

FACULTY OF HUMANITIES

ST.JOSEPH'S COLLEGE

(AUTONOMOUS)

BANGALORE- 560 027



DEPARTMENT OF PSYCHOLOGY

PSYCHOLOGY SYLLABUS

(WITH EFFECT FROM 2017-18)

PROGRAMME FOR B.A. PSYCHOLOGY

CREDIT FOR B.A. EJP COURSE

SEMESTER	Paper title	Theory	Practical	Hours Per week	Credit s
Semester- I	Basic Psychological Processes-I	4	2	8	5
Semester- II	Basic Psychological Processes-I	4	2	8	5
Total					
Semester-III	Developmental Psychology-I	4	2	8	6
Semester-IV	Developmental Psychology-II	2	2	6	3
Total					
Semester- V	Abnormal Psychology-I	3	2	7	6
Semester-V	Industrial Psychology-II	3	2	7	4
Total					
Semester- VI	Industrial Psychology-I	3	2	7	4
Semester- VI	Abnormal Psychology-II	3	2	7	4

GRAND TOTAL- 37 CREDITS

Preamble:

Psychology is the scientific and systematic study of human behavior and its mental processes. Human behavior however is still puzzling and mysterious to us. The various approaches and theories of human behavior are introduced to help students develop a better understanding and appreciation of one's own self and that of others. Psychology aims at providing the students with a general overview of the subject of psychology. More importantly, this course aims to facilitate personal development or growth of students through enrichment activities and peer group interactions.

Objectives:

1. On completion of this course, students should know and understand the major theoretical aspects and methods of psychology.
2. Have knowledge of the basic contents of psychology
3. They should be able to integrate into life what their knowledge of psychology.
4. Should know how to conduct scientific experimentation
5. Understanding the testing of the hypothesis
6. To rationalize human behavior
7. To be able to comprehend research through practical experiments
8. To integrate scientifically and systematically application into academia.

SEMESTER I/B.A
PSYCHOLOGY PROGRAM
Paper I- BASIC PSYCHOLOGICAL PROCESSES
Code: PY113

COURSE OBJECTIVES:

- To provide students with knowledge on various perspectives of Psychology and the roots of psychological theory.
- To enable students to understand the biological basis of psychological functioning.

UNIT - I: INTRODUCTION **(12Hrs.)**

- i. **Definition & goals of Psychology.**
- ii. **Branches of Psychology** - clinical, counseling, Abnormal, developmental, educational, cognitive, Forensic Psychology, Sports Psychology, industrial/organizational, psychobiology, social, experimental.
- iii. **Many View Points in Psychology** – Structuralism, Gestalt Psychology, Functionalism, Behaviorism, Psychodynamic, Humanistic Psychology, Socio-cultural, and Biological perspectives.
- iv. **Types of Psychological research** – questionnaires, observation, case Studies, Survey method, The correlation methods, the experimental method

UNIT - II: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR **(15 Hrs.)**

- i. **An overview of the Nervous System;** Neurons and Nervous(Structures of the neuron, neural impulse, synapse, neurotransmitters)
- ii. **Central Nervous System:**
- iii. **The Brain** – Structure of the brain; brain stem; structure of the cortex; association areas of the cortex (Broca’s area and Wernicke’s area)
- iv. **The Spinal Cord** – The Peripheral Nervous System – The Somatic Nervous System and the Autonomic Nervous System.

- v. **Endocrine glands** – Pituitary, thyroid, testosterone, progesterone, estrogen, adrenal glands, cortisol, thyroxin.

UNIT - III: SENSATION AND PERCEPTION

(15Hrs.)

- i. **Sensation:** Purposes of sensation and perception; sensory receptors and the brain; ABCs of sensation.
- ii. **Types of sense** – visual, auditory, gustatory, olfactory, tactile, vestibular, kinesthetic, and organic sense.
- iii. **Perception**–ABCs of perception;
- v. **Gestalt principles,**
- vi. **Processes of Perception:** depth perception, perceptual illusion, the Constancies (Size, Shape and Brightness).
- vii. **Extra sensory perceptions:** telepathy, clairvoyance, precognition, forecasting dreams and memories.

UNIT –IV: LEARNING

(12 Hrs.)

- i. **Definition, types of learning:**
- ii. **Classical conditioning**– Pavlov’s studies, acquisition, generalization and discrimination, extinction and spontaneous recovery) Applications of classical conditioning.
- iii. **Operant conditioning**–Thorndike’s Law of effect; Skinner’s approach to operant Conditioning, shaping, principles of reinforcement (positive and negative reinforcement, primary and secondary reinforcement), schedules of reinforcement.
- iv. **Observational learning** – Bandura; Observational learning and aggression
- v. **Learning by Insight** - Kohler.

UNIT – V: MEMORY

(12 Hrs.)

- i. **Nature of memory**

- ii. **Basic processes of memory** – Encoding- Attention, levels of processing, Elaboration, Imagery, Storage - Sensory Memory, short- Term memory, Chunking and Rehearsal, working Memory, Long – Term Memory, Explicit Memory, Implicit Memory. Retrieval- Retrieval Cues – slip of the tongues and flashbulb memory and retrieval tasks.
- iii. **Levels of processing**, constructive processes in memory
- iv. **Forgetting** – decay and inference, Encoding Failure; Retrieval Failure; Memory and Study strategies
- v. **Memory dysfunctions** – **Alzheimer’s, Korsakoff’s syndrome, dementia, Techniques of improving memory.**

PRACTICALS

I Semester

1. Observation and suggestion
2. Habit Interference
3. Effect of Chunking on Recall
4. Muller-Lyer illusion
5. Maze Learning

Statistics:

1. Frequency Distribution
2. Measures of central tendency (Mean, median, Mode) - Ungrouped and grouped data

References:

1. Sandra K Ciccarelli and Glenn E Meyer, Psychology, South Asia Edition, Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in south Asia.

2. Feldman. R.S. understanding Psychology, IV edition, 2006, Tata McGraw Hill Publication.
3. Robert A Baron, Psychology, III Edition, Prentice Hall Publications.

SEMESTER II/B.A
PSYCHOLOGY PROGRAM
Paper II - BASIC PSYCHOLOGICAL PROCESSES
Code: PY213

COURSE OBJECTIVES:

- To introduce students to motive operations and the dynamics of emotions in social interactions and effectively interpret the theories of personality with their corresponding assessment and their effective application techniques.

UNIT I: THINKING

(10Hrs.)

- i. **Cognition:** definition.
- ii. **Thinking- Types of thinking :** Concept formation (Importance); Creative thinking - Creativity (Divergent and Convergent thinking) and Problem solving -Steps in Problem Solving; obstacles in Problem Solving; **Critical Thinking** - Reasoning -Inductive and Deductive reasoning.

UNIT II: INTELLIGENCE

(12Hrs.)

- i. **Definition**
- ii. **Measuring intelligence-** characteristics and types of intelligence tests - Binet tests, Wechsler scales, Group Tests of intelligence. Criteria of good intelligence tests.
- iii. **Theories of intelligence:** factor and cognitive intelligence, Multiple intelligences, Gardner's Eight intelligences, Sternberg's Triarchic intelligence, Bell curve – giftedness and MR
- iv. **Determinants of intelligence** – Genetic and environmental only
- v. **Emotional intelligence and Social quotient.**

UNIT III: MOTIVATION AND EMOTION:

(15 hrs)

Part I - Motivation

- i. Definition, Motives, needs, drives and incentives.

- ii. **Theories of motivation-** Instinct theory, drive reduction and humanistic theory – Maslow’s need of hierarchy.
- iii. **Types:** Physiological motivation - Hunger, Thirst, maternal drive, and Sex motive and psychological motivation - Achievement, Affiliation ,Power, Parenting

Part II – Emotions

- i. Meaning, Physiological reactions in emotion, Classes of emotional reactions.
- ii. **Communicating Emotions** – Verbal - Voice Quality, tone and pitch. Non verbal emotions - Facial Expression, Body Language, Personal space, Explicit Acts.
- iii. **Theories of Emotions** – James Lange Theory, Cannon –Bard Theory and cognitive Theory.

UNIT IV: PERSONALITY THEORY AND MEASUREMENT

(13Hrs.)

- i. **Definition of personality.**
- ii. **Approaches to the study of personality**– Psychodynamic - Sigmund Freud -Levels of Consciousness, Structures, psychosexual stages of development, Defense Mechanisms. Carl Jung. Alfred Adler. Erik Erikson.
- iii. **Humanistic** - Abraham Maslow& Carl Rogers.
- iv. **The Big Five Personality Factors;**
- v. **Measurement of Personality** - Rating Scale, Objective Tests, Projective Tests.

Unit V: ALTERED STATES OF CONSCIOUSNESS

(10 Hrs)

- i. **Consciousness** – nature, waking, sleep, day dreaming.
- ii. **Biological rhythms** – circadian.
- iii. **Sleep** – stages, dreams – content, link between dream and waking, culture and dreams.
- iv. **Hypnosis** – meaning, induction, hypnotic phenomena and stages.
- v. **Meditation** – meaning, short term and long term effects of meditation, transcendental meditation.

PRACTICALS
II SEMESTER

1. Stroop Effect
2. Free Association
3. Bilateral Transfer
4. Type A/B
5. Effect of Cueing on Recall

STATISTICS:

Measures of Variability – Range, Quartile deviation and mean Deviation. Meaning, Need and important related to Research design.

References:

1. Sandra K Ciccarelli and Glenn E Meyer, Psychology, South Asia Edition, Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in south Asia.
2. Feldman. R.S. understanding Psychology, IV edition, 2006, Tata McGraw Hill Publication.
3. Robert A Baron, Psychology, III Edition, Prentice Hall Publications.

SEMESTER III/B.A
PSYCHOLOGY PROGRAM
PAPER – III DEVELOPEMENTAL PSYCHOLOGY
Code: PY113

COURSE OBJECTIVES:

- To deepen and broaden the student's knowledge and understanding of various psycho-physiological changes that occur across life and predict generic behaviors based on age and development patterns. To explain and predict the roots and causes of developmental pathologies and modify problematic behaviour.

UNIT I: INTRODUCTION TO DEVELOPEMENT PSYCHOLOGY (15 hours)

- a) **Introduction – definition and evolution.**
- b) **Theoretical approaches to Human Development** - Urie Bronfenbrenner
- c) **Domains of Human development-** Physical, cognitive, psycho-social development.
- d) **Influences on Human Development** – Hereditary, environment, maturation, family, socio-economic status and neighbors, culture, race or ethnicity.
- e) **Major stages in life Span Development** – (8stages)
- f) **Principles of Balte's life span approach** - (6 principles)
- g) **Research designs** – Basic research designs – case studies, ethnographic studies, correlational studies, experiments. Developmental Research Designs – Longitudinal, Cross-sectional, Sequential and Micro-genetic studies.

UNIT II: BIOLOGICAL BEGINNINGS (10 hours)

- a) **Conceiving a new life** – Fertilization and multiple Births.
- b) **Mechanisms of Heredity** – Genetic Code, Sex determination, Patterns of Genetic Transmission, Dominant and Recessive Inheritance: Genotypes, Phenotypes; Multifactorial Transmission.
- c) **Mutation** – Causes and Types – defects inherited by dominant and recessive inheritance. Chromosomal and Gene linked abnormalities. Chromosomal Abnormality- Down

Syndrome; Sex linked chromosomal abnormalities – XXY, fragile X, XO, XYY, triple X; Gene linked abnormalities - PKU, Sickle Cell Anaemia, Tay Sachs Disease.

UNIT III: PRENATAL LIFE

(12hours)

- a) **Prenatal Development -Stages of Prenatal development** - Period of germinal stage, embryonic and foetal stage
- b) **Environmental influences on prenatal development** –
 - i) Maternal factors – Nutrition, physical activity, drug intake, sexually transmitted diseases, maternal illness, maternal age, outside environmental hazards.
 - ii) Paternal factors.
- c) **Prenatal Assessment** – Amniocentesis, chronic villus sampling, embryoscopy, pre implantation diagnosis, maternal blood test, umbilical blood cord sampling, ultrasound.
- d) **Birth Process** – Stages of Child Birth.
- e) **Methods of Delivery:** Medicated, natural, prepared and caesarean.
- f) **Complications of child birth.**

UNIT IV: INFANCY

(12 hours)

- a) **Neonatal period** - medical and behavioural assessment: Medical – Apgar scale, Behavioural Brazelton scale; Physical development in infancy – principles- cephalocaudal, proximodistal.
- b) **Physical growth** – size and appearance, body systems and states of arousal, breast feeding.
- c) **Early reflexes** – Moro, grasping, tonic neck, babkin, babinski, rooting, walking and swimming
- d) **Early Sensory capacities** – Touch and pain, taste, smell, hearing and vision.

- e) **Motor development** - milestones of motor development – (gross and fine motor skills – head control, hand control and locomotion).
- c) **Cognitive development** – Eric Erickson and Piagetian approach sensory motor stage.
- e) **Language development** – sequence of language development- early vocalization, recognizing language sounds, gestures, first words, first sentences.
- f) **Psychosocial development** – emotions, attachment and temperament.

UNIT V: CHILDHOOD (Early and middle childhood)

(11 hours)

- a) **Physical development** – Bodily growth and change.
- b) **Motor development / skills** – fine motor skills and handedness.
- c) **Cognitive development** - Piagetian approach - preoperational stage and concrete operational stage.
- d) **Language development** – Vocabulary, grammar, syntax, pragmatics and social speech. Private speech, delayed language development.
- e) **Psychosocial development** – emotions, play, aggression and altruism.

REFERENCES:

1. Diana E. Papalia, Sally Wendkos Olds, Ruth Dusking Feldman, Human Development, 9th edition, Tata McGraw Hill Publication
2. John W Santrock A topical Approach to Life Span Development, 15th edition, Tata Macgraw-Hill Edition.

PRACTICALS

III SEMESTER

1. Learning Styles – VARK
2. Signal Detection
3. Student Problem Checklist
4. Paired Association Learning

5. Sentence completion test.

Statistics:

1. SD Grouped & Ungrouped Data
2. Significance of Difference of means – SEM

SEMESTER IV/B.A
PSYCHOLOGY PROGRAM
PAPER – IV DEVELOPEMENTAL PSYCHOLOGY
Code:PY415

COURSE OBJECTIVES:

- To provide a framework in various areas such as the general physiological and psychological changes in adolescent, adulthood and old age and provide a basis for discussion on a better understanding about the stages of adulthood by learning the changes in thinking pattern and the aspects of social relationships across life.

UNIT I: PUBERTY AND ADOLESCENCE

(14 hours)

- a) **Puberty** – meaning, biological changes – sexual maturation, growth spurt, secondary sexual characteristics, signs of sexual maturity.
- b) **Nutrition and Eating disorders – anorexia nervosa, bulimia nervosa, binge eating.**
- c) **Substance abuse** – risk factor of drug abuse, gate way drugs – alcohol, marijuana and tobacco.
- d) **STD’s** – sexually transmitted diseases – Gonorrhoea, HPV, Herpes, Syphilis, and AIDS.
- e) **Search for identity** – theories by Erickson, Marcia.
- f) **Psychosocial Development**; Relationship with family, peers and adult society.

UNIT II: EARLY ADULTHOOD

(12 hours)

- a) **Cognitive Development:** Schaie’s lifespan model of Cognitive development, Emotional Intelligence.
- b) **Vocational adjustment – choosing an occupation.**
- c) **Psycho social development** –foundations of intimate relationships – friendship, love and sexuality. Marital and non-marital life styles – Single life, Homosexual relationship, co-habitation, Marriage.
- d) **Parenthood – adjustment to parenthood.**

UNIT III: MIDDLE ADULTHOOD

(12 hours)

- a) **Physical Development:** physical changes – Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning – Menopause and its Meanings; Changes in male Sexuality.
- b) **Cognitive Development:** The distinctiveness of adult cognition – the role of expertise, integrative thought, practical problem solving, creativity – creativity and intelligence, creativity and age.
- c) **Psycho social development:** Consensual Relationships: Marriage, Midlife divorce, homosexual and heterosexual relationships, Friendships. Relationships with maturing children – adolescent children: issues for parents, the empty nest, parenting grown children, the cluttered nest.

UNIT IV: LATE ADULTHOOD

(12 hours)

- a) **Primary and secondary aging, theories of aging.**
- b) **Psychosocial aspects:** models coping, models of successful aging, lifestyle and social issues: work retirement and leisure.
- c) **Personal relationships:** relationship with adult children, siblings and great grand parenthood.
- d) **Stages and patterns of grieving.**

REFERENCES:

1. Diana E. Papalia, Sally Wendkos Olds, Ruth Dusking Feldman, Human Development, 9th edition, Tata McGraw Hill Publication.
2. John W Santrock A topical Approach to Life Span Development, 15th edition, Tata Macgraw-Hill Edition.

PRACTICALS

IV SEMESTER

1. Self Concept Rating Scale
2. Wechsler Adult Performance Intelligence Test (WAPIS)
3. Tweezers dexterity.
4. Size Weight Illusion

5. Emotional Intelligence Scale (EIS)

Statistics:

- Correlation – Rank Difference
- Pearson’s Product Moment method

**SEMESTER V/B.A
PSYCHOLOGY PROGRAM
PAPER –V ABNORMAL PSYCHOLOGY
Code: PY5113**

COURSE OBJECTIVES:

- To enable the students to understand and know the basic concepts, issues and debates in the field of abnormal psychology and effectively interpret theories of personality with their corresponding assessments and their effective application techniques.
- To equip students with skills understand various motive operations and dynamics of emotions in social interaction and to sensitize and give a broader psychological perspective about abnormal behaviour.

**UNIT 1: UNDERSTANDING ABNORMAL BEHAVIOR, DIAGNOSIS, TREATMENT
AND ASSESSMENT (9HRS)**

- What is Abnormal Behaviour?** The social impact of psychological disorders; defining abnormality; biological, psychological, sociocultural causes of abnormal behaviour, the biopsychosocial perspective; prominent themes in abnormal psychology throughout history – spiritual, humanitarian and scientific approaches; what’s new in the DSM-5 – definition of a mental disorder
- Psychological disorder :** experiences of client and clinician; the diagnostic process, DSM-5,additional information, culture-bound syndromes
- Characteristics of psychological assessment:** clinical interview and Mental Status Examination; behavioural, multicultural, neuropsychological assessment; neuroimaging

UNIT 2: THEORETICAL PERSPECTIVES

(12 HRS)

- i. Theoretical perspectives in Abnormal Psychology; Biological perspective, Trait theory, Psychodynamic, Behavioral perspectives
- ii. Cognitive, Humanistic, Socio-cultural perspectives; Biopsychosocial perspectives on theories and treatments: an integrative approach

UNIT 3: ANXIETY, OBSESSIVE-COMPULSIVE, AND TRAUMA- AND STRESSOR-RELATED DISORDERS

(12 HRS)

- i. Anxiety disorders
- ii. Obsessive-compulsive and related disorders
- iii. Trauma- and Stressor-related Disorders; the biopsychosocial perspective

UNIT 4: DISSOCIATIVE AND SOMATIC SYMPTOM DISORDERS

(12 HRS)

- i. **Dissociative disorders** – major forms, theories and treatment
- ii. **Somatic symptom and related disorders** - somatic symptom disorder, illness anxiety and conversion disorders, conditions related to Somatic Symptom Disorders, theories and treatment
- iii. **Psychological factors** affecting medical condition; Dissociative and Somatic Symptom Disorders: the bio-psychosocial perspective

REFERENCES:

1. Robert C Carson, James N Butcher, Susan Mineka, Jill M Hooley, Abnormal Psychology 13th edition.

PRACTICALS FOR SEMESTER V (Paper V)

1. Eysenck Personality Inventory
2. Beck's depression scale.
3. 16 PF
4. Internal – External Locus of Control Scale
5. MBTI- Myers Briggs Type Indicator

Statistics:

Significance of difference between means – Critical Ratio

**SEMESTER VI/B.A
PSYCHOLOGY PROGRAM
PAPER –VI ABNORMAL PSYCHOLOGY
Code: PY6113**

COURSE OBJECTIVES:

- To equip students with the knowledge that psychological disorder is a field that requires attention and identify symptoms leading to psychological illness.
- Provide a basis for the causes of illness from various perspectives and the important role of psychology in dealing with psychopathology.

UNIT 1: SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS

(12 HRS)

- i. Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, delusional disorders
- ii. Theories and treatment of schizophrenia; Biological, Psychological, Sociocultural perspectives; Schizophrenia: the biopsychosocial perspective

UNIT 2: DEPRESSIVE AND BIPOLAR DISORDERS

(12 HRS)

- i. Depressive disorders; disorders involving alterations in mood

- ii. Theories and treatment of depressive and bipolar disorders; psychological and sociocultural perspectives
- iii. Suicide; depressive and bipolar disorders: the biopsychosocial perspective

UNIT 3: PARAPHILIC DISORDERS, SEXUAL DYSFUNCTIONS, AND GENDER DYSPHORIA (9HRS)

- i. What patterns of sexual behavior represent psychological disorders? Paraphilic Disorders; Theories and treatment
- ii. Sexual Dysfunctions; Theories and treatment
- iii. Gender Dysphoria; Theories and treatment; The biopsychosocial perspective

UNIT 4: PERSONALITY DISORDERS (12 HRS)

- i. The nature of personality disorders
- ii. Cluster A and Cluster B personality disorders
- iii. Cluster C personality disorders; the biopsychosocial perspective

REFERENCES:

1. Robert C Carson, James N Butcher, Susan Mineka, Jill M Hooley, Abnormal Psychology 13th edition.

PRACTICALS FOR SEMESTER VI (Paper VII)

1. DBDA- David's Battery of differential abilities 1 to 4
2. DBDA – David's Battery of differential abilities 5 to 8
3. MRMT- Minnesota rate of manipulation test.
4. FIRO-B- Fundamental interpersonal relationship and orientation – Behaviour.
5. GHQ- General health questionnaire

Statistics –

Non parametric tests – median test

SEMESTER V/B.A
PSYCHOLOGY PROGRAM
Paper – VI: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
Code: PY5217

COURSE OBJECTIVES:

- To introduce students to the origins of I-O Psychology and what I-O Psychologists do and understand the building blocks of a job and learn a methodology to study jobs and learn how the science of human behavior is used to select, develop, and manage employees.
- To deepen and broaden the students' perspective on how the science of human behaviour is used to select, develop and manage employees.

**UNIT 1: NATURE AND SCOPE OF INDUSTRIAL AND ORGANIZATIONAL (I/O)
PSYCHOLOGY (8hrs)**

- a. Definition, meaning – goals – forces characteristics of OB field
- b. Importance of work- Industrial-organizational psychology in everyday life.
- c. History and Development of I/O Psychology – (a) time and motion studies (b)Hawthorne studies
- d. Challenger for I/O psychology
- e. Scope – Areas of I/O psychology

UNIT 2: PERSONNEL SELECTION PRINCIPALS AND TECHNIQUES (10hrs)

- a. Recruitment process – sources for recruiting, recruiter characteristics, campus recruiting, realistic job previews.

- b. Review of selection process – job and worker analysis, recruitment decisions, selection techniques
- c. Fair employment practices – adverse impact on minority groups, discriminatory questions, reverse discrimination and other forms of discrimination
- d. Biographical information – Application blanks, interviews, group discussions, reference and recommendation letters.

UNIT 3: EMPLOYEE TRAINING AND DEVELOPMENT

(15hrs)

- a. Scope and goals of organizational training programs.
- b. Training methods (in brief) – on-the-job, vestibule, apprenticeship, computer-assisted instruction, net-based training, behavior modification, job rotation, case studies, business games, in-basket training, role playing, self- management training, behavior modeling.
- c. Performance appraisal – (a) objective performance appraisal – output measure, computerized performance monitoring, job-related personal data (b) judgmental performance - written narratives, merit rating techniques, management by objectives (c) performance appraisal for managers – peer rating, self – ratings, 360 degree feedback
- d. Bias in appraisal – Halo effect, other sources of error
- e. How to improve performance appraisals?

UNIT 4: I/O EVALUATION AND MOTIVATION

(12 hrs)

Part 1: Evaluation- testing

- a. Principles- standardization, objectivity, test norms, reliability, validity
- b. Administration – individual and groups tests, Computer Adaptive Tests (CAT), speed and power tests
- c. Types – cognitive abilities, aptitudes, motor skills and personality
- d. Limitations of psychological tests.

Part 2: Motivation

- a. Content theories – need hierarchy theory, ERG theory, Two-factor theory, job characteristics theory
- b. Job satisfaction – Quality of work life – measuring job satisfaction, job facet satisfaction, impact of personal characteristics.

PRACTICALS FOR SEMESTER V (Paper VI)

1. Aptitude tests
2. Attitude scales – Sodhi's attitude scale
3. Adjustment inventories- Bell's adjustment inventory
4. Motivation scales – work motivation questionnaire by K.G. Agarwal
5. Organizational work life – Quality of work life by Santosh Dhar, UpinderDhar and Rishu Roy

Statistics: t -test

References:

1. Schultz D.P. and Schultz E.S –Psychology & Work Today Eighth Edition ,Pearson Education,Inc.and Dorling Kinderssley Publishing Inc.
2. John W Newstrom- Organizational Behaviour-Human Behaviour at Work. Twelfth Edition Tata McGraw-Hill Publishing Company Limited.New Delhi.

SEMESTER VI/B.A
PSYCHOLOGY PROGRAM
Paper – VIII: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
Code:PY6217

COURSE OBJECTIVES

- Provide an analytical framework to examine and think critically about I-O psychology theory, research, and application.
- Provide a discussion on how organisations can create a supportive work environment.

UNIT 1: WORKING CONDITIONS

(12 hrs)

- a. Physical conditions – work sites, child-care and dependent care facilities, office and workplace design, environmental psychology and landscaped offices, illumination, noise, color, music, temperature and humidity.
- b. Work schedules – working hours, permanent part time employment, four-day work week, flexible work hours, rest pauses, shift work.
- c. Psychological and social issues – job simplification, boredom and monotony, fatigue, ethnic harassment, gender harassment, telecommuting

UNIT 2: LEADERSHIP AND GROUP DYNAMICS

(11 hrs)

- a. Definition of leadership, styles – authoritarian, democratic, transformational, transactional.
- b. Roles of expectation – Pygmalion effect, characteristics of successful leaders, minority and women in management
- c. Group dynamics – teams and team building, ingredients of effective teams, potential teams, need, problems, processes and skills useful in teambuilding,
- d. Assessment and development centres – role of social media, characteristics of high performance teams, self-managing teams and virtual teams.

UNIT 3: EMPLOYEE ATTITUDE AND ORGANIZATIONAL BEHAVIOUR ACROSS CULTURES **(10 hrs)**

- a. Definition, effects of employee attitude, employee performance, turnover, absence, tardiness, theft, violence and other effects and changing employee attitude.
- b. Conditions affecting multinational operations – social conditions, legal and ethical conditions, political, economic and individual differences.
- c. Cross cultural communications.

UNIT 4: CONSUMER PSYCHOLOGY **(12 hrs)**

- a. Scope, methods – projective techniques, observation of shopping behaviour, survey, focus groups, brand identification of preference research.
- b. Testing reactions to advertising – TPR
- c. Advertisement appeals – types, scopes of advertising, trademarks, product image, product packaging, sex in advertisement, women in advertisement, effectiveness of advertisement campaigns, web advertisements, buying habits and brand loyalty, product pricing, advertisement to ethnic groups, children and adolescence, old people, gay community and disabled people.

PRACTICALS FOR SEMESTER VI (Paper VIII)

1. Personality scale - Workers Personality Scale (WPS) - by Sanjay Vohra.
2. Leadership - Leader Behaviour Scale by Asha Hinger.
3. Job satisfaction - Job Satisfaction Scale by Asha Hinger, Uma Mittal, Vinita Mathur and Mansi Parnami.
4. Stress - Occupational Stress Index by A. K. Srivastava and A. P. Singh
5. Optimism - Learned Optimism Scale by S. Pethe, S. Chaudhari, S. Dhar and U. Dhar

Statistics:

Non Parametric tests – Chi square

References:

1. **Schultz D.P. and Schultz E.S** –Psychology & Work Today – Eighth Edition, Pearson Education Inc.and Dorling Kindersley Publishing Inc.
2. **John W Newstrom-** Organizational Behaviour-Human Behaviour at Work. Twelfth Edition Tata McGraw-Hill Publishing Company Limited. New Delhi.
3. **Philip Kotler, Kevin Keller, Abraham koshy and Mithileshwar Jha** – Marketing Management: A south Asian Perspective – 13th Edition – Pearson.