



SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)

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School of Science and Humanities

Department of Psychology

1.1.3 Courses having focus on Employability / Entrepreneurship / Skill Development

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SPSY1102	Biological Psychology	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To analyze the cellular and neurological basis of behavior.
- To possess knowledge of the basics of genetics.
- To establish the foundations of a neuroscientific approach to psychological and behavioral processes.

Unit I: Introduction (15 Hours)

BioPsychology as a Neuroscience - Definition – Divisions of Biopsychology - Evolution of Behaviour – fundamental of Genetics – Genetic of human psychological difference - Methods for Studying Brain – Function – Behavioural development

Unit II: Nerve cells and the nervous system (15 Hours)

Neuron: Anatomy of Neurons and Glia – The Structure of a Cell – Structure of a Neuron – Glia – Nerve Impulse – The Resting Potential of the Neuron – The Action Potential – The Concept of Synapse – Chemical Events at the Synapse - Sequence – Types of Neurotransmitters – Transport and Shortage of Transmitters - Nervous System - Definition - Structure of the Nervous System.

Unit III: CNS and PNS

CNS – Spinal Cord – Brain: Hind Brain – Mid Brain – Fore Brain - Ventricles – PNS - Somatic Nervous System – Autonomic Nervous System – Cerebral Cortex - Occipital Lobe – Parietal Lobe – Temporal Lobe – Frontal Lobe - Brain Areas Associated with Emotion – Attack. Behaviours – Fear, Anxiety and Amygdal - Sensory Processing: Vision – Audition - Gustation – Olfaction – Somatosenses - Vestibular system and kinesthetic system

Unit IV: Physiology of psychological processes (15 hours)

Physiology of Motivation – Hunger – Thirst - Sleep – Sex
Physiology of Emotion and Stress - Emotion as a Response Pattern - Expression and Recognition of Emotion, Neural Mechanisms in Emotion - Aggressive Behaviour.

Unit V: Neuro cognition (15 Hours)

Assessment of Neurological Functions:

Physiological measures- CT scan – PET – MRI - functional MRI and Bio-feedback; Psychological Measures- Neuropsychological Batteries - The Control of Movement – Categories of Muscles and Their Movements – Brain Mechanisms of Movement – Cerebral Cortex – The Cerebellum – Basal Ganglia.

COURSE OUTCOMES:

1. To create the role of the evidence from animal behavior in current debates about human nature and its genetic and environmental determinants.
2. To understand the main stages in the evolution of the nervous system in animals.
3. To analyze the way in which 'comparative' studies (of the abilities of animals) can contribute to questions about the origins of human abilities.
4. To evaluate the similarities and differences between communication and social structure in different species.
5. To be able to remember with illustrations the functional and anatomical organization of the human brain.
6. To apply the contribution of model/simple systems to understanding the nature of synaptic plasticity.

References:

1. Pinel, J., Barnes, S. (2017). *Biopsychology*. 10th Edition. Pearson Education Inc.
2. Kalat, J. W. (2016). *Introduction to Psychology*. New Delhi: Cengage Learning India Pvt Ltd.
3. Carlson, N. R. (2009). *Foundation of Physiological Psychology*. 6th Edition. New Delhi: Dorling Kindsley India Pvt. Ltd, Pearson Education.
4. Elias, L., Saucier, D. (2015). *Neuropsychology – Clinical and experimental foundations*. Pearson India Education Services Pvt Ltd.



Employability

SPYA1202	Social Psychology 1	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To understand how human behavior is influenced by social factors.
- To explore the psychological aspects of various social phenomena.

Unit I: Introduction (15 hours)

History- Origin and Development - Social psychology in India - Basic Human Motives: The Self-Esteem Motive - The Social Cognition Motive - Research Designs: The Observational Method - The Correlational Method - Ethical Issues in Social Psychology.

Unit II: Social Perception and Social Cognition(15 hours)

Nonverbal Communication- Facial Expressions of Emotion - Culture and the Channels of Nonverbal Communication- The Covariation Model - The Fundamental Attribution Error - Self-Serving Attributions -The Bias Blind Spot- Confirmation bias.Social Cognition –Schemas -Errors in Social Cognition - Affect and Cognition

Unit III: The Self (15 hours)

The Origins and Nature of the Self-Concept - Self-Awareness Theory - Self- presentation - False modesty - Self-handicapping - Knowing Ourselves by Observing Our Own Behavior -Using Other People to Know Ourselves -Impression management -.Self-esteem

Unit IV: Attitudes (15 hours)

Attitude formation: How attitudes develops -Affective and Cognitive Bases of Attitudes - When and why do attitudes influence behavior - attitudes guide behavior - Change in attitudes toward the environment - The fine art of persuasion: Elements of persuasion - Resisting persuasion attempts - Cognitive dissonance -how to manage cognitive dissonance.

Unit V: Stereotype, Prejudice and Discrimination (15 hours)

Stereotype:How members of different groups perceive inequality - The nature and origins of stereotyping - Prejudice and discrimination - Frustration and Aggression: The Scapegoat Theory - Social Identity Theory: Feeling Superior to Others - The Self-Fulfilling Prophecy - Feelings and actions toward social groups - Why prejudice is not inevitable: Techniques for countering its effects.

COURSE OUTCOMES:

1. Students will understand and apply theories and findings in social psychology.
2. Students will analyse the different methodologies in social psychology and their importance.
3. Students will evaluate and critique research in social psychology.
4. Students will create knowledge of social psychology with their own life experience.
5. Students will apply the knowledge of the psychological causes and consequences, towards the cure, for prejudice.
6. Students will remember the psychological aspects of various social phenomena.

References:

1. Baron, R. A., & Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall.
2. Myers, D. G. (2002). Social Psychology, 7th ed. Int. Education: Mc Graw Hill.
3. Chaube, S. P., & Chaube, A. (2007). Ground Work for Social Psychology. New Delhi: Neelkamal.
4. Taj, H. (2007). An Introduction to Social Psychology, New Delhi: Neelkamal.
5. Lindgren, Henry. C. (1973) An introduction to Social Psychology, John Wiley & Sons.
6. Brehm, S.S. and Kassin, SN. (1996) Social Psychology, 3rd edition. Boston : Houghton Mifflin Company
7. Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage.
8. Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.



Employability

SPYA1302	Life Span Development	L	T	P	Credits	Total Marks
		3	1	0	4	100

COURSE OBJECTIVES:

- To explore the various influences on child and adolescent development processes.
- To explore the psychology of exceptional children.
- To explore the various influences on development processes concerning adulthood and aging, taking into consideration the individual, familial and societal contexts.

Unit I : INTRODUCTION (15 hours)

Developmental Psychology - Conception, Pregnancy, And Birth - **Stages of Pregnancy** – Conception –Implantation -The first trimester -The second trimester - The third trimester - Prenatal Care - Drug use during pregnancy - -Stages of Childbirth - The postpartum stage of childbirth

Unit II : INFANCY AND EARLY CHILDHOOD(15 hours)

Physical and cognitive development- Reflexes and motor skills -Sensation and perception- **Psychosocial development – Family Relationships** -Attachment – Parenting -Sexuality in Infancy and Toddlerhood - Gender Development - Gender identity -Psychological and social influences on gender identity - **Gender roles early childhood**: physical and Cognitive development – psychosocial development.

Unit III : MIDDLE CHILDHOOD and ADOLESCENCE(15 hours)

Physical And Cognitive Development –**Physical Development in Middle Childhood and Adolescence- Physical changes** - Brain and nervous system development - Motor skills – Health - Cognitive Development in Middle Childhood and Adolescence - Self-Concept - Social Cognition - Family Relationships - Peer Pressure - Sexuality in Middle Childhood

Unit IV : EARLY ADULthood AND MIDDLE ADULthood (15 hours)

Physical And Cognitive Development - Physical Development In Early Adulthood And Middle Adulthood – Health in Adulthood - Intellectual Development in Adulthood - Independence In Early Adulthood - **Establishing A Career** - Psychosocial Development - Crisis -Relationships In Middle Adulthood

Unit V : LATE ADULthood (15 hours)

Physical Development in Late Adulthood - Health in Late Adulthood - **Dementia and Alzheimer's disease** - Intelligence and Memory - Relationships - Late adulthood and sexuality - Relationships with adult children - **Elderly abuse** - Relationships with grandchildren .

COURSE OUTCOMES:

1. Understand theory and research in physical, cognitive, communication, emotional, and social development of the Child , Adolescence and adult.
2. Understand the physical, cognitive, communication, emotional, and social development of the infant and child..
3. Apply knowledge of infant and child development to facilitate and understanding of developmental outcomes.

References:

- 1.Papilla, Diane E, Olds, Sally Wendoks(1992): Human Development, Tata McGraw Hill Publishing Co
- 2.Shaffer, David R. (1996): Developmental Psychology, IV Edition, Brooks/Cole Publishing Company.
- 3.Hurlock, E.: Developmental Psychology (1980), Tata McGraw Hill Publishing Co.



Employability

SPSY1503	Positive Psychology	L	T	P	Credits	Total Marks
		3	1	0	4	100

COURSE OBJECTIVES:

- To measure and build individual, workplace, educational and collective flourishing.
- To plan, implement and assess positive psychology interventions and strategies.

Unit I : Introduction (15 hours)

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, filmsetc. and discussion in the class.

Unit II: Positive emotions, Well-being and Happiness (15 hours)

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 (15 hours)

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 (15 hours)

Resilience: Developmental and clinical perspectives; Sources of resilience in children; Sources of resilience in adulthood and later life; **Hope. Optimism-** How optimism works; variation of optimism and pessimism; Resilience. **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 (15 hours)

Forgiveness and gratitude: Components; Positive coping strategies; Gainful employment Mental health: Moving toward balanced conceptualization; Lack of a developmental perspectives.
Activity: **Forgiveness and gratitude.** Test: Brief COPE assessment scale

COURSE OUTCOMES:

1. Critically evaluate the teaching of positive psychology as a means of enhancing happiness.
2. Understand the difference between weaknesses and strengths, and how positive psychology emphasises the latter in contrast to traditional psychology's emphasis on the former.
3. Apply your own strengths, and understand how you might go about exercising these in order to achieve lasting happiness.

References:

- 1.Snyder, C.R. & Lopez, S.J. (2002). *Handbook of positive psychology*.(eds.). New York:Oxford University Press.
- 2.Baumgardner, S.R & Crothers, M.K.(2009). *Positive Psychology*.U.P: Dorling KindersleyPvt Ltd.
- 3.Carr, A. (2004). *Positive psychology, The science of happiness and human strengths*.NewYork: Routledge.



Employability

SPYA 1602	Rehabilitation Science	L	T	P	Credits	Total Marks
		3	1	0	4	100

Objectives:

1. To introduce the importance of rehabilitation in various conditions
2. To highlight the importance of rehabilitation and recovery, rather than symptom reduction
3. To explore the various types and models of rehabilitation
4. To understand the different issues in rehabilitation

UNIT:I (15Hours)

Rehabilitation psychology: overview and concepts- Nature and scope of rehabilitation psychology- Concepts of ability and disability – Recovery - symptom control and rehabilitation - Establishment of division 22 of APA.

UNIT:II (15 Hours)

Importance and applications - Rehabilitation of addictions - drug and alcohol - Rehabilitation after abuse and violence - Palliative care and pain management - role of psychologists.

UNIT: III (15 Hours)

Rehabilitation of persons with physical disabilities – physical - psycho- social and vocational rehabilitation.

UNIT :IV (15 Hours)

Biopsychosocial and social model –Psychodynamic - behavioural approaches to rehabilitation counseling - Cognitive- behavioural approaches to rehabilitation counselling.

UNIT: V (15 Hours)

Parental care and support systems for persons with disabilities - Assessment of persons with disabilities - Legal issues in rehabilitation for persons with disabilities - overview of PWD act - RCI act - national trust act - United Nations convention on the rights of persons with disabilities.

COURSE OUTCOMES :

- a. Students will demonstrate an advanced understanding of current and historically significant theories, models, themes, and ideas within the area of rehabilitation counseling.

- b. Students will demonstrate ethical practices while applying advanced quantitative and/or qualitative methods in collecting, analyzing, and interpreting data which could then be disseminated through publications and/or oral presentations.
- c. Students will understand and appreciate the diverse array of mental health or disability-related problems impacting the individual and the family, in a variety of clinical settings and with respect for the influences of multicultural factors such as culture, ethnicity, race, religion, gender, and sexual orientation.
- d. Students will apply best practices in developing, implementing, assessing, and evaluating programs and interventions related to rehabilitation counseling within diverse populations.
- e. Students will demonstrate leadership and effective communication skills, showcasing respect and sensitivity for people with disabilities as they develop and sustain productive relationships and work for the common good at local, national, and global levels.

REFERENCES:

1. Chan, F., Berven, N.L., Thomas, K.R. (2004). *Counselling Theories and Techniques for Rehabilitation Health Professionals*. New York, NY: Springer Publishing Company
2. Falvo, D.R. (2013). *Medical and psychosocial aspects of Chronic Illness and disability* (5th ed.). Burlington, MA: Jones and Bartlett Learning
3. Frank, G.R., Rosenthal, M., Caplan, B. (2010). *Handbook of Rehabilitation Psychology*. American Psychological Association.
4. Kennedy, P. (2012). *The Oxford Handbook of Rehabilitation Psychology* (Eds.). New York, NY : Oxford University Press.
5. Marini, I. & Stebnicki, N. (2012). *The Psychological and Social Impact of Illness and Disability* (Eds.), New York, NY: Springer Publishing Company.
6. Federici, S. Scherer M.J. (2012). *Assistive Technology Assessment Handbook* (Eds.). Boca



Employability

SPSY1203	Health Psychology	L	T	P	Credits	Total Marks
		3	1		3	100

COURSE OBJECTIVES:

- To explore healthy and health compromising behaviors through an understanding of the interaction of psychological, social, and biological factors.
- To explore the application of psychological factors to understanding health promotion and prevention.

Unit I: Introduction (9 Hours)

Mind-body relationship Health: Meaning – definition – Health Psychology: Definition - History of health psychology – adopting health related behavior – seeking medical attention – receiving healthcare care. Functions and **need of health psychologists**; Biopsychosocial Model

Unit II: Stress and Coping (9 Hours)

Theories of stress (Selye and Lazarus) - **Stress and health**: Sources of Chronic Stress - Stress related illness (PTSD and Acute stress disorder - Digestive system disorders – Asthma - Recurrent Headaches) Psychoneuro-immunology - Moderators of the stress experience - Coping with Stress

Unit III: Pain (9 Hours)

Psychological factors and pain - Individual differences in reactions to pain - Types of Pain - Assessment of Pain - Pain Control Techniques

Unit IV: Chronic illness and Management(9 Hours)

Cardiovascular diseases - Cancer - AIDS. Living with chronic illness, Quality of life, Emotional response to chronic illness, **Rlitehabitation, psychological interventions**

Unit V: Health and Behavior (9 Hours)

Health compromising behaviors: Smoking, Alcoholism and substance abuse. **Health enhancing behavior:** Weight control, Diet, Exercise, Yoga

COURSE OUTCOMES:

- Remember advanced knowledge of individual, group and community-based approaches to the management and prevention of major identifiable health concerns and problems (both acute and chronic conditions).
- Plan and critically evaluate research in health psychology and behavioural medicine and create relevant interventions to increase health-promoting behaviours.
- You will understand the major theoretical concepts (biological, behavioural, cognitive and social determinants of health) and empirical findings in health psychology.
- You will be able to evaluate how psychological principles can be applied to explaining and changing health-related behaviour.
- Analyse the mechanisms by which physical and psychological health affect each other across the age range.

References:

1. Taylor, S.E. (2006) . *Health Psychology*. New Delhi : Tata Mc Graw-Hill
2. Sarafino, E.P. & Smith, T.W. (2012). *Health Psychology :Biopsychosocial interventions*. New Delhi : Wiley
3. Linda Brannon and Jesse Feist, (2007): *Introduction to Health Psychology*, New Delhi: Akash Press

 **Employability**

SPSY1203	Environmental Psychology	L	T	P	Credits	Total Marks
		3			3	100

COURSE OBJECTIVES:

- To understand environment-behavior relationships and inter-relationships.
- To analyze the human dimension of environmental sustainability from psychological perspectives.

Unit I: Introduction (9 Hours)

Why study EP - What is EP – Definitions – Characteristics - **Values and Attitudes.**

Unit II: Restorative effects of nature

Stress reduction, Attention Restoration Theory - Environment- Behavior Theories - Conceptualizing our interaction with the environment - The Arousal Perspective, The Environmental Load Perspective - The Under stimulation Perspective - Adaptation Level Theory - The Behavior Constraint Perspective - The Environmental Stress Perspective - Barker's **Ecological Psychology.**

Unit III: Crowding and Density(9 Hours)

The Density/Crowding Distinction - **Crowding and Density** Human Experimental Studies – Physiological reactions - **Task performance**, Social-affective responses - **Crowding in everyday settings** – The residence - Recreational areas - Hospitals - Prisons.

Unit IV: Disasters (9 Hours)

What constitutes a natural disaster - Characteristics of natural disasters - **Perception of natural hazards** - Psychological effects of natural disasters - Primary and secondary victims.

Unit V: Environmental Psychology Interventions (9 Hours)

The **Environmental Psychology** of neighbourhoods and cities - Educational Environmental Psychology - **Workplace Environmental Psychology** - Encouraging Pro environmental Behavior – Factors that influence behaviors with environmental impact - Interventions.

COURSE OUTCOMES:

1. Remember the transactions between humans and the physical environment and explain them with reference to psychological theories.
2. Understand and analyse the psychological perspectives of environment.
3. Evaluate your own experience and everyday encounters regarding the physical environment in light of psychological knowledge.
4. Apply research studies that examine the human-environment relationship in daily living.

References:

1. Bell, P. A., Greene, T. C., Fisher, J. D. and Baum, A. (2001). Environmental Psychology (Vth Edition). USA: Wadsworth Group / Thomson learning, 10 Davis Drive BelmontCA.
2. Goldsmith, E. (1991). The Way; The Ecological World – View. Bostone; Shambala
3. Ittelson W. H., Proshansky, H. M., Rilvin, E. G., Winkel, G. H. and Dempsey, D. (1974). An Introduction to Environmental Psychology. New York: Holt Rinehart and Winston.
4. Stokols, D. and Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York:



Entrepreneurship

SPYA1401	Gerontology	L	T	P	Credits	Total Marks
		3	1	0	4	100

Course Objectives

1. To understand the old age Physiological and Psychological Problems.
2. To find out the policies and programme for aged people.

Unit I Introduction (15 Hourss)

Gerontology- Definition, concept, History, importance and scope, **Demographics of Aging**, Characteristics of old age. Myths and stereotypes about aging.

Unit II Physiological and Psychological problems of Elderly (15 hours)

Changes and Developmental tasks of old age- Cognitive, physical, psychological and social. Symptoms of mental illness in old age-Stress- Depression, Alzheimers and dementia, confusions due to **multiple medications**, loneliness, panic disorder, fear of death, anxiety.

Unit III POLICIES AND PROGRAMMES FOR AGED (15 hours)

Help Age International- **Evolution**, objectives, programmes, health and Nutrition, **protection of elderly consumers**, Housing and environment, Family, Social Welfare, **income security and employment**, education, recommendations for implementation. International Federation on Aging, WHO and old age.

Unit IV OLD AGE CARE (15 hours)

Crisis Intervention-medical (skilled care) versus non-medical (social care), **Promoting independence in old age and improving mobility**. Assessing and planning health care surgery, communicable diseases.

Unit V RESEARCH AND DEVELOPMENT IN GERONTOLOGY

Role of universities and national institutions in promoting Gerontological research - Trends of research on ageing in India, **need for interventional and policy research**, population ageing in developed and developing countries - International and funding organizations – **Research in Gerontology**

Course Outcomes

1. Understand the Gerontological Myths and stereotypes.

2. To apply the Policies for protection of elderly consumers, Housing and environment, Family, Social Welfare, income security and employment, education, recommendations for implementation.
3. To apply the Intervention and crises intervention for elderly persons.

REFERENCE

1. McInnis-Dittrich, K. (2009). Social work with older adults: A biopsychosocial approach to assessment and intervention. Boston: Allyn & Bacon.
2. Pachana, N. A., Laidlaw, K., & Knight, B. (2011). Casebook of clinical geropsychology: International perspectives on practice. Oxford: Oxford University Press.
3. Knight, B. G. (2004). Psychotherapy with older adults (3rd ed.). Thousand Oaks: Sage.
3. Laidlaw, K., Thompson, L. W., Thompson, D., & Siskin, L. (2003). Cognitive behaviour therapy with older people. Chichester: Wiley.
4. John W Santrock; Life Span Development. New York. The McGraw- Hill Companies; 1999
5. Malcom L. Johnson; The Cambridge Handbook of Age and Ageing, New York, Cambridge University Press; 2005.



SPSY 1504	Managing Human resources	L	T	P	Credits	Total Marks
		3	1	0	4	100

OBJECTIVES

1. To understand the concept of HRM
2. To understand the process in Planning, Recruitment and selection.
3. To gain knowledge about concepts of Performance Evaluation.
4. To equip in designing a HR Audit.

UNIT - I(15 hours)

Introduction of Human Resources Management: Definition, Importance of Human Resources, Objectives of Human Resources Management, Qualities of a good personnel manager – Evolution and growth of Personnel Management in India.

UNIT – II(15 hours)

Human Resource Planning: Human Resources Planning: Long- and Short-term planning, Job. **Recruitment and selection:** Purposes, types and methods of recruitment and selection, Functions of Human Resources Management from Procurement to Separation: Placement, Induction, Transfers, Promotions, Disciplinary actions, Termination of Services: Resignation, Dismissal, Retrenchment and Voluntary Retirement Schemes, Exit Interviews, Prevention of employee turnover.

UNIT - III(15 hours)

Performance Evaluation: Ranking, rating scales, critical incident method, Removing subjectivity from evaluation, **MBO as a method of appraisal**, Job evaluation, Criteria for Promotions and job enrichment.

UNIT - IV(15 hours)

Rewards Management: Wage and Salary Administration: Meanings, Calculation of Wage, Salary, Perquisites, Compensation Packages, Cost of Living Index and Calculation of Dearness Allowance, **Rewards and Incentives:** Financial and nonfinancial incentives, Productivity – **linked Bonus, Compensation Criteria.**

UNIT - V(15 hours)

HR Audit: Nature and Scope – Approaches to HR Audit Management of Differences: Grievance Handling – Discipline and Domestic Enquiry – Handling of Sexual Harassment in the Work Place – **Introduction to Industrial Relations** – Current Trends and Issues in HRM and Case Studies.

Course Outcomes:

1. Students will understand the concepts, theories, and practices in the field of Human Resource Management.
2. Demonstrate competence in development and problem-solving in the area of HR Management
3. Provide innovative solutions to problems in the fields of HRM.
4. Helps to bridge the gap between employees' performance and the organization's strategic objectives
5. Provide a clear vision of competitive advantage and contribute affectively to the organizational success in general.

Reference Books

1. Ashwathappa, K., Human Resource Management, 6th Edition, Tata McGrawHill Education Pvt. Ltd., 2010.
2. DeCenzo, D.A. and Robbins, S.P., Human Resource Management, 10th Edition, Wiley India Pvt. Ltd., 2011.
3. Dessler, G., Human Resource Management, 12th Edition, Pearson, 2011.

**Entrepreneurship**

SPSY 1603		L	T	P	Credits	Total Marks
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	Consumer Behaviour and Analytics	3	1	0	4	100
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COURSE OBJECTIVES:

- To obtain an overview of the theoretical concepts of consumer behavior and the application of these concepts in marketing strategy and decision making.

Unit I: Introduction (15 hours)

Marketing: Meaning – definition – process – understanding market – place and consumer needs – marketing management orientation - the new digital age – Consumer Behaviour: Meaning – the consumer movement – consumer behaviour and society.

Unit II: The marketing environment (15 hours)

Marketing Environment: Meaning – components – Micro-environment – MIS – marketing research – analyzing marketing information – effective marketing segmentation – Macro-environment – suppliers.

Unit III: Consumer behaviour and consumer psychology (15 hours)

Consumer Behaviour: Meaning - characteristics affecting consumer behaviour – cultural, social, personal and psychological characteristics – buyer decision process.

Targeting, Positioning and repositioning.

Unit IV: Product – price – promotion and advertising (15 hours)

Product: Meaning – definition – levels of products – consumer products and industrial products – new products – development strategy – Price: Meaning – factors to consider when selling prices – designing distribution channels – Promotion: Meaning - nature and purpose – Advertising: Meaning – Principles of advertising.

Unit V: Consumer decision making process (15 hours)

Consumer Decision Making Process: Meaning - Models of Consumer Decision Making – Opinion Leadership and the Firm's Promotion Strategy – The Adoption Process.

COURSE OUTCOMES:

- Students will understand consumer motivations and decision processes.

2. Students will evaluate the traditional bases for segmentation and how segmentation can inform marketing strategy.
3. Students will effectively produce, interpret, and analyse written text, oral messages, and multi-media presentations.
4. Students will apply their substantive knowledge to marketing situations (cases, scenarios) in an analytic manner.

References:

- 1.Kotler and Armstrong, (2006): Principles of Marketing, (11th Edition), NewDelhi: Pearson Education.
- 2.Loudon, D. L., and Della Bitta, A. J., (2002): Consumer Behaviour – Concepts and Applications, New Delhi: Tata McGraw Hill.



Entrepreneurship

SPYA1101	Basic Psychology 1	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To generate interest in Psychology.
- To introduce the concepts of basic psychological processes, systems and methods underlying human behavior.
- To understand the various theories in Psychology.
- To apply the principles of psychology in day-to-day life for a better understanding of the self and others, particularly pertaining to the Indian context.

Unit 1: Introduction (15 hours)

History – Nature -Scope – Definition - Perspectives in Psychology – Psychodynamic – Behavioral - Humanistic - Bio-psychological - Methods of assessment in Psychology - Introspective Method - Observation Method - Experimental Method - Correlation Method - Case Study Method - Clinical Method - Interview Method - Survey Method – Checklists – Questionnaires - Psychological Tests.

Unit II: Foundations of Behaviour(15 hours)

(a) Biological Bases of Behaviour(Heredity): Human Evolution - Behaviour Genetics - Studies on the Effect of Hormones on Behaviour – Homeostasis - Genetics and Behaviour
(b) Socio-cultural Bases of Behaviour(Environment) - Environment and Behaviour - Natural Internal Environment - Behaviour - How these two affect behaviour? Heredity Vs Environment.

Unit III: Basic Cognitive Processes (15hours)

Cognitive Process – Sensory – Perceptual Processes - Sensation: Basic concepts and Processes in sensation - Sensory thresholds - Types of senses (an overview) - visual, auditory, gustatory, olfactory, tactile, vestibular - kinesthetic and organic senses - Sensory adaptation.
Perception - Understanding perception - Gestalt laws of organization - Different Process of Organization perception – Illusion - Subliminal perception. Extra sensory perception

Unit IV: Learning (15 hours)

Definition; Classical conditioning- basics of conditioning; Basic Processes-Extinction, Spontaneous recovery - Generalization – Discrimination - Higher order conditioning - Thorndike's law of effect - Basics of Operant conditioning; Reinforcement - Primary - Secondary - Positive - Negative - Punishment-pros and cons. Schedules of reinforcement - Latent learning - Observational learning - Insight learning.

Unit V: Other Higher-Order Cognitive Processes (15 hours)

Memory (Forgetting) - Thinking- Process of thinking - Image and thinking - Language and thought - Types of Thinking - Concept formation - Reasoning – Problem-solving - Decision Making - Creative thinking - Language - language element - grammar and meaning - pragmatics.

COURSE OUTCOMES:

1. To understand the concepts of basic psychological processes, systems, and methods underlying human behavior.
2. To evaluate the various theories in Psychology.
3. To apply the principles of psychology in day-to-day life for a better understanding of the self and others, particularly pertaining to the Indian context.
4. To remember the dynamics of the important cognitive processes.
5. To create and evaluate interventions and strategies and enhance the basic as well as higher-order cognitive functions.
6. Students will be able to identify the major fields of study and theoretical perspectives within psychology and analyze their similarities and differences.

References:

1. Cicarelli, S. K. & White, J. N. (2017). *Psychology*. Pearson India Education Services Pvt Ltd.
2. Kalat, J. W. (2016). *Introduction to Psychology*. Cengage Learning.
3. Feldman, R. S. (2015). *Understanding Psychology*. 12th Edition. New Delhi: Tata Mc Graw Hill.
4. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2004). *Introduction to Psychology*. 7th Edition. New Delhi: Tata McGraw-Hill.
5. NCERT. (2002). *Introduction to Psychology*. Part I. New Delhi: NCERT.



Skill Development

		L	T	P	Credits	Total Marks
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SPYA2201	Experimental Psychology 1			4	2	100
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COURSE OBJECTIVES:

30 Hours

- To facilitate psychological testing and measurement, in view of an in-depth understanding of psychological processes.

Students are expected to administer, score and interpret ten of the following categories.

1. Stress Coping Techniques
2. Meta Cognition Inventory
3. Children Apperception test
4. PGI Memory Scale
5. Human Maze Learning
6. Span of attention (Tachistoscope)
7. Study habits inventory
8. Comprehensive interest schedules (Female & Male)
9. Bells Adjustment Inventory
10. Muller layer Illusion

References

2. Woodworth, R.S. and Scholesberg (1972) Experimental psychology. Holt, Rinehart & Winston.
3. Anastasi.&Susana Urbina(2004)7th Edition.Psychological Testing,Pearson Education Inc., New Delhi.
4. Cronbach,L.J.(.).Essentialsof Psychological Testing.
5. Parameswaran&Ravichandra(2003)Experimental Psychology. Neel Kamal Publications.

COURSE OUTCOMES:

1. Students will understand psychological testing and measurement, in view of an in-depth understanding of psychological processes.
2. Students will evaluate major concepts and empirical findings in tests and measurements.
3. Students will analyse real examples of psychological tests for usefulness, applicability, strengths and weaknesses, and validity.
4. Students will apply methods for evaluating the quality of psychological tests to real examples of psychological tests.
5. Students will remember knowledge of testing methods to measurement in real world situations.
6. Students will create material that compares and contrasts perspectives on some controversial issue (e.g., intelligence testing) within the field of psychological testing.

References:

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
3. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
4. Theory and Practice of Psychological Testing, by Freeman

**Skill Development**

SPYA1303	Research Methodology – I	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES:

- To understand the basic principles that governs psychological research.
- To understand the variables, sample, and various methods in research
- To be familiar in writing research report

Unit I: Introduction (15 hours)

Meaning of research - Objectives of research- Various steps in research - Types of research - Significance of research - Research methods versus methodology - Review of literature - Problems encountered by researchers in India - Ethical consideration in psychological research.

Unit II: Measurement and Scaling Techniques (15 hours)

Measurement in research - Measurement scales - Source of errors in measurement – Scaling - meaning of scaling - Scale construction techniques - Test development and standardization - Reliability - Validity.

Unit III: Variables and Methods of data collection (15 hours)

Meaning of variable – Various types of variables - Observation methods - Survey method - Questionnaire methods - Interview method –types of interview – Checklist - Rating scales.

Unit IV: Sampling fundamentals and Methods of Psychological Research (15 hours)

Sample - Sample size and its determination – types of sampling - Estimation and estimating population proportion - Testing of hypothesis - Experimental - Quasi-experimental - Case studies.

Unit V: Interpretation and Report Writing (15 hours)

Meaning of interpretation - Precaution in interpretation - Mechanics for writing a research report steps involved in writing research report - Precaution in writing research reports.

COURSE OUTCOMES:

1. Understand the fundamentals of research including research problem, literature review, and hypothesis and so on.
2. Understand the different types of research design used in psychological research and be aware of the strengths and weaknesses of different designs.
3. Apply knowledge of statistics and methodology to undertake various key steps (e.g., design, data collection, screening, preparation, analysis of data, and write-up of research results) to create research of a high quality in an area of psychology.
4. Apply knowledge of research methodology in further study and professional practice.

References:

1. Michael Smithson, (2000), Statistics with Confidence: An Introduction for Psychologists, sage publications.
2. David C. Howell (2012), Statistical Methods for Psychology Cengage Learning.
3. Guilford, J.P. (1973), Fundamental Statistics in Psychology and Education,.McGraw Hill Kogakusha.
4. Ferguson, George, A. (1976), Statistical Analysis in Psychology & Education, McGraw Hill, Kogakusha.
5. Mangal, S. K. (2004), Statistics in Psychology and Education. 2nd Edition, Prentice Hall, Delhi
- 6.Kothari, C. R. (2007). *Research Methodology: Methods and Techniques*. 2nd ed. New Age International Publishers.

Skill Development

SPYA1502	Forensic Psychology	L	T	P	Credits	Total Marks
		3	1	0	3	100

COURSE OBJECTIVES:

- Application of psychological theory and research to forensic contexts as well as in the process of management and rehabilitation of offenders.

Unit I: Introduction (15 Hours)

Forensic Science: Definition - Scope of Forensic Science - Need of Forensic Science - Basic Principles of Forensic Science - Tools and Techniques of Forensic Science. Professional training and education in forensic psychology.

Unit II : Investigative Psychology 1 (15 Hours)

Investigation -Meaning and Methods - Narco Analysis - Brain Finger printing - Psychology and court room - Human Rights & Criminal Justice System - Types of Court and Role of Psychologists – criminal – juvenile - civil & family court - Understanding court process and punishment - The Psychologists as expert witnesses.

Unit III Investigative Psychology 2 (15 Hours)

Meaning - Crime scene and investigation –Investigative Interviewing: Interviewing vulnerable witnesses, interviewing suspects -Facet – History and Development of Finger Print as Science for Personal Identification, Type of Finger Prints, Classification of Finger Prints - Latent Finger Print - Causes of Formation of Scene of Crime Finger Prints - Comparison of Finger Prints - ridge details - Evidence in the Court.

Unit IV: Psychology of criminal behaviour, Forensic and criminal Psychology (15 Hours)

Introduction and overview - Historical Perspective - Definition - nature and scope of criminal psychology - Theories of Crime - a) Psychological Theories. b) Social Theories. c) Diathesis – Personality stress behavior - Crime trends in India - Prevention of crime.

Unit V: Role of Psychology in Prevention, assessment & Treatment (15 hours)

Psychological precursors to crime - Crime patterns – psychological analysis - Mental Health and the law - emerging issues in crime and justice - Treatment of sexual offenders – Community - based correction - Group homes - Family preservation model - Substance abuse model - Prevention of violence.

COURSE OUTCOMES:

1. Students will understand the principles and major concepts of forensic and criminal psychology.
2. Students will identify and analyse the various roles that psychologists can play in the legal system.
3. Students will evaluate, and integrate theories and information from various areas of psychology (Social, Cognitive, Developmental, Abnormal, Personality, Clinical) with the legal system. For example, how does Social Psychology inform our understanding of jury decision making? What are the developmental pathways to a psychopathic personality?

References:

1. Nanda, B. B. and Tewari, R. K. (2001): Forensic Science in India: A vision for the twenty first century Select Publisher, New Delhi.
2. James, S. H and Norby, J. J. (2003): Forensic Science: An introduction to scientific and investigative techniques CRC Press, USA.
3. Sharma, B. R. (1974): Forensic Science in Criminal Investigation and Trials, Allahabad, Central Law Agency.
4. Mehta, M. K. (1980): Identification of Thumb Impression & Cross Examination of Fingerprints, Bombay, N. M. Tripathi (P) Ltd. Bombay

Skill Development

SPYA4401	Experimental Psychology 3	L	T	P	Credits	Total Marks
		0	0	4	2	100

COURSE OBJECTIVES:

30 Hours

- To facilitate psychological testing and measurement, in view of an in-depth understanding of psychological processes.

Students are expected to administer, score and interpret ten of the following category.

1. Problem Solving Ability
2. Bhatia Battery of performance Test (Picture Construction)
3. Organizational Commitment Scale
4. KOH'S Blok Designing
5. Test anxiety Scale
6. Multi Dimensional Assessment of Personality.
7. Achievement Motivation
8. Succidal Ideation Scale
9. Colour Preference
10. Emotional Maturity
11. Level of Aspiration
12. Anxiety, Depression and Stress Scale

References

1. Woodworth, R.S. and Scholesberg (1972) Experimental psychology. Holt, Rinehart & Winston.
2. Anastasi. & Susana Urbina (2004) 7th Edition. Psychological Testing, Pearson Education Inc., New Delhi.
1. Cronbach, L.J. (). Essentials of Psychological Testing.
2. Parameswaran & Ravichandra (2003) Experimental Psychology. Neel Kamal Publications.

COURSE OUTCOMES:

1. Students will understand psychological testing and measurement, in view of an in-depth understanding of psychological processes.

2. Students will evaluate major concepts and empirical findings in tests and measurements.
3. Students will analyse real examples of psychological tests for usefulness, applicability, strengths and weaknesses, and validity.
4. Students will apply methods for evaluating the quality of psychological tests to real examples of psychological tests.

References:

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
3. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
4. Theory and Practice of Psychological Testing, by Freeman



Skill Development

SPYA1601	Counselling and Psychotherapy	L	T	P	Credits	Total Marks
		4	1	0	4	100

COURSE OBJECTIVES:

- To get acquainted with the nature, process, theories and techniques of counseling, guidance and psychotherapy and its application in therapeutic settings.
- To reflect on rehabilitation aspects.

Unit I–Introduction to Psychotherapy (15 hours)

Main features –Objectives of Psychotherapy – Therapeutic process – Therapist qualities- Effectiveness of Psychotherapy – Ethical issues in research and practice. Evidence-based psychotherapies.

Unit II - Psychodynamic therapies(15 hours)

Traditional psychoanalysis: Freud; free association; psychodynamic therapy: theoretical ground. Therapeutic factors: resistance, transference and counter transference, defense mechanisms. Adlerian therapy; Jungian therapy, Contemporary psychoanalytic therapies. Interpretation of dreams. Indian psyche

Unit III–Cognitive-Behavior therapies(15 hours)

Cognitive therapy: Basic principles, theoretical background, history and development. Cognitive conceptualization. Behavior therapy: Basic principles, theoretical background, history and development. Techniques of classical conditioning, operant conditioning.

Unit IV –Humanistic existential therapies(15 hours)

Humanistic therapy: client- centered therapy; meaning of existence and purpose in life, self-actualization, self-psychology. Existential therapy, logotherapy; Gestalt therapy, Group therapy. Humane approach. Spirituality

Unit V –Other forms of Psychotherapy(15 hours)

Rational Emotive Behavior Therapy: Ellis. Couple therapy, marital and family therapy. Crisis Intervention. Positive Psychological interventions: mindfulness.

COURSE OUTCOMES:

1. Remember professional standards of therapeutic counselling practice.
2. Understand the theory and practice of a relational approach to counselling.

3. Evaluate and integrate a range of theoretical approaches into a coherent model of practice.
4. Apply the knowledge, skills and understanding of the reflective practitioner.
5. Create an environment to work competently with diversity and with an anti-oppressive practice.
6. Analyse participation in and potential contribution to the changing (local and global) social, professional and organisational context for therapy.

References:

- 1.Hersen, M. & Sledge, W. (2002). Encyclopedia of psychotherapy.Academic Press.
- 2.Yalom, I. (2009). The Gift of Therapy. Harper Perennial: New York.
- 3.Gobbard, G. Beck, J. Holmes, J. (2007). Oxford Textbook of Psychotherapy. OUP: London.
- 4.Gerring, R.J. & Zimbardo, P.G. (2006). Psychology and Life. Pearson.

Skill Development

SPSY1604	Stress Management	L	T	P	Credits	Total Marks
		3	1		4	100

Objectives

1. To understand how the stressors will change the Life events or life change events.
2. To know the different Theories of Stress.
3. To highlight the different types of relaxation technique to reduce stress.

Unit-I (15 hours)

Introduction : The science and sources of stress – Stress and health – Causes of stress –Theories of stress - Response-based concept of stress Types of stress –concept of stress – Event-based concept of stress

Unit –II(15 hours)

Stressors -Life events or life change events -Chronic stressors -Effects of stress on the body - Enhancing awareness about managing stress - The health belief model and its application to stress management: an in -depth investigation.

Unit – III(15 hours)

Relaxation: Meaning – Sleep – Sleep related disorders - Relaxation techniques: yoga and meditation –Biofeedback -Progressive muscle relaxation - Autogenic training -Visual imagery - Self-hypnosis - Humor, stress, and relaxation - Mindfulness meditation.

Unit IV (15 hours)

Coping mechanisms: Method Based on Rational Emotive Therapy-Method Based on Simplified Kundalini Yoga -Method Based on Gestalt Therapy - Systematic Desensitization - Cognitive Behavioral Therapy -Regular physical activity and exercise.

Unit –V (15 hours)

Implementing a Stress Reduction Plan:Importance of implementing a plan - Stages of change - Determining goals, objectives, and targets:goal setting: Establishing objectives - Deciding targets -Social support

COURSE OUTCOMES

1. Enable the students to manage their stress and cope with their stressors

2. Understand the psycho-social causes of stress and use the more effective strategies to overcome it. The course offers students the opportunity to develop needed skills, competencies and dispositions beneficial for the 21st century global market. Based on satisfactory completion of this course, a student should be able to:

- Discuss the definition of stress and apply critical thinking to identify its causes and treatments
- Become familiar with seminal and contemporary research on stress, coping and resilience
- Identify common stressors inherent in today's global marketplace
- Develop an understanding of the impact of stress on physiological, emotional and cognitive processes
- Recognize the role of stress and coping in human wellbeing, communication, relationships, academic and work performance.

Reference

1. Required Textbook: Greenberg, Jerrold, S. Comprehensive Stress Management. NY: McGraw-Hill, latest edition.

2. Further Reading: Cooper, C.L. & Payne, R.P (1994). Causes, Coping & Consequences of Stress at Work. Wiley. Lewis, S., & Cooper, C.L. (2005).

Work-Life Integration. Wiley. Alexander, C.G., Swanson, M., Raintforth, T., Carlisle, C., Todd, and R.Oates. (1993) Effects of the Transcendental Meditation Program on Stress Reduction, Health, and Employee Development: A Prospective Study in Two Occupational Settings. *Anxiety, Stress and Coping*, 6, 245-262.

Arling, G. (1987) Strain, Social Support and Distress in Old Age. *Journal of Gerontology*, 42, 107-113. Band, E., & Weisz. (1988) How to feel better when it feels bad: Children's Perspectives on Coping with Everyday Stress. *Developmental Psychology*, 24, 247-53.

Barling, J. (1986) Interrole Conflict and Marital Functioning Amongst Employed Fathers. *Journal of Occupational Behaviour*, 7, 1-8.



Skill Development

		L	T	P	Credits	Total Marks
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SPSY 1405	Effective Leadership	3	1	0	4	100
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OBJECTIVES:

- To provide knowledge about Leadership Qualities
- Help students to develop “Transformational leadership is also an excellent way of engaging workers. It has positive effects on employee input, career development”.

UNIT-I

Meaning -Purpose - Leader in Government -Inner Core of leader - Social Response - Essential Behaviours of Good leaders

UNIT-II -

Characteristics of Leader -Types of Leaders -Assessment of Leader - Pros and Cons

UNIT-III

Aspiration of Good Leader, Ethics of Leader, Value, Skills

UNIT-IV

Information and Commitments of leader, Communication and Commitments of Leaders

UNIT-V

Sustainability of Good Leader - 360 tools - Educating and Developing leader.

COURSE OUTCOME:

Understanding Effective Leadership will enable the students to:

1. Develop discipline in their professional life in order to be an effective leader
2. Develop situational awareness and anticipate problems before they occur
3. Motivate and inspire their fellow employees
4. Delegate tasks to others and empower their teammate
5. Learn to Resolve conflicts

References:

1. Svendsen, A., & Laberge, M. (2007). “FOSTERing” collaborative stakeholder relationships. Notes for Practitioners Series: CoreRelation Consulting, Inc. Retrieved from <http://masterfulfacilitation.com/articles/fostering.pdf>
2. Tardanico, S. (2013, January 15) 10 Traits of courageous leaders. Forbes: Leadership. Retrieved from <https://www.forbes.com/sites/susantardanico/2013/01/15/10-traits-of-courageous-leaders/#7b075cbb4fc0>

SPYA 1304	Personality Development	L	T	P	Credits	Total Marks
		3	1	0	4	100

COURSE OBJECTIVES:

Learning objectives:

The objective of the course is to build self-confidence, enhance self-esteem and improve overall personality of the students.

- To develop positive attitude and manage interpersonal relationships.
- The course aims at grooming the students through sensitizing them about proper behavior, socially and professionally, in formal and informal circumstances.

Unit –I IMPORTANCE OF ATTITUDE (15 hours)

Attitude Definition- Factors that determine our attitude-the benefits of a positive attitude -the consequences of a negative attitude -steps to building a positive attitude.

Unit-II SELF-ESTEEM (15 hours)

Self - esteem meaning and definition - advantages of high self-esteem - characteristics of people with high self-esteem -causes of low self-esteem - steps to building a positive self-esteem.

Unit-III INTERPERSONAL SKILLS (15 hours)

The difference between ego and pride - steps to building a positive personality - Defining the difference between aggressive, submissive and assertive behaviours - Analysis of different ego states - Analysis of Transactions - Analysis of Strokes - Analysis of Life position

Unit-IV SUCCESS (15 hours)

Meaning - how do we measure success - obstacles to success - qualities that make a person successful - reasons for failure why we don't achieve excellence -a recipe for success - SWOT analysis.

Unit –V OTHER ASPECTS OF PERSONALITY DEVELOPMENT (15 hours)

Body language – Problem solving - Decision-making skills - Leadership and qualities of a successful leader – Character building -Team-work – Time management -Work ethics –Good manners and etiquette.

References:

- Chandan, J.S., Organizational Behaviour. Vikas Publishing House PVT LTD1994
- Statt, D.A. Using Psychology in Management Training, Taylor and FrancisInc.2000
- Shiv Khera, “YOU CAN WIN” The Economics Press, Inc.,12 Daniel Road, Fairfield, NJ 07004-2565, USA.
- Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi.Tata McGraw-Hill 1988.
- Heller, Robert. Effective leadership. Essential Manager series. Dk Publishing, 2002

Skill Development

SPYA1403	Psychological Research and Statistical Methods 2	L	T	P	Credits	Total Marks
		3	1	0	4	100

COURSE OBJECTIVES:

- To possess knowledge on the descriptive and inferential statistical methods for conducting psychological research.
- To understand the basic principles that governs psychological research.

Unit I: Introduction to Statistics (15 hours)

Introduction to Statistics: meaning of statistics - Need and importance of statistics in psychology - Prerequisites for studying statistics- Descriptive and inferential statistics - Frequency Distribution and Graphic representation of data: Histogram - Bar diagram - Pie Chart - Scatter Plot.

Unit II: Measures of Central Tendency and Variability (15 hours)

Computation of Mean, Median and Mode and their uses. Measures of variability: Computation of quartile and standard deviations - Cumulative distribution - Percentiles standard scores and their uses. Normal distribution curve: Characteristics and application - Kurtosis and Skewness.

Unit III: Parametric tests (15 hours)

Correlations: Meaning and methods – Characteristics - Pearson's Product Moment Correlation - Point-Biserial Correlation and Phi - Biserial and Tetrachoric Correlation - Tests of Significance: t- test - Analysis of Variance (ANOVA): One way and Two-way Analysis of Variance.

Unit IV: Non-parametric tests (15 hours)

Spearman's Rank Correlation –Regression: Simple linear regression – Multiple Regression - Chi Square Test - Wilcoxon signed rank test - Mann- Whitney U test - Kruskal-Wallis (KW) test - Friedman's test

Unit V: Test construction and standardization (15 hours)

Characteristics of a good test - Steps in test construction: Item-analysis - determination of item difficulty - item discrimination - problems of item analysis - Introduction to SPSS: Meaning- Uses of SPSS in Statistics and Research.

COURSE OUTCOME

By completing this course, the student will learn to perform the following:

- 1) Perform Test of Hypothesis as well as calculate confidence interval for a population parameter for single sample and two sample cases. Understand the concept of p-values.
- 2) Learn parametric and non-parametric test such as t-test, Chi-Square test for Independence as well as Goodness of Fit.
- 3) Compute and interpret the results of Bivariate and Multivariate Regression and Correlation Analysis.

4) Perform various statistics by using computer software.

Reference:

1. A.K.Singh 2012, Tests, Measurements and Research Methods in Behavioural Sciences, BharatiBhavan-Patna.
2. Dancey, C. P., &Reidy, J. (2007). Statistics without maths for psychology. Pearson Education.
3. Howell, D. C. (2009). Statistical methods for psychology. Cengage Learning.
4. Asthana, H.S. (2016). Statistics for Social Sciences. PHI Learning Private Limited, Delhi.



Skill Development