



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	<b>Culture and Human Behavior</b>	4	1	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 human behavior
- Discuss Culture and intelligence
- Explain biological and cultural factors in intelligence.

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

- Acquaint students with culture, Culture and emotion.
- Help students to learn the scientific methods of study.

**BAHNPSY601**

**Culture and Human Behavior**

**Unit 1.**

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.**



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

#### Unit 4

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

#### Unit 5.

Culture and intelligence: Meaning of intelligence; psychometric and cultural approaches, interpreting intelligence test scores; deficit and difference hypotheses; biological and cultural factors in intelligence.

#### 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 behaviour 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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BAHNPSY 602 -E1	Compulsory	<b>Consumer Psychology</b>	4	1	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:

**BAHNPSY602-E1**

**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 Behaviours

**Unit 4.**



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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, E-tail consumer behavior, Post-decisional Information Search, Family Decision Making New Media: 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 Behaviour. Psychology Press (iv)
- Close, A. G. (2012) (Ed.) Online Consumer Behaviour: 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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							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BAHNPSY 602 -E2	Compulsory	<b>Sport Psychology</b>	4	1	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:

- Understand 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.

### **BAHNPSY602-E2 Sport Psychology**

#### **Unit 1**

Introduction to Sports Psychology, Nature and Scope of Sports Psychology, Motivation and Goal Setting in Sports, Attention and Sports Performance, Anxiety and Arousal in Sports.

#### **Unit 2**

Social and Psychological Dimensions: Teams and Team Performance: Aggression, Cohesion and Audience Effect, Leadership in Sports; Competition and Cooperation.

#### **Unit 3**



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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 and Recovery.

#### **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.
- A and Nation, 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	<b>Guidance and Counselling</b>	4	1	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:

- 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 counseling specialties.
- Appreciate counseling theories.
- Understand the counseling process and appreciate ethical practices in counselling

**BAHNPSY602-E3  
Guidance and Counseling**

**Unit-I**

Counselling – Concept and definition, Aims and objectives of counseling, Characteristics of a good counselor, counseling skills. Counseling: Nature, principles and goals, adjustment problems and counseling needs of children and adolescents

**Unit-II**



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Counselling skills. 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

Types of counselling: Individual counselling, Group counselling, Parental counselling, Marital counselling, Family counselling; Critical issues in rehabilitation counselling

### Unit-V

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

### 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.
- Woolfe& Dryden (1996) – **Hand book of Counselling Psychology**. Sage Publications, London, Thousand Oaks, New Delhi.





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<b>BA603</b>	<b>Compulsory</b>	<b>Industrial Psychology</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</b>

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.

**BA603**

**Industrial Psychology**

**Unit - I**

Brief history of organizational behavior; Current status of organizational behavior; Industrial organizational behavior in the Indian context. Ethics in I/O psychology, Research in I/O psychology.

**Unit- II**

Introduction to Work Related Attitudes & Work Motivation (a) Job satisfaction; Job involvement; Psychological Contract; Work Engagement (b) Work Motivation: Theories and applications in Indian perspective.



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### Unit-III

Leadership: approaches and contemporary issues: Trait theories, behavior theories of leadership; contingency theories: Fiedler model and situational leadership theory; Path goal theory; Leader – member exchange (LMX) theory, Inspirational approaches to leadership: charismatic leadership; transformational leaders,

### Unit-IV

Authentic leadership: ethic and trust are the foundation of leadership, Contemporary leadership roles: mentoring, self-leadership; Group and group dynamics: meaning and characteristics, types of groups, five- stage model, balance theory, exchange theory, group processes and factors influencing group cohesiveness.

### Unit-V

Positive Organizational Behavior: Optimism, Emotional Intelligence; Self-Efficacy; Quality of Work Life: techniques for improving QWL; Grievance: concept causes and types of grievance, grievance handling procedure.

### List of Practicals-

- Work Motivation
- Job Satisfaction
- Leadership Effectiveness Scale
- Job Involvement Scale
- Perceived Work Environment Scale
- Organizational Culture Scale

### Recommended Readings:

- Aamodt, M. G. (2001). **Industrial Organizational Psychology**. India: Cengage Learning
- Greenberg, J. & Baron, R.A. (2007). **Behaviour in Organizations** (9th Ed.). India: Dorling Kindersley.
- Luthans, F. (2009). **Organizational behavior**. New Delhi: McGraw Hill.
- Muchinsky, P.(2006). **Psychology applied to work: An introduction to industrial and organizational psychology**. NC: Hypergraphic Press.
- Pareek, U.(2010). **Understanding organizational behaviour**. Oxford: Oxford University Press.
- Prakash, A. (2011). **Organizational behaviour in India: An indigenous perspective**. In
- G. Misra (Ed.), **Handbook of Psychology**. New Delhi: Oxford University Press.
- Singh, K. (2010). **Organizational Behaviour: Texts & Cases**. India: Dorling Kindersley.



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<b>BAHN604</b>	<b>Compulsory</b>	<b>Comprehensive Viva Voce</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>

**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 student 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 manageresources,workunderdeadlines,identifyandcarryoutspecific goal-orientedtasks
- Acquire speaking skills and capabilities to demonstrate the subjectknowledge.

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

- Exhibit the strength and grip on the fundamentals of the subjects studied duringthesemester
- Comprehend for all the courses studied in the entireprogramme



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<b>BAHN606</b>	Compulsory	<b>Research Project II</b>	0	0	10	5	<b>0</b>	<b>0</b>	<b>0</b>	<b>60</b>	<b>40</b>

**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.