

QP. 313211

3.1

practical: 313212

**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: CHILD DEVELOPMENT**

**(60 HOURS)**

**Learning Outcomes:**

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

\* Teaching Hours 4 hours per week

\* 60 marks for examination and 40 marks for Internal Assessment

**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;
- c) **Methods and Designs** – Longitudinal, Cross – sectional, Sequential, Correlation. Modern methods of Child Development.

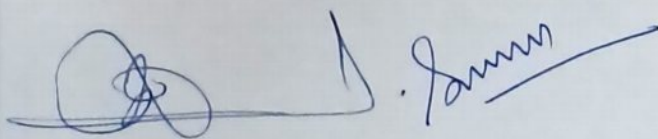
**Unit II – PRE-NATAL DEVELOPMENT**

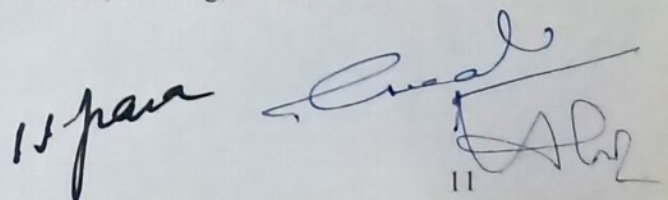
**(12 hours)**

- 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** – Stages of child birth
- d) **New Born Assessment** – APGAR scale,
- e) **Chromosomal and Gene linked abnormalities** – Chromosomal abnormalities - Down Syndrome; A
- f) **Genetic Counselling, Postpartum period:** Physical, Emotional, Psychological and bonding

**UNIT III - PHYSICAL, COGNITIVE AND LANGUAGE DEVELOPMENT (13 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.



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c) **COGNITIVE DEVELOPMENT** - Piaget's theory of cognitive development. Vygotsky's Theory of cognitive Development - .

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.

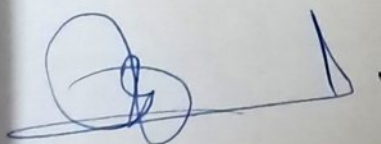
#### **UNIT V - DISORDERS OF CHILDHOOD**

**(11 hours)**

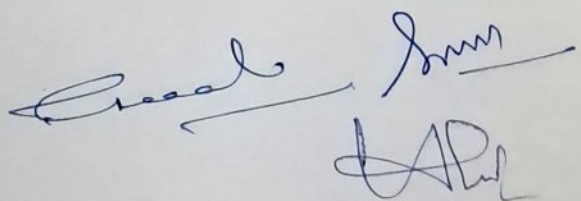
ADHD, conduct disorder, oppositional defiance disorder, anxiety disorders of childhood, Childhood depression, symptom disorders (Enuresis, encopresis, sleep walking and tics) Pervasive developmental disorders (Autism).

#### **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, Easter economy edition, PHI publication
4. Levine, L.E. & Munsch,J (2014) Child Development: An Active Learning Approach, 2nd Edition, Sage Publications. Inc



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**BA/BSc III Semester With effect from Academic year 2022-23  
and onwards**

**PRACTICALS: 4 hours per week.  
(Minimum 8 Practical to be conducted)**

**Maximum Marks: 50**

1. Cueing on Recall
2. Processes in Concept Formation
3. Children's Self Concept Scale
4. Learning Styles Inventory
5. Three-Dimensional Parental Behavior Inventory
6. Vineland Social Maturity Scale
7. Seguin Form Board
8. Brigance School Readiness Scale
9. Shyness Assessment Test / Rosenberg Self Esteem Scale
10. General Health Questionnaire ✓
11. Loneliness Inventory
12. Emotional Maturity Scale

**STATISTICS**

**Correlation**

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

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

Open Elective

Teaching Hours: 3 hours per week

(Total 30 hours)

Marks for Exam: 60

IA Marks: 40

**Psychology and Mental Health**

**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, polarized thinking, should and musts, mental filtering, fallacies (control, change, and heaven's reward), A-B-C model

**Unit 3: Mental Health issues**

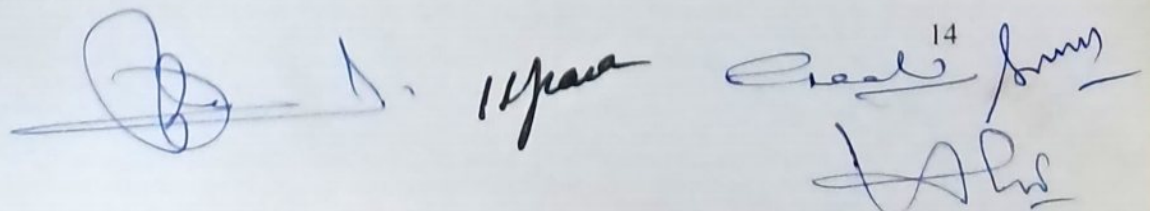
(7 hours)

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

**Unit 4: Intervention and Management**

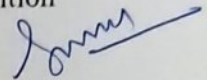
(8 hours)

- 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 CompanyLtd.
- 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 IV Semester With effect from Academic year 2022-23 and  
onwards PAPER – IV: DEVELOPMENTAL PSYCHOLOGY  
(60 HOURS)

**Learning 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.
- \* Teaching Hours 4 hours per week.  
\* 60 marks for examination and 40 marks for Internal Assessment.

**UNIT I: PUBERTY & ADOLESCENCE** *ಪೂರ್ವ ಮತ್ತು ನಡುವೆ* (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;
- d) **Psychosocial Development:** Search for Identity- Theories of Erikson. Adolescents in Trouble: Antisocial and Juvenile Delinquency (in brief)

**UNIT II: EARLY ADULTHOOD** *ಛೇದನ ಪ್ರಾಧಾನ್ಯ* (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.
- c) **Psycho-social development:** Marital and non-marital life styles - Single life, Marriage, co-habitation, LGBT issues.

**UNIT III: MIDDLE ADULTHOOD** *ಮಧ್ಯ ಪ್ರಾಧಾನ್ಯ* (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.
- d) **Vocational Adjustments** – Factors affecting vocational adjustment in Middle Adulthood, Vocational Hazards, Adjustment to approaching Retirement.

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UNIT IV: LATE ADULTHOOD — ಎಲ್ಲಾ ವಯಸ್ಸುಗಳಲ್ಲಿ (12 hours)

Characteristics of Late adulthood.

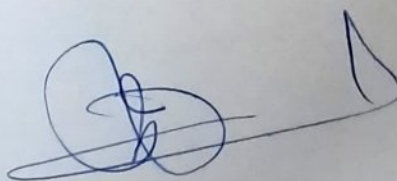
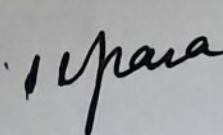
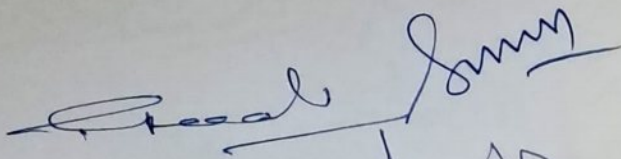
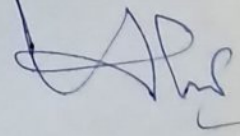
- a) **Physical Changes:** Sensory & Psychomotor Functioning – Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction time.
- b) **Psychosocial Development** – Personal Relationships in Late life: Social Contact, Relationships & Health, Multigenerational Family. Consensual Relationships: Long-Term Marriage, Divorce.
- c) Re-marriage, Widowhood, Single Life, Friendships.

UNIT V -LATE ADULTHOOD (Old age) — ವಯಸ್ಸು (10 hours)

- a) **Theories of ageing:** programmed theories and damaged theories.
- b) Many faces of death: Care of the dying.
- c) 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)

**BA/BSc IV Semester With effect from Academic year 2022-23 and onwards**

**PRACTICALS: 4 hours per week.**  
**(Minimum 8 Practical to be conducted)**

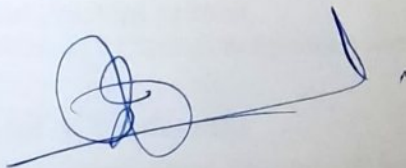
**Maximum Marks: 50**

1. College Student Problem Checklist ✓
2. Life Satisfaction Scale ✓
3. Family Environment Scale
4. Study Habits Inventory
5. Social Intelligence Scale
6. Personal Value Questionnaire ✓
7. Battle Ground Mobiles India - Addiction Test / Rathu's Assertiveness Scale \*
8. Self Regulation Questionnaire
9. Social Adjustment scale for aged
10. Screening Mental Health Status (MINI MSE)
11. Comprehensive Interest Schedule
12. Social Network Addiction Scale ✓

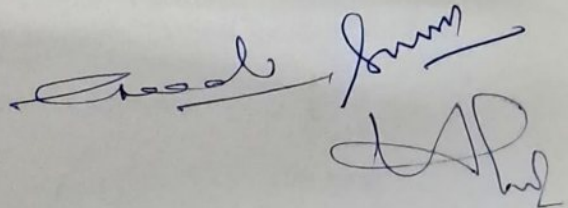
**STATISTICS**

**Tests of Difference**

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



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**NEP Syllabi of Psychology subject for BA/B.Sc IV Semester  
With effect from Academic year 2022-23 and onwards**

Open Elective

Teaching Hours: 3 hours per week  
Marks for Exam: 60

(Total 30 hours)  
IA Marks : 40

**Psychology at Work** ✓

**Learning Outcomes:**

1. Understanding the nature of an organization and psychological concepts applied in the work place.
2. Identifying the need for appraisal and the role of motivation.
3. Know about nature and role of leadership, essentials of leadership.

**Unit 1: Industrial - Organizational Psychology (06 hrs)**

- a) Nature and meaning. Goals, Forces. Role of a psychologist in Industries and Organization.
- b). Challenges at workplace: Stress, Burnout, Absenteeism, Work environment, Alcoholism, Substance abuse, Conflicts.

**Unit 2: Performance Appraisal (09 hrs)**

Definitions and Need for Performance Appraisal.

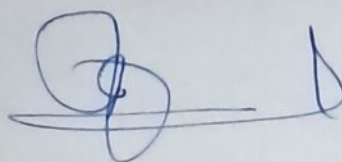
- a).Methods: Objective Performance Appraisal - Output measures, Computerized performance monitoring, Job related personal data, Essay methods, Critical incident method and Checklist method.
- b).Bias in Performance Appraisal and Methods to Improve Performance Appraisal.

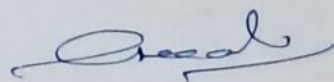
**Unit 3: Leadership (08 hrs)**

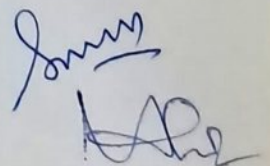
- a) Definition and Nature of leadership. Traits and skills of effective leader. Styles of Leadership - Authoritarian, Democratic, Transactional and Transformational leaders.
- b) Communication: Meaning and Importance. Communication Styles. Verbal and Non verbal communications.

**Unit 4: Stress and Work Motivation (07 hrs)**

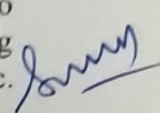
- a) Stress: Meaning, definition and types of stress. Stress Management Techniques: Physical Activity, Sport and Exercise, Yoga, Meditation, Relaxation Techniques, Wellness Programmed.
- b) Meaning of work motivation. Theories of Motivation -Maslow's theory, Herzberg's theory and Alderfer's E- R-G model

 D. K. Jha





Reference:

1. Girishbala Mohanty (2001) - Industrial Psychology and Organizational Behavior, Kalyani Publishers, Ludhiana.
2. John W. Newstrom (2007) - Organizational Behaviour- Human Behaviour at work- 12th Edi. Tata McGraw-Hill Publishing Co. Ltd. ND
3. Schultz D.P & Schultz E.S. (2006) - Psychology and Work Today. An Introduction to Industrial and Organizational Psychology. 8th Edi. Pearson Education, Inc and Dorling Kinderssley Publishing Inc. 

## General Pattern on Psychology Question Paper (NEP-2020) Term End Examination for Discipline Paper THEORY

Each paper will be for maximum of 60 marks. The minimum marks to pass the examination is 40% (24 Marks) in each theory paper.

Note: Duration of Examination for Discipline Specific Core (DSC) paper is **2 hours**.  
Question paper pattern for **Discipline Specific Core (DSC)** paper -

**Section A: Multiple Choice Questions** **Section B: Short Answer Questions**  
**Section C: Long Answer Questions**

### Section A: Multiple Choice Questions

Answer any 5 of the following. Each answer carries 2 marks. (5x2=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### Section B: Short Answer Questions

Answer any 4 of the following. Each answer carries 5 marks. (4x5=20)

- 7.
- 8.
- 9.
- 10.
- 11.

### Section C: Long Answer Questions

Answer any 3 of the following. Each answer carries 10 marks. (3x10=30)

- 12.
- 13.
- 14.
- 15.
- 16.

**General Pattern on Psychology Question Paper (NEP-2020)**  
**Term End Examination for Discipline Paper**

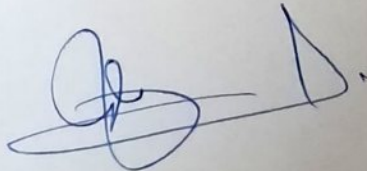
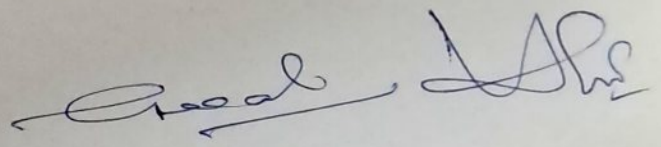
**PRACTICALS - I Semester to VI Semester**

**Internal Assessment: 25 Marks**  
Record : 10 Marks  
Test : 10 Marks  
Attendance : 05 Marks

**Examination : 25 Marks (2 Experiments)**  
Plan & Procedure : 03 Marks  
Administration : 03 Marks  
Analysis and Discussion : 03 Marks

**Total for One experiment : 09 Marks**

**For Two experiments 09+09 = 18 Marks**  
**Viva Voce = 03 Marks**  
**Statistics = 04 Marks**  
**Grand Total = 25 Marks**

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## **General Pattern on Psychology Question Paper (NEP-2020) Term End Examination for Open Elective THEORY**

Each paper will be for maximum of 60 marks. The minimum marks to pass the examination is 40% (24 Marks) in each theory paper.

**Note:** Duration of Examination for Discipline Specific Core (DSC) paper is **2 hours**.  
Question paper pattern -

**Section A: Multiple Choice Questions**  
**Section B: Short Answer Questions**  
**Section C: Long Answer Questions**

### **Section A: Multiple Choice Questions**

Answer any 4 of the following. Each answer carries 2 marks. (4x2=8)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### **Section B: Short Answer Questions**

Answer any 4 of the following. Each answer carries 5 marks. (4x5=20)

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

### **Section C: Long Answer Questions**

Answer any 4 of the following. Each answer carries 8 marks. (4x8=32).

- 13.
- 14.
- 15.
- 16.
- 17.
- 18.



## Government of Karnataka

B

Program Name	BA/BSc in Psychology	Semester	Fifth Semester
Course Title	Corporate Psychology (Theory) 5.1		
Course Code:	PSY C9-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

## Course Pre-requisite(s):

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 in corporates
- CO4. Formalise L & D and Training modules for corporates

## Theory Contents

60 Hrs

## Chapter 1: INTRODUCTION TO CORPORATE PSYCHOLOGY

15 Hrs

Meaning, definition and scope of corporate psychology; Role & skills required for a corporate psychologist

Group dynamics – Nature and types of group; dynamics of informal groups, the dynamics of formal work groups

Conflicts in organizations - Nature and types of conflicts in organizations, levels of conflict, sources of conflict, 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 Hrs

Meaning, definition, personal characteristics of a leader, approaches, styles, functions, problems of leadership, women in management, cultural differences.

Emerging approaches to leadership – substitutes and enhancers for leadership, self – leadership and super leadership; 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 Hrs**

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 Hrs**

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**

1	Brown D.R & Harvey D. (2006). An experimental approach to organization development. 7th international ed. Upper Saddle River, NJ: Pearson education.
2	C.B. Memoria (1999). Personnel Management. Himaliya Publishing House.
3	David, A. DeCenzp& Stephen P Robbins (2004). Personal and/Human Resource Management, 3rd Edition, New Delhi.
4	Gary Dessleri (2005). Human Resource Management, 10th Edition, P/Person-Prentice Hall, New Delhi.
5	Cummings T.G. & Worley C.G.(1993). Organizational development and change. West publishing company, St.Paul.
6	French W. & Bell C (1999). Organizational development: Behavioural science interventions for organizational improvement. New Jersey: Prentice Hall.
7	Shenoyn, V., V. K. Srivatsava& S.C Sharma (1999). Operations Research for Management. New Delhi, G. Wiley Eastern Ltd.
8	Berry, Lilly M. (1998). Psychology at Work: An introduction to Organizational and Industrial Psychology'. McGraw Hill International

## References

9	Disboye R.L., Smith C. S., & Howel W.C. (1994). Understanding Industrial Organizational Psychology. New York: Harcourt Brace International.
10	Dunnette, (1981). Handbook of Industrial and Organizational Psychology.
11	Edgar M. Schein (1990). Organisational Behaviour' 3th edition. Prentice Hall of India Pvt. Ltd. New Delhi.
12	Fred Luthans. (2002). Organisational Behaviour' 9th Edition. McGraw Hill Irwin, New.
13	L.W Porter, E.P. Lawler and J. R. Hackman. (1975). Behaviour of Organisations' McGraw- Hills Kogakusha Ltd. New Delhi.
14	Ramnarayan S., Rao T.V. & Singh K. Organizational development: Interventions and strategies ed. New Delhi: Sage Publications.

Course Title	<b>Corporate Psychology (Practical)</b>	Practical Credits	<b>2</b>
Course Code	<b>PSY C9-P</b>	Contact Hours	<b>60 Hours</b>
Formative Assessment	<b>25 Marks</b>	Summative Assessment	<b>25 Marks</b>

### Practical Content

**(Minimum 08 Practical to be conducted)**

1. Organizational Citizenship Behaviour Checklist (OCB-C)
2. Job Satisfaction (Dr. Amar Singh & Dr. T. R. Sharma)
3. Leadership Effective Scale (Upindar Dhar and Sanjyot Pethe)
4. Davidson's Battery of Differential Abilities (DBDA)
5. Interpersonal Skills Inventory (IPSI) (Dr. Luba Jakubowska, Dr. Pooja Sharma and Shivngi Nigam)
6. Leadership Behaviour Scale (Asha Hinger)
7. Organizational Commitment Scale (Anukool M. Hyde ad Vishu Roy)
8. Employee Engagement Scale (Santhosh Dhar and Upindar Dhar)
9. Workplace Exploitation Scale (Ramandeep Kaur and Meena Jhamat)
10. Work - Life Balance Scale (Hayman -2005)
11. Strategic Talent Management Practices Scale (N. N. Mehta, D. M. Pestonjee and S. M. Khan)
12. Organizational Conflict Scale (Santhosh Dhar and Upindar Dhar)

STATISTICS: Median Test





Government of Karnataka

QP-315212

Program Name	BA/BSc in Psychology	Semester	<u>Fifth Semester</u>
Course Title	Social Psychology (Theory) 5.2		
Course Code:	PSY C13-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

**Course Pre-requisite(s):**

**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 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.

<b>Theory Contents</b>	<b>60 Hrs</b>
<b>Chapter I SOCIAL PSYCHOLOGY, SOCIAL PERCEPTION AND SOCIAL COGNITION</b>	<b>15 Hrs</b>
<b>Introduction:</b> a) <b>Social Psychology:</b> definition, nature and scope of social psychology. b) <b>Social perception:</b> non-verbal communication; impression formation and management. c) <b>Social Cognition:</b> schemas, heuristics and automatic processing and errors. d) <b>Interdependent Relationship:</b> family, friendship and attachment style, relationship problems, reaction to problems, effects of relationship failure.	
<b>Chapter II UNDERSTANDING AND EVALUATING THE SOCIAL WORLD</b>	<b>15 Hrs</b>
a) <b>Attribution:</b> theories of attribution - Fritz-Heider's theory, Jones and Davis theory, Kelly's theory; b) <b>Attitudes:</b> definition and components, attitude-behaviour link; attitude formation and strategies for attitude change, measurement of attitudes. c) <b>Prejudice:</b> meaning, definition, growth, techniques for counteracting its effects. d) <b>Stereotype</b> meaning, gender stereotype, glass ceiling and discrimination.	
<b>Chapter III SOCIAL INTERACTION AND INFLUENCE</b>	<b>15 Hrs</b>
a) <b>Formation and influence of groups:</b> conformity- Asch studies, compliance techniques, obedience to authority, social facilitation, social loafing, co-operation, conflict, techniques to resolve conflicts. b) <b>Pro-Social Behaviour-</b> Latane and Darley's 5 crucial steps of n to an emergency, situational factors	

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influencing pro-social behaviour, factors decreasing the tendency to help.

e) **Social networking sites**- impact of social media on children adolescents and families

**Chapter IV Social disorganization issues**

**15 Hrs**

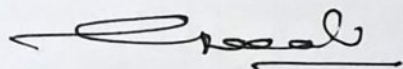
a) **Aggression**- social learning perspectives , - theories of aggression - drive theory, modern theory- GAAM biological and situational determinants, personal determinants, prevention and control of aggression- punishment, cognitive interventions and forgiveness


b) **Violence** – nature and categories of violence, violence in families, collective violence for social change

c) **Anti social behavior**- corruption, bribery and other forms of antisocial behaviour; applying social psychology at work, health and legal system.

**References**

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





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**Model Curriculum  
of  
BA/BSc  
in  
Psychology  
6<sup>th</sup>Semester**

Karnataka State Higher Education Council



Government of Karnataka

4

Program Name	BA/BSc in Psychology	Semester	Sixth Semester
Course Title	Abnormal Psychology (Theory)		
Course Code:	PSY C14-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

**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.

**Theory Contents**

60 Hrs

**Chapter I UNDERSTANDING ABNORMALITY**

15 Hrs

**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 and ICD. Mental status examination, Mental health care act 2017.

**Chapter II CLINICAL PICTURE AND ETIOLOGY OF ANXIETY DISORDERS**

15 Hrs

a) **Anxiety based disorders:** The anxiety based response patterns; Phobic disorders; Obsessive Compulsive Disorders (OCD); Generalized Anxiety Disorder(GAD); Somatoform disorders; Hypochondriasis; conversion disorders.

b) **Dissociative disorder** - psychogenic amnesia, fugue; dissociative identity disorder: causes Biological, Psychological and Socio-cultural factors. (Diagnostic criteria/ Clinical features and causes & treatment).

c) **Trauma and Stressors - Related Disorders:** PTSD and acute stress disorder.

**Chapter III SCHIZOPHRENIA AND DELUSIONAL DISORDER**

15 Hrs

1.1/2018

- a) **Schizophrenia:** clinical picture, subtypes and causes - biological, psychological and socio-cultural factors.
- b) **Delusional disorder:** diagnosis, clinical picture and its causal factors.
- c) **Bipolar and related disorders:** bipolar disorder i disorder, bipolar disorder ii disorder and cyclothymic disorder.

**Chapter IV PERSONALITY DISORDERS AND PARAPHILIAS** **15 Hrs**

**Personality disorders:** cluster A (paranoid, schizoid, antisocial), B (histrionic, narcissistic, antisocial and borderline) & C (avoidant and dependent personality disorder). Obsessive-Compulsive Personality Disorder.

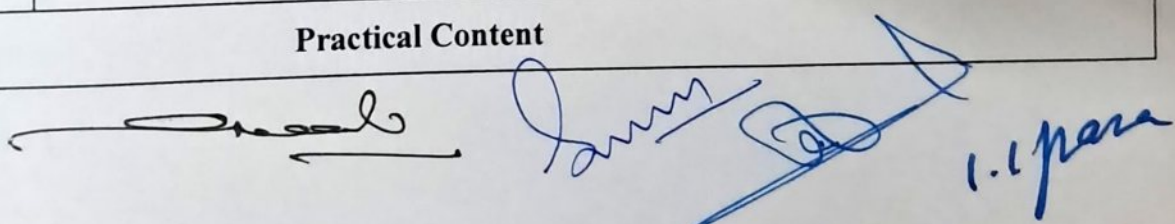
**Paraphilic disorders:** as per DSM -5 (voyeuristic, exhibitionistic, frotteuristic, sexual masochism, sexual sadism, pedophilic, fetishistic and transvestic). Causes of paraphilia.

**References**

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

Course Title	<b>Abnormal Psychology (Practical)</b>		Practical Credits	<b>2</b>
Course Code	<b>PSY C15-P</b>	Contact Hours	<b>60 Hours</b>	
Formative Assessment	<b>25 Marks</b>	Summative Assessment	<b>25 Marks</b>	

**Practical Content**



**(Minimum 8 Practical 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)

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Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Sixth Semester
Course Title	Human Resource Management (Theory)		
Course Code:	PSY C16-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

**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.

**Theory Contents**

60 Hrs

**Chapter I**

14 Hrs

**INTRODUCTION:**

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

**Chapter II**

16 Hrs

**SELECTION AND TRAINING:**

- i) **SELECTION:** Meaning and Nature. Definitions, Characteristics, Objectives and importance of Selection. Process and Tests used in Selection. Interview: Meaning and Types. Limitations of Interview.
- ii) **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**

15 Hrs

**PERFORMANCE APPRAISAL:**

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

15 Hrs

**E-HRM AND INTERNATIONAL HRM:**

i) **E-HRM:** Recruitment, Selection, Performance Management Learning and Compensation. HR in mergers and acquisitions. Business processing outcomes. HRM in high performance organizations.

ii) **I-HRM:** Nature, Growth and Management of international Human Resource activities. HR and Internalization of Business.

iii) **TQM:** Definition. Principles and Common Barriers to TQM, Six Sigma. Tools of Quality Improvement: Kaizen, Bench Marking, HR Audit and Balance Score card.

### References

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

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Course Title	Human Resource Management (Practical)		Practical Credits	2
Course Code	PSY C17-P		Contact Hours	60 Hours
Formative Assessment	25 Marks	Summative Assessment	25 Marks	

**Practical Content**

**(Minimum 8 Practical to be conducted)**

1. ✓ Long Employee Attitude Scale (H. C. Ganguly)
2. ✓ Occupational Self Efficacy Scale (OSSES- UpindharDhar, Sanjyot Pethe, Sushma Chaudhury)
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: One Way ANOVA - Correlated Scores**

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