



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

SVISSHA

B.A. Hons – Psychology

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BAHNPSY 601	Compulsory	Guidance and Counseling	4	0	2	5	60	20	20	30	20

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The students will be able to:

- Discuss importance and need of counseling at different stages of life to improve sense of well-being, alleviate feelings of distress and resolve crises
- Discuss theories of counseling
- Explain essentials of Counseling process
- Demonstrate listening skills

Course Outcome (Cos): The students should be able to:

- Understand the purpose of guidance and counselling.
- Get an overview of different types of counselling specialties.
- Appreciate counselling theories.
- Apply the counseling process and appreciate ethical practices in counselling



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BAHNPSY601

Guidance and Counseling

Unit-I

Counselling – Concept, Aims and counseling skills, Emergence and growth of guidance and counseling, Difference between Guidance, Counselling and Psychotherapy.

Unit-II

Models of counselling: Egan’s model, Adaptive model, Social skills training, importance of vocational guidance and counselling, Vocational assessment: Traditional vs. contemporary approaches

Unit-III

Vocational training, Strategies of job training, Job training in simulated and community settings
Training aids and devices.

Unit-IV

Educational Guidance and Counselling: Aptitude and Interests, Needs at levels (elementary, middle and secondary school) and programs of educational counseling.

Unit-V

Job placement and employment model: Open competitive employment, supported employment, Sheltered employment.

List of Practical:

- Guidance needs inventory
- Career preference record
- Multidimensional Aptitude test
- DBDA
- Psychological counseling needs scale

Recommended Books:

- Gladding, S.T. (2009). *Counselling: A Comprehensive Profession*. New Delhi: Pearson Education.
- National Institute for the Mentally Handicapped, (199). **Vocational Training and Employment for persons with mental retardation**, Secunderabad – NIMH Publication.
- Robert W. Proctor & Addie Dutta, (1995). **Skill Acquisition and Human Performance**. SAGE Publications, New Delhi.

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- Woolfe&Dryden(1996)–**HandbookofCounsellingPsychology**.SagePublications,London, Thousand Oaks, NewDelhi.



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BAHNPSY 602 E1	Compulsory	Consumer Psychology	5	0	0	5	60	20	20	0	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The students will be able to:

- Define concepts of consumer psychology and its importance
- Explain factors (psychological, social and cultural) affecting consumer behavior
- Develop a checklist to make decision for selecting a product

Course Outcome (Cos): The students should be able to:

- Acquaint students with Consumer Psychology, Psychology of Communication, Online Consumer Behavior
- Help students to learn the scientific methods of study



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**BAHNPSY 602-EI
Consumer Psychology**

Unit 1.

Qualitative Consumer and Marketing Research, Qualitative Research Projects & Depth Interviews, Approaches to Data analysis, Interpretation and Theory, Online Observation and Netnography Building

Unit 2.

Advertising: Seducing the Subconscious, Psychology of Communication, Emotion and Consciousness, Decisions and Relationships

Unit 3.

Consumer behavior and Social Influence, products prime social networks, Influencing Socially Normative Behaviors

Unit 4.

Online Consumer Behavior, Self in the virtual world: online identity, authenticity in online communications, Social media, brand management

Unit 5

Online advertising and online search behavior, Retail consumer behavior, Post-decisional Information Search, Family Decision Making, Digital Forum: The Power of Advertising.

Recommended Reading:

- Belk, R. W. & Fischer, E & Kozinets R. V. (2013). Qualitative Consumer and Marketing Research Los Angeles: SAGE Publications Ltd.
- Heath, R. (2012). Seducing the Subconscious; The Psychology of Emotional Influence in Advertising. West Sussex: Wiley-Blackwell
- Howard, D., Kirmani, A. & Rajagopal, P. (2012). Social Influence and Consumer Behavior. Psychology Press (iv)
- Close, A. G. (2012) (Ed.) Online Consumer Behavior: Theory and Research in Social Media, Advertising and E-tail. New York: Routledge Taylor & Francis Group Books for Reference: Haugtvedt, C. P. & Herr, P.M. Kardes, F. R. (2008). (Eds). Handbook of Consumer Psychology. New York Psychology Press, Taylor & Francis Group. K. Dill (Ed.) The Oxford Handbook of Media Psychology. New York: Oxford University Press. Kimmel, A.J. (2012). Psychological Foundations of Marketing.



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							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BAHNPSY 602 E2	Compulsory	Sport Psychology	5	0	0	5	60	20	20	0	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The students will be able to:

- Study the key aspects of sport psychology theory to enhance athletic performance
- Discuss theoretical basis for sport psychology interventions, and the current schemes
- Identify professional practice issue associated within the delivery of sport psychology to promote sports excellence

Course Outcome (Cos): The students should be able to:

- Essentials for produce high caliber coaches, sports scientists and physical education teachers Psychology of sport skills and interventions behind its promotion and development
- How performance in sports can be improved.



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BAHNPSY 602-E2

Sport Psychology

Unit 1

Sports Psychology: Nature, Types and Scope, Motivation and Goal Setting in Sports, Attention and Sports Performance, Anxiety and Arousal in Sports.

Unit 2

Social and Psychological Dimensions: Team v/s Individual Performance, Aggression, Cohesion and Audience Effect, Leadership in Sports; Competition and Cooperation.

Unit 3

Sports Counselling, Working with Diverse and Culturally Different Athletes, Addressing Athletes Concerns and Ethical Situations, Psychological Assessment in Sports, Dealing with Ageing Athletes

Unit 4

Practical Issues in Sports Psychology: Considerations of Sport Psychologists' own Prejudices and Human frailty, Exercise and Fitness, Relaxation: Yoga and Western Perspectives, Sports Injury.

Unit 5

Skill Training for Performance Enhancement, Coaching and Exercise, Special Athletic Population – The Impaired Athlete, current trends and issues.

Recommended Readings:

- Cox, R.H (2002) Sport Psychology: Concepts and Applications (5th edition) Boston: McGraw-Hill.
- Robert, G.C., Spink, K.S., and Pemberton, C.L (1999) Learning Experiences in Sport Psychology (2nd edition), Champaign, IL: Human Kinetics. Leunes.
- AandNation, J.R (2002) Sports Psychology. USA: Thomson Learning. Andersen, M.B. (2005). Sport Psychology in Practice.
- Human Kinetics Pub Incorporated. Leunes, A. (2011). Introducing Sports Psychology: A practical Guide.
- USA: Totem Books. Tulle, E. (2008). Ageing, The Body and Social Change: Agency and Identity Among Ageing Athletes. Palgrave Macmillan.



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BAHNPSY 602 E3	Compulsory	Culture and Human Behavior	5	0	0	5	60	20	20	0	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The students will be able to:

- Introduce concepts of culture related to humanbehavior
- Discuss Culture andintelligence
- Explain biological and cultural factors inintelligence.

Course Outcome (Cos): The students should be able to:

- Acquaint students with culture, Culture andemotion.
- Help students to learn the scientific methods ofstudy.



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BAHNPSY 602 E3

Culture and Human Behavior

Unit1.

Introduction: Concept of culture; cross-cultural and cultural psychology; socio-biological and eco-cultural approaches; ethnocentrism and multiculturalism.

Unit 2.

Methods of study: Observation, survey and experimentation; choice of measuring instruments; quantification of qualitative data; sampling and comparability issues.

Unit 3.

Sensation and perception: Sensory preferences; color and depth perception; interpreting patterns and pictures; perception of time.

Unit4

Culture and emotion: Similarities and differences in emotions; physiological arousal and evaluations, experience and expression of emotions; emotion and judgment.

Unit 5.

Cultural competence: Meaning, psychometric and cultural approaches, interpreting, test scores; deficit and difference hypotheses; biological and cultural factors.

Recommended Books:

- Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2010). Cross-cultural psychology: Research and applications. New York: Cambridge University Press.
- Matsumoto, D. (2001). The handbook of culture and psychology. New York: Oxford University Press.
- Ratner, C. (2008). Cultural psychology: Cross-cultural psychology and indigenous psychology. NY: Nova Science Publisher Inc.
- Segall, M. H., Dasen, P. R., Berry, J. W., Poortinga, Y. H. (1999). Human behaviors in global perspective. Needham Heights, MA: Allyn & Bacon.
- Shiraev, E., & Levy, D. (2009). Cross-cultural psychology. Delhi: Pearson Education.
- G. Misra (Ed.), **Handbook of Psychology**. New Delhi: Oxford University Press.



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BA603	Compulsory	Industrial Psychology	4	0	2	5	60	20	20	30	20

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The student will be able to:

- Define concepts, nature and principles of Organizational Behavior and Positive Organizational behavior.
- Discuss factors affecting changes in behavior in various settings in organizations (individual, dyad, team, group dynamics and organization at large)
- Narrate key organizational development interventions

Course Outcomes: The student should be able:

- To develop an understanding of Motivation, Leadership Organizational Culture
- To learn the techniques for improving QWL.



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BA603

Industrial Psychology

Unit -I

Industrial Psychology: Historical background, Ethics, Current status and scope of Industrial Psychology.

Unit- II

Introduction to Work Related Attitudes & Work Motivation (a) Job satisfaction, Job involvement, Psychological Contract, Work Engagement (b) Work Motivation Theories (Maslow and Hezenberg).

Unit-III

Leadership Theories and styles: Trait theory, behavior theory, contingency theory (Fiedler model) and situational leadership theory (Path goal).

Unit-IV

Decentralization and Delegation, group dynamics (five- stage model), group processes and cohesiveness.

Unit-V

Positive Industrial Behavior: Emotional Intelligence, Self-Efficacy, Quality of Work Life, Grievance: concept and types.

List of Practicals-

- WorkMotivation
- JobSatisfaction
- Leadership EffectivenessScale
- Job InvolvementScale
- Perceived Work EnvironmentScale
- Organizational CultureScale

Recommended Readings:

- Aamodt, M. G. (2001). **Industrial Organizational Psychology**. India: CengageLearning
- Greenberg, J. & Baron, R.A. (2007). **Behaviour in Organizations** (9th Ed.). India:Dorling Kindersley.
- Luthans, F. (2009). **Organizational behavior**. New Delhi: McGrawHill.
- Muchinsky, P. (2006). **Psychology applied to work: An introduction to industrial and organizational psychology**. NC: HypergraphicPress.

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- Pareek, U. (2010). **Understanding organizational behaviors**. Oxford: Oxford University Press.
- Prakash, A. (2011). **Organizational behaviors in India: An indigenous perspective**. In
- G. Misra (Ed.), **Handbook of Psychology**. New Delhi: Oxford University Press.
- Singh, K. (2010). **Organizational Behavior: Texts & Cases**. India: Dorling Kindersley.



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							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BAHN604	Compulsory	Comprehensive Viva Voce	0	0	0	4	0	0	0	100	0

BAHN604 Comprehensive Viva Voce

Viva voce will be conducted towards the end of the semester which will be covering the complete syllabus. This will test the student's learning and understanding during the course of their post graduate programme. In doing so, the main objective of this course is to prepare the students to face interview both at the academic and the industrial sector.

Course Educational Objectives (CEOs): -The students will be able to:

- Provide an opportunity for students to apply theoretical concepts in real life situations
- Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks
- Acquire speaking skills and capabilities to demonstrate the subject knowledge.

Course Outcomes (Cos): The students should be able to:

- Exhibit the strength and grip on the fundamentals of the subjects studied during the semester
- Comprehend for all the courses studied in the entire programme



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							ENDESEM University	Two Term Exam	Teachers Assessment*	ENDESEM University	Teachers Assessment*
BAHN606	Compulsory	Research Project II	0	0	10	5	0	0	0	60	40

Legends: L-Lecture; T-Tutorial/Teacher Guided Student Activity; P-Practical; C-Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

At the end of the semester the students who have opted for an honour's degree have to submit a research project II in the subject they wish to obtain an honours degree. The objectives of the course are:

- To check the ability of students in terms of their writing.
- To identify the problems of students in developing their writing skills.
- To gather the opinion of the teachers on their students' writing performance.
- To improve the writing skills of students' by suggesting some remedial measures.