

**RATHINAM COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)***Scheme of curriculum for  
B.Sc. Psychology*

for the students admitted in the Batch during 2016 - 2017

## Board of Studies – Psychology (UG)

S. No	Sem	Part	Type	Subject	Credit	Hour	Int	Ext	Total
1	1	I	L1	Language – I	4	6	25	75	100
2	1	II	E1	English –I	4	6	25	75	100
3	1	III	C1	Core Paper I – General Psychology I	4	6	25	75	100
4	1	III	C2	Core Paper II –Developmental Psychology I	4	6	25	75	100
5	1	III	AL1	Allied I -Biological Basis of Behaviour	4	4	25	75	100
6	1	IV	AEC1	Ability Enhancement Compulsory Course- I – Environmental Studies @	2	2	-	50	50
1	2	I	L2	Language – II	4	6	25	75	100
2	2	II	E2	English –II	4	6	25	75	100
3	2	III	C3	Core Paper III – General Psychology II	4	6	25	75	100
4	2	III	C4	Core Paper IV – Developmental Psychology II	4	6	25	75	100
5	2	III	AL2	Allied II -Educational Psychology	4	4	25	75	100
6	2	IV	AEC2	Value Education Human Rights @	2	2	-	50	50
1	3	I	L3	Language –III	4	6	25	75	100
2	3	II	E3	English –III	4	6	25	75	100
3	3	III	C5	Core Paper V-Social Psychology I	4	5	25	75	100
4	3	III	CP1	Core Practical 1-SPSS	2	2	40	60	100
5	3	III	AL3	Allied III - Psychological Statistics	4	5	25	75	100
6	3	IV	SB1	Skill Based Subject I - Counselling Psychology	4	4	25	75	100
7	3	IV	AEC3	Tamil / Advanced Tamil (OR) Non-major elective-1 (Yoga for Human Excellence) / Women's Rights / Career Enhancement – I **	2	2	-	50	50
8	3	VI	ALC	Advanced Learner Course-I#	2	-	-	100	-
1	4	I	L4	Language –IV	4	6	25	75	100
2	4	II	E4	English –IV	4	6	25	75	100

Admitted in B.Sc. Psychology from the academic year 2016-2017 &amp; Onwards

3	4	III	C6	Core Paper VI – Social Psychology II	4	5	25	75	100
4	4	III	CP2	Core Practical II-Experimental Psychology I	3	2	40	60	100
5	4	III	AL4	Allied IV- Research Methodology	4	5	25	75	100
6	4	IV	SB2	Skill Based Subject II - Testing and Assessment	4	4	25	75	100
7	4	IV	AEC4	Tamil / Advanced Tamil (OR) Non-major elective-II (General Awareness) / Career Enhancement – II **	2	2	-	50	50
8	4	V	EX	Extension Activity@	2	-	-	-	-
9	4	VI	ALC	Advanced Learner Course-II#	2	-	-	100	-
1	5	III	C7	Core Paper VII- Abnormal Psychology I	4	6	25	75	100
2	5	III	C8	<b>Core Paper VIII- Industrial Psychology I</b>	4	6	25	75	100
3	5	III	C9	Core Paper IX–Health Psychology	4	6	25	75	100
4	5	III	CP3	Core Practical III-Experimental Psychology II	3	2	40	60	100
5	5	III	EL1	Elective I	3	5	25	75	100
6	5	IV	SB3	<b>Skill Based Subject III Case analysis</b>	4	5	40	60	100
7	5	VI	ALC	Advanced Learner Course-III#	2	-	-	100	-
1	6	III	C10	Core Paper XI- Abnormal Psychology II	4	5	25	75	100
2	6	III	C11	Core XI – <b>Industrial Psychology II</b>	4	5	25	75	100
3	6	III	EL2	Elective – II	3	5	25	75	100
4	6	III	EL3	Elective – III	3	5	25	75	100
5	6	III	CPV	Core Project	5	5	40	60	100
6	6	IV	SB4	Skill Based Subject IV- Industrial Relation and Labour Welfar	4	5	25	75	100
7	6	VI	ALC	Advanced Learner Course-IV#	2	-	-	100	-
<b>Overall</b>					<b>140</b>				<b>3500</b>

Note :

# -No Internal Exam only External marks.

\*\* - No External Examination only Internal Examination.

# - Optional Credits, Advanced Learners will learn and appear for the exam- No Internal Mark and Not Counted for CGPA.

**List of Electives:**

Elective - I	Consumer Behaviour	Sports Psychology	Human Resource Management
Elective - II	Behaviour Modification	Guidance and Counselling Services	Environmental Psychology
Elective - III	Psychology of Adjustment	Forensic Psychology	Psychology and Gender Issues

**Advanced Learner Courses :**

ALC -I	Positive Psychology
	Personality Development
ALC-II	Organizational Behaviour
	Consumer Psychology
ALC-III	Cognitive Psychology
	Emergence and Growth of Psychology
ALC-IV	Neurophysiological Bases of Behaviour
	Psychology for Happy Living

## SEMESTER-I

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Core I-General Psychology I	4	4	2	0	Theory

**Introduction:** This course introduces the study of Basic Psychological processes and gives an understanding to the field of Psychology. The aim is to enable the students to know the key concepts and application theories, and research methods in psychology.

**Objective:** To know the meaning, methods and perspectives of psychology. □ □ Understand the basic functions of sense organs. Learn the meaning and nature of attention and perception. Knowledge about mind, consciousness and the meaning and types of learning.

### Unit I

**Introducing psychology:** What is psychology: A working definition Origin of psychology Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetic Development of psychology in India. Branches of psychology- Scope of psychology- Brief history of modern scientific psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach -Psychology and other disciplines.

### Unit II

#### Experimentation and critical thinking in Psychology

Psychology as a science-Goals of scientific enterprise- Steps in scientific investigation. Methods of psychology. : Naturalistic observation, case study, survey, correlational studies, experimental method. Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control –placebo effect, experimental effect, double blind procedure, lab and field experiment. Steps in conducting psychological research. How to evaluate claims of human behaviour? Pseudo – psychologies – palmistry,astrology, graphology, Ouija board etc. How do they work? How to evaluate popular psychology news? Developing critical thinking abilities.

### Unit III

**Sensation and Perception:** Sense modalities, Psychophysics- Absolute threshold, Differential threshold, Just Noticeable Difference (jnd) Attention– factors affecting attention – subjective and objective factors Selective attention, Phenomena associated with attention – span of attention, division of attention, distraction of attention..Perception, Subliminal perception. Perceptual set, Perceptual defense. Perceptual organization. Gestalt principles Perception of depth, space and distance: monocular and binocular cues. Perceptual styles Perceptual constancies Color perception – color theories- Illusions of different types .Habituation, Extra sensory perception – critical view. Enhancing perceptual accuracy.

#### **Unit IV**

##### **Mind, Consciousness and altered states:**

Awareness and consciousness, States of mind: Nature of consciousness, Functions of consciousness, Changes in consciousness: dream and sleep, Circadian Rhythm, Sleep cycle, Stages of sleep.

Altered states: Lucid dreaming, Hypnosis- facts and myths, meditation, Hallucinations, Religious ecstasy, drug induced states.

#### **Unit V**

**Learning:** Definition. Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Illustrations (child, developmental, school). Applications. Trial and error learning.

Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect. Applications: Contingencies in schools, Premack principle.

Behavior modification. Types of learning- Verbal learning. Social and cognitive learning:

Observational learning.

Process and principles. Latent learning, cognitive map, Insight learning. Improving learning-

Economy in learning.

##### **Textbook:**

1. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education Morgan,

##### **References:**

2. C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to Psychology*, 7th ed. New Dehi: Tata McGraw Hill

**SEMESTER-I**

<b>Subject Code</b>	<b>Subject Title</b>	<b>Credit</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Type</b>
	<b>Core II-Developmental Psychology –I</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>Theory</b>

**Introduction:** This branch of Psychology seeks to provide a general introduction to developmental concepts, theories and application. The aim is to enable the students to know the key concepts and application theories, and research methods in life span development, to explore some of the factors that affect us throughout our lives.

**Objective:** Understand the concept of development and to identify the stages of life span. Know about the ways in which life begins and the physical and psychological hazards of prenatal period. Learn about the physical, cognitive, language and emotional developmental tasks of infancy, childhood, adolescence and adulthood.

**Unit I**

**Introduction to Life Span Development:** Introduction. Importance of life span development, Historical perspective. Characteristics of life span perspective. Nature of development. Cross sectional and longitudinal approaches in developmental study.

Theories by Freud - Erickson- Piaget- Vygotsky. Information processing Behavioral -Social cognitive- eclectic orientation..

**Unit II**

**Prenatal Development:** Fertilization - Germinal period- embryonic period- Fetal period. Prenatal diagnostic tests. Effects of teratogens. Neonatal health and responsiveness. Consequences of low birth weight.

**Unit III**

**Physical Development:** Newborn- reflexes- perception (vision, hearing, other senses, inter modal perception) Height and weight in infancy and childhood. Gross and fine motor skills. Handedness Physical development in puberty. Changes in early, middle and late adulthood. Theories of aging.

**Unit IV**

**Cognitive Development:** Stages of cognitive development- sensory motor stage- object permanence- pre operational stage- intuitive thought- concrete operations- semantics- pragmatics.

Language development - How language develops- babbling- two word utterance- advances in early, middle and late childhood- metalinguistic awareness.

**Unit V**

**Emotional Development:** Introduction- Development of emotion through infancy, childhood, adolescence and adulthood..Describing and classifying temperament- Chess and Thomas, Kagan, Rothbart and Bates. Theories of attachment- care giving and attachment Moral development- Piaget's and

Kohlberg's theory- stages- Social conventional reasoning- basic processes- Resistance to temptation- self control- Empathy- Moral characters.

**Textbook:**

1. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
2. Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company.

**References:**

1. Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd
2. Hurlock, E.B (1978) Child Development (6<sup>th</sup> ed.) London: McGraw Hill Book Company
3. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company

**SEMESTER-I**

<b>Subject Code</b>	<b>Subject Title</b>	<b>Credit</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Type</b>
	<b>Allied I-Biological Basis of Behaviour</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction:** This branch of Psychology seeks to provide a general introduction about essential fundamental Physiological processes underlying psychological events. The goal is to enable the students to know the key concepts and research methods and how the various physiological changes affects behavior. The course seeks to give a comprehensive knowledge about nervous system and endocrine system.

**Objective:** To Know the structure of human nervous system and brain-behaviour relationship..Learn the nature and functions of neurons. Learn the influence of hormones on behaviour. Learn about the sensory processing and endocrine system. Know about emotion, stress , health and the physiological basis of sexual behavior.

**Unit I**

**Nervous system:** Neurons: Structure, Neural communication: Glial cells, Axon terminal, synapse, graded potential, action potential, Synaptic transmission, How do neurons influence behavior?, How do drugs and other chemicals alter neurotransmission?

Major Divisions of The Nervous System: Central Nervous system: Functions, Cerebrum: Cerebral cortex: Frontal, Occipital, parietal and temporal lobes, Midbrain: Mid brain:Hypothalamus and limbic system, Brain stem: Medulla, pons, reticular activating system, cerebellum, Spinal cord. Autonomic Nervous system, Sympathetic and Parasympathetic Nervous system: Role in regulating emotions.

**Unit II**

**Sensory processing:** Visual System- Anatomy of the eye, Nervous connections of the eye- optic nerve, lateral geniculate nucleus, Superior colliculus, Vision and the Brain: Processing, Visual Information Visual cortex. Basic Functions of the Visual System: Acuity, Dark Adaptation, and colour vision. Auditory system- Anatomy of the Auditory system, Nervous connections of the ear, pathway-Organ of Corti, Ventral cochlear nucleus, inferior colliculus, medialgeniculate body, auditory cortex. Pitch perception, Sound localization..

**Unit III**

**The Endocrine system:** The endocrine glands and their functions: Thyroid, parathyroid, pituitary, adrenal, pancreas, testes and ovary. Hormones, hormonal influence on learning and memory, Hormones and emotion, hormones and behavior.



#### **Unit IV**

##### **Bio psychology of Emotion, stress and health:**

Limbic system and emotion: Kluver-Bucy

syndrome, Emotions and autonomic nervous system,

Polygraph, Individual differences in the experiences of emotion. Fear, Defense and aggression:

Aggression and testosterone

The stress response: The two system view of stress by Selye, Stress and gastric ulcers, Psychoneuroimmunology: immune system, Antigens and antibodies, phagocytosis, cell mediated immunity, antibody mediated immunity, macrophage, effect of stress on immune system and its functions, Stress and hippocampus.

#### **Unit V**

**Physiological basis of sexual behavior:** Defining sexual behavior, The sexual response cycle, Dynamics, hormones and its impact: role of Estrogen and testosterone, Role of internal and external stimuli on sexual motivation, the brain and sexual behavior, Sexually transmitted diseases: AIDS, Syphilis, gonorrhea.

#### **Textbook:**

1. Pineal, J. P. J. (2006). *Biopsychology* (6<sup>th</sup> Ed.), India, Dorling Kindersley.
2. Kalat, J. W. (2004). *Biological basis of human behavior* (8<sup>th</sup> Ed.). New York: Brooks/Cole

#### **References:**

1. Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3rd Ed.). New York: Random House, Inc.
2. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education.

**SEMESTER-II**

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Core III-General Psychology –II</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>Theory</b>

**Introduction:** This course introduces the study of Basic Psychological processes and gives an understanding about the field of Psychology .It enables the students to know the key concepts and application theories, and research methods in psychology.

**Objective:** Understand the process of memory and causes of forgetting. Understand the elements of thinking and structure of language. Understand the meaning, theories and types of motives and emotion. Learn the meaning and theories of intelligence and mental retardation. Evaluate the theories of personality and know its measuring methods.

**Unit I**

**Memory:** Encoding, storage and retrieval processes. Sensory, short term and long term memories.Organizing information-Chunking, Hierarchies.Information processing model of memory, Working memory. Levels of processing. Implicit and explicit memory Semantic, episodic and procedural memory.State dependent memory. Memory construction. Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory. Measuring memory: recall, recognition, relearning, integration.

Forgetting: Curve of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia, motivated forgetting, Strategies for improving memory: rehearsal, elaboration, organization, giving meaning, mnemonics, Good sleep.

**Unit II**

**Thinking and language:** Components of thought: Images and Concepts. Structure of language: Phonemes, Morphemes, Grammer. Language and thought. Reasoning: deductive and inductive. Problem solving- Steps. Barriers to effective problem solving: Mental set, Confirmation bias, Fixation. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving. Creativity. Convergent and divergent thinking, Stages in creativity. Decision making: Using and misusing heuristics, Belief perseverance phenomenon, Overconfidence.

**Unit III**

**Motivation and Emotion:** Definition of motivation, Motivational concepts: Need, Instinct, drive, incentives, Drive reduction theory. Primary and secondary motives: Motivation of hunger and eating, sexual motivation, Need to belong, Levels of arousal, Yerke’s-Dodson law. Learned motives: affiliation, achievement and power motive, Hierarchy of motives.

Definition of Emotion Elements of emotional experience. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory ,Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis Cognition and emotion.

#### **Unit IV**

**Intelligence:** Definition of Intelligence. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone and Cattell. Triarchic approach. Multiple intelligences, PASS model. Relationship of intelligence with Creativity -Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.

#### **Unit V**

**Personality:** Self. Concept of personality. Determinants of personality. Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes. Limitations. Psychodynamic approaches. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development, Neo Freudian Approaches- Jung, Adler, Horney. (In Brief) Trait theories- Allport, Cattell, Eysenck, Humanistic perspective, The social-cognitive perspective.

#### **Textbook:**

1. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education.
2. Myers, D.G.(2010). *Psychology* 9<sup>th</sup> edition. New York, Worth publishers

#### **References:**

1. Bootzin, R., & Bower, G.H. (1991). *Psychology today-An Introduction*, 7th ed. New York: McGraw Hill Inc
2. Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co
3. Mishra(2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India

**SEMESTER-II**

<b>Subject Code</b>	<b>Subject Title</b>	<b>Credit</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Type</b>
	<b>Core IV-Developmental Psychology II</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>Theory</b>

**Introduction:** This branch of Psychology seeks to provide a general introduction to developmental concepts, theories and application. This paper enables the students to know the key concepts and application theories and research methods from life span development till death and to explore some of the factors that affect us throughout our lives.

**Objective:** To Understand the concept of development and to identify the stages of life span. and the physical and psychological hazards in each stage. Learn about the physical, cognitive and emotional developmental tasks of childhood, adolescence, adulthood, middle age and old age.

**Unit I**

**Childhood:** Introduction- Characteristics of Early & Late Childhood- Speech Improvement in Childhood, Emotional Expression in Childhood, Social Behavior in Childhood, Moral development in Childhood, Hazards of Childhood.

**Unit II**

**Adolescence:** Introduction- Characteristics of Adolescence, Development Tasks of Adolescence, Physical change in Adolescence, Social and Morality Change in Adolescence, Sex- Role typing in Adolescence, Family Relationships in Adolescence, Physical & Psychological Hazards of Adolescence.

**Unit III**

**Adulthood:** Introduction- Characteristics of Early & Late Adulthood- Developmental Tasks of Early & Late Adulthood, Personal & Social Hazards of Early Adulthood, Vocational & Family Adjustment in Early Adulthood, Marital Adjustment in Adulthood, Hazards of Adulthood.

**Unit IV**

**Middle Age:** Introduction- Characteristics of Middle Age- Developmental Tasks of Middle Age, Adjustment to Mental Changes, Adjustment to Social Changes, Vocational Adjustment in Middle Age, Family Adjustment, Hazards of Middle Age.

**Unit V**

**Old Age:** Introduction- Characteristics of Old Age- Problems Unique to Old Age, Physical Adjustment, Adjustment to Motor Ability, Mental Adjustment, Vocational Adjustment, Adjustment to Retirement, Coping with Family Life, Hazards of Old Age.

**Textbook:**

1. Hurlock, E.B (1981) Developmental Psychology-A Life span Approach.(5<sup>th</sup> ed.) New Delhi: Tata McGraw Hill Publishing Company
2. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company

**References:**

1. Hurlock, E.B (1978) Child Development (6<sup>th</sup> ed.) London: McGraw Hill Book Company
2. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company

Subject Code	Credit	Tutorial	Practical	Type
<b>SEMESTER-II</b>		<b>Lec</b>		
<b>Subject Title</b>		<b>ture</b>		
<b>Allied II-Educational Psychology</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>
				<b>Theory</b>

**Introduction:** This branch of Psychology seeks to provide a general introduction about educational psychology, theories and application. To enable the students to know the key concepts and application theories, and research methods in the field of education. and the use of various tests in the field of education.

**Objective:** The course seeks to give a comprehensive knowledge about the historical background of educational psychology. This also gives the scientific research approach method used in cognitive development, language development, learning, motivation, and special education. Learn about children with disabilities and special education.

### Unit I

**Exploring Educational Psychology:** Exploring Educational Psychology: Historical Background-Teaching: Art and Science-Effective Teaching: Professional knowledge and Skills-Goal Setting and Instructional planning Skills-Classroom Management Skills-Motivational Skills-Technological Skills. Research in Educational Psychology: The Scientific Research Approach – Research Methods- Programme Evaluation Research- Research Challenges.

### Unit II

#### **Cognitive Development: Piaget's theory and Vygotsky's Theory:**

Cognitive Development: Piaget's theory: Cognitive Processes-Piagetian Stages-Evaluating Piaget's Theory: Contributions and Criticisms. Vygotsky's Theory-Assumptions- Zone of Proximal Development-Scaffolding-Language and Thought.

### Unit III

#### **Language Developments and Intelligence:**

Language Development: Language-Morphology-Syntax- Semantics-How Language Develops-Biological and Environmental Influence. Memory: Encoding-Storage-Retrieval and Forgetting Intelligence: Intelligence Tests- Theories of Multiple Intelligence-Information-Processing Approach

### Unit IV

**Learning and Motivation:** Learning: Behavioral Approach to Learning-Classical Conditioning- Operant Conditioning. Increasing Desirable Behaviors- Decreasing Undesirable Behavior. Bandura's Social Cognitive Theory- Observational Learning. Teaching Techniques: Description-Demonstration- Lecture

Method- Discussion Method-Dramatization-Explanation- Aptitude Treatment Interaction –Mastery Learning –Teaching through Multimedia.

### **Unit V**

**Special Education:** Children with Disabilities- Learning Disabilities- ADHD- Mental Retardation- Physical Disorders- Sensory Disorders- Speech and Language Disorders- Autism Spectrum Disorders- Emotional and Behavioural Disorders. Children who are gifted- Characteristics and educating children who are gifted.

### **Textbook:**

Santrock, J. W. (2006) Educational Psychology, 2nd Edition, New Delhi, Tata McGraw Hill.

### SEMESTER-III

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Core V-Social Psychology I	4	4	2	0	Theory

**Introduction:** Social Psychology is a branch of psychology that explains how people's thoughts, feelings and behaviors are influenced by the actual, imagined or implied presence of others. This course include individual and group work to facilitate awareness, understanding and application of social psychological principles and concepts.

**Objective:** To enable the students to understand the roots of Social Psychology and the different methods of data collection .Perceiving and understanding individuals. Prejudice and the roots of prejudices. Perceiving self and understanding others .Interpersonal attraction and close relationships.

#### Unit I

**An Introduction To Social Psychology:** Definition - The Boundaries of Social Psychology - The roots of Social Psychology - The Future of Social Psychology - Research in Social Psychology: Theories and Hypotheses, Experimental Research, Correlation Research.

#### Unit II

**Perceiving And Understanding Others:** Non verbal communication-Attribution: Situational and Dispositional Causes - Theories of Attribution: Jones and Davis's Theory - Kelley's Theory –Impression formation and impression management.

#### Unit III

**Prejudice- Discrimination and Stereotypes:** The causes effects and cures- Nature and origins stereotyping-Prejudice and Discrimination: Feelings and action toward Social groups-Techniques for countering its effects.

#### Unit IV

**The Self And Attitude:** Defining the Self: Self presentation-Self knowledge-Thinking about the self- Personal versus social identity- Self-Esteem-Attitudes towards our selves- Social comparison- Evaluation of ourselves- Attitude formation-Development of attitudes-Attitude influence and guide behavior- Fine art of persuasion- Cognitive Dissonance.

#### Unit V

**Interpersonal Attraction: Close Relationships:**  
Internal determination and external determinants of attraction – Factors based interacting with others – Interdependent relationships with family and friends - Marriage - Troubled Relationships and the effects of Marital Failure.

**Textbook:**



1. Feldman, Robert S., Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall, 1998.

**References:**

1. Baron,R.A. and Byrne, D., Social Psychology, (8th Edition). New Delhi: Prentice Hall of India, 1997.
2. Baron,R.A., Bharadwaj.,G.,Branscombe.N.R. and Byrne,D. Social Psychology, (8th Edition). New Delhi; Pearson Education (2009)

### SEMESTER-III

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Core Practical I-SPSS	2	2	0	Practical	0

**Introduction:** This course introduces the concept of application of statistical tools on industrial environment to study and analyze.

**Objectives:** To enable the students to know the concepts of application of statistical tools on industrial environment to study

#### Experiments:

1. Creating Frequency Distribution.
2. Creating charts for the Frequency Distribution.
3. Correlation.
4. Regression.
5. ANOVA
6. t test – paired cases.
7. independent cases
8. Chi-square
9. Non parameter test.
10. Control charts.

**SEMESTER-III**

<b>Subject Code</b>	<b>Subject Title</b>	<b>Credit</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Type</b>
	<b>Allied III-Psychological Statistics</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>Theory</b>

**Introduction:** This course introduces the application of statistical tools on industrial and environmental study and analyses. It enables the students to learn the statistical methods and their applications in psychology.

**Objective:** The course gives knowledge about dependent variable, independent variables, organization of data, measures of variables and tests. To enable the students to know the concepts of application of statistical tools on industrial environment to study. On successive completion of this course the student shall enrich to solve the statistical problems in psychology.

**Unit I**

**Introduction:** Meaning and Definition Statistics – Characteristics of Statistics – Nature and Scope of Statistics – Uses and Limitations of Statistics – Application of Statistics in Psychology  
Meaning and Definition of variable – Dependent variable – Independent variable – Descriptive Statistics – Inferential Statistics.

**Unit II**

**Organization of Data:** Introduction – Meaning of Enquiry – Planning and Designing of Enquiry – Primary Data – Secondary Data – Framing a schedule – Classification and Tabulation of Data – Frequency Distribution. Diagrammatic and Graphic Representation of Data – Cumulative Percentage – Frequency.

**Unit III**

**Measures of Central Tendency:** Meaning and Purpose of Measures of Central Tendency - Characteristics and Types of Measures – Characteristics and Uses of Mean, Median and Mode – Computation of Mean, Median and Mode  
Meaning, Purpose and Uses of Percentiles and Percentile Ranks – Its Application in Psychology.

**Unit IV**

**Measures of Variability:** Concept of Variability – Meaning and Importance of Variability – Range – Quartiles Quantity Deviations – Mean Deviation – Standard Deviation – Computation and Uses – Application in Psychology.

**Unit V**

**Parametric and Non-parametric Tests:** Meaning, purpose and assumptions of Analysis of variance – One way and Two way ANOVA – Meaning and assumptions of distribution free statistics – Chi square. Meaning and Characteristics of Correlation – Types of Correlation – Person's Product Moment Correlation – Spearman's Rank Correlation.

**Textbook:**

1. Garrett, H.E. (2004). Statistics in Psychology and Education, 6<sup>th</sup> Edition, New Delhi: Paragon International Publishers.

**References:**

1. Guilford, J.P., and Fruchter. (1987). Fundamental Statistics in Psychology and Education, 6<sup>th</sup> Edition, Singapore: McGraw Hill.
2. Kumar, P. (2006). Psychological Statistics, 1<sup>st</sup> Edition, Jaipur: Aavishkar Publishers.
3. Girija, M., Sasikala, L., and Girija. (2004). Introduction to Statistics, 1<sup>st</sup> Edition, New Delhi: Vrinda Publication.

### SEMESTER III

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Skill Based I- Counselling Psychology</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction:** This course is an introduction to the field of counselling. It is aimed both as a way-in to training in counseling or psychotherapy and as a self-standing opportunity for people wanting to know about the discipline. This course provides basic theories and practice in counseling, and to develop good listening and responding skills to gain in self awareness.

**Objective:** To enable the students to learn the counseling process and counseling skill. Understand the special areas in individual and group counseling. Know the importance of counseling today and the modern trends in counseling in India.

#### Unit I

##### **Counselling The Art and Science of Helping:**

Definition- Goals of Counselling- Role of a counselor- Ethical and professional issues.

#### Unit II

**Counselling Process:** Theoretical approaches- Psychodynamic approaches (Freud) - Behavioural-cognitive approaches (Albert Ellis)- Humanistic approaches (Rogers)- Eclectic approaches- Characteristics of a effective counselor- Counselling relationship.

#### Unit III

**Counselling Skills:** Observing - Attentive listening - Responding, Probing, Paraphrasing- Respect, Empathy, Diagnosing- Goal setting.

#### Unit IV

**Special areas of counseling:** Individual Vs Group Counselling- Career counseling- Family & Marital counseling- Addicts & anti socials- Crisis intervention & Trauma counseling- Hospice Care.

**Unit V: Counselling Today:** Counseling around the globe- Professional association for counseling- Modern trends Counselling in India.

#### **Text Book:**

- 1.Narayana Rao, S. (2013), Counseling and Guidance -3rd edition, Tata McGraw Hill, New

#### **References:**

1. Gelso, C.J; Fretz, B.R.(2000), Counselling Psychology 92nd edition), Prism books Pvt Ltd, Bangalore.
2. Jones, R.N.(2005), Practical Counselling and Helping Skills, Sage Publication Ltd, London.
3. Patri, Vasantha R , (2001). Counselling Psychology, New Delhi: Authors Press.

*Admitted in B.Sc. Psychology from the academic year 2016-2017 & Onwards*

4. Madhukar, K. (2000) : Guidance and Counselling, Author's Press, New Delhi.
5. Nelson-Jones R., (2012). Basic Counselling Skills: A Helper's Manual, SAGE South Asia.
6. Gibson R.,, Mitchell, M. (2008). Introduction to Counseling and Guidance.

**Semester III:**

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	ALC I –Positive Psychology	2	0	0	0	Theory

**Introduction:** This course brings in an understanding about the basic principles of Positive Psychology. The significance of this course lies in orienting the students in applying these principles for self regulation and personal goal setting.

**Objective:** At the end of this course students will be able to gain fundamental understanding of well-being and happiness in the context of positive psychology. Transfer the theoretical concepts into practical setting. Equip himself/herself with the skill and competence to apply positive psychology principles in a range of environments to increase individual and collective wellbeing.

**Unit I**

**Introduction:** Positive psychology: Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology Activities: Personal mini experiments; Collection of life stories from magazines, websites, films etc and discussion in the class.

**Unit II****Positive emotions, Well-being and Happiness :**

Positive emotions: Broaden and build theory; Cultivating positive emotions; Happiness- hedonic and Euaimonic; Well- being: negative vs positive functions; Subjective well –being: Emotional, social and psychological well-being; Model of complete mental life Test: The positive and negative affect schedule (PANAS-X); The satisfaction with life scale (Diener et al, 1985); Practice ‘Be happy’ attitude.

**Unit III****Self control, Regulation and Personal goal setting:**

The value of self control; Personal goals and self regulation; Personal goal and well-being; goals that create self regulation; everyday explanations for self control failure problems Activity: SWOT analysis.

**Unit IV****Positive Cognitive States and Processes:**

Resilience: Developmental and clinical perspectives; Sources of resilience in children; Sources of resilience in adulthood and later life; Optimism- How optimism works; variation of optimism and pessimism; Spirituality: the search for meaning(Frankl); Spirituality and well-being; Forgiveness and gratitude Test: Mental well-being assessment scale; Test: Signature strength.

**Unit V**

**Applications of Positive Psychology:** Positive schooling: Components; Positive coping strategies; Gainful employment Mental health: Moving toward balanced conceptualization; Lack of a developmental perspectives. Activity: An action plan for coping Test: Brief COPE assessment scale.

**Text Book:**

1.Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. New York: Oxford University Press.

**References:**

- 1.Baumgardner, S.R & Crothers, M.K.(2009). Positive Psychology. U.P: Dorling Kindersley Pvt Ltd.
2. Carr, A. (2004). Positive psychology, The science of happiness and human strengths.New York: Routledge.
- 3.Singh, A.(2013).Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt Ltd.



<b>Semester III:</b>						
<b>Subject Code</b>	<b>Subject Title</b>	<b>Credit</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Type</b>
	<b>ALC I-Personality Development</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction:** This paper determine to a great extent how the individual will conduct himself/herself in a given situation Personality development helps to equip the students in many important components that will enhance their overall well being and personality.

**Objective:** To enhance the personality of the students, contribute to their well-being and prepare them for the work environment and other important aspects of life. To have learn about positive thinking, effective communication, nurturing relationships. It also helps the students to apply the skills involved in time management and assertiveness training.

#### **Unit I**

**Positive Thinking :** The power of our mind and belief, the art of positive thinking, Ways to replace negative thoughts with positive thoughts, Power of positive thinking.

#### **Unit II**

**Nurturing Relationships:** Meaning of relationship, Changing concepts and roles in relationships  
Relationship with self – Self concept, Self acceptance, self esteem, self confidence, Power of self talk.  
Relationship with others – Adjustments, compromises, give and take, empathy. Prioritization.

#### **Unit III**

**Effective Communication :** Communication – Formal and informal, verbal and non verbal (brief insight about body language) One to one conversation, group interactions, public speaking, dealing with arguments, disagreeing politely.

#### **Unit IV**

**Time Management :** Personal time management, advantages of time management, goal setting and prioritization, time management techniques and skills, eliminating procrastination and laziness.

#### **Unit V**

**Assertiveness Training:** Assertiveness, Characteristics of an assertive person, need to be assertive, Differentiate assertiveness from aggressiveness, assertive communication process – verbal and non verbal components.

**Text book:**

1. Forsyth. R Donelson, Group Dynamics, Second edition ( 1990), Brooks /Cole Publishing Company, California.

**References:**

1. Perry, S. How to enrich your life, (1995) Paul Press, Bombay.
2. Cavett Robert, The Cavett Robert Personal Development Course, Taraporevala Sons & Co. Private Ltd, Bombay
3. Verma Shalini, Body Language Your Success Mantra ( 2005), S. Chand & Company Ltd, Delhi.

SEMESTER IV

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	SOCIAL PSYCHOLOGY -II	4	4	1	0	Theory

**Introduction:** Social Psychology is a branch of psychology that explains how people's thoughts, feelings and behaviors are influenced by the actual, imagined or implied presence of others. This course include individual and group work to facilitate awareness, understanding and application of social psychological principles and concepts , the theory and research on the social factors that influence individual and group behavior.

**Objective:** To enable the students to understand prosocial behaviour and altruism and ways to increase prosocial behavior, To understand aggression and the social determinants of aggression, Learn benefits of joining a group and conformity, compliance and obedience and applying the knowledge of social psychology in various fields.

**Unit I**

**Prosocial Behavior :**Prosocial Behaviour and Altruism: Dealing with emergencies-Motives for prosocial behavior- Responding to an emergency- External and internal influence on helping behavior- Long term commitment to prosocial acts.

**Unit II**

**Aggression:** Perspectives on aggression- Causes of human aggression: Social, culture, personal, and Situational–Aggression in ongoing relationship: bullying and aggression at work-The prevention and control of aggression: some useful techniques.

**Unit III**

**Groups And Individuals:** Benefits of joining :Effects of the presence of others : From task performance to Behavior in Crowds- Social loafing : Letting others do the work –Coordination in groups- Perceived fairness in groups: Its nature and effects- Decision making by groups.

**Unit IV**

**Conformity, Compliance And Obedience:**

**Conformity: Factors affecting Conformity - The bases of Conformity - Compliance: The Foot-in-the-Door Technique – The Door-in-the-Face Technique - The That's-Not-All Technique - The Lowballing Technique - On-the-Job Influence. Obedience: Obedience to Authority - Milgram Studies - Defying Social Pressure.**

**Unit V**

**Applying Social Psychology:** Applying Social Psychology to the interpersonal aspects of the legal System – The Testimony of Eyewitnesses - Problems and solutions – Processing Health Related Information – world of work– Job satisfaction – Helping – and Leadership.

**Textbook:**

1. Feldman, Robert S., Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall, 1998.

**References:**

1. Myers, David G. Social Psychology. (8<sup>th</sup> Edition). New Delhi: Tata McGraw – Hill Publishing Company Limited. 2006.
2. Baron, R.A., Bhardwaj, G., Branscombe, N.R. and Byrne, D. Social Psychology, (8th Edition). New Delhi; Pearson Education (2009)

**SEMESTER-IV**

<b>Subject Code</b>	<b>Subject Title</b>	<b>Credit</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Type</b>
	<b>Core Practical II-Experimental Psychology I</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>Practical</b>	<b>0</b>

**Introduction:** Measure suggestibility and accuracy of reporting of individual. Determine the factors that influence an individual's chain of thought.

**Objective:** Measure sensory and motor ability. Measure distraction, divisibility and span of attention. . Measure the optical illusion and the effect of meaning upon perception..

**Suggestion**

Size Weight Illusion box (22 weights)

**Association**

Colour Preference Apparatus

Free Association Test (Word list method)

**Sensory and Motor Test**

Finger Maze Apparatus

Tweezers Dexterity Board with Pins

**Attention**

Division of Attention Board with reset 6 digit impulse counter

Tachitoscope apparatus with Cards

**Perception**

Depth Perception Apparatus

Size Constancy Apparatus

Muller Lyre Apparatus with Stand

**Textbook:**

1. Anastasi and Urbina (2010). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd.
2. Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company

**References:**

1. Collins, and Drever, J(1968).Experimental Psychology: Ludhiana: Lyall Book Depot
2. Kuppaswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing Press
3. Woodworth, R.S.and Schlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford Publishing Co.

### SEMESTER-IV

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	Allied IV-Research Methodology	4	4	2	0	Theory

**Introduction:** Research Methodology is a branch of psychology that deals with the study of various psychological research. This paper aims to create interest in the utility of research, statistical techniques for data analysis and report writing.

**Objectives:** This paper provides an overview about various tests, research design and analysis. This helps the students to understand the meaning and importance of characteristics and utility of research, testing of hypothesis, research design, the importance of data collection, analysis and report writing.

#### Unit I

**Introduction:** Objectives, importance, characteristics and utility of research. Defining research problems, sources of research ideas, developing good research questions Ethical consideration in Psychological research.

#### Unit II

**Testing of Hypothesis:** Formulating and testing of Hypothesis Meaning of statistical inference, Population and Sample, Sampling distribution Standard Errors of Mean, Degrees of freedom. Computation and interpretation of t-values, Level of significance, Type I and Type II Errors.

#### Unit III

**Research Design:** Meaning, Need, Features and Functions of Good Design, Internal and External Validity : Need for sampling, Types and implications of sampling. Variables and its types, controlling variables, Matching and Manipulation

#### Unit IV

**Data Collection:** Meaning and Importance of Data, Types of Data: Primary and Secondary Data. Methods of Data Collection: Observation Method, Interview Method and Questionnaire Method Collection of Secondary Method.

#### Unit V

**Analysis and Report Writing:** Statistical techniques for Data Analysis, Uses of Statistical software packages. Techniques of Data presentation and interpretation. Steps involved in report writing, APA writing style.

#### Textbook:

Kenneth, B.S., & Bruce, A. B. (2001). Research Design and Methods: A Process Approach, 5<sup>th</sup> Edition, McGraw Hill

**Reference:**

Kothari, C. R. (2007). *Research Methodology: Methods and Techniques*, 2<sup>nd</sup> Edition, New Age International Publishers.

**Semester IV:**

Subject Code	Subject Title	Credit	Lecture	Tutorial	Practical	Type
	<b>Skill Based II- Testing and Assessment</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction:** Testing and Assessment is a branch of psychology that deals with the study of various psychological tests and its uses and the professional issues in assessment. This paper aims to create interest in the utility of the tests in research and in test construction.,

**Objective:** This paper provides an overview about various tests and assessments. This helps the students to understand the process of assessment, measurement, norms, scoring and administration. The importance of test development, intelligence, personality, clinical, counseling and therapeutic assessment.

**Unit I**

**Introduction to Assessment:** Definition -Nature and Uses of Assessment, Process of Assessment, Ethics Measurement, Norms, Scoring, Administration, Test Development Groups meet, Tests, testing and norms; Norms – sampling to develop norms, types of norms, fixed reference group scoring systems, norm-referenced versus criterion-referenced evaluation, Inference from Measurement – meta analysis; culture and inference, Reliability; The concept of Reliability; Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split- Half, Inter-Item Consistency – Kuder-Richardson formulas, Cronbach's Coefficient Alpha; Inter- Scorer Reliability, Using and interpreting a coefficient of Reliability – purpose and nature of the test Validity; The concept of Validity, Content Validity, Criterion-related Validity, Construct Validity, Validity, bias, and fairness.

**Unit II**

**Test Development:** Test conceptualization, Test construction, Test tryout, Item analysis, Test revision; Types of scores, Types of scales, Frequency Distribution and Graphic representations, Continuous and discrete scores – meaning and difference, Nominal, ordinal, interval and ratio scales of measurement, Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages, Graphic representations; Frequency polygon, histogram, cumulative frequency curve.

**Unit III****Intelligence and Personality Assessment :**

Intelligence and its Measurement, Definitions and theories; measuring Intelligence; Tests of Intelligence, The Stanford-Binet Intelligence Scales, The Wechsler Tests: WAIS, WISC, WPPSI, Close-up: Factor analysis; IQ, Aptitude, and Achievement Tests; Methods of Intelligence Assessment. Assessment of Personality, Personality Assessment – some basic questions, Developing instruments to assess personality Objective methods of personality assessment, Projective methods of personality



assessment - Inkblots as Projective stimuli - the Rorschach; Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective.

#### **Unit IV**

**Clinical and Counseling Assessment:** Clinical Interviewing, Aptitude Testing – Concept - Purpose types – general aptitude test battery – differential aptitude test battery – Special aptitude tests, Mechanical – clerical – Medical teaching – Arts Aptitude – Musical Aptitude – Aptitude Tests.

#### **Unit V:**

**Therapeutic Assessment :** Issues in Psychological Testing & Assessment, Legal, Ethical and Professional Issues in Testing and Assessment, Efforts to Improve Proper Use of Tests and Assessments, Consequences of Testing and Assessment, Concerns Arising from Technology and Computed-Based Testing, Educational Assessment Today; Legal, Ethical and Professional Concerns.

#### **Text Book:**

1. Cohen, J. R., & Swerdlik, M. E. (2010). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7th ed.). New York. McGraw-Hill International edition.
2. Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw-Hill.

#### **Reference:**

1. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi.
2. Theory and Practice of Psychological Testing, by Freeman.
3. Archer, R. P. & Smith, S. R. (Ed.) (2008). Personality Assessment. New York, NY: Routledge.
4. Graham, J.R. (2006). MMPI 2: Assessing personality and psychopathology, 4th Edition. New York: Oxford University Press .
5. Meyer, G.J. et al. (2001). Psychological testing and psychological assessment: A review of evidence and issues. American Psychologist, 56, 128-165.

**Semester IV:**

<b>Subject Code</b>	<b>Subject Title</b>	<b>Credit</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Type</b>
	<b>ALC II –Organizational Behavior</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction:** This course brings an understanding about the basic concept of organizational structure . The significance of this course lies in orienting the students in applying the principles of psychology in organizational set up.

**Objective:** To enable the students to understand the major theories in motivation and job satisfaction. Understand the power of leadership and group behavior.

**Unit I**

**Introduction:** Historical development; concept of organization; elements of organizational structure; scope of organizational behaviour.

**Unit II**

**Motivation and job satisfaction:** Major theories; content and process; (Adams, Maslow, Vroom, Herzberg). Intrinsic and extrinsic motivation; incentive systems - Job satisfaction; concept and determinants.

**Unit III**

**Leadership:** Functions and approaches; trait, behavioural and contingency models; characteristics of successful leaders; role of power in leadership.

**Unit IV**

**Communication process:** Types of communication; communication channels and networks; barriers to communication.

**Unit V**

**Group behavior and conflict:** Defining and classifying groups; stages of group development; concept, causes and consequences of conflicts; methods of conflict resolution.

**Textbook:**

1. Aamodt, M. G. (2001). Industrial/organizational psychology. New Delhi: Cengage.

2. Luthans, F. (2005). *Organizational behavior*(12th Ed.). New York: McGraw Hill.

**References:**

1. Muchinsky. (2009). *Psychology applied to work*. New Delhi: Cengage.
2. Robbins , S., Judge, T.A., & Sanghi, S. (2009). *Organizational behavior*(13th Ed.). New Delhi: Pearson Education.
3. Riggio, R. E. (2003) *Introduction to Industrial/Organizational Psychology* (4th d.). New Jersey: Prentice-Hall .

<b>Semester IV:</b>						
<b>Subject Code</b>	<b>Subject Title</b>	<b>Credit</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Type</b>
	<b>ALC II –Consumer Psychology</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>Theory</b>

**Introduction:** This paper enables the students to understand the basic concepts of consumer psychology and the application and research involved in consumer psychology.

**Objective:** Objective is to help understand the underlying psychological and related factors which influence the human response to product purchase decisions and consumption practices. It also help the students to have a better understanding on factors influencing consumer behavior, consumer attitude and decision making.

#### **Unit I**

**Introduction:** Consumer behaviour: Definition, scope, consumer roles, history of consumer behaviour and the marketing concept, contributing disciplines and application of consumer behaviour. Consumer research process: objectives, design - qualitative (depth interview, focus groups and projective techniques) and quantitative (data collection methods and data collection instruments, sample design, collecting data, analyzing and report preparation).

#### **Unit II**

##### **Factors Influencing Consumer Behavior:**

Consumer motivation: needs, goals, motive arousal, reactions to frustration. Consumer personality: nature, influences on consumer behaviour. Consumer emotions: nature, uses in advertising. Consumer perception and its implications (images, price, quality and risk). Consumer learning: classical and instrumental theories in the context of consumer behaviour.

#### **Unit IV**

##### **Consumer Attitude And Communication Process:**

Attitude: functions, tri-component attitude model and katz's models of attitude and attitude change. Post purchase attitude change: cognitive dissonance theory and attribution theory. Marketing communication: process, barriers, types of communication systems, source, message and medium of communication.

#### **Unit IV**

##### **Consumers In Their Social And Cultural Settings :**

Reference group: Nature, types and influences on consumers. Family life cycle stages, nature of household and purchases and family decision making and resolving conflict. Social class: Nature of social class, symbols of status, concept of money and social class, social class categories and consumer behaviour. Culture – characteristics, values relevant to consumer behaviour (other-oriented, environmental-oriented and self-oriented). Sub-cultures – Aspects, Religious, Regional, Age and Gender. Cross cultural influences.

#### **Unit V**

**Consumer Decision Making:** Consumer decision: Stages in consumer decision process – situational influence, problem recognition, information search, evaluation of alternatives and selection, outlet selection and purchase and post purchase action. Organizational Buyer: nature, market structure and pattern of demand, characteristics, decision approach, purchase pattern and organizational buyer decision process.

#### **Textbook:**

1.Schiffman Leon G and Kanuk Leslie Lazar (2004), Consumer Behaviour, 8th edition, PrenticeHall of India Pvt Ltd, New Delhi, India.

2.Batra Satish K and S.H.H. Kazmi (2004), Consumer Behaviour – Text and Cases, Excel Books, A-45, Naraina, Phase I, New Delhi, India.

#### **References:**

1. Foxall Gordan R and Goldsmith Ronald E (1997) Consumer Psychology for Marketing, Reprint, , International Thomson Business Press, London.

2.Loudon, David L and Della Bitta, Albert J Consumer Behaviour, fourth edition, McGrawHill International editions,

