

# DEPARTMENT OF PSYCHOLOGY

## SYLLABUS 2020-21

Module	Module Name	Credits	Total lectures
<b>FYBA SEMESTER I</b>			
UAMAPSY101	INTRODUCTION TO PSYCHOLOGY – PAPER I	3	60
<b>FYBA SEMESTER II</b>			
UAMAPSY201	INTRODUCTION TO PSYCHOLOGY – PAPER I	3	60
<b>SYBA SEMESTER III</b>			
UAMAPSY302	SOCIAL PSYCHOLOGY - PAPER II	3	45
UAMAPSY303	HUMAN DEVELOPMENT - PAPER III	3	45
UAMASMAC3	STRESS MANAGEMENT – APPLIED COMPONENT	2	60
<b>SYBA SEMESTER IV</b>			
UAMAPSY402	SOCIAL PSYCHOLOGY - PAPER II	3	45
UAMAPSY403	HUMAN DEVELOPMENT - PAPER III	3	45
UAMASMAC4	STRESS MANAGEMENT – APPLIED COMPONENT	2	60
<b>TYBA SEMESTER V</b>			
UAMAPSY504	PSYCHOLOGICAL TESTING & STATISTICS - PAPER IV	4	60
UAMAPSY505	ABNORMAL PSYCHOLOGY - PAPER V	4	60
UAMAPSY506	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY - PAPER VI	3.5	45
UAMAPSY507	COGNITIVE PSYCHOLOGY PAPER VII	4	60
UAMAPSY508	PRACTICALS IN COGNITIVE PROCESSES AND PSYCHOLOGICAL TESTING - PAPER VIII	4	72
UAMAPSY509	COUNSELLING PSYCHOLOGY - PAPER IX	3.5	45
<b>TYBA SEMESTER VI</b>			
UAMAPSY604	PSYCHOLOGICAL TESTING & STATISTICS -PAPER IV	4	60
UAMAPSY605	ABNORMAL PSYCHOLOGY -PAPER V	4	60
UAMAPSY606	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY - PAPER VI	3.5	45
UAMAPSY607	COGNITIVE PSYCHOLOGY -PAPER VII	4	60
UAMAPSY608	PRACTICALS IN COGNITIVE PROCESSES AND PSYCHOLOGICAL TESTING- PAPER VIII	4	72
UAMAPSY609	COUNSELLING PSYCHOLOGY - PAPER IX	3.5	45
<b>TYBCOM Semester V</b>			
UCMAPHB508	PSYCHOLOGY OF HUMAN BEHAVIOUR AT WORK	3	45
<b>TYBCOM Semester VI</b>			
UCMAPHB608	PSYCHOLOGY OF HUMAN BEHAVIOUR AT WORK	3	45



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**MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF  
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NAAC Reaccredited "A" grade, CGPA: 3.57,  
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Best College, University of Mumbai 2016-17

Affiliated to the  
**UNIVERSITY OF MUMBAI**

Program : F.Y.B.A

Course : Introduction to Psychology (Paper I)

**Credit Based Semester and Grading System (CBSGS) with  
effect from the academic year 2020-21**

## PREAMBLE

The revised FYBA syllabus is proposed with utmost care and consideration to maintain the continuity in the flow of information of syllabus at SYBA and TYBA levels.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of recent developments in the field of Psychology in India and the application of the theories. The revised syllabus also introduces the contemporary concepts of Positive Psychology and Emotional Intelligence.

The 02 courses of theory (Semester-I & Semester-II together) are compulsory to the students opting for Psychology as a subject at the FYBA level. These courses are:-

1. UAMAPSY101 (Semester I)
2. UAMAPSY201 (Semester II)

**F. Y. B.A Psychology - Paper I  
SEMESTER-I & II**

COURSE CODE	TITLE	CREDITS AND LECTURES/SEM
<b>UAMAPSY101</b>	<b><u>INTRODUCTION TO PSYCHOLOGY</u></b>	(Credits = 3) <b>(60 Lectures)</b>
Unit I	The Science of Psychology	15 lectures
Unit II	The Biological Perspective	15 lectures
Unit III	Learning	15 lectures
Unit IV	Memory	15 lectures
<b>UAMAPSY201</b>	<b><u>INTRODUCTION TO PSYCHOLOGY</u></b>	(Credits = 3) <b>(60 Lectures)</b>
Unit I	Cognition: Thinking, Intelligence and Language	15 Lectures
Unit II	Motivation and Emotions	15 Lectures
Unit III	Theories of Personality	15 Lectures
Unit IV	Positive Psychology	15 Lectures

**N.B.-The theory period shall be of 48 minutes duration. Theory component shall have 60 instructional periods in the term.**

**F.Y.B.A. Psychology UAMAPSY101:**  
**Introduction to Psychology – Semester I**

**Learning Objectives:**

1. To introduce and explore the basic concepts and modern trends in Psychology.
2. To cultivate interest in the subject of Psychology and to create a foundation of the Classical and Contemporary studies in Psychology.
3. To acquaint students with the relevance and applications of Psychology in everyday life.

**UNIT I: THE SCIENCE OF PSYCHOLOGY**

- a) The History of Psychology
- b) Psychology in India, Background and philosophical origins, Psychology in Modern India
- c) The Field of Psychology Today
- d) Concept of Science – Scientific Research
- e) Ethics of psychological research
- f) Introduction to Descriptive and Inferential Statistics
- g) Applying Psychology to everyday life: Thinking critically about Critical thinking

**UNIT II: THE BIOLOGICAL PERSPECTIVE**

- a) Neurons and Nerves: Building the Network
- b) An Overview of the nervous system
- c) Distant Connections: The Endocrine Glands
- d) Looking Inside the Living Brain
- e) From the Bottom Up: The Structures of the Brain
- f) Classic Studies in Psychology: Through the Looking Glass – Spatial Neglect
- g) Applying Psychology to Everyday life: Paying attention to Attention-Deficit/Hyperactivity Disorder

### UNIT III: LEARNING

- a) Definition of Learning
- b) It Makes your Mouth Water: Classical Conditioning
- c) What's in it for me? Operant Conditioning
- d) Classic studies in Psychology: Biological constraints on Operant Conditioning
- e) Cognitive Learning Theory
- f) Observational Learning
- g) Applying Psychology to everyday life : Challenges of Learning in Contemporary Life – Why study how to study, Study skills, managing time, getting the most out of lectures, studying for exams

### UNIT IV: MEMORY

- a) What is memory? The Information-Processing model: Three Model Systems
- b) Overview of Classic studies in psychology
- c) Getting it out: Retrieval of Long term memories
- d) An overview of Classic Studies in Psychology.
- e) What were we talking about? Forgetting
- f) Neuroscience of Memory – The Brain
- g) Applying Psychology to everyday life: Health and Memory

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**F.Y.B.A. Psychology UAMAPSY201:**  
**Introduction to Psychology – Semester II**

**Learning Objectives:**

1. To introduce and explore the basic concepts and modern trends in Psychology.
2. To cultivate interest in the subject of Psychology and to create a foundation of Classical and Contemporary studies in Psychology.
3. To acquaint students with the relevance and applications of Psychology in everyday life.

**UNIT I: COGNITION: THINKING, INTELLIGENCE AND LANGUAGE**

- a) How People Think
- b) Intelligence
- c) Emotional Intelligence – an introduction
- d) Classic studies in Psychology: Terman's "Termites"
- e) Language
- f) Applying Psychology to everyday Life: Mental and Physical Exercises combine for better cognitive health

**UNIT II: MOTIVATION AND EMOTION**

- a) Approaches to Understanding Motivation
- b) What, Hungry again? Why people eat
- c) Emotion
- d) Culture and Emotions
- e) Classic Studies in Psychology: The Angry/Happy Man
- f) Applying Psychology to Everyday life: When Motivation is not enough

**UNIT III: THEORIES OF PERSONALITY**

- a) Psychodynamic perspectives
- b) The Behavioural and Social cognitive view of personality
- c) The Third & Fourth Force: Humanism, Multiculturalism & Personality
- d) Trait Theories: Who are you?
- e) Personality in the Indian Cultural Context
- f) Personality: Genetics and Culture
- g) Assessment of Personality
- h) Applying Psychology to everyday life: Biological bases of Personality

## UNIT IV: POSITIVE PSYCHOLOGY

- a) Introduction to Positive Psychology
- b) Classifications and Measures of Strengths
- c) Introduction to the Principles of Pleasure – Affect, emotion, happiness and subjective well being
- d) Introduction to self-efficacy, optimism and hope
- e) Introduction to Altruism, Gratitude and Forgiveness
- f) Applications of Positive Psychology

### **Semester I & II Books for Study**

1. Ciccarelli, S. K., & White, J. N. (2018). *Psychology*. 5<sup>th</sup> edition. New Jersey: Pearson education
2. Synder, C.R., & Lopez, S.J. (2014). *Handbook of Positive Psychology*. London: Oxford University Press.
3. Snyder, C.R., Lopez, S.J. & Pedrotti, J.T (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Thousand Oaks, CA: Sage Publications.

### **Books for Reference**

1. Feldman, R.S. (2013). *Understanding Psychology*. 11<sup>th</sup> edition. New York: McGraw Hill publications
2. Myers, D. G. (2013). *Psychology*. 10<sup>th</sup> edition; International edition. New York: Worth  
Palgrave Macmillan, Indian reprint 2013
3. Baron, R. A., & Kalsher, M. J. (2008). *Psychology: From Science to Practice*. (2<sup>nd</sup> ed). Pearson Education inc., Allyn and Bacon
4. Ciccarelli, S. K. & Meyer, G. E. (2008). *Psychology*. (Indian sub-continent adaptation).  
New Delhi: Dorling Kindersley (India) pvt ltd.
5. Lahey, B. B. (2012). *Psychology: An Introduction*. 11<sup>th</sup> edition. New York: McGraw-Hill Publications
6. Kosslyn & Rosenberg (2006). *Psychology In Context*. 3<sup>rd</sup> edition, Person Education
7. Wade, C. & Tavis, C. (2006). *Psychology*. (8<sup>th</sup> ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi
8. Mangal, S.K. (2013). *Statistics in Psychology & Education*. 2<sup>nd</sup> Edition. PHI Learning Pvt. Ltd. Delhi.





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Program : S.Y.B.A

Course : Social Psychology (Paper II)

**Credit Based Semester and Grading System (CBSGS) with  
effect from the academic year 2020-21**

## PREAMBLE

The revised SYBA syllabus is proposed with utmost care and consideration to maintain the continuity in the flow of information of syllabus at TYBA level.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been formed with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of the recent developments in the field of Psychology in India and the application of the theories.

The 02 courses of theory (Semester-III & Semester-IV together) are compulsory to the students opting for Psychology as a subject at the SYBA level. These courses are:-

3. UAMAPSY301 (Semester III)

4. UAMAPSY401 (Semester IV)

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**S. Y. B.A Psychology – Paper II  
SEMESTER-III & IV**

COURSE CODE	TITLE	LECTURES
<b>UAMAPSY301</b>	<b><u>SOCIAL PSYCHOLOGY</u></b>	(Credits = 3) <b>(45 Lectures)</b>
Unit I	INTRODUCING SOCIAL PSYCHOLOGY	11
Unit II	THE SELF IN A SOCIAL WORLD	11
Unit III	ATTITUDES	11
Unit IV	STEREOTYPE, PREJUDICE & DISCRIMINATION	12
<b>UAMAPSY401</b>	<b><u>SOCIAL PSYCHOLOGY</u></b>	(Credits = 3) <b>(45 Lectures)</b>
Unit I	SOCIAL INFLUENCE	11
Unit II	PROSOCIAL BEHAVIOUR	11
Unit III	AGGRESSION	11
Unit IV	GROUPS & INDIVIDUALS	12

**N.B.-The theory period shall be of 48 minutes duration. Theory component shall have 45 instructional periods in the term.**

# **S.Y.B.A. Psychology UAMAPSY301:**

## **Social Psychology – Semester III**

### **Learning Objectives:**

1. To impart knowledge of the basic concepts and modern trends in Social Psychology
2. To foster interest in Social Psychology as a field of study and research
3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context

### **UNIT 1: INTRODUCING SOCIAL PSYCHOLOGY**

- a) What is social psychology
- b) Influences on human behaviour – personal dispositions and beliefs, biology, evolutionary, cognition & situations
- c) Research designs – true experiments, quasi experiments, correlational studies and descriptive studies.

### **UNIT 2: THE SELF IN THE SOCIAL WORLD**

- a) Self concept--- Development of the social self, Self and culture, self-knowledge.
- b) Self esteem--- self-esteem motivation, dark side of self-esteem.
- c) Self control---self efficacy, LOC, learned helplessness vs. self-determination.
- d) Self serving bias---explanation, false consensus, self-serving bias and self-esteem.
- e) Self presentation ---false modesty, self-handicapping, impression management.

### **UNIT 3: ATTITUDES**

- a) Attitude formation--- classical conditioning, instrumental conditioning, observational learning.
- b) Attitude and Behavior--- strength of attitudes, attitude extremity, attitude certainty
- c) Persuasion
- d) Cognitive Dissonance

### **UNIT 4: STEREOTYPE, PREJUDICE & DISCRIMINATION**

- a) Nature & origin of stereotyping
- b) Stereotypes: gender & groups
- c) Prejudice: origin and emotions and techniques to counter it
- d) Discrimination: prejudice & action

**S.Y.B.A. Psychology UAMAPSY401:  
Social Psychology – Semester IV**

**Learning Objectives:**

1. To impart knowledge of the basic concepts and modern trends in Social Psychology
2. To foster interest in Social Psychology as a field of study and research
3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context

**UNIT 1: SOCIAL INFLUENCE**

- a) Conformity: Empirical studies, gender, group, limitations
- b) Compliance: Techniques to increase compliance
- c) Obedience: Destructive obedience

**UNIT 2: PROSOCIAL BEHAVIOUR**

- a) Bystander's effect
- b) Factors influencing helping behaviour
- c) Emotions & prosocial behaviour

**UNIT 3: AGGRESSION**

- a) Perspectives on aggression--- biological, drive theory, learned behaviour, modern theory
- b) Emotions and aggression
- c) Control of aggression--- catharsis, punishment, self-regulation, bolstering self-esteem

**UNIT 4: GROUPS & INDIVIDUALS**

- a) What is a group?
- b) Social facilitation
- c) Social loafing
- d) De-individuation
- e) Group polarization
- f) Group think

## Books for Study Semester III & IV

1. Baron, R. A., & Branscombe, N. R. (2012). Social Psychology. (13th ed.). New Delhi: Pearson Education; Indian reprint 2014
2. Myers, D.G. Social Psychology (12<sup>th</sup> ed.). McGraw Hill International Edition
3. Schneider, F.W., Gruman, J.A., and Coutts, L.M. (3<sup>rd</sup> ed.) Applied Social Psychology. Sage Publication.

## Books for References

1. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6<sup>th</sup> edi.), New Jersey: Pearson Education Prentice Hall
2. Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian adaptation 2009
3. Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA
4. Delamater, J. D., & Myers, D. J. (2007). Social Psychology. (6<sup>th</sup> edi.), Thomson Wadsworth International student edition, USA
5. Franzoi, S. L. (2003). Social Psychology. (3rd ed.). New York: McGraw Hill co.
6. Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). Social Psychology: Goals in Interaction. (4<sup>th</sup> edi.). Pearson Education Allyn and Bacon, Boston
7. Mercer, J. & Clayton, D. (2014). Social Psychology. New Delhi: Dorling Kindersley India pvt ltd.
8. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social Psychology. (12<sup>th</sup> edi.). New Delhi: Pearson Education



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Affiliated to the  
**UNIVERSITY OF MUMBAI**

Program : S.Y.B.A

Course : Human Development (Paper III)

**Credit Based Semester and Grading System (CBSGS) with  
effect from the academic year 2020-21**

## PREAMBLE

The revised SYBA syllabus is proposed with utmost care and consideration to maintain the continuity in the flow of information of syllabus at TYBA level.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of recent developments in the field of Psychology in India and the application of the theories.

The 02 courses of theory (Semester-III & Semester-IV together) are compulsory to the students opting for Psychology as a subject at the SYBA level. These courses are:-

1. UAMAPSY302 (Semester III)
2. UAMAPSY402 (Semester IV)

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**S. Y. B.A Psychology – Paper III  
SEMESTER-III & IV**

<b>COURSE CODE</b>	<b>TITLE</b>	<b>CREDITS AND LECTURES/SEM</b>
<b>UAMAPSY302</b>	<b><u>HUMAN DEVELOPMENT</u></b>	(Credits = 3) <b>(45 Lectures)</b>
Unit I	An introduction to lifespan development	10 lectures
Unit II	The start of life- prenatal development and birth	10 lectures
Unit III	Infancy	10 lectures
Unit IV	Preschool years	10 lectures
Unit V	Middle childhood	05 lectures
<b>UAMAPSY402</b>	<b><u>HUMAN DEVELOPMENT</u></b>	(Credits = 3) <b>(45 Lectures)</b>
Unit I	Adolescence	05 lectures
Unit II	Early adulthood	10 lectures
Unit III	Middle adulthood	10 lectures
Unit IV	Late adulthood	10 lectures
Unit V	Death and dying	10 lectures

**N.B.-The theory period shall be of 48 minutes duration. Theory component shall have 45 instructional periods in the term.**

## **S.Y.B.A. Psychology UAMAPSY302:**

### **Human Development – Semester III**

#### **Learning Objectives:**

1. To impart knowledge of the basic concepts and modern trends in Developmental Psychology
2. To foster interest in human development as a field of study and research
3. To make the students aware of the applications of the various concepts in Developmental Psychology in Indian context from birth to middle childhood years.

#### **UNIT I: AN INTRODUCTION TO LIFESPAN DEVELOPMENT**

- a) An orientation to lifespan development
- b) Key Issues and Questions: Determining the Nature-Nurture- of Lifespan Development
- c) Theoretical Perspectives on Lifespan development
- d) Research Methods

#### **UNIT II: THE START OF LIFE: PRENATAL DEVELOPMENT AND BIRTH AND THE NEWBORN INFANT**

- a) Earliest Development – Genes and chromosomes, multiple births, basics of genetics, transmission of genetic information
- b) Interaction of Heredity and Environment – Role of environment in determining expression of genes, genetics and environmental influences on personality, can genes influence the environment
- c) Prenatal Growth and change
- d) Birth
- e) Birth complications
- f) The competent newborn

#### **UNIT III: INFANCY**

- a) Physical development – growth and stability, motor development, nutrition
- b) Cognitive development & roots of language
- c) Forming relationships

#### UNIT IV: THE PRESCHOOL YEARS

- a) Physical development – motor development
- b) Cognitive development
- c) Growth of language and learning
- d) Social and Personality development - Self and gender identify
- e) Friends and Family
- f) Aggression and Violence in Preschoolers

#### UNIT V: THE MIDDLE CHILDHOOD YEARS ( FOR SELF STUDY AND DISCUSSION)

- a) Physical development – Growing body, motor development, psychological disorders, children with special needs, ADHD
- b) Intellectual development
- c) Intelligence – determining individual strengths, intelligence benchmarks, below and above intelligence norms
- d) Social & Personality development - The developing self, relationships, family

SWKMA

## **S.Y.B.A. Psychology UAMAPSY402:**

### **Human Development – Semester IV**

#### **Learning Objectives:**

1. To impart knowledge of the basic concepts and modern trends in Developmental Psychology
2. To foster interest in human development as a field of study and research
3. To make the students aware of the applications of the various concepts in Developmental Psychology in Indian context from adolescence till death and dying.

#### **UNIT I: ADOLESCENCE (FOR SELF STUDY AND DISCUSSION)**

- g) Physical maturation
- h) Cognitive development
- i) Threats to Adolescents' well-being
- j) Social & Personality development – Identity, Relationships, Dating, Sexual Behaviour and Teenage Pregnancy

#### **UNIT II: EARLY ADULthood**

- g) Physical development
- h) Forging relationships
- i) Course of relationships
- j) Work: Choosing and embarking on a career

#### **UNIT III: MIDDLE ADULthood**

- i) Physical development
- j) Health
- k) Personality development
- l) Relationships
- m) Work & Leisure

#### **UNIT IV: LATE ADULthood**

- g) Physical development
- h) Health and wellness
- i) Cognitive development
- j) Daily Life of Late adulthood
- k) Relationships: Old and New

## UNIT V: DEATH AND DYING

- a) Dying and death across the life span
- b) Confronting death
- c) Grief and bereavement

### **Semester III & IV**

#### **Books for Study**

4. Feldman, R. S. (2014). Development across the Life Span. (7th Ed). New Jersey: Pearson Education
5. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development.(12th Ed). McGraw Hill, international Edition

#### **Books for Reference**

1. Berk, L. E. (2006). Child Development.(7th Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
2. Berk, L. E. (2004). Development through the lifespan.(3rd Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
3. Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
4. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development.(9th Ed). New York: McGraw Hill co. Inc.
5. Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan.(5th Ed). McGraw Hill co. 5
6. Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
7. Kail, R. V. (2007). Children and their Development.(4th Ed). New Jersey: Pearson Education Inc.
8. McDevitt, T. M., & Omrod, J. E. (2007). Child Development and Education.(3rd Ed). New Jersey: Pearson Education Inc.
9. Shaffer, D. R., & Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence.(7th Ed). Thomson Learning, Indian reprint 2007



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Program : S.Y.B.A

Course : Applied Component –  
Stress Management

**Credit Based Semester and Grading System (CBSGS) with  
effect from the academic year 2020-21**

## PREAMBLE

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Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been formed with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of the recent developments in the field of Psychology in India and the application of the theories.

The 02 courses of applied component courses (Semester-III & Semester-IV together) are helpful to the students opting for Psychology as a subject at the SYBA level. These courses are:-

1. UAMASMAC3 (Semester III)
2. UAMASMAC4 (Semester IV)

**S. Y. B.A Psychology – Applied Component – Stress Management  
SEMESTER-III & IV**

<b>COURSE CODE</b>	<b>TITLE</b>	<b>LECTURES</b>
<b>UAMASMAC3</b>	<b><u>STRESS MANAGEMENT</u></b>	(Credits = 2) <b>(60 Lectures)</b>
Unit I	Stress and Stress Psychophysiology	15
Unit II	Stress and Illness/Disease, and Intervention	15
Unit III	Intrapersonal and Interpersonal Life-Situation Interventions	15
Unit IV	Perception Interventions	15
<b>UAMASMAC4</b>	<b><u>STRESS MANAGEMENT</u></b>	(Credits = 2) <b>(60 Lectures)</b>
Unit I	Relaxation Techniques	15
Unit II	Exercise and Strategies for decreasing stressful behaviours	15
Unit III	Occupational Stress	15
Unit IV	Family Stress	15

**N.B.-The theory period shall be of 48 minutes duration. Theory component shall have 60 instructional periods in the term.**



## **S.Y.B.A. Applied Component**

### **Stress Management (UAMASMAC3) – Semester III**

#### **Objectives: -**

1. To impart knowledge and understanding of the basic concepts and modern trends in Stress Management
2. To foster interest in Stress Management as a field of study and research
3. To make the students aware of the practical applications of the various concepts in Stress Management in daily life, in the Indian context

#### **UNIT 1. STRESS AND STRESS PSYCHOPHYSIOLOGY**

a) The pioneers, stress theory, the stressor, stress reactivity, a definition of stress, stress management goals

B) Stress psychophysiology: the brain, endocrine system, autonomic nervous system, cardiovascular system, gastrointestinal system, muscles and skin, symptoms and stress

#### **UNIT 2. STRESS AND ILLNESS/DISEASE, AND INTERVENTION**

a) Hot reactors, psychosomatic disease, stress and the immunological system, stress and serum cholesterol, specific conditions, post-traumatic stress disorder, stress and other conditions

b) Intervention – coping with a stressor, a model of stress, setting up roadblocks, comprehensive stress management, eustress and the model, taking control and making a commitment

#### **UNIT 3. INTRAPERSONAL AND INTERPERSONAL LIFE-SITUATION INTERVENTIONS**

a) Intrapersonal Interventions: – Eliminating unnecessary stressors, nutrition and stress, noise and stress, life events and stress, hassles and chronic stress, success analysis

b) Interpersonal Interventions – asserting oneself, conflict resolution, communication, emotional intelligence, technostress, time management, social support networking

#### **UNIT 4. PERCEPTION INTERVENTIONS**

a) Selective awareness, stop to smell the roses, perspective and selective awareness, an attitude of gratitude, humor and stress

b) Type A behaviour pattern, self-esteem, locus of control, anxiety management, resiliency, hardiness

## **S.Y.B.A. Applied Component**

### **Stress Management (UAMASMAC4) – Semester IV**

#### UNIT 1. RELAXATION TECHNIQUES

- a) Meditation
- b) Autogenic training, imagery and progressive relaxation
- c) Biofeedback and other relaxation techniques

#### UNIT 2. EXERCISE AND STRATEGIES FOR DECREASING STRESSFUL BEHAVIOURS

- a) Physiological arousal interventions: Exercise and health, the healthy way to exercise, principles of exercise, assessing cardio-respiratory fitness, starting an exercise program, choosing an exercise program, exercise and the elderly, exercise – keep it going
- b) Strategies for decreasing stressful behaviours - Health and lifestyle behaviours, health-behaviour assessment, selected lifestyle behaviours, barriers to action, locus of control, various methods for decreasing stressful behaviours, application of behaviour change techniques, behaviour change theories and stress

#### UNIT 3. OCCUPATIONAL STRESS

- a) What is Occupational Stress, occupational stress cycle, why is occupational stress of concern, gender and occupational stress, disease and occupational stress
- b) Occupational stressors, the workaholic, burnout, women and work outside the home, working in the home, interventions, managing occupational stress

#### UNIT 4. FAMILY STRESS

- a) The family, marriage, cohabitation, divorce, single-parent families, gay and lesbian families
- b) Family stressors, a model of family stress, interventions

## **BOOKS FOR STUDY**

### **SEMESTER III & IV**

1. Greenberg, J. S. (2013). *Comprehensive Stress Management*. (13<sup>th</sup> ed). New York: McGraw Hill publication
2. Ciccarelli, S. K., & White, J. N. (2018). *Psychology*. 5<sup>th</sup> edition. New Jersey: Pearson education

### **Books for Reference**

- 1) Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). *Stress Mastery: The Art of Coping Gracefully*. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd
- 2) Bam, B. P. (2008). *Winning Habits: Techniques for Excellence in Sports*. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
- 3) Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage publications India pvt ltd
- 4) Rice, P.L. (1999). *Stress and Health*. (3rd ed). Brooks/Cole publishing co.
- 5) Schafer, W. (2002). *Stress Management*. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008
- 7) Wilson, E. (2007). *Stress Proof Your Life: 52 Brilliant Ideas for Taking Control*. New Delhi: Pearson Power



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Best College, University of Mumbai 2016-17

Affiliated to the  
**UNIVERSITY OF MUMBAI**

Program : T.Y.B.A

Course : Psychological Testing & Statistics (Paper IV)

**Credit Based Semester and Grading System (CBSGS) with  
effect from the academic year 2020-21**

## T.Y.B.A PSYCHOLOGY SEMESTER V

### PSYCHOLOGICAL TESTING AND STATISTICS – PAPER IV (UAMAPSY504)

#### Objectives -

- 1) To impart knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests
- 2) To create awareness about measurement of intelligence and assessment of personality
- 3) To impart knowledge and understanding of the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications and methods of calculation
- 4) To create a foundation for advanced learning of Psychological Testing, Assessment, and Statistics

#### UNIT 1. NATURE & USE OF PSYCHOLOGICAL TEST

- a) Uses & varieties of psychological tests
- b) What is a psychological test?
- c) Why control the use of psychological tests?
- d) Test administration
- e) Situational factors that affect test performance
- f) Effects of training on test performance

#### UNIT 2. RELIABILITY

- a) The correlation coefficient
- b) Types of reliability
- c) Reliability of speed tests
- d) Dependence of reliability coefficients on the sample tested
- e) Standard error of measurement
- f) Reliability applied to mastery testing & cut-off scores

#### UNIT 3. VALIDITY

- a) Evolving concepts of test validity
- b) Content, description, procedures
- c) Criterion-prediction procedures
- d) Construct identifying procedures

#### UNIT 4: ITEM ANALYSIS

- a) Item difficulty
- b) Item Discrimination
- c) Item bias
- d) Cross validation
- e) Differential item functioning
- f) Explorations in item deviation

UNIT 5. TYPES OF SCORES, TYPES OF SCALES, FREQUENCY DISTRIBUTION AND GRAPHIC REPRESENTATIONS

- a) Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval and ratio scales of measurement
- b) Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages
- c) Graphic representations: Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies (Unit 5-c is only for theoretical understanding and questions; graphs are not to be drawn in the exam.)

UNIT 6. MEASURES OF CENTRAL TENDENCY

- a) Calculation of mean, median and mode of a frequency distribution; The assumed mean method for calculating the mean
- b) Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode

## **T.Y.B.A PSYCHOLOGY SEMESTER VI**

### **PSYCHOLOGICAL TESTING AND STATISTICS – PAPER IV (UAMAPSY604)**

#### **UNIT 1. ABILITY TESTING: INDIVIDUAL TESTS**

- a) Stanford-Binet Intelligence Scale
- b) The Wechsler Scales
- c) The Kauffman scales
- d) Differential Ability Scales
- e) Das-Naglieri Cognitive Assessment System
- f) Other tests

#### **UNIT 2. PERSONALITY TESTING: PROJECTIVE TECHNIQUES & SELF REPORT PERSONALITY INVENTORIES**

- a) Nature of projective techniques
- b) Inkblot techniques
- c) Pictorial techniques
- d) Verbal techniques
- e) Evaluation of projective techniques
- f) The Minnesota Multiphasic Personality Inventories
- g) Personality Inventory for Children

#### **UNIT 3. APPLICATIONS OF TESTING**

- a) Education Testing
- b) Types of educational tests
- c) Occupational testing
- d) Occupational use of tests
- e) Personality testing in the workplace
- f) Test use in clinical & counseling psychology
- g) Neuropsychological assessment
- h) Identifying specific learning disabilities
- i) Behavioural assessment
- j) Career assessment
- k) Clinical judgement
- l) Ethical and social considerations in testing

#### **UNIT 4. PROBABILITY, NORMAL PROBABILITY CURVE AND STANDARD SCORES**

- a) The concept of Probability; laws of Probability; Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve
- b) Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis - meaning and formula for calculation

- c) Standard scores – z, T, Stanine; Linear and non-linear transformation; Normalised Standard scores

## UNIT 5. MEASURES OF VARIABILITY, PERCENTILES, AND PERCENTILE RANKS

- a. Calculation of 4 measures of variability: Range, Average Deviation, Quartile Deviation and Standard Deviation
- b. Comparison of 4 measures of variability: Merits, limitations, and uses
- c. Percentiles – nature, merits, limitations, and uses; Calculation of Percentiles and Percentile Ranks

## UNIT 6. CORRELATION

- a. Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation - Scatterplots
  - b. The steps involved in calculation of Pearson's product-moment correlation coefficient
  - c. Calculation of rho by Spearman's rank-difference method; Uses and limitations of correlation coefficient
  - d. Simple Regression and Multiple Regression
- (Unit 6-b is only for theoretical understanding and questions, not for calculation in the exam.)



## **Book for study Semester V & VI**

- 1) Anastasi, A. & Urbina, S. (2017). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002
- 2) Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An introduction to Tests and Measurement. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)
- 3) Mangal, S.K. (1987). Statistics in Psychology and Education. New Delhi: Tata McGraw Hill Publishing Company Ltd.

## **Books for Reference**

1. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12<sup>th</sup> ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
2. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007
3. Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2014). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7th ed.). New Delhi: McGraw- Hill Education (India) Pvt Ltd., Indian adaptation
4. Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. (6<sup>th</sup> ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi
5. Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw-Hill
6. Hogan, T. P. (2015). Psychological Testing: A Practical introduction. (3rd ed.). John Wiley & Sons, New Jersey
7. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). Exercises in Psychological Testing. (2<sup>nd</sup> ed.). Boston: Pearson Education
8. Kaplan, R. M., & Saccuzzo, D. P. (2005). Psychological Testing – Principles, Applications and Issues. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007
9. Kline, T.J.B. (2005). Psychological Testing: A Practical approach to design and evaluation. New Delhi: Vistaar (Sage) publications
10. McBurney, D.H. (2001). Research Methods. (5th ed.). Bangalore: Thomson Learning India
11. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). Foundations of Psychological Testing: A practical approach. (4th ed.). Sage publications
12. Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
13. Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley & Sons, New Jersey.



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Affiliated to the  
**UNIVERSITY OF MUMBAI**

Program : T.Y.B.A

Course : Abnormal Psychology (Paper V)

**Credit Based Semester and Grading System (CBSGS) with  
effect from the academic year 2020-21**

## **T.Y.B.A Psychology Semester V**

### **ABNORMAL PSYCHOLOGY (PAPER V) UAMAPSY505**

#### **Objectives:**

- 1) To impart knowledge and understanding of the basic concepts in abnormal Psychology and the theories about abnormality
- 2) To impart knowledge and understanding of the different psychological disorders – their symptoms, diagnosis, causes and treatment
- 3) To create awareness about Mental Health problems in society
- 4) To create a foundation for higher education and a professional career in Clinical Psychology

#### **UNIT 1: UNDERSTANDING ABNORMAL BEHAVIOR**

- a) Defining mental disorder
- b) History of psychopathology
- c) Theoretical perspectives in abnormal psychology: Biological perspective, Psychodynamic perspective, Cognitive behavioral perspective, socio-cultural perspective
- d) Diagnosis and Assessment: DSM: development, changes from DSM IV to DSM V personality tests, neuropsychological assessments, culture and assessment

#### **UNIT 2: ANXIETY, OBSESSIVE-COMPULSIVE, AND TRAUMA- AND STRESSOR-RELATED DISORDERS**

- a) Clinical descriptions of anxiety disorders
- b) Gender and sociocultural factors in the anxiety disorders
- c) Common risk factors across the anxiety disorders
- d) Etiology of anxiety disorders
- e) Treatment of anxiety disorders

#### **UNIT 3: DISSOCIATIVE AND SOMATIC SYMPTOM DISORDERS**

- a) Dissociative Disorders: Dissociation and memory, Dissociative Amnesia, Depersonalization / Derealization, Dissociative Identity Disorder
- b) Somatoform Disorders: Illness Anxiety Disorder, Functional Neurological Disorder, Malingering, Factitious Disorder.

#### **UNIT 4: DISORDERS OF CHILDHOOD AND LATE LIFE**

- a) Attention-Deficit/ Hyperactivity Disorder
- b) Autism
- c) Learning Disabilities
- d) Mental Retardation
- e) Neurocognitive Disorder in late life: Dementia
- f) Depression ---childhood and late life

## **T.Y.B.A Psychology Semester VI**

### **ABNORMAL PSYCHOLOGY (PAPER V) UAMAPSY605**

#### **UNIT 1: SCHIZOPHRENIA**

- a) Clinical Description of Schizophrenia
- b) Etiology of Schizophrenia
- c) Treatment of Schizophrenia

#### **UNIT 2: MOOD DISORDERS**

- a) Clinical Descriptions of Mood Disorders
- b) Etiology of Mood Disorders
- c) Treatment of Mood Disorders
- d) Suicide

#### **UNIT 3: SEXUAL AND GENDER DYSPHORIA**

- a) Sexual Norms and Behaviour
- b) Gender Dysphoria
- c) The Paraphilias
- d) Rape

#### **UNIT 4. PERSONALITY DISORDERS**

- a) Classifying Personality Disorders
- b) Odd/Eccentric Cluster
- c) Dramatic/ Erratic Cluster
- d) Anxious/ Fearful Cluster
- e) Treatment of Personality Disorders

## **Book for study Semesters V & VI**

1. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). Abnormal Psychology. (12th ed.). International student version, John Wiley & Sons, Singapore.
2. Barlow, D.H., & Durand, V.M. (2005). Abnormal Psychology: An Integrative Approach. (4th ed.). New Delhi: Wadsworth Cengage Learning.
3. Nolen-Hoeksema, S. (2014). Abnormal Psychology. (6th ed.). New York: McGraw-Hill.

## **Books for Reference**

1. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). Abnormal Psychology. New Jersey: Pearson Prentice Hall
2. Bennet, P. (2003). Abnormal and Clinical Psychology: An Introductory Textbook. Open University Press
3. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). Abnormal Psychology. (16th ed.). Pearson education
4. Dhanda, Amita. (2000). Legal Order and Mental Disorder. New Delhi, Sage publications pvt ltd
5. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical Psychology: Science, practice, and ethics. New Delhi, Pearson education, Indian reprint 2007.
6. Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. 6th ed., New Jersey: Pearson Prentice Hall
7. Ray, W.J. (2013). Abnormal Psychology: neuroscience perspectives on human behaviour and experience. Sage Publications, USA



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Affiliated to the  
**UNIVERSITY OF MUMBAI**

Program : T.Y.B.A

Course : Industrial/Organizational Psychology Paper VI

**Credit Based Semester and Grading System (CBSGS) with  
effect from the academic year 2020-21**

## **T.Y.B.A Psychology Semester V**

### **INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (PAPER VI) UAMAPSY506**

#### Objectives:-

1. To impart knowledge and understanding of the basic concepts and modern trends in the field of Organizational Behaviour and to foster interest in the field.
2. To create awareness about the role and importance of Psychological factors and processes in the world of work.

#### UNIT 1. WHAT IS ORGANIZATIONAL BEHAVIOUR?

- a) The importance of interpersonal skills
- b) What managers do - management functions, roles, and skills
- c) Enter organizational behavior; Disciplines that contribute to the OB field
- d) Challenges and Opportunities for OB - Responding to globalization; managing work force diversity; coping with “temporariness”; helping employees balance work–life conflicts; creating a positive work environment; improving ethical behaviour

#### UNIT 2. ATTITUDES AND JOB SATISFACTION

- a) Attitudes - Main components of attitudes; Major Job Attitudes
- b) Job Satisfaction - Measuring job satisfaction. What causes job satisfaction? The impact of satisfied and dissatisfied employees on the workplace

#### UNIT 3. MOTIVATION CONCEPTS

- a) Defining Motivation; 4 early theories of motivation
- b) Contemporary theories of motivation - Goal Setting Theory, Equity Theory/ Organizational justice, Expectancy Theory

#### UNIT 4. LEADERSHIP

- a) What is Leadership? Trait theories, Behavioural theories
- b) Contingency Theory – The Fiedler Model, Situational Leadership Theory, Path Goal theory, Leader-Participation Model
- c) Leader-Member Exchange theory
- d) Charismatic Leadership and Transformational Leadership - Key characteristics of a charismatic leader; dark side of charismatic leadership; characteristics of transactional leaders; characteristics of transformational leaders
- e) Leading for the future: Mentoring

## **T.Y.B.A Psychology Semester VI**

### **INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (PAPER VI)**

#### **UAMAPSY606**

##### UNIT 1. UNDERSTANDING WORK TEAMS

- a) Differences between groups and teams; Types of teams
- b) Creating effective teams
- c) Turning individuals into team players
- d) Beware! Teams aren't always the answer

##### UNIT 2. CONFLICT AND NEGOTIATION

- a) Defining Conflict; transitions in conflict thought
- b) The Conflict Process
- c) Negotiation: Bargaining strategies; the negotiation process

##### UNIT 3. COMMUNICATIONS

- a) Functions, Process & Direction of Communication
- b) Interpersonal and organizational communication
- c) Choice of communication channel; persuasive communications
- d) Barriers to effective communications & Global Implications for Managers

##### UNIT 4. ORGANIZATIONAL CHANGE AND STRESS MANAGEMENT

- a) Forces for Change
- b) Work Stress and its Management



### **Books for study Semesters V & VI**

- 1) Robbins, S. P., & Judge, T. A. (2016). *Organizational Behavior*. (17th ed.). New Delhi: Pearson Education, Dorling Kindersley India pvt ltd.
- 2) Luthans, F. (2013). *Organisational behaviour: An evidence –based approach*. Tata McGraw Hill

### **Books for Reference**

- 1) Hersey Paul, Blanchard Kenneth & Johnson Dewey (10<sup>th</sup> Ed) Management of Organizational Behavior
- 2) Aquinas, P. G. (2013). *Organisational Behavior Concepts Realities Application and Challenges*. (2nd ed.) New Delhi: Excel Books
- 3) Ashliegh, A. M. (2012). *The psychology of people in organizations*. Pearson Education
- 4) Baltus, R. (2012). *Personal psychology for work and life*. Tata McGraw Hill
- 5) Dash, C. (2013). *Organisational behavior*. New Delhi: International Book House
- 6) Gibson, J. L., Ivancevich, J. M., & Konopaske, R.(2013). *Organisations: Behaviour, Structure, Processes*. Tata McGraw Hill
- 7) Greenberg, J. (2013). *Behaviour in organizations* (10th ed.). PHI Learning Private Limited.
- 8) McShane, S. L., Glinow, M. A., Sharma, R. R. (2012) *Organisational behavior*. (5th ed.): Tata McGraw Hill, New Delhi.
- 9) Pareek, U. & Khanna, S. (2011). *Understanding organizational behavior*. Oxford University Press
- 10) Rajendra, P. Maheshwari, J. & Mahajan, P. (2012). *Business organization management*. (2<sup>nd</sup> Revised ed.) New Delhi: International Book House.
- 11) Riggio, R. (2012). *Introduction to industrial and organizational psychology*. Pearson Education
- 12) Schultz, D. & Schultz, S.(2013). *Psychology and work today*. Pearson
- 13) Shankar, M. (2013). *Organizational behavior*. International Book House
- 14) Sharma, S. (2013). *Organisational behavior*. New Delhi: Tata McGraw Hill.
- 15) Singh, K. (2012). *Organizational behavior text and cases*. New Delhi: Pearson Education.
- 16) Skopec Eric, Smith Dayle (1998) *How to use Team Building to foster Innovation throughout your organisation*. Contemporary books



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Program : T.Y.B.A

Course : Cognitive Psychology (Paper VII)

**Credit Based Semester and Grading System (CBSGS) with  
effect from the academic year 2020-21**

## T.Y.B.A Psychology Semester V

### COGNITIVE PSYCHOLOGY (PAPER VII) UAMAPSY507

#### **Objectives:**

- 1) To impart knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes
- 2) To create awareness about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counseling, Sports, Health, Education, and Neuro-Psychology
- 3) To provide the theoretical orientation and background for the courses on Practicum in Cognitive Processes
- 4) To create a foundation for higher education and a career in the field of Cognitive Psychology

#### **UNIT 1: THE INTERDISCIPLINARY PERSPECTIVE TO COGNITION**

- a. The philosophical approach
- b. The neuroscience approach (Brain)
- c. The evolutionary approach
- d. The linguistic approach
- e. The artificial intelligence approach

#### **UNIT 2: PERCEPTION AND PATTERN RECOGNITION**

- a. Theories of perception
- b. Bottom-up processes
- c. Top-Down processes
- d. Deficits in perception

#### **UNIT 3: ATTENTION**

- a. Selective Vs. Divided attention
- b. Automatic Vs. Controlled attention
- c. When our attention fails

#### **UNIT 4: MEMORY**

- a. Models of memory
- b. Constructive nature of memory
- c. Distortions in memory

## **T.Y.B.A Psychology Semester VI**

### **COGNITIVE PSYCHOLOGY (PAPER VII) UAMAPSY607**

#### **UNIT 1: ORGANIZATION OF KNOWLEDGE**

- a. Declarative Knowledge
- b. Non-declarative knowledge
- c. Concepts and categorization

#### **UNIT 2: PROBLEM –SOLVING**

- a. Types of problems
- b. Approaches to problem-solving
- c. Blocks to problem solving

#### **UNIT 3: VISUAL IMAGERY**

- a. Nature of imagery: principles and criticisms
- b. Brain and imagery
- c. Empirical investigation
- d. Mental rotation and scanning

#### **UNIT 4: INDIVIDUAL DIFFERENCES IN COGNITION:**

- a. Skills and abilities
- b. Cognitive styles
- c. Learning styles
- d. Age, culture, and gender differences

## **Books for study Semesters V & VI**

1. Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015)
2. Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceiving, Learning, and Remembering. New Delhi: Cengage learning India, Indian reprint 2009
3. Freidenberg, J., & Silverman, G. (2006) Cognitive Science Introduction to the Study of Mind. SAGE Publications

## **Books for Reference**

1. Goldstein, E. B. (2011). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience (3<sup>rd</sup> edi.). Wadsworth/ Thomson Learning.
2. Ashcraft, M. H. & Radvansky, G. A. (2009). Cognition. (5th ed), Prentice Hall, Pearson education
3. Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition
4. Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning
5. Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008
6. Matlin, M.W. (1995). Cognition. 3rd ed., Bangalore: Prism Books pvt. ltd.
7. Matlin, M.W. (2013). Cognitive Psychology, 8th ed., international student version, John Wiley & sons
8. Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning
9. Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology – Applying the science of the Mind. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.
10. Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). Advances in Cognitive Science. Volume 1, New Delhi, Sage publications
11. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi, first Indian reprint 2014
12. Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth



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Program : T.Y.B.A

Course : Practicals in Cognitive Processes & Psychological Testing  
(Paper VIII)

**Credit Based Semester and Grading System (CBSGS) with  
effect from the academic year 2020-21**

**T.Y.B.A Psychology Semester V & VI**  
**PRACTICALS IN COGNITIVE PROCESSES AND**  
**PSYCHOLOGICAL TESTING (Paper VIII)**  
**UAMAPSY508 & UAMAPSY608**

**Objectives**

1. To introduce the students to Experimentation through exposure to and experience of experimental designs, methodology and conduct of experiments, statistical analysis, interpretation and discussion of data.
2. To introduce the students to Psychological Testing: administration, scoring and interpretation of test scores as well as a procedural understanding of concepts related to psychological testing
3. To familiarize the students with computer-based experiments (Coglab) and sensitize them to aspects of control, precision of exposure and measurement
4. To stimulate interest in the process of scientific inquiry with an analytical attitude and to create a foundation for advanced Experimentation and Research in Psychology and applications of advanced Statistical techniques.

**Semester 5 (6 lectures per week per Batch of 8 students)**

- a. Orientation into Experimentation and Statistics in Psychological Research
- b. Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analyzed using appropriate inferential statistics
- c. Design an experiment
- d. Two Computer-based Experiment (Coglab)

**Semester 6 (6 lectures per week per Batch of 8 students)**

- a. Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analysed using appropriate inferential statistics
- b. Two Psychological Tests
- c. APA format for research publications

## **Books for reference Semesters V & VI**

- 1) Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, New Delhi, first Indian reprint 2002
- 2) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007
- 3) Carver, R. H., & Nash, J. G. (2009). Data Analysis with SPSS version 16. Brooks/Cole, Cengage Learning, first Indian reprint 2009
- 4) Cohen, B. H. (2013). Explaining Psychological Statistics (4th ed.). New Jersey. John Wiley & sons
- 5) Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An introduction to Tests and Measurement. (8th ed.). New York. McGrawHill International edition. (Indian reprint 2015)
- 6) Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) Research Methods in Psychology. (6th ed.). Brooks/Cole, Thomson Learning
- 7) Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, International student edition
- 8) Garrett, H.E. (1973). Statistics in Psychology and Education (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
- 9) Guilford, J. P. (1954). Psychometric Methods (2nd ed.). New York: McGraw-Hill
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- 12) Gaur, A. J., & Gaur, S. S. (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. 2 nd ed., Response books, Sage Publications
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- 14) Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). Counseling research. Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi
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- 16) Kaplan, R. M., & Saccuzzo, D. P. (2005). Psychological Testing – Principles, Applications and Issues. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007



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(AUTONOMOUS)**

NAAC Reaccredited "A" grade, CGPA: 3.57,  
Granted under FIST-DST & Star College Scheme of DBT, Government of India  
Best College, University of Mumbai 2016-17

Affiliated to the  
**UNIVERSITY OF MUMBAI**

Program : T.Y.B.A

Course : Counselling Psychology (Paper IX)

**Credit Based Semester and Grading System (CBSGS) with  
effect from the academic year 2020-21**

## **T.Y.B.A Psychology Semester V**

### **COUNSELLING PSYCHOLOGY (Paper IX) – UAMAPSY509**

#### Objectives: -

1. To impart knowledge and understanding of the nature, process, goals, techniques, ethical issues and major theories in Counseling Psychology
2. To generate interest in the various applications and fields of counseling
3. To create a foundation for higher education in Counseling and a career as a professional counselor

#### UNIT 1. PERSONAL, PROFESSIONAL AND ETHICAL ASPECTS OF COUNSELING

- a) Meaning of ‘Profession’, ‘Counseling’, ‘Guidance’ and ‘Psychotherapy’; The personality and background of the counselor – negative motivators, personal qualities, maintaining effectiveness; The 3 levels of helping relationships; Attribution and systematic framework of the counselor – attributes, systems of counseling; Engaging in professional counseling-related activities – continuing education, supervision, advocacy and social justice, portfolios
- b) Definitions of Ethics, Morality, and Law; ethics and counseling; professional codes of ethics and standards; making ethical decisions; educating counselors in ethical decision making; ethics in specific counseling situations; multiple relationships; working with counselors who may act unethically
- c) Mental Health Care Act (2017) and the POCSO Act (2012)

#### UNIT 2. BUILDING A COUNSELING RELATIONSHIP

- a) The six factors that influence the counseling process
- b) Types of initial interviews; conducting the initial interview
- c) Exploration and the identification of goals

#### UNIT 3. WORKING IN A COUNSELING RELATIONSHIP

- a) Various counselor skills in the understanding and action phases
- b) Transference and counter-transference; the real relationship

#### UNIT 4. CLOSING COUNSELING RELATIONSHIPS

- a) Function, timing of and issues in closing counseling relationships; resistance to closing; premature closing; counselor-initiated closing; ending on a positive note; issues related to closing - follow-up and referral

## **T.Y.B.A Psychology Semester VI**

### **COUNSELLING PSYCHOLOGY (Paper IX) – UAMAPSY609**

#### **UNIT 1. COUNSELING IN MULTICULTURAL SOCIETY AND WITH DIVERSE POPULATIONS**

- a) Counseling across culture and ethnicity; defining culture and multicultural counseling; history of multicultural counseling; difficulties and issues in multicultural counseling; international counseling
- b) Counseling aged populations; gender-based counseling; counseling and sexual orientation; counseling and spirituality

#### **UNIT 2. PSYCHOANALYTIC, ADLERIAN, AND HUMANISTIC THEORIES OF COUNSELING**

- a) Theory; importance of theory; theory into practice
- b) Psychoanalytic theories, Adlerian theory, Humanistic theories

#### **UNIT 3. BEHAVIORAL, COGNITIVE, SYSTEMIC, BRIEF, AND CRISIS THEORIES OF COUNSELING**

- a) Behavioral counseling; Cognitive and Cognitive-Behavioral counseling
- b) Systems theories; Brief counseling approaches; Crisis and trauma counseling approaches

#### **UNIT 4. GROUPS IN COUNSELING AND CURRENT TRENDS IN COUNSELING**

- a) A brief history of groups; misperceptions and realities about groups; the place of groups in counseling; benefits, drawbacks and types of groups
- b) Theoretical approaches in conducting groups; stages and issues in groups; Qualities of effective group leaders; the future of group work
- c) Current trends in Counseling - Dealing with violence, trauma and crises; promoting wellness; concern for social justice and advocacy; greater emphasis on use of technology

## **Books for study Semesters V & VI**

- 1) Gladding, S. T. (2017). *Counseling: A Comprehensive Profession*. (7<sup>th</sup> Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India pvt ltd.
- 2) Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7<sup>th</sup> ed.). Stamford, CT: Brooks/Cole
- 3) Welfel, E. R., & Patterson, L. E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6<sup>th</sup> ed.). Thomson Brooks/ Cole

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1. Corey, G. (2008). *Group Counseling*. Brooks/Cole. First Indian reprint 2008 by Cengage Learning India
2. Nystul, M.S. (2016). *Introduction to Counseling An Art & Science Perspective* (5<sup>th</sup> Ed). SAGE Publications, Singapore.
3. Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling – a handbook*. New Delhi: Tata McGraw-Hill
4. Capuzzi, D., & Gross, D. R. (2007). *Counseling and Psychotherapy: Theories and Interventions*. (4<sup>th</sup> ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India pvt ltd.
5. Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counseling Profession*. (5<sup>th</sup> ed.). New Jersey: Pearson Education
6. Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions*. Thomson Brooks/Cole
7. Dryden, W., & Reeves, A. (Eds). (2008). *Key issues for Counselling in Action*. 2<sup>nd</sup> ed. London: Sage publications
8. Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention*. First Indian reprint 2009 by Cengage Learning India
9. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance*. 7<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
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11. Jena, S.P.K. (2008). *Behaviour Therapy: Techniques, research, and applications*. Sage publications, New Delhi
12. Kinara, A. K. (2008). *Guidance and Counseling*. Pearson, New Delhi: Dorling Kindersley India pvt ltd.
13. McLeod, J. (2009). *An Introduction to Counseling*. (4<sup>th</sup> ed.). Open University Press/ McGraw-Hill Higher Education
14. Nelson-Jones, R. (2008). *Basic Counselling Skills: A helper's manual*. 2<sup>nd</sup> ed., Sage South Asia edition
15. Nelson-Jones, R. (2009). *Introduction to Counselling Skills: Text and Activities*. 3<sup>rd</sup> ed., London: Sage publications
16. Nugent, F.A., & Jones, K.D. (2009). *Introduction to the Profession of Counseling*. (5<sup>th</sup> ed.). New Jersey: Pearson Education
17. Rao, N. S. (1991). *Counseling and Guidance*. (2nd ed.). New Delhi: Tata McGraw-Hill. (17<sup>th</sup> reprint – 2004)
18. Simmons, J. & Griffiths, R. (2009). *CBT for Beginners*. London: Sage publications.



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Program : T.Y.B.Com

Course : Applied Component –  
Psychology of Human Behaviour at Work

**Credit Based Semester and Grading System (CBSGS) with  
effect from the academic year 2020-21**

## PREAMBLE

The revised T.Y.B.Com syllabus is proposed with utmost care and consideration.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of recent developments in the field of Organizational Psychology in India.

The 02 courses of theory (Semester-V & Semester-VI together) are compulsory to the students opting for Psychology as a subject at the T.Y.B.Com level. These courses are:-

1. UCMAPHB508 (Semester V)
2. UCMAPHB608 (Semester VI)

SWKMA



## **T.Y.B.Com Semester V**

### **Psychology of Human Behaviour at Work (Applied Component) -**

#### **UCMAPHB508**

##### Objectives:-

1. To impart knowledge and understanding of the basic concepts and modern trends in the field of Psychology of Human Behaviour at Work and to foster interest in the field.
2. To create awareness about the role and importance of Psychological factors and processes in the world of work.

##### UNIT 1. WHAT IS ORGANIZATIONAL BEHAVIOUR?

- a) The importance of interpersonal skills
- b) What managers do - management functions, roles, and skills
- c) Enter organizational behavior; Disciplines that contribute to the OB field
- d) Challenges and Opportunities for OB - Responding to globalization; managing work force diversity; coping with “temporariness”; helping employees balance work–life conflicts; creating a positive work environment; improving ethical behaviour

##### UNIT 2. ATTITUDES AND JOB SATISFACTION

- a) Attitudes - Main components of attitudes; Major Job Attitudes
- b) Job Satisfaction - Measuring job satisfaction. What causes job satisfaction? The impact of satisfied and dissatisfied employees on the workplace

##### UNIT 3. MOTIVATION CONCEPTS

- a) Defining Motivation; 4 early theories of motivation
- b) Contemporary theories of motivation - Goal Setting Theory, Equity Theory/ Organizational justice, Expectancy Theory

##### UNIT 4. LEADERSHIP

- a) What is Leadership? Trait theories, Behavioural theories
- b) Contingency Theory – The Fiedler Model, Situational Leadership Theory, Path Goal theory, Leader-Participation Model
- c) Leader-Member Exchange theory
- d) Charismatic Leadership and Transformational Leadership - Key characteristics of a charismatic leader; dark side of charismatic leadership; characteristics of transactional leaders; characteristics of transformational leaders
- e) Leading for the future: Mentoring



## **T.Y.B.Com Semester VI**

### **Psychology of Human Behaviour at Work (Applied Component) –**

#### **UCMAPHB608**

##### **UNIT 1. UNDERSTANDING WORK TEAMS**

- a) Differences between groups and teams; Types of teams
- b) Creating effective teams
- c) Turning individuals into team players
- d) Beware! Teams aren't always the answer

##### **UNIT 2. CONFLICT AND NEGOTIATION**

- a) Defining Conflict; transitions in conflict thought
- b) The Conflict Process
- c) Negotiation: Bargaining strategies; the negotiation process

##### **UNIT 3. COMMUNICATIONS**

- a) Functions, Process & Direction of Communication
- b) Interpersonal and organizational communication
- c) Choice of communication channel; persuasive communications
- d) Barriers to effective communications & Global Implications for Managers

##### **UNIT 4. ORGANIZATIONAL CHANGE AND STRESS MANAGEMENT**

- a) Forces for Change
- b) Work Stress and its Management

### **Books for study Semesters V & VI**

1. Robbins, S. P., & Judge, T. A. (2016). *Organizational Behavior*. (17th ed.). New Delhi: Pearson Education, Dorling Kindersley India pvt ltd.
2. Luthans, F. (2013). *Organisational behaviour: An evidence –based approach*. Tata McGraw Hill

### **Books for Reference**

1. Hersey Paul, Blanchard Kenneth & Johnson Dewey (10<sup>th</sup> Ed) Management of Organizational Behavior
2. Aquinas, P. G. (2013). *Organisational Behavior Concepts Realities Application and Challenges*. (2nd ed.) New Delhi: Excel Books
3. Ashliegh, A. M. (2012). *The psychology of people in organizations*. Pearson Education
4. Baltus, R. (2012). *Personal psychology for work and life*. Tata McGraw Hill
5. Dash, C. (2013). *Organisational behavior*. New Delhi: International Book House
6. Gibson, J. L., Ivancevich, J. M., & Konopaske, R.(2013). *Organisations: Behaviour, Structure, Processes*. Tata McGraw Hill
7. Greenberg, J. (2013). *Behaviour in organizations* (10th ed.). PHI Learning Private Limited.
8. McShane, S. L., Glinow, M. A., Sharma, R. R. (2012) *Organisational behavior*. (5th ed.): Tata McGraw Hill, New Delhi.
9. Pareek, U. & Khanna, S. (2011). *Understanding organizational behavior*. Oxford University Press
10. Rajendra, P. Maheshwari, J. & Mahajan, P. (2012). *Business organization management*. (2<sup>nd</sup> Revised ed.) New Delhi: International Book House.
11. Riggio, R. (2012). *Introduction to industrial and organizational psychology*. Pearson Education
12. Schultz, D. & Schultz,S.(2013). *Psychology and work today*. Pearson
13. Shankar, M. (2013). *Organizational behavior*. International Book House
14. Sharma, S. (2013). *Organisational behavior*. New Delhi: Tata McGraw Hill.
15. Singh, K. (2012). *Organizational behavior text and cases*. New Delhi: Pearson Education.
16. Skopec Eric, Smith Dayle (1998) How to use Team Building to foster Innovation throughout your organisation. Contemporary books