
- e) **Chromosomal and Gene linked abnormalities** – Chromosomal abnormalities - Down Syndrome; Abnormalities of the sex chromosomes - Klinefelters, Fragile x, Turner's, XXX, XYY; Gene linked abnormalities - PKU, Sickle Cell Anaemia, Tay Sachs Disease.
- f) **Genetic Counselling, Postpartum period** : Physical, Emotional, Psychological and bonding

UNIT III - PHYSICAL, COGNITIVE AND LANGUAGE DEVELOPMENT

(13 hours)

hours)

- a) **MOTOR DEVELOPMENT:** Reflexes – Some new born reflexes; Sleeping, Crying.
Motor development in infancy – meaning; sequence of motor development – Gross motor development; fine motor development.

- b) **PERCEPTUAL DEVELOPMENT** - Touch, Taste and Smell, Hearing, Vision
- c) **COGNITIVE DEVELOPMENT** - Piaget's theory of cognitive development. Vygotsky's Theory of cognitive Development- Zone of Proximal Development and Scaffolding.
- d) **LANGUAGE DEVELOPMENT** – components of language development; Pre-linguistic development – receptivity to language, first speech sounds. Phonological development; Semantic development; Grammatical Development, Pragmatic development; Bilingualism.

UNIT IV - EMOTIONAL , SOCIAL AND MORAL DEVELOPMENT (12 hours)

- a) **EMOTIONAL DEVELOPMENT** - Development of emotional expression- Basic Emotions, Self-Conscious Emotions, Emotional self-Regulation, Acquiring Emotional Display Rules, Understanding and Responding to Emotions of Others - Social Referencing, Empathy and Sympathy.
- b) **SOCIAL DEVELOPMENT** - Social Orientation, Development of attachment, security of attachment. Cultural Influences. Development of Self Awareness and Understanding Self.
- c) **MORAL DEVELOPMENT** - Kohlberg's theory of Moral development.

UNIT V - DISORDERS OF CHILDHOOD (11 hours)

ADHD, conduct disorder, oppositional defiance disorder, anxiety disorders of childhood, Childhood depression, symptom disorders (Enuresis, encopresis, sleep walking and tics) Pervasive developmental disorders (Autism).

References:

1. Carson, Butcher and Mineka, (2008) Abnormal Psychology. 13th edition, Pearson Education
2. John.W.Santrok (2014) - Child Development - 13th edition, Tata McGraw hill edition
3. Laura E. Berk (2013) - Child Development- 9th Edition, Eastern economy edition, PHI publication
4. Levine, L.E. & Munsch,J (2014) Child Development: An Active Learning Approach, 2nd Edition, Sage Publications. Inc

PRACTICALS: III

(4 Hrs. per week)

Max Marks - 50

1. Cueing on Recall
2. Children's Self Concept Scale
3. Learning Styles Inventory
4. Vineland Social Maturity Scale
5. Seguin Form Board
6. Self Esteem Scale
7. General Health Questionnaire
8. Emotional Maturity Scale

STATISTICS

Correlation

- Spearman's Rank Difference Method
- Pearson's Product Moment

**NEP Syllabi of Psychology (Discipline Specific Course) subject for
BA/BSc IV Semester With effect from
Academic year 2022-23 and onward**

PAPER – IV: DEVELOPMENTAL PSYCHOLOGY

(60 HOURS)

Course Outcomes:

1. To understand and analyze the Physical, Cognitive and Psychosocial development.
2. To know about the vocational adjustment.
3. To understand the aging, the ageing process and facing the future.

UNIT I: PUBERTY & ADOLESCENCE

(12 hours)

- a) **Puberty:** Meaning and Characteristics.
- b) **Adolescence: Physical Development** – Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.
- c) **Physical and Mental Health** – Physical Fitness, Sleep Needs, Nutrition and Eating disorders; Substance abuse – risk factors of drug abuse, gateway drugs – alcohol – marijuana and tobacco. Addiction to Social media and Virtual Gaming.
- d) **Psychosocial Development:** Search for Identity- Theories of Erikson and Marcia. Gender Differences and Ethnic Factors in Identity Formation. Relationship with family, peers and adult society. Adolescents in Trouble: Antisocial and Juvenile Delinquency (in brief)

UNIT II: EARLY ADULTHOOD

(12 hours)

Characteristics of early adulthood.

- a) **Health and Physical Development:** Health status, Genetic and Behavioral Influences on Health and Fitness.
- b) **Cognitive development** –Piaget's shift to post formal thought. Schaies' model. Emotional Intelligence.
- c) **Psycho-social development:** Models - Normative, Timing-of-events, Trait and Typological. Intimate Relationships. Marital and non-marital life styles - Single life, Marriage, co-habitation, LGBT issues.

UNIT III: MIDDLE ADULTHOOD

(14 hours)

Characteristics of Middle adulthood.

- a) **Physical Development** – physical changes – Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning- Menopause & its Meanings; Changes in male Sexuality.
- b) **Cognitive development** –The distinctiveness of adult cognition – the role of expertise, Integrative thought, practical problem solving, creativity. Occupational Patterns, Work v/s Early Retirement, Work and Cognitive Development, Mature Learner.
- c) **Psycho-Social Development** – Changes in Relationship at Midlife. Consensual Relationships: Marriage, Midlife divorce, LGBT issues, Friendships, Relationships with maturing children.

- d) Vocational Adjustments** – Factors affecting vocational adjustment in Middle Adulthood, Vocational Hazards, Adjustment to approaching Retirement.

UNIT IV: LATE ADULTHOOD

(12 hours)

Characteristics of Late adulthood.

- a) Physical Changes:** Sensory & Psychomotor Functioning – Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction time.
- b) Cognitive Development:** Intelligence and Processing Abilities. Competence in everyday tasks & problem solving.
- c) Psychosocial Development** – Personal Relationships in Late life: Social Contact, Relationships & Health, Multigenerational Family. Consensual Relationships: Long-Term Marriage, Divorce and Remarriage, Widowhood, Single Life, Friendships. Non-marital kinship ties: Relationships with Adult children or their absence, Relationship with siblings. Becoming Great-Grandparents.

UNIT V -LATE ADULTHOOD (Old age)

(10 hours)

- a) Theories of ageing:** programmed theories and damaged theories.
- b) Many faces of death:** Care of the dying.
- c) Facing death & Loss:** Psychological Issues-Confronting one's death; Patterns of grieving
- d) Death & Bereavement** across the Lifespan.
- e) Issues related to Death** - Medical, Legal and Ethical
- f) Finding Meaning & purpose in Life & Death**

REFERENCES

1. Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feldman (2004) - Human development, 9th edition, Tata McGraw Hill Publication
2. Hurlock, E.B. (1981). Developmental PSYCHOLOGY: A life - span approach. Tata McGraw - Hill
3. John W Santrock (2011) - A topical Approach to Life Span Development, 3rd Edition, Tata Mcgraw- Hill Edition
4. Rathus, S.A. (2022) - Human Life Span Development, 5th Edition, (ENGAGA INDIA)

PRACTICALS: IV

(4 Hrs. per week)

Max Marks - 50

- College Student Problem Checklist
- Life Satisfaction Scale
- Study Habits Inventory
- Social Intelligence Scale
- Personal Value Questionnaire
- Rathu's Assertiveness Scale
- Comprehensive Interest Schedule
- Social Network Addiction Scale

STATISTICS

Tests of Difference

- 't' test
 - Independent Sample test
 - Paired Sample test

OPEN ELECTIVE COURSE (OEC) – II SEM
Psychology and Mental Health

Max Marks 60

(45 Hours)

Course Objectives

- To understand the fundamentals of mental health
- To create awareness about importance of mental health
- To understand the Challenges in the field of mental health
- To understand the Importance of Psychological interventions

Unit 1: Introduction

(7 hours)

- a. Meaning and definition of Mental Health, Fundamentals of Mental Health.
- b. Factors affecting mental health: Physiological factors, Psychological factors and Social factors,
- c. Ethical issues

Unit 2: Interpersonal approach to Mental Health

(8 hours)

- a. Interpersonal approaches to mental health: communication and conflict - non violence communication, the four horsemen of the apocalypse.
- b. Cognitive distortions - personalization, catastrophizing, polarised thinking, shoulds and musts, mental filtering, fallacies (control, change, and heaven's reward), A-B-C model

Unit 3: Mental Health issues

(7 hours)

- a. Stress / Burnout
- b. Anxiety, fear, worry, phobia, depression
- c. Grief and trauma

Unit 4: Intervention and Management

(8 hours)

- a. Need for mental health intervention and strategies
- b. Physiological approach, Cultural and Social Approach: Bronfenbrenner model, Intersectionality (Privilege v/s Oppression)
- c. Coping Mechanisms: Grounding techniques, mindfulness practices, positive emotional, psychological and social functioning (flourishing), self care in mental health: A conceptual model.

References

- Augustus, J.o., Bold, Justine., Williams, B. An Introduction to Mental Health, Sage Publications Ltd
- Gurumani, G.D., *Text Book of Mental Health and Hygiene*
- Lucock, M., Gillard, S., Adams, K., Simons, L., White, R., & Edwards, C. (2011). *Self - care in mental health services: a narrative review. Health & Social Care in the Community*, 19 (6)
- Papalia., & C. D.E., Olds, S.W., & Feldmam, R.D. (2004). *Human Development*. 9th Edition. New Delhi: Tata Mc-Graw Hill Publishing Company Ltd.
- Piotrowski, N.A. (2010). *Psychology & Mental Health*. Salem Press.
- Robert Feldman (2011) *Essentials of Understanding Psychology* 10th Edition

**NEP Syllabi of Psychology (Discipline Specific Course) subject for
BA/BSc- V Semester with effect from academic year 2023-24 and onwards
PSY C9-T Corporate Psychology (60 Hours)**

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Understand the nuances of corporate psychology.
- CO2. Apply the principles of leadership, training, and teams in industrial and corporate sectors.
- CO3. Integrate principles of social Psychology and general psychology for enhancing efficiency incorporates.
- CO4. Formalise L & D and Training modules for corporates.

Chapter 1: INTRODUCTION TO CORPORATE PSYCHOLOGY (15 hours)

- Meaning, definition, and scope of corporate psychology; Role & skills required for a corporatepsychologist.
- Group dynamics – Nature and types of groups; dynamics of informal groups, the dynamics of formalwork groups
- Conflicts in organizations - Nature and types of conflicts in organizations, levels of conflict, sources ofconflict, effects of conflicts, negotiation skills.
- Contemporary challenges: Diversity - The nature of diversity - Managing diversity, changing work force;changing workplace values and ethics. Gender equality in organizations; corporate social responsibility.
- Legal provisions related to employees.

Chapter 2: LEADERSHIP AND CHANGE (15 hours)

- Meaning, definition, personal characteristics of a leader, approaches, styles, functions, problems ofleadership, women in management, cultural differences.
- Emerging approaches to leadership – substitutes and enhancers for leadership, self – leadership and superleadership; coaching and the other approaches.

- Nature of empowerment and participation – what is empowerment, what is participation, why is participation popular, benefits of participation, how participation works, programs for participation, important consideration in participation.

Chapter 3: ORGANISATIONAL DYNAMICS

(15 hours)

- Organizational communication – Introduction, types, interpersonal communication, improving employee communication skills.
- Social Perception and Attribution. Managerial implications of social perception, impression formation and its management. Values- organizational values and work values.
- Learning and motivation in corporates
- Job Satisfaction- influences, outcomes, and consequences.
Organizational Commitment - Outcomes. OCBs.

Chapter 4: ORGANIZATIONAL CHANGE AND DEVELOPMENT

(15 hours)

- Organizational change - need and benefits, strategies for change. Theories for planned change - Lewin, action research, general mode of planned change.
- Defining organizational development (OD), characteristics of OD, evolution of OD.
- The OD practitioner, client-consultant relationship. Ethics in OD, recent trends in OD.
- Case studies. Issues faced in OD - power politics and organization development.

Work change, the nature of work change, responses to change, costs and benefits; resistance to change, nature and its effects, reasons for resistance, types of resistance, possible benefits of resistance; implementing change successfully.

References

- Brown D.R & Harvey D. (2006). An experimental approach to organization development. 7th international ed. Upper Saddle River, NJ: Pearson education.
- C.B. Memoria (1999). Personnel Management. Himaliya Publishing House.
- David, A. DeCenzp & Stephen P Robbins (2004). Personal and/Human Resource Management, 3rd Edition, New Delhi.
- Gary Dessleri (2005). Human Resource Management, 10th Edition, P/Person-Prentice Hall, New Delhi.
- Cummings T.G. & Worley C.G.(1993). Organizational development and change. West publishing company, St.Paul.
- French W. & Bell C (1999). Organizational development: Behavioural science interventions for organizational improvement. New Jersey: Prentice Hall.
- Shenoy, V., V. K. Srivatsava & S.C Sharma (1999). Operations Research for Management. New Delhi, G. Wiley Eastern Ltd.
- Berry, Lilly M. (1998). Psychology at Work: An introduction to Organizational and Industrial Psychology'. McGraw Hill International
- Disboye R.L., Smith C. S., & Howefl W.C. (1994). Understanding Industrial Organizational Psychology. New York: Harcourt Brace International.
- Dunnette, (1981). Handbook of Industrial and Organizational Psychology.
- Edgar M. Schein (1990). Organisational Behaviour' 3rd edition. Prentice Hall of India Pvt. Ltd. New Delhi.
- Fred Luthans. (2002). Organisational Behaviour' 9th Edition. McGraw Hill Irwin, New.
- L.W Porter, E.P. Lawler and J. R. Hackman. (1975). Behaviour of Organisations' McGraw- Hills Kogakusha Ltd. New Delhi.
- Ramnarayan S., Rao T.V. & Singh K. Organizational development: Interventions and strategies ed. New Delhi: Sage Publications.

PRACTICALS: V

(4 Hrs. per week)

Max Marks - 50

1. Job Satisfaction
2. Leadership Effective Scale
3. Davidson's Battery of Differential Abilities (DBDA)
4. Leadership Behaviour Scale
5. Organizational Commitment Scale
6. Employee Engagement Scale (Santhosh Dhar and Upindar Dhar)
7. Strategic Talent Management Practices Scale
8. Organizational Conflict Scale

STATISTICS: Median Test

**NEP Syllabi of Psychology (Discipline Specific Course) subject for
BA/BSc- V Semester with effect from academic year 2023-24 and onwards
PSY C13-T Social Psychology (60 Hours)**

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Develop an understanding of the individual in relation to the social world.
- CO2. Introduce students to the realm of social influences on behaviour.
- CO3. Understand the various social issues prevalent.
- CO4. Know the significance of Interpersonal Relationship.
- CO5. Sensitize the students about Social issues.

Chapter-I: SOCIAL PSYCHOLOGY, SOCIAL PERCEPTION AND SOCIAL COGNITION (15 Hours)

Introduction:

- Social Psychology: definition, nature and scope of social psychology.
- Social perception: non-verbal communication; impression formation and management.
- Social Cognition: schemas, heuristics and automatic processing and errors.
Interdependent Relationship: family, friendship and attachment style, relationship problems, reaction to problems, effects of relationship failure.

Chapter -II: UNDERSTANDING AND EVALUATING THE SOCIAL WORLD (15 Hours)

- Attribution: theories of attribution - Fritz-Heider's theory, Jones and Davis theory, Kelly's theory.
- Attitudes: definition and components, attitude-behaviour link; attitude formation and strategies for attitude change, measurement of attitudes.
- Prejudice: meaning, definition, growth, techniques for counteracting its effects. Stereotype meaning, gender stereotype, glass ceiling and discrimination.

Chapter-III: SOCIAL INTERACTION AND INFLUENCE

(15 Hours)

- Formation and influence of groups: conformity- Asch studies, compliance techniques, obedience to authority, social facilitation, social loafing, co-operation, conflict, techniques to resolve conflicts.
- Pro-Social Behaviour- Latane and Darley's 5 crucial steps of n to an emergency, situational factors influencing pro-social behaviour Bystander Effect, factors decreasing the tendency to help.
- Social networking sites- impact of social media on children adolescents and families.

Chapter-IV: SOCIAL DISORGANISATION ISSUES

(15 Hours)

- Aggression- social learning perspectives , - theories of aggression - drive theory, modern theory- GAAMbiological and situational determinants, personal determinants, prevention, and control of aggression- punishment, cognitive interventions and forgiveness
- Violence – nature and categories of violence, violence in families, collective violence for social change
- Anti-social behavior- corruption, bribery, and other forms of antisocial behaviour; applying socialpsychology at work, health, and legal system.

Reference:

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson
- Baron Robert and Byrne Donn (2004) Social Psychology, 10th Edition Pearson Education, Inc
- Misra, G. (2009). Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research). New Delhi: Pearson
- Myers David -Social Psychology (2006) -8th Edition, Tata McGraw Hill
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed.). New Delhi: Pearson.

PRACTICALS: VI

(4 Hrs. per week)

Max Marks – 50

1. Sodhi's Attitude Scale
2. IIP Aggression Scale
3. Psychosocial Competency Scale
4. Conformity Scale
5. Social Problems Scale
6. Altruism Scale
7. Dimensions of Rigidity Scale
8. Quality of Marital Relationship Scale (QMRS)

STATISTICS: Correlation

NEP Syllabi of Psychology (Discipline Specific Course) subject for

BA/BSc- VI Semester with effect from academic year 2023-24 and onwards

PSY C14-T Abnormal Psychology (60 Hours)

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Impart knowledge about the difference between the concepts of normality and abnormality to dispel myths regarding abnormality.
- CO2. Familiarize students with criteria and classification of psychological disorders.
- CO3. Provide an overview of the symptoms and etiology of various psychological disorders.
- CO4. Introduce students to different perspectives regarding the causation of mental illnesses.
- CO5. Familiarize students with a conceptual overview of abnormal behaviour.

Chapter-I : UNDERSTANDING ABNORMALITY (15 Hours)

- Introduction: Meaning and definitions of abnormality, criteria of abnormality; psychological
- Models of Abnormality - psychodynamic, behavioristic, cognitive -Behavioural and Humanistic Models.
- Classification of Mental Disorders –DSM V and ICD-10. Mental status examination, Mental health care act 2017.

Chapter-II : CLINICAL PICTURE AND ETIOLOGY OF ANXIETY

DISORDERS (15 Hours)

- Anxiety based disorders: The anxiety-based response patterns; Phobic disorders; obsessive compulsive disorders (OCD); Generalized Anxiety Disorder(GAD); somatoform disorders; Hypochondriasis; conversion disorders.
- Dissociative disorder - psychogenic amnesia, fugue; dissociative identity disorder causes Biological, Psychological and Socio-cultural factors. (Diagnostic criteria/ Clinical features and causes & treatment).
- **Trauma and Stressors - Related Disorders:** PTSD and acute stress disorder.

Chapter III SCHIZOPHRENIA AND DELUSIONAL DISORDER (15 Hours)

- Schizophrenia: clinical picture, subtypes and causes - biological, psychological and socio-cultural factors.
- Delusional Disorder: Diagnosis, clinical picture, and its causal factors.
- Bipolar and Related Disorders: Bipolar-I Disorder, Bipolar-II Disorder and Cyclothymic Disorder.

Chapter IV PERSONALITY DISORDERS AND PARAPHILIAS (15 Hours)

- Personality Disorders: cluster A (paranoid, schizoid, antisocial), B (histrionic, narcissistic, antisocial, and borderline) & C (avoidant and dependent personality disorder). Obsessive- Compulsive Personality Disorder.
- Paraphilic Disorders: as per DSM -5 (voyeuristic, exhibitionistic, frotteuristic, sexual masochism, sexual sadism, pedophilic, fetishistic and transvestic). Causes of paraphilia.

References

- Carson R.C, Butcher JN and Mineka Susan (2005)., *Abnormal Psychology and modern life* (10th edn) New York: Harper-Collins
- Kaplan H, Sadock BJ, Grebb JA (1994) *Synopsis of Psychiatry* (7th edn). New Delhi: BL Waverly Pvt. Ltd.
- Sarason .I.G & Sarason R.B (2005) *Abnormal Psychology The Problems of Maladaptive Behaviour* 11th edition New Delhi Pearson Pub

PRACTICALS: VII

(4 Hrs. per week)

Max Marks – 50

(Minimum 8 Practical's to be conducted)

1. Multiphasic Questionnaire (H.N.Murthy)
2. Family Pathology Scale (V. Veeraraghavan and A. Dogra)
3. Bell's Adjustment Inventory
4. IPAT Anxiety Scale
5. Obsessional Compulsive Inventory Revised (OCI-R) Foa, E.B, Huppert, J.D.,Leiberg, S et. al
6. Cohen's Perceived Stress Scale
7. Defence Mechanism Inventory (N R Mrinal & Uam Singhal)
8. Behavioural Deviance Scale (N. S. Chauhan and Saroj Aurora)
9. Alcohol and Drug Attitude Scale (Sunil Saini & Sandeep Singh)
10. Beck Depression Scale
11. Personal Stress Source Inventory (Arun Kumar Singh, Ashish K. Singh, and Arpana Singh)
12. Narcissism Scale (Sagar Helode, Basir Hassan and R. D. Helode)

STATISTICS: Chi Square

NEP Syllabi of Psychology (Discipline Specific Course) subject for

BA/BSc- VI Semester with effect from academic year 2023-24 and onwards

PSY C16-T Human Resource Management (60 Hours)

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Understand the nature, objectives and functions of HRM.
- CO2. Understand the processes of selection and tools of training.
- CO3. Know the tools of performance appraisal in work setting.
- CO4. Know the application of electronic in HR and management of international HR.

Chapter-I : INTRODUCTION TO HRM (14 Hours)

- Human Resource: meaning. management: definitions. nature and meaning of human resource management.
- Definitions and importance. difference between personal management and hrm. characteristics, objectives, importance and scope of HRM.
- Functions of HRM – A) Managerial B) Objective C) Advisory and supportive functions.

Chapter - II : SELECTION AND TRAINING (16 Hours)

- SELECTION: Meaning and Nature. Definitions, Characteristics, Objectives and importance of Selection. Process and Tests used in Selection. Interview: Meaning and Types. Limitations of Interview.
- TRAINING: Meaning, Definitions, Nature and Characteristics of Training. Purposes and Benefits of Training. Methods /approaches to training- classroom/lectures , conferences, films, Vestibule training, apprenticeship, Computer Assisted Instruction(CAI)Net Based training, In basket training, Role Playing, Executive Coaching.

Chapter – III : PERFORMANCE APPRAISAL (15 Hours)

- Meaning and Definition of Performance Appraisal.
- METHODS – A) Traditional method – Ranking, Paired Comparisons, Grading, Forced Choice, Checklist methods, Critical Incident method, Essay method.
- B) Modern Methods – Behaviour Anchored Rating Scale (BARS), Management by

Objectives(MBO). 360* Feedback.

- Benefits and Limitations in Performance Appraisal.

Chapter – IV : E-HRM AND INTERNATIONAL HRM

(15 Hours)

- E-HRM: Recruitment, Selection, Performance Management Learning and Compensation. HR in mergers and acquisitions. Business processing outcomes. HRM in high performance organizations.
- I-HRM: Nature, Growth and Management of international Human Resource activities. HR and Internalization of Business.
- TQM: Definition. Principles and Common Barriers to TQM, Six Sigma.
- Tools of Quality Improvement: Kaizen, Bench Marking, HR Audit and Balance Score card.

References

- H. R. Appannaiah, Dr. P.N.Reddy and K. Aparna Rao. Human Resource Management (2010) :Himalaya Publishing House
- Shahi K. Gupta and Rosy Joshi. Human Resource Management (2011) : Kalyani Publishers
- Dr. P. Subba Rao. Human Resource Management (2013): Himalaya Publishing House
- Dr. P. Subba Rao. Personnel & Human Resource Management, Himalaya Publishing House
- Dr. K. Venkataramana. Human Resource Management (2011) : Himalaya Publishing House
- John W. Newstrom: Organizational Behaviour. Human Behaviour at Work. Tata McGraw Hill Education Private Limited, New Delhi
- K.Aswathppa. Human Resource Management (2011). Tata McGraw Hill Education Pvt. Ltd, ND
- Dr. C.B. Gupta. Human Resource Management. Sultan and Sons
- Gay Dessler. Human Resource Management, 9th edi. Pearson Education 2003
- C.S. Venkata Rathnam & B.K. Srinivasa. Personal Management & Human Resource. TMPL

PRACTICALS: VIII

(4 Hrs. per week)

Max Marks – 50

(Minimum 8 Practical's to be conducted)

1. Long Employee Attitude Scale (H. C. Ganguly)
2. Occupational Self Efficacy Scale (OSES- Upindhar Dhar, Sanjyot Pethe, SushmaChaudhury)
3. Organizational Climate Inventory (Som Nath Chattopadhyaya and K.G. Agarwal)
4. Organizational Culture Scale (Santhosh Dhar and Upinder Dhar)
5. Vocational Interest Record (VIR Kulshrestha)
6. Work Motivation Questionnaire (Dr K G Agarwal)
7. Occupational Stress Index (Srivastava, A. K., & Singh, A. P)
8. Employee Mental Health Inventory (Jagadish)
9. Maslach Burnout Inventory
10. Quality of Work Life Scale (Santhosh Dhar, Upinder Dhar and Rishu Roy)
11. FIRO – B (William Schultz)
12. Team Effectiveness Scale (Upinder Dhar and
Santhosh Dhar)

STATISTICS:

Spearman Rank Correlation