



SYMBIOSIS COLLEGE OF ARTS & COMMERCE
 An Autonomous College | Under Savitribai Phule Pune University
 Reaccredited 'A+' with 3.51 CGPA For Third Cycle By NAAC | College with Potential for Excellence

COURSE TITLE	MOTIVATION AND EMOTION
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Paper Number (In case of Specialization)	Honours Core Paper I
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Course Learning Outcomes:

On successful completion of the module students will be able to:

- 1. Get comprehensive overview of the major theories of motivation and emotion**
- 2. Know about the role of biological factors in motivation and emotion.**
- 3. Know the importance of positive emotions in human life.**

Unit	CONTENTS OF THE COURSE	No. of Lectures
1.	FOUNDATIONS OF MOTIVATION 1.1. Concepts and Components of Motivation 1.2. Approaches to the study of motivation and emotion: Physiological, Ethological, Cognitive, Socio-cultural, Developmental-Interactionist 1.3. Mechanism of motivation: Hunger, thirst, sleep, and sex 1.4. Classical Theories: Murray and Atkinson 1.5. Intrinsic and extrinsic motivation	16
2.	FOUNDATIONS OF EMOTION 3.1. Concepts and Components of Emotion 3.2. Biological bases of emotions – ANS, endocrine system, immune system 3.3. Psycho-physiological measures	15
3.	THEORIES AND INTERVENTIONS OF EMOTION 4.1. Classical Theories: James-Lange, Cannon-Bard, Schachter-Singer 4.2. Positive emotions and related interventions: Fredrikson’s Broaden and Build theory of positive emotions and optimism 4.3. Emotional intelligence: Models, measurement and correlates	14
	Total Number of Lectures	45

Teaching Methodology	1. PowerPoint Presentations 2. Audio-visual teaching aids 3. Classroom discussions
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Projects / Field work as part of continuous assessment:

Topic: Introspect your emotions with help of James-Lange, Cannon-Bard, and Schachter-Singer’s theories of emotions.

Objectives: Application of classical theories of emotions.

Learning Outcomes: Students will be able to apply conceptual knowledge in the real-life situations.

Suggested Reference Books:

- 1 Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
- 2 Buck, R. (1988). *Human Motivation and Emotion*. New York: Wiley.
- 3 Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4 th Edn. Wiley: India.
- 4 Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
- 5 Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
- 6 Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
- 7 Ryckman, R.M. (1978). *Theories of Personality*. D.Van Nostrand Company: New York.
- 8 Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
- 9 Salovey, P. & Sluyter, D. (eds) (1997). *Emotional development and emotional intelligence: Implications for educators*. NY: Basic Books.
- 10 Borod, J. (ed) (2000). *The neuropsychology of emotions*. Oxford: Oxford University Press.