

## UNIT – II (4 Weeks)

**Motivation and Job satisfaction:** **Motivation:** Definition, Motivational cycle , types (Intrinsic and extrinsic); **Job satisfaction:** Elements of Job satisfaction, theories (Maslow's Hierarchy of Needs, McClelland's Need theory, Vrooms' Expectancy theory, Alderfer ERG theory, Frederick Herzberg Two Factor Theory, Locke's Value Theory, Adam's Equity Theory, Porter and Lawler's Expectancy Theory).

## UNIT – III (4 Weeks)

**Leadership:** Definition of leadership, Contemporary theories (Transformational Leadership Theory, Transactional Leadership Theory, Charismatic Leadership Theory, Indigenous theories (Performance-maintenance theory, Nurturant task –participative model of leadership, consultative style of management and pioneering innovative theory of leadership)

## Practical component (4 Weeks)

**PRACTICAL:** Any two of the following based on GE-5: Industrial and Organizational Psychology. Each Practical Group will consist of 10-12 students.

1. Test/ scales ( topics mentioned in syllabus)
2. Business model analysis
3. Case study ( leadership)
4. Experiential activities like Role Plays

## Essential/recommended readings

- Greenberg & Baron, (2008). Behaviour in Organization, 9th (Ed.) Pearson. (Unit 2: Chapter 4; Unit 3: Chapter 12)
- Luthans, F, Brett C. Luthans, Kyle W. (2015). Organizational behaviour: An evidence based approach, 13th Edition. McGraw Hill (Unit 2 : Chapter 2 & 13)
- Parikh, N. & Gupta, R. (2010). Organization Behaviour. Tata Mc.Graw Hill Education ,New Delhi (Unit 2: Chapter 7 & Chapter 8; Unit 3: chapter 18 & 19)
- Prakash, A. (2011). Organizational behaviour in India: An Indigenous Perspective. In G. Misra (Ed.), *Handbook of Psychology*, Oxford University Press.
- Robbins, S.P., Judge T.A. (2017) Essentials of Organizational Behaviour, Pearson Education. (Unit 1: Chapter 1, Unit 2: Chapter 7, Unit 3: Chapter 13)

## Suggestive readings

- Sharma, S. (2015). Globalizing Indian Thought through Indian Management Knowledge Tree. *IIM Kozhikode society & Management Review*, 4(1), 1-14.
- Sinha, J.B.P. (1995). *Cultural Context of leadership and Power*. Sage Publications.

## GENERIC ELECTIVES (GE-6: INTERGROUP RELATIONS)

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE6: INTERGROUP RELATIONS	4	3	1	0	12 <sup>th</sup> Pass	Nil

### **Learning Objectives**

- The Learning objectives of this course are as follows:
- The course on intergroup relations shall facilitate in a non-psychology student an understanding of society as a whole, the frictions and fissures in humanity and the psychological bases for the same.
- The objective is to help students develop insights into their one's own needs for belongingness and differentiation as a precursor to these dynamics and conflicts.

### **Learning outcomes**

- The Learning Outcomes of this course are as follows:
- To understand the socio-psychological underpinnings of group membership and relationship between groups
- To understand the psychological foundations of conflict between groups
- Learning to resolve inter-group conflicts and improving inter-group relations

### **SYLLABUS OF GE-6**

#### **UNIT – I (3 Weeks)**

**Groups and their Importance :** Groups, types and importance, Intragroup - intergroup differences, discontinuity effects, inter-group relations

#### **UNIT – II (4 Weeks)**

**Intergroup Interaction Approach:** Realistic conflict theory, Robbers cave experiment (cooperation vs. competition), Social Identity theory, minimal group studies; Relative deprivation theory, Norm Violation theory

#### **UNIT – III (5 Weeks)**

**Social and Cultural Aspects of Intergroup Relations:** Cognitive biases & stereotypes, prejudice, Discrimination, social dilemma; inter-group conflicts and their types; consequences of conflicts (subtle and blatant forms); Case studies in Indian context.

#### **UNIT – IV (3 Weeks)**

**Resolving Intergroup Conflicts:** Contact based strategies, Cognitive strategies; Conflict Resolution (arbitration, negotiation, mediation etc.), Case Studies in Indian context.

**Practical component (if any) - NIL**

### **Essential/recommended readings**

- Baron, R.A., Branscombe, N.R, Byrne,D. & Bhardwaj, G. (2009) Social psychology. New Delhi: Pearson.
- Baumeister, R.F., & Bushman, B.J.(2013). Social Psychology & Human Nature. Wadsworth
- (chapter on prejudice and intergroup relations)
- Dunham, Y., Srinivasan, M., Dotsch, R., & Barner, D. (2014). Religion insulates ingroup evaluations: the development of intergroup attitudes in India. *Developmental science*, 17(2), 311–319. <https://doi.org/10.1111/desc.12105>
- Forsyth, D.R. (2009) Group dynamics.Broke/Cole: Wadsworth.
- Miller, N.& Breuer, M.B. (1996). Intergroup Relations (Mapping Social Psychology). Open University Press.

- Tripathi, R.C. (2009). Hindu Social Identities and Imagined Past. In A.K.Tiwari (Ed), *Psychological Perspectives on Social Issues and Human Development*. Concept Publishing Company.

#### **Suggestive readings -**

- Myers, D. Sehejpal, P., Behera, P. (2011). Social Psychology. McGraw Hill Education.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (1997). Social Psychology(9th.ed.). Prentice-Hall, Inc.
- Franzoi, S.L. (2016) Social Psychology. 7th Edition, BVT Publishing, Redding, CA.

### **GENERIC ELECTIVES (GE-7): HEALTH AND WELL-BEING**

#### **Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE-7 : HEALTH AND WELL-BEING</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

#### **Learning Objectives**

- The Learning Objectives of this course are as follows:
- To equip the learner about the components and theoretical basis of health and wellbeing and understanding the relationship between mind and body.
- To inculcate sensitivity to health related behaviors and ways of adopting them.
- To develop an understanding of how engaging in physical activity improves health and regulating emotions can impact wellbeing.
- To enable the learners develop skills to manage their health and wellbeing

#### **Learning outcomes**

- The Learning Outcomes of this course are as follows:
- Demonstrate an adequate knowledge of various components of health and theoretical basis of Health & Well-being.
- Developing an understanding health related behaviours and ways to engage in them for promoting health and wellbeing
- Evaluating the usefulness of physical activity and skills to regulate emotions in enhancing health and wellbeing.
- Displaying different kinds of skills to manage stress and techniques of relaxation.

### **SYLLABUS OF GE-7**

#### **UNIT – I (4 Weeks)**