



<b>Lesson Plan No. 1.1</b>	<b>Course Name: Human Psychology</b> <b>Topic: Introduction- Definition</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"><li>To understand the concept and meaning of Psychology</li><li>To understand its Nature and characteristics</li></ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"><li>Quiz</li><li>PPT.</li></ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction</b> (10 minutes)<ul style="list-style-type: none"><li>Ask questions What is Psyche?</li><li>What is the usage of studying behavior?</li><li>Why do humans behave differently with each other?</li></ul></li><li><b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>Introduce the concept and meaning of Psychology</li><li>Explain the Evolution of Psychology</li><li>Definitions - Old and Modern definition</li></ol></li></ol> <p>Exercise (5 minutes) – Conduct Quiz to collect responses and discuss the answers.</p>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>Discuss the Questions from the Syllabus.</li><li>Suggested Reading Baron, R.A.(1999). Essentials of Psychology (2nd edition). USA: Allyn and Bacon.  Morgan, C. T., King, R. A., Weisz, J. R. &amp; Schopler, J. (1986). Introduction to Psychology (7th edition). New Delhi: Tata McGraw-Hill</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>Quiz</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 1.2</b>	<b>Course Name: Human Psychology</b> <b>Topic: Scope of Psychology</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. articulate the scope of Psychology
<b>Teaching Aids (if any)</b>	a. quiz b. PPT.
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>1. Introduction (10 minutes)</b><ul style="list-style-type: none"><li>- Ask questions What is Psyche?</li><li>- What is the usage of studying behavior?</li><li>- Why do humans behave differently with each other?</li></ul></li><li><b>2. Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Scope of psychology</li><li>b. Applied Psychology</li><li>c. research Psychology</li></ol></li></ol> <p>Exercise (5 minutes) – Conduct Quiz to collect responses and discuss the answers.</p>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>2. Discuss the Questions from the Syllabus.</li><li>3. Suggested Reading Baron, R.A.(1999). Essentials of Psychology (2nd edition). USA: Allyn and Bacon.  Morgan, C. T., King, R. A., Weisz, J. R. &amp; Schopler, J. (1986). Introduction to Psychology (7th edition). New Delhi: Tata McGraw-Hill</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Quiz</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 1.3</b>	<b>Course Name: Human Psychology</b> <b>Topic: Psychology as a science -I</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"><li>Explain Psychology as a Science.</li><li>Elucidate the characteristics of science.</li><li>Describe the nature and characteristics of behaviour.</li></ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"><li>Quiz</li><li>PPT.</li></ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction</b> (10 minutes)<ul style="list-style-type: none"><li>Ask questions What is science?</li><li>What is the usage of studying behavior?</li><li>Why do humans behave differently with each other?</li></ul></li><li><b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>Psychology as a Science</li><li>Characteristics of Science</li><li>Psychology: What is and what it is not?</li></ol></li></ol> <p>Exercise (5 minutes) –</p> <p>Conduct Quiz to collect responses and discuss the answers.</p>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>Discuss the Questions from the Syllabus.</li><li>Suggested Reading: Baron, R.A. (1999). Essentials of Psychology (2nd edition). USA: Allyn and Bacon.  Morgan, C. T., King, R. A., Weisz, J. R. &amp; Schopler, J. (1986). Introduction to Psychology (7th edition). New Delhi: Tata McGraw-Hill</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>Quiz on Definition of Science</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No.</b> 1.4	<b>Course Name: Human Psychology</b> <b>Topic: Psychology as a science-II</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Explain ‘Pseudo-Psychology’. b. Identify the tasks of Psychology.
<b>Teaching Aids (if any)</b>	a. Use of quiz b. PPT.
<b>Teaching Development</b>	1. <b>Introduction</b> (10 minutes) - Ask questions What is ?  - What is the usage of studying behavior? - Why do humans behave differently with each other? 2. <b>Development</b> (30 minutes)  a. Pseudo- Sciences /Pseudo- Psychologies b. Principles of Critical Thinking c. The Tasks of Psychology Exercise (5 minutes) –  Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading : Baron, R.A.(1999). Essentials of Psychology (2nd edition). USA: Allyn and Bacon.  Morgan, C. T., King, R. A., Weisz, J. R. & Schopler, J. (1986). Introduction to Psychology (7th edition). New Delhi: Tata McGraw-Hill  Spend 5 minutes to wrap up and consolidate the learning’s
<b>Evaluation</b>	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Quiz on Definition of pseudo Psychology Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No.</b> 1.5	<b>Course Name: Human Psychology</b> <b>Topic: Methods of psychology-I</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"><li>a. Understand various methods of Educational Psychology.</li><li>b. To get some understanding of the human historical system.</li></ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"><li>a. Use of quiz</li><li>b. PPT.</li></ul>
<b>Teaching Development</b>	<ul style="list-style-type: none"><li>1. <b>Introduction</b> (10 minutes)<ul style="list-style-type: none"><li>- Ask questions What is Science?</li><li>- What is the usage of studying psychology?</li></ul></li><li>2. <b>Development</b> (30 minutes)<ul style="list-style-type: none"><li>a. methods of psychological study</li><li>b. Internal or subjective Method—,</li><li>c. Outer and Objective methods—<ul style="list-style-type: none"><li>(1) Introspective Method</li><li>(2) Observation Method</li><li>(3) Experimental Method</li><li>(4) Case History Method</li></ul></li></ul></li></ul> <p>Exercise (5 minutes) –</p> <p>Conduct Quiz to collect responses and discuss the answers.</p>
<b>Closure</b>	<ul style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>2. Discuss the Questions from the Syllabus.</li><li>3. Suggested Reading : Educational Psychology—S.K. Mangal, PHI Learning Pvt. Ltd. New Delhi</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ul style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Quiz on Definition of observation method</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No.</b> 1.6	<b>Course Name: Human Psychology</b> <b>Topic: Methods of psychology-II</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to:  a. Understand various methods of Educational Psychology. b. To get some understanding of the human historical system.
<b>Teaching Aids (if any)</b>	a. Use of quiz b. PPT.
<b>Teaching Development</b>	1. <b>Introduction</b> (10 minutes) - Ask questions What is applied psychology ?  - What is the usage of studying psychology? 2. <b>Development</b> (30 minutes) (5) Anecdotal Method  (6) Development Method  (7) Comparative Method  (8) Interview Method  (9) Questionnaire Method  (10) Statistical Method  (11) Clinical Method  (12) Test Method  (13) Psycho-Analytical Method  Exercise (5 minutes) –  Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading : Educational Psychology—S.K. Mangal, PHI Learning Pvt. Ltd. New Delhi  Spend 5 minutes to wrap up and consolidate the learning's



<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Quiz on Definition of Psychology</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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<b>Lesson Plan No.</b> 1.7	<b>Course Name: Human Psychology</b> <b>Topic:</b> Subfields of psychology	<b>Course No.:</b> UGMDC-202
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"><li>Discuss the relation of Psychology to other academic disciplines;</li><li>Describe the basic branches of Psychology;</li><li>Explain various applied fields of Psychology;</li><li>Identify the basic and the applied fields of Psychology;</li><li>Branches and Fields of Psychology</li><li>Distinguish between a Psychologist and a Psychiatrist; and</li><li>Identify the places where psychologists work.</li></ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"><li>Use of quiz</li><li>PPT.</li></ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction</b> (10 minutes)<ul style="list-style-type: none"><li>Ask questions What is feeling?</li><li>What is the usage of pure psychology?</li></ul></li><li><b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>Branches and Fields of Psychology</li><li>Early Divisions</li><li>Basic Fields</li><li>Applied Fields</li><li>Both Basic and Applied Fields</li><li>Psychologists: what do they do?</li></ol></li></ol> <p>Exercise (5 minutes) – Conduct Quiz to collect responses and discuss the answers.</p>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>Discuss the Questions from the Syllabus.</li><li>Suggested Reading : Educational Psychology—S.K. Mangal, PHI Learning Pvt. Ltd. New Delhi</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>Quiz on Definition of forensic Psychology</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No.</b> 1.8	<b>Course Name: Human Psychology</b> <b>Topic:</b> Psychology in modern India.	<b>Course No.:</b> UGMDC-202
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Discuss the Psychology in modern India. b. Articulate the future and prospects
<b>Teaching Aids (if any)</b>	a. Use quiz b. PPT.
<b>Teaching Development</b>	1. <b>Introduction</b> (10 minutes) - Ask questions Describe any two fields of psychology and indicate their applications. 2. <b>Development</b> (30 minutes) 1. Psychology in the British Colonial Period (1857– 1947) 2. Psychology in Independent India (1947) 3. Theoretical Contributions Following the Traditional Indian Lines 4. Theoretical Contributions Following Modern Western Lines 5. A Socially Relevant Psychology 6. Move Toward Indigenization Exercise (5 minutes) – Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading : Educational Psychology—S.K. Mangal, PHI Learning Pvt. Ltd. New Delhi <a href="https://www.indigenoupsych.org/Interest%20Group/Paranjpe/PsychologyInModernIndia.pdf">https://www.indigenoupsych.org/Interest%20Group/Paranjpe/PsychologyInModernIndia.pdf</a> Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Quiz on Definition of Psychology Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 2.1</b>	<b>Course Name: Human Psychology</b> <b>Topic: Classical conditioning</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"><li>Define classical conditioning;</li><li>Describe Pavlov's experiment in classical conditioning;</li><li>Differentiate among unconditioned stimulus, unconditioned response, conditioned stimulus and conditioned response;</li><li>Draw a schematic diagram of classical conditioning experiment with its essential elements;</li><li>Explain the implications of Pavlov's classical conditioning in understanding personality; and</li><li>Discuss the applications of classical conditioning in psychotherapeutic settings.</li></ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"><li>PPT.</li><li>Video</li></ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction</b> (10 minutes) - Ask questions Describe any two fields of psychology and indicate their applications.</li><li><b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>Concept of Classical Conditioning</li><li>Pavlov's Experiment on Classical Conditioning<ol style="list-style-type: none"><li>The Experiment</li><li>Interpretation of the Results of the Experiment</li><li>Principles of Classical Conditioning</li></ol></li><li>Implications of Pavlov's Classical Conditioning in Understanding Personality<ol style="list-style-type: none"><li>Conditioned Emotional Responses – the Case of Little Albert</li><li>Classical Conditioning of Social Attitudes</li><li>Psychopathological Conditions Explained by Classical Conditioning</li></ol></li><li>Applications of Classical Conditioning in Psychotherapy</li><li>Critical Evaluation of Classical Conditioning</li></ol></li></ol> <p>Exercise (5 minutes) – Conduct Quiz to collect responses and discuss the answers.</p>



<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>2. Discuss the Questions from the Syllabus.</li><li>3. Suggested Reading : Hall, C.S. and Lindzey, A. (1997). Theories of Personality, New York, Wiley  Liebert, R. M. &amp; Spiegler, M. D. (1987) Personality: Strategies and Issues. Homewood, IL: The Dorsey Press.  Pervin, L. A. &amp; John, O. P. (1997) Personality: Theory and Research. New York: John Wiley &amp; Sons.  Internet source: <a href="http://www.Youtube.com/watch?v=CpolxEN54ho&amp;feature=related">http:// www. Youtube.com/watch? v=CpolxEN54ho&amp; feature=related</a>.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Quiz on Definition of Psychology</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 2.2</b>	<b>Course Name: Human Psychology</b> <b>Topic: Operant conditioning</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson, the student shall be able to: <ul style="list-style-type: none"><li>a. Discuss the concept of operant conditioning;</li><li>b. Describe Skinner's classic experiment on operant conditioning;</li><li>c. Explain the concept of functional analysis of behaviour;</li><li>d. Discuss skinner's view pertaining to human nature, psychopathology and social attitudes;</li><li>e. Discuss the application of operant conditioning in psychotherapeutic settings; and</li><li>f. Critically evaluate Skinner's operant conditioning approach to personality</li></ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"><li>a. PPT.</li><li>b. Video</li></ul>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (10 minutes)<ul style="list-style-type: none"><li>- Ask questions What is an operant?  What is conditioning?</li></ul></li><li>2. <b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>1. Concept of Operant Behaviour</li><li>2. Skinner's Experiment on Classical Conditioning<ol style="list-style-type: none"><li>1 The Experiment</li><li>2 Interpretations of the Results of the Experiment</li><li>3 Measuring Operant Behaviour</li></ol></li><li>3. Functional Analysis of Behaviour<ol style="list-style-type: none"><li>1 Shaping</li><li>2 Reinforcements in Operant Conditioning and its Schedules</li><li>3 Punishment</li><li>4 Generalisation and Discrimination in Operant Conditioning</li></ol></li><li>4. Operant Conditioning and Human Behaviour<ol style="list-style-type: none"><li>1 Skinner's View of Human Nature</li><li>2 Psychopathology from Operant Conditioning Perspective</li><li>3 Operant Conditioning of Social Attitudes</li></ol></li><li>5. Application of Skinnerian Principles to Psychotherapy</li></ol></li></ol>



	<p>6. Critical Analysis of Skinner's Approach to Personality Exercise (5 minutes) – Conduct Quiz to collect responses and discuss the answers.</p>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>2. Discuss the Questions from the Syllabus.</li><li>3. Suggested Reading : Liebert, R. M. &amp; Spiegler, M. D. (1987) Personality: Strategies and Issues. Homewood, IL: The Dorsey Press.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Quiz on classical Learning</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 2.4</b>	<b>Course Name: Human Psychology</b> <b>Topic: Cognitive influences on learning</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"><li>a. understand the meaning, nature and scope of cognitive learning;</li><li>b. state the different processes through which cognitive learning takes place;</li><li>c. explain the importance of cognitive learning</li></ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"><li>a. PPT.</li><li>b. Chalk And Talk</li></ul>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (10 minutes)<ul style="list-style-type: none"><li>- Ask questions What do you mean by Learning?  What is conditioning?</li></ul></li><li>2. <b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>1. Concept of Cognitive Learning</li><li>2. Meaning of Cognitive Learning Insight learning Sign learning Latent learning</li><li>3. Nature and Scope of Cognitive Learning</li><li>4. Processes of Cognitive Learning</li></ol></li></ol> <p>Exercise (5 minutes) –  Conduct Quiz to collect responses and discuss the answers.</p>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>2. Discuss the Questions from the Syllabus.</li><li>3. Suggested Reading : Atkinson, R.C. &amp; Shiffrin, R.M. (1971). The Control of short-term Memory. Scientific American, 224: 82-90.  Biehler, Robert. F. &amp; Snowman Jack (1997). Psychology applied to teaching (8th edn.).  Boston: Houghton Mifflin. Bigge, M.L. (1982). Learning Theory for Teacher. New York: Harper &amp; Row Publishers Inc</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li></ol>



2. Quiz on Learning in Psychology Spend 5 minutes to evaluate student assimilation of the lesson contents
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<b>Lesson Plan No. 2.5</b>	<b>Course Name: Human Psychology</b> <b>Topic: Cognitive influences on learning-II</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"><li>a. list methods of effective learning;</li><li>b. state role of transfer of learning; and</li></ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"><li>a. PPT.</li><li>b. Chalk And Talk</li></ul>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (10 minutes)<ul style="list-style-type: none"><li>- Ask questions What do you mean by Learning?  What is conditioning?</li></ul></li><li>2. <b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>1. Methods of effective learning</li><li>2. Concept of Transfer of Learning</li><li>3. Role of transfer of learning</li></ol> Exercise (5 minutes) – Conduct Quiz to collect responses and discuss the answers.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>2. Discuss the Questions from the Syllabus.</li><li>3. Suggested Reading : Atlunson, R.C. &amp; Shiffrin, R.M. (1971). The Control of short-term Memory. Scientijic American, 224: 82-90.  Biehler, Robert. F. &amp; Snowman Jack (1997). Psychology applied to teaching (8th edn.).  Boston: Houghton Mifflin. Bigge, M.L. (1982). Learning Theory for Teacher. New York: Harper &amp; Row Publishers Inc</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Quiz on Learning in Psychology</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 2.6</b>	<b>Course Name: Human Psychology</b> <b>Topic: Perspectives on motivation-I</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to:  a. explain the concept of motivation and the process of motivation b. describe the significance of motivation in present day organization c. analyse some of the theories of motivation
<b>Teaching Aids (if any)</b>	a. Chalk & Talk b. PPT.
<b>Teaching Development</b>	1. <b>Introduction</b> (10 minutes) - Ask questions What do you mean by need?  What is greed?  2. <b>Development</b> (30 minutes) 1. Concept of Motivation 2. Nature of Motivation 3. Process of Motivation 4. Role of Motivation 5. Theories of Motivation  Exercise (5 minutes) –  Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading : Organisational Behaviour, Robbins, Stephen, Pearson, Education, Inc., Edition 11 <sup>th</sup> (2012)  Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Quiz on Cognitive Learning Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 2.7</b>	<b>Course Name: Human Psychology</b> <b>Topic: Perspectives on motivation-II</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"><li>a. analyse some of the theories of motivation</li><li>b. compare Maslow's Need Hierarchy Theory with Herzberg's Motivation Hygiene Theory</li><li>c. classify different types of motivations -positive and negative, extrinsic and intrinsic and financial and non-financial</li><li>d. explain the relative importance of financial and non-financial incentives</li></ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"><li>a. Chalk &amp; talk</li><li>b. PPT.</li></ul>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (10 minutes)<ul style="list-style-type: none"><li>- Ask questions What do you mean by need and want?</li></ul></li><li>2. <b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>1. Theories of Motivation</li><li>2. McGregor's Participation theory</li><li>3. maslow's Need Priority Theory</li><li>4. Herzbeg's Motivation Hygiene Theory</li><li>5. Distinction between Herzberg's and Maslow's Theories</li><li>6. Relationship between Maslow's and Hei~berg's Theories</li><li>7. Types of Motivation-Financial Motivation &amp; Non-Financial Motivation</li></ol></li></ol> <p>Exercise (5 minutes) –</p> <p>Conduct Quiz to collect responses and discuss the answers.</p>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>2. Discuss the Questions from the Syllabus.</li><li>3. Suggested Reading : Organisational Behaviour, Robbins, Stephen, Pearson, Education, Inc., Edition 11<sup>th</sup> (2012)</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Quiz on Need</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 3.1</b>	<b>Course Name: Human Psychology</b> <b>Topic: Stress-management -I</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to:  a. define and explain stress; b. identify sources of stress; c. explain stress cycle;
<b>Teaching Aids (if any)</b>	a. Chalk & Talk b. PPT.
<b>Teaching Development</b>	<b>1. Introduction (10 minutes)</b> - Ask questions What do you mean by tension?  What do you understand by depression?  <b>2. Development (30 minutes)</b> 1. Introduction 2. What is Stress? 3. Definition of Stress and Stressor 4. Origin of Stress 5. Types of Stressors 6. Stress Cycle  <b>3. Exercise (5 minutes) –</b>  Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading : <a href="https://www.uakron.edu/armyrotc/MS1/14.pdf">https://www.uakron.edu/armyrotc/MS1/14.pdf</a>  Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Quiz on Stress  Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 3.2</b>	<b>Course Name: Human Psychology</b> <b>Topic: Stress-management -II</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"><li>understand body response to stress;</li><li>list various self-help methods of stress management;</li></ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"><li>Chalk &amp; Talk</li><li>PPT.</li></ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction</b> (10 minutes) - Ask questions What do you mean by stressor?</li><li><b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>How Do Our Body Cope with Stress</li><li>Effect of Stress on Performance</li><li>Stress Management</li><li>Self Help Methods Learnt Methods (Behavioural Methods)</li></ol></li><li><b>Exercise (5 minutes)</b> – Conduct Quiz to collect responses and discuss the answers.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>Discuss the Questions from the Syllabus.</li><li>Suggested Reading : <a href="https://www.uakron.edu/armyrotc/MS1/14.pdf">https://www.uakron.edu/armyrotc/MS1/14.pdf</a></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>Quiz on Stress</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 3.3</b>	<b>Course Name: Human Psychology</b> <b>Topic: Burnout: Causes, effect and coping well-being;-I</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"><li>meaning of burnout</li><li>stages and sources of burnout</li><li>Describe the effect of Burnout on employees;</li></ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"><li>Chalk &amp; Talk</li><li>PPT.</li></ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction</b> (10 minutes)</li><li>Ask questions What do you mean by anxiety?</li><li><b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>Burnout<ul style="list-style-type: none"><li>Emotional and Physical Exhaustion</li><li>Lower Job Productivity</li><li>Over Depersonalisation</li><li>Causes of Burnout</li><li>Symptoms of Burnout</li><li>Reducing Burnout</li><li>Coping with Burnout</li><li>Organisational Strategies</li><li>Individual Strategies</li></ul></li></ol></li><li><b>Exercise (5 minutes)</b> – Conduct Quiz to collect responses and discuss the answers.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>Discuss the Questions from the Syllabus.</li><li>Suggested Reading : <a href="https://www.helpguide.org/articles/stress/burnout-prevention-and-recovery.htm">https://www.helpguide.org/articles/stress/burnout-prevention-and-recovery.htm</a></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>



<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Quiz on Stress and burnout</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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<b>Lesson Plan No. 3.4</b>	<b>Course Name: Human Psychology</b> <b>Topic: Burnout: Causes, effect and coping well-being;-I</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Analyze factors contributing to Health and Wellbeing in organization.
<b>Teaching Aids (if any)</b>	a. Chalk & Talk b. PPT.
<b>Teaching Development</b>	1. <b>Introduction</b> (10 minutes) 2. Ask questions What do you mean by stress and anxiety? 3. <b>Development</b> (30 minutes) Health and Wellbeing 1 Work and Health in the Changing Economy 2 Psychosocial Stress and Stressor at the Workplace 3 Theoretical Models of Workplace Stressors and Health 3. <b>Exercise (5 minutes)</b> – Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading : <a href="https://www.helpguide.org/articles/stress/burnout-prevention-and-recovery.htm">https://www.helpguide.org/articles/stress/burnout-prevention-and-recovery.htm</a> Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Quiz on Stress and burnout Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 3.5</b>	<b>Course Name: Human Psychology</b> <b>Topic: Self-development: Application of Psychology in building memory and creativity- I</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to:  a. state memory process; b. describe short term memory and differentiate with long term memory; c. list causes of forgetting; and d. illustrate methods of improving memory. e. discuss the ways of enhancing creativity
<b>Teaching Aids (if any)</b>	a. Chalk & talk b. PPT.
<b>Teaching Development</b>	1. <b>Introduction</b> (10 minutes) - Ask questions What do you mean by burnout?  How can one overcome stress?  2. <b>Development</b> (30 minutes) a. Memory Process b. Types of Memory 1 Short term Memory  2 Long term Memory  c. Causes of Forgetting 1 Interference  2 Encoding, Organization and Retrieval Problems  3 Motivated Forgetting  4 Amnesia---- Forgetting during Sickness  d. Methods to Improve Memory <b>3. Exercise (5 minutes) –</b>  Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading : <a href="https://egyankosh.ac.in/bitstream/123456789/31501/1/Unit-5.pdf">https://egyankosh.ac.in/bitstream/123456789/31501/1/Unit-5.pdf</a>  Spend 5 minutes to wrap up and consolidate the learning's



<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Nearpod Quiz on Definition of Psychology</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 3.6</b>	<b>Course Name: Human Psychology</b> <b>Topic: Self-development: Application of Psychology in building memory and creativity- II</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to:  a. define creativity; b. describe the various aspects of creativity; c. elucidate the approaches to creativity; d. explain the relationship between creativity, intelligence and personality; e. know the measurement of creativity; and f. discuss the ways of enhancing creativity
<b>Teaching Aids (if any)</b>	a. Chalk & talk b. PPT.
<b>Teaching Development</b>	1. <b>Introduction</b> (10 minutes) - Ask questions What do you mean by memory?  How can one can improve memory?  2. <b>Development</b> (30 minutes) a. Nature and Aspects of Creativity b. Stages of Creativity c. Approaches to Creativity d. Correlates of Creativity 1 Creativity and Intelligence  2 Creativity and Personality  e. Assessment of Creativity f. Ways to Enhance Creativity  3. <b>Exercise (5 minutes)</b> –  Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading : <a href="https://egyankosh.ac.in/bitstream/123456789/31501/1/Unit-5.pdf">https://egyankosh.ac.in/bitstream/123456789/31501/1/Unit-5.pdf</a>  Spend 5 minutes to wrap up and consolidate the learning's



<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Nearpod Quiz on Definition of Psychology</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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<b>Lesson Plan No. 4.1</b>	<b>Course Name: Human Psychology Topic: Decision-making process-I</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to:  a. discuss the importance and process of decision making, b. discuss the models of decision making,
<b>Teaching Aids (if any)</b>	a. Chalk & Talk b. PPT.
<b>Teaching Development</b>	1. <b>Introduction</b> (10 minutes) - Ask questions What do you mean by conditioning?  What is decision making?  2. <b>Development</b> (30 minutes) 1. Introduction 2. Significance of Decision making 3. Decision making Process <b>3. Exercise (5 minutes) –</b>  Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading :  <a href="https://egyankosh.ac.in/bitstream/123456789/7370/1/Unit-8.pdf">https://egyankosh.ac.in/bitstream/123456789/7370/1/Unit-8.pdf</a>  <a href="https://egyankosh.ac.in/bitstream/123456789/15154/1/Unit-4.pdf">https://egyankosh.ac.in/bitstream/123456789/15154/1/Unit-4.pdf</a>  Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Quiz on decision Making Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 4.2</b>	<b>Course Name: Human Psychology Topic: Decision-making process-II</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"><li>discuss the models of decision making,</li><li>explain the relativity of creativity and decision making,</li><li>discuss common errors in decision making.</li></ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"><li>Chalk &amp; Talk</li><li>PPT.</li></ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction</b> (10 minutes) - Ask questions What do you mean by conditioning?  What is decision making?</li><li><b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>Types of Decisions</li><li>Models of Decision-Making Creativity and Decision making</li><li>Some Common Errors in Decision making</li></ol></li><li><b>Exercise (5 minutes)</b> –  Conduct Quiz to collect responses and discuss the answers.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>Discuss the Questions from the Syllabus.</li><li>Suggested Reading:  <a href="https://egyankosh.ac.in/bitstream/123456789/7370/1/Unit-8.pdf">https://egyankosh.ac.in/bitstream/123456789/7370/1/Unit-8.pdf</a>  <a href="https://egyankosh.ac.in/bitstream/123456789/15154/1/Unit-4.pdf">https://egyankosh.ac.in/bitstream/123456789/15154/1/Unit-4.pdf</a>  Spend 5 minutes to wrap up and consolidate the learning's</li></ol>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>Quiz on decision Making Process Spend 5 minutes to evaluate student assimilation of the lesson contents</li></ol>



<b>Lesson Plan No. 4.3</b>	<b>Course Name: Human Psychology</b> <b>Topic: Individual Differences.</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"><li>Understand the meaning and nature of individual Differences.</li><li>Understand the causes of individual differences.</li><li>Understand the varieties of individual differences.</li><li>Understand the importance of the knowledge of individual differences.</li><li>Understand the factor influencing individual differences.</li></ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"><li>Chalk &amp; Talk</li><li>PPT.</li></ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction</b> (10 minutes) - Ask questions What do you mean by differences?  What is decision making?</li><li><b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>Introduction</li><li>Meaning and Nature of Individual Differences</li><li>Causes of Individual Differences</li><li>Varieties of Individual Differences</li><li>Importance of the Knowledge of Individual Difference</li></ol></li><li><b>Exercise (5 minutes)</b> – Conduct Quiz to collect responses and discuss the answers.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>Discuss the Questions from the Syllabus.</li><li>Suggested Reading :  <a href="https://egyankosh.ac.in/bitstream/123456789/7370/1/Unit-8.pdf">https://egyankosh.ac.in/bitstream/123456789/7370/1/Unit-8.pdf</a>  Spend 5 minutes to wrap up and consolidate the learning's</li></ol>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>Quiz on decision Making Spend 5 minutes to evaluate student assimilation of the lesson contents</li></ol>



<b>Lesson Plan No. 4.4</b>	<b>Course Name: Human Psychology</b> <b>Topic: Group Decision process</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to:  a. Understand the meaning and nature of the group decision process b. Differences and similarities between individual versus group decision making c. explain the phenomenon of groupthink. d. Examine Various barriers to effective decision-making
<b>Teaching Aids (if any)</b>	a. Chalk & Talk b. PPT.
<b>Teaching Development</b>	1. <b>Introduction</b> (10 minutes) - Ask questions What do you mean by individual differences?  What is decision making?  1. <b>Development</b> (30 minutes) 1. Introduction 2. Techniques Used in Different Steps of Decision Making 3. Individual Versus Group Decision Making 4. Overcoming Barriers to Effective Decision Making  3. <b>Exercise (5 minutes)</b> –  Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading :  <a href="https://egyankosh.ac.in/bitstream/123456789/7370/1/Unit-8.pdf">https://egyankosh.ac.in/bitstream/123456789/7370/1/Unit-8.pdf</a>  Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Quiz on decision Making process and models Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 4.5</b>	<b>Course Name: Human Psychology</b> <b>Topic:</b> Forces for change in Organization- Resistance to Change -I	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to:  a. discuss different forces which initiate change; b. analyse different models of change process;
<b>Teaching Aids (if any)</b>	a. Chalk & Talk b. PPT.
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (10 minutes) Ask questions What do you mean by individual differences?  What is decision making?</li><li>2. <b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>1. Introduction</li><li>2. Forces of Change</li><li>3. The Process of Change<ol style="list-style-type: none"><li>a. Lewin's Model</li><li>b. Continuous Process Model</li></ol></li></ol></li><li>3. <b>Exercise (5 minutes)</b> –  Conduct Quiz to collect responses and discuss the answers.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>2. Discuss the Questions from the Syllabus.</li><li>3. Suggested Reading : <a href="https://www.geeksforgeeks.org/organizational-change-nature-causes-and-change-process/?ref=lbp">https://www.geeksforgeeks.org/organizational-change-nature-causes-and-change-process/?ref=lbp</a></li><li>4. Spend 5 minutes to wrap up and consolidate the learning's</li></ol>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Quiz on Change</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 4.6</b>	<b>Course Name: Human Psychology</b> <b>Topic:</b> Forces for change in Organization- Resistance to Change -II	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> <li>examine the process of resistance to change;</li> <li>describe the ways of overcoming the resistance to change;</li> <li>discuss the concept of the management of change;</li> <li>identify the targets of change;</li> <li>explain the strategies of change; and</li> <li>discuss how to build an effective organisation.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>Chalk &amp; Talk</li> <li>PPT.</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction (10 minutes)</b> Ask questions What do you mean by change?  What is resistance?</li> <li><b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li>Introduction</li> <li>Resistance to Change</li> <li>Overcoming Resistance to Change</li> <li>Managing Change</li> <li>Targets of Change</li> <li>Strategies of Change</li> <li>Building Effective Organisation</li> </ol> </li> <li><b>Exercise (5 minutes) –</b>  Conduct Quiz to collect responses and discuss the answers.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li> <li>Discuss the Questions from the Syllabus.</li> <li>Suggested Reading : <a href="https://www.geeksforgeeks.org/organizational-change-nature-causes-and-change-process/?ref=lbp">https://www.geeksforgeeks.org/organizational-change-nature-causes-and-change-process/?ref=lbp</a></li> <li>Spend 5 minutes to wrap up and consolidate the learning's</li> </ol>
<b>Evaluation</b>	<ol style="list-style-type: none"> <li>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li> <li>Quiz on Change model Spend 5 minutes to evaluate student assimilation of the lesson contents</li> </ol>



Model Institute of Engineering  
& Technology (Autonomous)  
**Lesson Plan**

Kot Bhalwal, Jammu



Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1



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<b>Lesson Plan No. 4.7</b>	<b>Course Name: Human Psychology</b> <b>Topic: Lewin's Change Model</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"><li>understand the Lewin's Change Model</li><li>articulate the stages of Lewin's Change Model</li></ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"><li>Chalk &amp; Talk</li><li>PPT.</li></ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction (10 minutes)</b> Ask questions What do you mean by Freezing?</li><li><b>Development (30 minutes)</b><ol style="list-style-type: none"><li>Introduction</li><li>Lewin's Model</li><li>Stages of Lewin Model</li></ol></li><li><b>Exercise (5 minutes) –</b> Conduct Quiz to collect responses and discuss the answers.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>Discuss the Questions from the Syllabus.</li><li>Suggested Reading : <a href="https://blogs.bmc.com/lewin-three-stage-model-change/?print-posts=pdf">https://blogs.bmc.com/lewin-three-stage-model-change/?print-posts=pdf</a> <a href="https://whatfix.com/blog/lewins-change-model/">https://whatfix.com/blog/lewins-change-model/</a></li><li>Spend 5 minutes to wrap up and consolidate the learning's</li></ol>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>Quiz on Change model</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 4.8</b>	<b>Course Name: Human Psychology</b> <b>Topic: Continues process Model</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. understand the Continues change model
<b>Teaching Aids (if any)</b>	a. Chalk & Talk b. PPT.
<b>Teaching Development</b>	1. <b>Introduction</b> (10 minutes) Ask questions <i>What is continuous change in an organization?</i> 2. <b>Development</b> (30 minutes) 1. Introduction 2. Continues process change model 3. Change agent  4. <b>Exercise (5 minutes)</b> –  Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading : <a href="https://managementstudyguide.com/systems-model-of-change-management.htm">https://managementstudyguide.com/systems-model-of-change-management.htm</a> 4. Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Quiz on Change model Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 5.1</b>	<b>Course Name: Human Psychology</b> <b>Topic: Concept of Organizational Culture</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"><li>a. understand the Concept of Organizational Culture</li><li>b. describe various factors influencing organisational culture;</li><li>c. explain functions of organisational culture;</li><li>d. identify various impact created by organisational culture;</li><li>e. describe steps leading to building effective organisational culture;</li></ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"><li>a. Chalk &amp; Talk</li><li>b. PPT.</li><li>c. Video</li></ul>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (10 minutes)<ul style="list-style-type: none"><li>- Ask questions</li><li>Explain shaping the future as a strategy for change?</li><li>Highlight changing work process as a strategy for change?</li></ul></li><li>2. <b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>1. Introduction</li><li>2. Concept of Organisational Culture</li><li>3. Basic Elements of Culture</li><li>4. Functions of Organisational Culture</li><li>5. Factors Influencing Organisational Culture</li><li>6. Impact of Organisational Culture</li><li>7. Culture-Person Compatibility</li><li>8. Developing Organisational Culture</li></ol></li><li>3. <b>Exercise (5 minutes)</b> – Conduct Quiz to collect responses and discuss the answers.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>2. Discuss the Questions from the Syllabus.</li><li>3. Suggested Reading : <a href="https://egyankosh.ac.in/bitstream/123456789/12256/1/Unit-17.pdf">https://egyankosh.ac.in/bitstream/123456789/12256/1/Unit-17.pdf</a></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>2. Quiz on Change</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 5.2</b>	<b>Course Name: Human Psychology</b> <b>Topic:</b> Concept of Organizational climate	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to:  a. discuss the concept of organisational climate; b. describe the dimensions of organisational climate; and c. suggest the process of creating favourable organisational climate
<b>Teaching Aids (if any)</b>	a. Chalk and Talk b. PPT.
<b>Teaching Development</b>	1. <b>Introduction</b> (10 minutes) - Ask questions Explain the concept of Culture-Person Compatibility?  What do you understand about Organisational Culture?  2. <b>Development</b> (30 minutes) 1. Introduction 2. Concept of Organisational Climate 3. Dimensions of Organisational Climate 4. Creating Favourable Organisational Climate <b>3. Exercise (5 minutes) –</b>  Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading :  <a href="https://egyankosh.ac.in/bitstream/123456789/12256/1/Unit-17.pdf">https://egyankosh.ac.in/bitstream/123456789/12256/1/Unit-17.pdf</a>  Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Quiz on organizational climate Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 5.3</b>	<b>Course Name: Human Psychology</b> <b>Topic: Strategies for reinforcement of culture</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"><li>discuss the Strategies for reinforcement of culture</li><li>articulate the various types of strategies for reinforcement</li><li>apply the various strategies on workplace</li></ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"><li>Chalk and Talk</li><li>PPT.</li></ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction</b> (10 minutes) - Ask questions Explain the concept of motivation? What do you understand about reinforcement?</li><li><b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>Introduction</li><li>The Reinforcement Theory Of Motivation</li><li>Types Of Reinforcement In Organizational Behavior</li><li>Using The Reinforcement Theory In The Workplace</li></ol></li><li><b>Exercise (5 minutes)</b> – Conduct Quiz to collect responses and discuss the answers.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>Discuss the Questions from the Syllabus.</li><li>Suggested Reading : <a href="https://harappa.education/harappa-diaries/reinforcement-theory-of-motivation/">https://harappa.education/harappa-diaries/reinforcement-theory-of-motivation/</a> Spend 5 minutes to wrap up and consolidate the learning's</li></ol>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>Quiz /Question Answer Spend 5 minutes to evaluate student assimilation of the lesson contents</li></ol>



<b>Lesson Plan No. 5.4</b>	<b>Course Name: Human Psychology</b> <b>Topic: Functions of organizational culture</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to:  a. discuss the Functions of organizational culture
<b>Teaching Aids (if any)</b>	a. Chalk & Talk b. PPT
<b>Teaching Development</b>	1. <b>Introduction</b> (10 minutes) - Ask questions Explain the concept of motivation?  What do you understand about reinforcement?  2. <b>Development</b> (30 minutes) 1. Introduction 2. Functions of organizational culture 3. sense of identity, 4. enhancement of commitment and 5. reinforcement of behaviour 6. Conclusion <b>3. Exercise (5 minutes) –</b>  Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading :  <a href="https://harappa.education/harappa-diaries/reinforcement-theory-of-motivation/">https://harappa.education/harappa-diaries/reinforcement-theory-of-motivation/</a>  Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Quiz Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 5.5</b>	<b>Course Name: Human Psychology</b> <b>Topic: organizational-socialization</b>	<b>Course No.:</b> <b>UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson, the student shall be able to: <ol style="list-style-type: none"><li>discuss the concept of organizational-socialization</li><li>articulate the stages of organizational-socialization</li></ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"><li>Chalk &amp; Talk</li><li>PPT.</li></ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction</b> (10 minutes) - Ask questions What do you understand about culture?</li><li><b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>Introduction</li><li>concept of organizational-socialization</li><li>stages of organizational-socialization</li><li>Conclusion</li></ol></li><li><b>Exercise (5 minutes)</b> –  Conduct Quiz to collect responses and discuss the answers.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li><li>Discuss the Questions from the Syllabus.</li><li>Suggested Reading :  <a href="https://www.iedunote.com/organizational-socialization">https://www.iedunote.com/organizational-socialization</a>  Spend 5 minutes to wrap up and consolidate the learning's</li></ol>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</li><li>Quiz Spend 5 minutes to evaluate student assimilation of the lesson contents</li></ol>



<b>Lesson Plan No. 5.6</b>	<b>Course Name: Human Psychology</b> <b>Topic: Assessing Cross-Cultural values, and Fit</b>	<b>Course No.: UGMDC-202</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Meaning and concept of Assessing Cross-Cultural values, and Fit
<b>Teaching Aids (if any)</b>	a. Chalk and Talk b. PPT.
<b>Teaching Development</b>	1. <b>Introduction</b> (10 minutes) - Ask questions Explain the Levin theory?  What do you understand about organisational culture?  2. <b>Development</b> (30 minutes) 1. Introduction 2. concept of Assessing Cross-Cultural values, and Fit 3. uses of Assessing Cross-Cultural values, and Fit 4. Difficulties assessing a cultural fit 5. Conclusion <b>3. Exercise (5 minutes) –</b>  Conduct Quiz to collect responses and discuss the answers.
<b>Closure</b>	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Discuss the Questions from the Syllabus. 3. Suggested Reading:  <a href="https://www.aihr.com/blog/cultural-fit-assessment/">https://www.aihr.com/blog/cultural-fit-assessment/</a>  Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Quiz Spend 5 minutes to evaluate student assimilation of the lesson contents