

NEP SYLLABI OF PSYCHOLOGY- BA

PAPER-I: FOUNDATIONS OF PSYCHOLOGY

Credits 4

Teaching hours: 60 hours

ESE: 60 marks

CIA: 40 marks

Learning Outcomes:

1. Students will understand the genesis of Psychology and its importance
2. Students will gain basic knowledge about Psychology
3. Students will understand the fundamental mental processes which are base for behaviour
4. Students understand the Applications of Psychology in various fields

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, Behavioural, 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

Credits 2

Teaching hours:4 hours per week

ESE: 25 marks

CIA: 25 marks

1. Directed observation on the accuracy of report
2. Colour blindness
3. Set on Attention
4. Bilateral transfer of training
5. Meaning of retention
6. Retroactive inhibition
7. Span of attention
8. Muller –Lyer illusion

Statistics:

Grouping of data: Tabulation and frequency distribution

Measures of central tendency: Mean and median for grouped and ungrouped data

SEMESTER II
PAPER 2- FOUNDATION OF BEHAVIOUR

Credits 4

Teaching hours: 60 hours

ESE: 60 marks

CIA: 40 marks

Learning outcomes:

After successful completion of the course students will be able to:

1. Evaluate and understand the different human emotions
2. Critically evaluate and identify determinants of motivation
3. Compare and contrast different theories of intelligence
4. Differentiate the human personalities

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.

Reference:

- Baron, R. A. (2014) Psychology. (5 ed.). Delhi: PHI Learning Pvt. Ltd. Feldman, R. S. (2018). Understanding Psychology (14th ed.). New York: McGraw Hill Hergenhan, 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. (16th ed.). 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.

PRACTICAL II

Credits 2

Teaching hours: 4 hours per week

ESE: 25 marks

CIA: 25 marks

1. Achievement motivation
2. Fear checklist
3. Oxford Happiness scale
4. Guidance need inventory
5. General ability test
6. Stroop effect
7. Eysenck's personality inventory
8. Emotional intelligence scale

Statistics: Measures of variance (Grouped and ungrouped)

1. Standard deviation
2. Range
3. Quartile deviation

SEMESTER III

PAPER III- CHILD DEVELOPMENT

Credits 4

Teaching hours: 60 hours

ESE: 60 marks

CIA: 40 marks

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

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-Stages of child birth c
- 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)

- 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
2. John.W.Santrok (2014)-Child Development 13th edition. Tata McGraw hill edition

Education

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

PRACTICAL 3

Credits 2

Teaching hours: 4 hours per week

ESE: 25 marks

CIA: 25 marks

1. Cueing on recall
2. Process in concept formation
3. Learning style inventory
4. Shyness assessment
5. General health questionnaire
6. Emotional maturity scale
7. Loneliness inventory
8. Three dimensional parental behaviour inventory

Statistic: Correlation –

Spearman's Rank difference method

Pearson's Product method

SEMESTER IV

PAPER-IV: DEVELOPMENTAL PSYCHOLOGY

Credits 4

Teaching hours: 60 hours

ESE: 60 marks

CIA: 40 marks

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.

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, gate way 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)

PRACTICAL IV

Credits 2

Teaching hours: 4 hours per week

ESE: 25 marks

CIA: 25 marks

1. College student problem checklist
2. Life satisfaction scale
3. Social intelligence scale
4. Personal value questionnaire
5. Comprehensive interest schedule
6. Rathu's assertiveness scale
7. Study habit inventory
8. Social network addiction scale

Statistic: "t" test – Independent sample test and paired sample test

SEMESTER 5

PAPER V

Credits 4

Teaching hours: 60 hours

ESE: 60 marks

CIA: 40 marks

Learning outcomes:

After the successful completion of the course, the student will be able to:

- Understand the subject matter of health psychology.
- Understand the correlates of pain, illness and its management.
- Understand the impact of stress on health.
- Have awareness about health enhancing and compromising lifestyles.
- Attain and maintain one's health through coping strategies and interventions.

Chapter I - INTRODUCTION TO HEALTH PSYCHOLOGY AND HEALTH BEHAVIOUR -15 Hrs

a) Health: Meaning and definition (WHO); Components of health: social, emotional, cognitive, and physical aspects. Health and Quality of life.

b) Health Psychology: Introduction, Need for the field of health psychology: History of body mind relationship: Models of health-Biomedical and Bio psychosocial model.

c) Health Behaviours: factors influencing health behaviours, barriers to modify Poor health behaviours.

Chapter II-HEALTH ENHANCING AND COMPROMISING BEHAVIOUR -15 Hrs

a) Theories of Health behaviors: Theories of planned behavior. The health belief model and their implications.

- b) Health compromising behaviors: Substance abuse, overeating and obesity
- c) Health enhancing behaviours: Physical Exercise, Maintaining healthy diet, sleep and hygiene.
- d) Adherence: Meaning and factors predicting adherence.

Chapter III - STRESS AND HEALTH 15 Hrs

- a) Stress: Nature and sources of stress: Theories of stress- Selyes and Lazarus view.
- b) Effects of stress on health: Stress and immune system, Role of stress in CHD, Hypertension and Diabetes,
- c) Coping strategies Social support; time management; Yoga, Meditation and Relaxation technique, expressive therapy-music, art and dance
- d) Positive psychological interventions - gratitude, forgiveness, savoring, patience, creativity.

Chapter IV-MANAGEMENT OF PAIN, CHRONIC AND TERMINAL ILLNESS-15 Hrs

- a) Pain-Significance; Types; Psychological factors: Cognitive Behavioral Methods of Pain Control gate control theory of pain, individual differences and socio-cultural differences in reaction to pain.
- b) Management of chronic and terminal Illness Emotional responses to chronic illness, coping with chronic illness, psychological and social issues related to dying the issue of non-traditional treatment. c) Alternatives to hospital care Hospice or home care: Psychological management of terminally ill.

References

1. Taylor. S.E. (2010). Health psychology, 6th Ed. New Delhi: Tata McGraw Hill
2. Marks. D.F, Murry.M., Evans.B and Estacio.E.V (2011), Health psychology: Theory, research and practice (3rd edi), New Delhi: Sage publication India Pvt Ltd.
3. Brannon.L. & Feist. J (2007) Introduction to Health Psychology New Delhi: Thomson Learning Inc.
4. DiMatteo, M.R. & Martin, L.R. (2002), Health psychology. New Delhi: Pearson.
5. Ogden J (2000) Health Psychology, 2nd edition Philadelphia, Open University press.

PRACTICAL -5

Credits 2

Teaching hours: 4 hours per week

ESE: 25 marks

CIA: 25 marks

1. Psychological Well-Being (Ryff C.D. et.al.2010)
2. Quality of Life Scale
3. Locus Of Control (Form A) Ken. A. Wallston
4. Students Stress Rating Scale (Manju Agarwal)
5. Type A and Type B ABBPS (Upinder Dhar and Manish Jain)
6. Resilience Scale (Wagnild. G. M. and Young H.M)
7. Reactions to Frustration (B.M.Dixit and D.N. Srivastava)
8. Optimum Health Scale (Pravin Kumar and Lovellen Bala)

STATISTICS: One way ANOVA - Independent or Uncorrelated Score

PAPER -6- SOCIAL PSYCHOLOGY

Credits 4

Teaching hours: 60 hours

ESE: 60 marks

CIA: 40 marks

Learning outcomes:

After the successful completion of the course, the student will be able to:

1. Develop an understanding of the individual in relation to the social world.
2. Introduce students to realm of social influences on behaviour.
3. Understand the various social issues prevalent.
4. Know the significance of Interpersonal Relationship.
5. Sensitize the students about Social issues.

Chapter I: SOCIAL PSYCHOLOGY, SOCIAL PERCEPTION AND SOCIAL COGNITION-15 Hrs.

Introduction:

- a) Social Psychology: definition, nature and scope of social psychology.
- b) Social perception: non-verbal communication; impression formation and management.
- c) Social Cognition: schemas, heuristics and automatic processing and errors.
- d) 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 Hrs

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

Chapter III :SOCIAL INTERACTION AND INFLUENCE-15 Hrs

- a) Formation and influence of groups: conformity-Asch studies, compliance techniques, obedience to authority, social facilitation, social loafing, co-operation, conflict, techniques to resolve conflicts.
- b) Pro-Social Behaviour- Latane and Darley's 5 crucial steps of n to an emergency, situational factors influencing pro-social behaviour, factors decreasing the tendency to help.
- c) 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 behaviour 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, 10th 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) -8th 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

PRACTICAL-6

Credits 2

Teaching hours:4 hours per week

ESE: 25 marks

CIA: 25 marks

1. Sociogram (Moreno)
2. Stereotypes
3. Bogardus Social Distance Scale
4. Co-operation
5. Competition
6. Criminal Propensity Scale (Arjun Singh and Neelam Sharma)
7. Sodhi's Attitude Scale
8. Bell's Adjustment Inventory

STATISTICS: Median Test

SEMESTER VI

PAPER -7- ABNORMAL PSYCHOLOGY

Credits 4

Teaching hours:60 hours

ESE: 60 marks

CIA: 40 marks

Learning outcomes:

After the successful completion of the course, the student will be able to:

1. Impart knowledge about the difference between the concepts of normality and abnormality to dispel myths regarding abnormality.
2. Familiarize students with criteria and classification of psychological disorders.
3. Provide an overview of the symptoms and etiology of various psychological disorders.
4. Introduce students to different perspectives regarding the causation of mental illnesses.
5. Familiarize students with a conceptual overview of abnormal behaviour.

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.

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).

Chapter III: SCHIZOPHRENIA AND DELUSIONAL DISORDER-15 Hrs

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

References:

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

PRACTICAL -7

Credits 2

Teaching hours:4 hours per week

ESE: 25 marks

CIA: 25 marks

1. Multiphasic Questionnaire (H.N.Murthy)
 2. IPAT Anxiety Scale
 3. Defence Mechanism Inventory (NR Mrinal & Uam Singhal)
 4. Behavioural Deviance Scale (N. S. Chauhan and Saroj Aurora)
 5. Beck Depression Scale
 6. Bell's Adjustment Inventory
 7. Personal Stress Source Inventory (Arun Kumar Singh, Ashish K. Singh, and Arpana Singh)
 8. Narcissistic Personality Inventory (e-source)
- STATISTICS: Chi Square

PAPER -8- HUMAN RESOURCE MANAGEMENT

Credits 4

Teaching hours: 60 hours

ESE: 60 marks

CIA: 40 marks

Learning outcomes:

After the successful completion of the course, the student will be able to:

1. Understand the nature, objectives and functions of HRM.
2. Understand the processes of selection and tools of training.
3. Know the tools of performance appraisal in work setting.
4. Know the application of electronic in HR and management of international HR.

Chapter I: INTRODUCTION-14 Hrs

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 HRMA) Managerial B) Objective C) Advisory and supportive functions.

Chapter II:SELECTION AND TRAINING-16 Hrs

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:PERFORMANCE APPRAISAL-15 Hrs

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 Hrs

i) E-HRM: Recruitment. Selection, Performance Management Learning and Compensation. IHR 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 Publishers
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.Aswathppa. 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

PRACTICAL -8

Credits 2

Teaching hours:4 hours per week

ESE: 25 marks

CIA: 25 marks

1. Strategic Talent Management Practices (Naresh N. Mehta, Pestonji. S.M.Khan)
2. Occupational Self Efficacy Scale (OSSES- Upindhar Dhar, 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. Work Motivation Questionnaire (Dr KG Agarwal)
6. Quality of Work Life Scale (Santhosh Dhar, Upinder Dhar and Rishu Roy)
7. FIRO-B (William Schultz)
8. Team Effectiveness Scale (Upinder Dhar and Santhosh Dhar)

STATISTICS: One Way ANOVA - Correlated Scores