

**ANNAMALI UNIVERSITY**  
**DEPARTMENT OF PSYCHOLOGY**  
**M.Sc., APPLIED PSYCHOLOGY**  
**(Choice Based Credit System)**  
**2014-15 Onwards**

**FACULTIES OF ARTS, SCIENCE, INDIAN LANGUAGES AND EDUCATION**  
**(EXCEPT DEPARTMENT OF EDUCATION)**  
**REGULATIONS**

**Master Programme**

A Master's programme consists of a number of courses. Master's programme consists of a set of compulsory courses (core courses) and some optional courses (elective courses).

Core course are basic courses required for each programme. The number and distribution of credits for core courses will be decided by the respective faculties.

Elective courses will be suggested by the respective departments. Elective courses may be distributed in all four semesters.

A course is divided into five units to enable the students to achieve modular and progressive learning.

**Semesters**

An academic year is divided into two semesters, odd semester and even semester. The normal semester periods are:

Odd Semester : July to November (90 working days )

Even Semester : December to April (90 working days)

**Credits**

The term credit is used to describe the quantum of syllabus for various programmes in terms and hours of study. It indicates differential weightage given according to the contents and duration of the courses in the curriculum design.

The minimum credit requirement for a two year master's Programme shall be 90.

In the faculty of science there will be 54 credits of core courses and 18 credits for elective courses. In other faculties, there will be 72 credits for core courses and 18 credits for elective courses.

**Courses**

Each course may consist of lectures / Tutorials / Laboratory work / Seminar / Project work / Practical training / Report / Viva -voce etc.

**Course Weight**

Core and elective course may carry different weights. For example, a course carrying one credit for lectures, will have instruction of one period per week during the semester, if there hours of lecture is necessary in each week for that course then 3 credits will be the weightage. Thus, normally, in each of the courses, credits will be assigned on the basis of the lectures / tutorials / laboratory work and other form of learning in a 15 week schedule:

- i. One credit for each lecture period per week
- ii. One credit for each tutorial per week.
- iii. One credit for every three periods of laboratory or practical work per week.
- iv. One credit for 3 contact hours of project work in a week.
- v. One credit for every two periods of seminar.
- vi. Six credits for project work/dissertation.

### **Eligibility for admission**

A candidate who has passed the Bachelor's Degree in any subject including the professional courses of this university or an examination of any other university accepted by the syndicate as equivalent there to.

### **Grading System**

The term Grading System indicates a 10 point scale of evaluation of the performance of students in terms of marks, grade points, letter grade and class.

### **Duration**

The duration for completion of a Five Years Master's programme in any subject is ten semesters, but in any case not more than eight years from the year of admission.

### **Structure of the Programme**

The Master's Programme will consist of:

- i. Core course which compulsory for all students.
- ii. Elective course which students can choose from amongst the courses approved within the department or in other departments of the Faculty and other Faculties. (Arts , Science, Education, and Indian languages.)
- iii. The elective subjects will be allotted after counselling by a committee of the heads of the departments under the Chairmanship of the Dean.
- iv. Dissertation/ Project work / Practical training / Field work, which can be done in as organization (Government, Industry, Firm, Public enterprise etc.)

### **Attendance**

Every teaching faculty handling a course shall be responsible for the maintenance of attendance register for candidates who have registered for the course.

The instructor of the course must intimate the Head of the Department at least seven calendar days before the last instruction day in the semester about the particulars of all students who have secured an attendance of less than 80%.

A Candidate who has attendance less than 80% shall not be permitted to sit for the End- Semester examination in the course in which the shortage exists.

However, it shall be open to the authorities to grant exemption to a candidate who has failed to obtain the prescribed 80% attendance for valid reason on payment of a condonation fee and such exemptions should not under any circumstances be granted for attendance below 70%.

### **Examination**

There will be two Sessional assessments and one End – Semester examination during each semester.

Sessional test –I will be held after 35 working days and Sessional –II will be held after 70 working days.

Sessional test –I will be a combination of a variety of tools such as class test, assignment and paper presentation that would be suitable to the course. This requires an element of openness. The students are to be informed in advance about the nature of assessment and the procedures. However the tests are compulsory. Test-I may be for one hour duration. The pattern of question paper will be decided by the respective Faculty.

Sessional Test-II will be conducted with a variety of assessment tools. It will also have an element of openness. The students are to be informed in advance about the nature of assessment and the

procedures. However the tests are compulsory. Test –II may be for two hours duration. The pattern of question paper will be decided by respective Faculty.

There will be one End Semester Examination of three hours duration in each course.

The End Semester Examination will cover all the syllabus of the course for 75% of marks.

### **Evaluation**

Evaluation will be done on a continuous basis. Evaluation may be by Objective type questions, Quiz, Short answer, Essays or a combination of these, but at the End Semester it has to be written Examination.

The performance of students in each course is evaluated in terms of percentage of marks (PM) with a provision for conversion to Grade Point (GP). The sum total performance in each semester will be rated by GPA while the continuous performance from the 2<sup>nd</sup> semester onward will be marked by (OGPA).

### **Marks and Grading**

A student cannot repeat the assessment Sessional Test I and Sessional Test II. However, if for any compulsive reason the student could not attend the test, prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

A minimum of 50% marks in each course is prescribed for a pass. A student has to secure 50% minimum in the End Semester Examination.

If a candidate who has not secured a minimum of 50% of marks in a course shall be deemed to have failed in that course.

The student can repeat the End Semester Examination when it is offered next in the subsequent Odd/Even Semester till the regulations are in force.

A candidate who has secured a minimum of 50 marks in all courses prescribed in the programme and earned a minimum of 90 credits will be considered to have passed the Masters Programme.

### **Grading**

A ten point rating scale is used for the evaluation of the performance of the student to provide letter grade for each course and overall grade for the Master's Programme.

<b>Marks</b>	<b>Grade Points</b>	<b>Letter Grade</b>	<b>Class</b>
90+	10	S	Exemplary
85-89	9.0	D	Distinction
80-84	8.5	D	Distinction
75-79	8.0	D	Distinction
70-74	7.5	A	First Class
65-69	7.0	A	First Class
60-64	6.5	A	First Class
55-59	6.0	B	Second Class
50-54	5.5	C	Second Class
49 or less		F	Fail

The successful candidates are classified as follows.

I- Class 60% marks and above in overall percentage of marks (OPM).

II-Class 50-59% marks in overall percentage of marks.

Candidate who obtain 75% and above but below 91% of marks (OPM) shall be deemed to have passed the examination in FIRST CLASS (Distinction) provided he/she passes all the course prescribed for the programme at the first appearance.

Candidates who obtain 90% and above (OPM) shall be deemed to have passed the examination in FIRST CLASS (Exemplar) provided he/she passes all the courses prescribed for the programme at first appearance.

**For the internal assessment evaluation the Brake up marks shall be as follows**

Test	<b>10 marks</b>
Assignment	<b>5 marks</b>
Case Study/ Roll Play/ Viva/ Short Answers etc.	<b>5 Marks</b>
Attendance	<b>5 Marks</b>
Total	<b>25 Marks</b>

The award of marks shall be as bellow

<b>Faculty of science</b>	<b>Theory</b>	<b>2100 marks</b>
Faculty of arts, Indian Languages & Education	Theory	2100 marks

**Course-wise letter grades**

The percentage of marks obtained by a candidate in a course will be indicated in a latter grade.

A students is considered to have completed a course successfully and earned the credits if he/she secures an overall latter grade other than F.A latter grade F in any course implies a failure in that course. A course successfully completed cannot be repeated for the purpose of improving the Grade point.

The F Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully latter. The grade acquired later by the student will be indicated in the grade sheet of the odd/even semester in which the candidate has appeared for clearance of the arrears.

A student who secures F Grade in any course which is listed as core course has to repeat it compulsorily when the course is offered next. If it is an elective course, the student has the option to repeat it when it is offered next or to choose a new elective if he/she is chosen in the place of failed elective, the failed optional will be indicated as dropped in the subsequent grade card.

If a student secures F grade in the Project work/Field work / Practical work/ dissertation, either he/she shall improve it and resubmit it if it involves only rewriting incorporating the clarification of the evaluators of he/she can re-register and carry out the same in the subsequent semesters for evaluation.

**Withdrawal from the course by the student**

Within 2 weeks from the date of commencement of the semester.

**DEPARTMENT OF PSYCHOLOGY**  
**Scheme of Examinations**  
**M. Sc., Applied Psychology (CBCS)**  
**2012-13 onwards**

Sl.No	Course Code	Name of the Course	Credit Points
<b>I Semester</b>			
1.	PSSC 101	General Psychology	5
2.	PSSC 102	Social Psychology	4
3.	PSSC 103	Child Development	5
4.	PSSC 104	Psychopathology	4
5.	PSSE 105	General Psychology (Elective)	4
6.	PSSE 105	Personality Development (Elective)	4
<b>Total Credit</b>			<b>22</b>
<b>II Semester</b>			
7.	PSSC 201	Health Psychology	5
8.	PSSC 202	Environmental Psychology	5
9.	PSSC 203	Counselling Psychology	4
10.	PSSP 204	Psychological Experiments and Testing Practical-I	4
11.	PSSE 205	Industrial Psychology (Elective)	4
12.	PSSE 205	Health Psychology (Elective)	4
<b>Total Credit</b>			<b>22</b>
<b>III Semester</b>			
13.	PSSC 301	Research Methodology & Psychological Statistics	5
14.	PSSC 302	Behaviour Technology	4
15.	PSSC 303	Industrial Relations & Labour Welfare	4
16.	PSSC 304	Organizational Behaviour	4
17.	PSSE 305	Adolescence Psychology (Elective)	4
18.	PSSE 305	Counselling Psychology (Elective)	4
19.	PSSC 306	Soft Skills	2
<b>Total Credit</b>			<b>23</b>
<b>IV Semester</b>			
20.	PSSC 401	Human Resource Management	5
21.	PSSC 402	Consumer Behaviour & Marketing	4
22.	PSSP 403	Psychological Experiments and Testing Practical II	4
23.	PSSC 404	Dissertation and Institutional Training	6
24.	PSSE 405	Stress Management (Elective)	4
25.	PSSE 405	Consumer Behaviour and Marketing (Elective)	4
<b>Total Credits</b>			<b>90</b>

## PSSC 101: GENERAL PSYCHOLOGY

### OBJECTIVES

#### The Students should know

- i) the scientific orientation of psychology
- ii) the various characteristics of behaviour
- iii) a working knowledge about memory, motivation and emotion
- iv) the cognitive and intellectual factors
- v) the personality types and assessment

#### Unit-I

[10 Hours]

##### Psychology - A science

Modern psychology. Definition - Goals - Schools of psychology - Methods: Introspection - Observation - Experiment - Case study - Developmental methods - Brief history of psychology - Fields in psychology.

##### Biological Bases of Behaviour

Neurons: Structure - Functions – Neurotransmitters - Nervous system: Major divisions. Brain: Structure and functions. The endocrine system - Heredity and environment in the development of behaviour.

#### Unit-II

[14 Hours]

##### Sensation and Perception

Sensation - Meaning - Stimulus thresholds - Adaptation - Signal detection theory - Sense organs - Vision - Hearing - Touch and other skin senses - Smell and taste - Kinesthesia and Vestibular sense. Perception: Meaning - Factors - Organizing principles - Errors in perception - Extra sensory perception.

##### States of Consciousness

Biological rhythms: Waking states of consciousness. Sleep disorders - Altered states of consciousness - Hypnosis. Conscious altering drugs - Meditation.

##### Learning

Definition - Characteristics - Association theories: Classical conditioning - Basic principles - Operant conditioning - Reinforcement - Shaping - Learned helplessness - Cognitive theories - Insight learning - Observational learning.

#### Unit-III

[13 Hours]

##### Memory and Forgetting

Memory: Meaning - Information processing approach - Memory system: Sensory memory - Short term memory - Long term memory - Forgetting: Meaning - Causes: Decay hypothesis - Interference - Repression - Amnesia - Improving memory.

##### Motivation and Emotion

Motivation: Meaning - Theories: Instinct theory - Drive theory - Arousal theory - Expectancy theory - Need hierarchy theory - Classification of motives: Physiological motives - Psychological effects - Emotions: Meaning - Theories.

**Unit-IV****[9 Hours]****Cognition: Thinking**

Thinking: Meaning - Concepts - Propositions – Image - Reasoning - Problem solving methods - Artificial intelligence - Piaget's cognitive development theory - Language: Basic nature - Development of language - Psycholinguistics.

**Unit-V****[14 Hours]****Cognition: Intelligence and Creativity**

Intelligence: Meaning - The concept of I.Q. theories: Two factor theory – Multifactor theory - Group factor theory - Guilford's model - Triarchic theory - Intelligence tests: verbal, nonverbal and performance tests – Extremes of intelligence - Meaning - Steps in creative thinking - Characteristics of creative people.

**Personality**

Meaning - Determinants - Types and traits -Measuring personality: Subjective, Objective tests and Projective techniques.

**Text Books**

- 1) Baron, R.A. *Psychology*. Boston: Allyn & Bacon, 1998.
- 2) Feldman, R.S. *Understanding Psychology*. (4<sup>th</sup> Ed.) New York: McGraw Hill, 1996.

**Reference Books**

Lupton, D. *The Emotional Self*. New York: Sage Publications, 1998.

- 1) Spear, P.D. Penron, S.D. & Baker, I.B. *Psychology, Perspectives of Behaviour*. New York: John Wiley & Sons. 1998.
- 2) Schiffman, H.R. *Sensation and Perception*. New York: John Wiley & Sons, 1996.
- 3) Hank kahney. *Problem Solving*. Buckingham: Open University press, 1993.
- 4) Buck, R. *Human Motivation and Emotion*. (2<sup>nd</sup> Ed.) New York: John Wiley & Sons, 1988.
- 5) Goleman, D. *The Varieties of Meditative Experience*. London: Rider & Co. 1978.
- 6) Mischel, W. *Introduction to Personality* (3<sup>rd</sup> Ed.) New York: Holt, Rinehart and Winston, 1981.
- 7) Buzan, I., & Buzen, B. *The Mind Map Book*. London: BBC Books, 1985.
- 8) Rajamanickam.M. *Modern General Psychology*. Agra: Bhargave Book House, 2000.

**PSSC 102: SOCIAL PSYCHOLOGY****OBJECTIVES****The Students should know**

- i) the definition, historical development and the methods of social psychology,
- ii) the factors of social perception, attribution, impression formation,
- iii) the nature, formation and change of attitudes.
- iv) the causes of prejudice, discrimination and pro-social behaviour,
- v) the nature, functions of group, decision making and the leadership influence.

**Unit-I****[10 Hours]****The Field of Social Psychology**

*Social Psychology*: A working definition. Focuses on the behaviour of the individuals - Social Psychology: A capsule Memory: Early years, its youth, 1970's, and 1980's 1990's and beyond - Research methods in social Psychology: The Experimental Method, Correlational Method, Social Psychological and perennial skeptics: The importance of replication and multiple methods in social research, Role of Theory in Social Psychology -The Quest for knowledge and the rights of individuals.

**Unit-II****[10 Hours]****Social Perception**

Social Perception - Non-verbal communication: The basic Channels, Non-Verbal behaviours and social interaction: Self-Presentation and the detection of Deception Attribution Theories of Attribution: Jones and Davis theory - Kelley's theory of casual attribution - Attribution: Some basic facts and impression formation: Some basic facts and impression Management.

**Unit-III****[10 Hours]****Attitudes**

Attitudes – Formation of attitudes: Social learning direct experience and genetic factors - Attitudes and Behaviour: The essential link attitude specify - Attitude components - Attitude strength - Vested interest and the role of self-awareness - Attitude accessibility - Persuasion: The Traditional and cognitive approach - Reciprocity of persuasion - When attitude change fails reactance -Forewarning and selective avoidance - Cognitive Dissonance: Dissonance and attitudinal change - Dissonance and the less - lead - to more effect -Dissonance - Origin of Dissonance.

**Unit-IV****[18 Hours]****Prejudice and Discrimination**

Prejudice and Discrimination - The origins of Prejudice: Direct inter group for Prejudice - Ultimate attribution error - Early experience - Cognitive sources of Prejudice - Challenging prejudice: On learning not to hate - Direct Intergroup contact - Recategorization and its nature and effect: Gender stereotypes – Discrimination against females and sexual harassment.

**Pro-Social Behaviour**

Pro-social behaviour - Responding to an Emergency: Behaviour of Bystanders - Bystander apathy versus Diffusion of responsibility - Five necessary cognitive steps -Internal and External factors that influence altruistic behaviour - Explanations of Pro-social behaviour: Empathy - Altruism theory - Egoistic theory – Empathic joy and Genetic selfishness.

**Unit-V****[12 Hours]****Groups and Individuals**

Groups: their nature and function - Group formation and how groups function - Groups and task performance social facilitation - Group versus individuals - Social loafing - Social facilitation and social loafing - Decision making by groups: The decision making process - Nature of group decisions - Some potential pitfalls - Leadership: Its nature and impact in groups: The traits approach -Gender difference 'in Leadership - Leader effectiveness: Two influential views - Transformational Leadership: Leadership through vision and charisma.



### **Text Books**

- 1) Robert, A. Baron., and Donn Byrne. Social Psychology: Understanding Human Interaction (7<sup>th</sup> Edition); New Delhi: Prentice Hall of India Private Limited, 1995.
- 2) Robert, S. Feidman. Social Psychology; Englewood Cliffs, New Jersey: Prentice Hall, 1995.
- 3) David, O. Sears Anne Peplan, Jone than L. Freeman and Shelly, E. Taylor. Social Psychology (6<sup>th</sup> Edition).New Jersey: Englewood Cliffs. 1998.
- 4) Kuppusamy, B.An introduction to social psychology,(Second Edition), Bombay: Lily Jayasinglhe publishers pvt.ltd., 1982.

## **PSSC 103: CHILD DEVELOPMENT**

### **OBJECTIVES**

#### **The students should know**

- i) the biological foundations behind the developments extending from conception to old age.
- ii) the principles and pattern of maturation, learning, social expectations, individuals differences,
- iii) the steps involved in the physical, intellectual, social and personality development
- iv) various aspects of speech, emotional and play development
- v) the meaning and development of creativity, moral and discipline, sex role and family relationships.

#### **Unit-I**

**[12 Hours]**

#### **Human Development**

Human development: An introduction – Early Approaches – Human development today – Influences on development – Timing of influences – Theoretical perspectives – Research methods – Methods of data collection – Basic Research designs – Ethics in research

#### **Unit-II**

#### **Conception to Birth**

Conceiving new life – Heredity and Environment – Prenatal development- The Birth process.

#### **Unit-III**

**[12 Hours]**

#### **Infancy and Toddler hood**

New born baby – Survival and health – Early Physical development – Cognitive development – Classic approaches – Newer approaches – Language development – Foundations of Psychosocial development – Developmental issues in infancy and Toddler hood – Contact with other children – Children of working parents.

#### **Unit-IV**

**[12 Hours]**

#### **Early Childhood**

Aspects of Physical development – Motor skills – Health and safety – Cognitive development – Language and other cognitive abilities – Early childhood education – Psychosocial development in early childhood – Developing self – Play parenting – Relationship with other children

#### **Unit-V**

**[12 Hours]**

#### **Middle Childhood**

Aspects of physical development – Health and safety – Cognitive development – Piagetin approach – Language and literacy – Child in school – Psychosocial development child in family – Child in peer group – Mental health.

**Text Book**

- 1) Papalia, D.E. & Olds, S.D. Human Development (9<sup>th</sup> Edition). New Delhi: Tata McGraw Hill Publishing Co. Ltd., 2004.
- 2) Hurlock, E.B. *Child Development* (4<sup>th</sup> Edn.). New Delhi: Tata McGraw Hill Co. Ltd., 1976
- 3) Schiamberg, L.B. *Human Development* (2<sup>nd</sup> Edn. New York: Macmillan publishing Co., 1984.

**PSSC 104: PSYCHOPATHOLOGY****OBJECTIVES****The Students should know**

- i) the essential differences between normal and abnormal behaviour,
- ii) to identify the etiological factors contributing to abnormal behaviour and the various theories that explain mal-adjustments.
- iii) the symptoms of abnormal behaviour and the classification of different kinds of mental disorders,
- iv) the various kinds of psychotic, neurotic and other forms of disorders,
- v) the nature of various personality and substance abuse disorders.

**Unit-I****[12 Hours]****Perspectives on Abnormal Behaviour**

Abnormal Behaviour in our times - Popular Views -Classification of Mental Disorder - Research in Abnormal Psychology. Historical views of abnormal behaviour: Abnormal Behaviour in Ancient Times - Early Philosophical and Medical Concepts - Growth toward Humanitarian approaches - Foundations of 20<sup>th</sup> Century views -Changing Attitude towards Mental Health - Roots of the Biological views - Psychodynamic Perspectives.

Casual Factors and View Points in Abnormal Psychology: Causes - Models- Biological View Points and Causal Factors - Psycho Social View Point and Causal Factors - Socio Cultural View Points and Casual factors.

**Unit-II****[12Hours]****Patterns of Abnormal (Maladaptive) Behaviour**

Stress and adjustment Disorders: Stress and Stressors - Coping Strategies - Reactions to Common Life Stressors - Acute and Post Traumatic Stress Disorder -Reactions to Severe Life Stressors - Reactions to Catastrophic Events - treatment and Prevention of Stress. Panic and Anxiety Disorders: Anxiety Disorder -Phobic Disorders - Panic Disorder, generalized Anxiety disorder - Obsessive Compulsive Disorders - Treatment aid outcome.

**Unit-III****[12 Hours]****Patterns of Abnormal (Maladaptive) Behaviour**

Mood Disorders and Suicide: Unipolar Mood Disorders - Bipolar Disorders - Casual Factors in Mood Disorders - Socio - cultural factors - Treatment and outcomes - Suicide prevention.

**Unit-IV****[14 Hours]****Personality and Substance Abuse Disorders**

Personality Disorders - Clinical Features - Types - Visual Factors – Anti-Social Personality and Psychopathy - Clinical Features - Casual Factors- Treatments and outcomes in Psychopathic and anti-social personality - Substance - Related and other Addictive Disorders: Alcohol Abuse and Dependence - Clinical Picture – Causes Treatments and outcomes - Drug Abuse and Dependence - Opium - Cocaine - Barbiturates - marijuana - Caffeine, Nicotine - Other Addictive disorders: Hyper Obesity and Pathological Gambling.

#### **Unit-V**

**[10 Hours]**

#### **Contemporary Issues in Abnormal Psychology**

Perspectives on Prevention: Controversial issues and Mental Disorders - Organized Efforts for Mental Health -Challengers for Future - Psychotherapies.

#### **Text Books**

- 1) Robert, C. Carosn, James, N. Butcher and Susan Mineka. Abnormal Psychology and Modern Life. New York: Hyper Collins College Publishers, 1996.
- 2) Coleman, J.C. Abnormal Psychology and Modern Life (3<sup>rd</sup> Indian Edition). Bombay: D.P. Tapapore Walers Sons Co. Pvt. Ltd., 1972.
- 3) Strange J.R. Abnormal Psychology, Bombay: Tata McGraw Hill Publishing Ltd., 1965.

### **PSSE 105: GENERAL PSYCHOLOGY [ELECTIVE]**

#### **OBJECTIVES**

#### **The Students should know**

- i) the scientific orientation of psychology
- ii) the various characteristics of behaviour
- iii) a working knowledge about memory and thinking
- iv) the cognitive and intellectual factors
- v) the personality types and assessment

#### **Unit-I**

**[10 Hours]**

#### **Introduction**

Brief history of psychology - Modern psychology -Definition - Goals - Methods: Introspection - Observation - Experiment - Case study - Developmental methods -Fields in psychology - Heredity and environment.

#### **States of Awareness**

Consciousness, sleep and dreams - Defining states of awareness - Sleep – The human need for sleep - Control of sleep -The problem of insomnia -Treatment - Dreams.

Hypnosis - Definition - Hypnosis is a unique state -Behaviour under hypnosis - Hypnosis as therapy.

Drugs and awareness - Kinds of drugs -Neurotransmitters and expectations - Depressants -Treatment of drug abuse.

**Unit-II****[12 Hours]****Perception**

Definition - Perceptual process: Attention Characteristics of attention - Attention and the processing of information - Form perception - Contours - Organization in form perception : Depth perception - Monocular cues - Binocular cues - Perceptual constancy Size - Brightness - Movement perception - Perceptual abnormalities.

**Learning**

Definition - Characteristics - Association theories: Classical conditioning - Operant conditioning - Reinforcement - Shaping - Learned helplessness - Cognitive theories - Insight learning - Observational learning.

**Unit-III****[10 Hours]****Memory and Forgetting**

Memory - Information processing theories - The levels of processing theories - Memory system: Sensory memory - Short term memory - Long term memory - Forgetting - Causes - Decay hypothesis - Interference - Repression - Amnesia - Methods to improve memory.

**Thinking**

The thinking process - Concepts - Problem solving - Decision making - Creative thinking - Language and communication.

**Unit-IV****[12 Hours]****Motivation**

Meaning - Theories: Instinct theory - Drive theory - Arousal theory - Expectancy theory - Need hierarchy theory - Classification of motives: Physiological motives - Psychological motives - Frustration - Conflicts.

**Emotion**

Expression and perception of emotions - The physiology of emotion - Theories of emotion: James - Lange theory - Cannon - Bard theory - The Schachter - Singer theory.

**Unit-V****[16 Hours]****Intelligence**

Meaning - The concept of I.Q. - Theories: Two factor theory - Multifactor theory - Group factor theory - Guilford's model - Triarchic theory - Intelligence tests: Verbal, nonverbal and performance tests - Extremes of intelligence - Steps in creative thinking - Characteristics of creative people.

**Personality**

The nature of personality - Theories: Type and trait theories - Dynamic personality theories - Learning and behavioural theories - Humanistic theories - Personality assessment.

**Text Books**

- 1) Baron, R.A. *Psychology*. Boston: Allyn & Bason, 1998.
- 2) Morgan, Clifford, T. King Richard, A. Weisz John, R. and Schopler John. *Introduction to Psychology*. (7<sup>th</sup> Ed.) Bombay: Tata McGraw Hill Publishing Co. Ltd., 1986.
- 3) Plotnik Rod. *Introduction to Psychology*. (2<sup>nd</sup> Ed.) New York: Random House Inc., 1989.

**Reference Books**

- 1) Morgan, King and Robinson. *Introduction to Psychology*. (6<sup>th</sup> Ed.) New Delhi: McGraw -Hill Book Company, 1979.

- 2) Kalat James, W. *Introduction to Psychology*. (4<sup>th</sup> FA.) New York: Brooks/Cole Publishing Company, 19965.
- 3) Coon Dennis. *Introduction to Psychology: Gateways to Mind and Behaviour*. [9<sup>th</sup> Ed.] Canada: Thomson Learning Inc, 2001.

### **PSSE – 105 PERSONILTY DEVELOPMENT (Elective)**

#### **Objectives**

The students must know

- i) the meaning of personality
- ii) physical and intellectual determinants of personality development
- iii) emotional and social determinants of personality development
- iv) aspirations, achievement and gender as a determinants of personality
- v) educational and family determinants of personality development

#### **Unit – I**

**[8 Hours]**

An approach to personality – Psychology and individuality – Personality – Character – Temperament – Insights from the past.

#### **Unit – II**

**[12 Hours]**

##### **Personality Determinates:**

Physical determinates – Traditional beliefs about bodies effects – Body build – Attractiveness – Homeostasis – Physical changes – Body control – Accidents – Physical defects – Health conditions.

##### **Intellectual Determinates:**

Intellectual development – Conditions influencing intellectual capacities – Deviant intelligence – Major areas of adjustment affected by intelligence.

#### **Unit – III**

**[10 Hours]**

##### **Emotional Determinants:**

Effects on Personality – Dominant emotions – Emotional balance – Emotional deprivation – Excessive love – Emotional expressions – Emotional catharsis - Emotional stress.

##### **Social Determinants:**

Early Social experience – Social deprivation – Social acceptance – Prejudice and discrimination – Group status – Social mobility.

#### **Unit – IV**

**[10 Hours]**

##### **Aspirations and Achievements:**

Aspirations – Level of aspiration – Achievements – Meaning of success and failure – Age of achievement.

##### **Gender Orientations:**

Effects of sexuality on Personality Interest in sexuality – Attitudes towards sexuality – Attitudes towards own sex – Attitudes towards sex differences – Sex appropriateness – Sex roles – Sexual behaviour.

#### **Unit – V**

**[10 Hours]**

##### **Educational Determinants:**

Attitudes towards education – Readiness for School – Early school experiences – Emotional climate of school or college – Teacher attitudes and behaviour – Academic success – Extra curricular activities – Peer acceptance – School subjects – Kind of school.

**Family Determinants:**

Pre dominating influence of family – Influence of family on personality development – Emotional climate of the home – Ordinal Position – Size of family – Family composition – Family roles – Deviant family patterns.

**Text Books:**

- 1) Hurlock Elizabeth, B. (2007). *Personality Development*, New York: McGraw – Hill Book Company.
- 2) Allport, G.W. (1961). *Pattern and Growth in Personality* New York. Holt, Rinehart and Winston.

**Reference Books:**

- 1) Smith, H.C. (1974). *Personality Development* (2<sup>nd</sup> Edn) New York: Mc Graw Hill Book Company.
- 2) Atkinson and Joes, J.W. Rajnor, O. (1978). *Personality, Motivation and Achievement* Hemisphere Publishing Corporation Washington.
- 3) Reiss, S. (2008). *The Normal Personality*, Cambridge University Press.
- 4) Mc Adams, D.P. (2001). *The Person*, New York: Harcourt College Publishing.
- 5) Pervin, L.A. & John, O.P. (2006). *Handbook of Personality*, W D: Overseas Press.

**PSSC-201 HEALTH PSYCHOLOGY****Objectives**

The students must know

- i. the meaning of health psychology
- ii. sources and coping mechanism of stress
- iii. AIDS and heart problems
- iv. pain and related illness
- v. intervention strategies and research techniques

**Unit – I****[10 Hours]**

Definition – Foundation of health psychology – Growing Partnership in health care – Meaning of disease – Bio medical and Psychological foundation of health & illness. Social – Ecological theories of health and illness.

**Unit – II****[10 Hours]**

Stress Model: Symptoms – Sources and coping – Substance abuse I: Kicking harmful habits- Substance abuse II: Use and misuse of alcohol; Eating behaviour: healthy and unhealthy habits.

**Unit – III****[10 Hours]**

The AIDS pandemic: A behavioural disease- Heart health: Silent killers and the hurry sickness - Insomnia – Mental handicap – Obesity – Sexual behaviour.

**Unit – IV****[10 Hours]**

The problem of pain: Head aches and low back pain - Chronic illness: Cancer and Arthritis - Aging and health: myths, realities and actions.

**Unit – V****[10 Hours]**

Interventions: Cognitive, Behavioural, Pharmacotherapy and Positive Behaviour Therapy  
Research techniques in health psychology- Experimental, Clinical and Epidemiological strategies

**Text Books:**

- 1) Philip, L.T. (1998). *Health Psychology*. Brooks/ Cole Publishing Co. New York.
- 2) Shelly, E. Taylor. (1995). *Health Psychology*, McGraw Hill Book co., New Delhi.
- 3) Hemalatha Natesan (2004).  
*Behaviour Therapy*, Coimbatore: Ganesh Krupa Publishers

**Reference Books:**

- 1) Briffiths, D. (1981) *Psychology and Medicine*. The MacMillam Press Ltd. London.
- 2) Marks, D. F. (2008). *Health Psychology*, N D: Sage. Werth Publications.
- 3) Straub, R. O. (2002). *Health Psychology*, N D: Worth Publications.
- 4) Brannon, L & Feist, J. (2001). *Health Psychology*, Singapore. Wordsworth.

**PSSC 202: ENVIRONMENTAL PSYCHOLOGY****OBJECTIVES****The students should know**

- I. the concepts, the meanings, the definitions and the subject matter of environmental psychology
- II. a broader spectrum of the environmental problems and their influences on human life
- III. the reciprocal relationship between human and their environmental and how to enhance its constructive and destructive consequences
- IV. the influence of social problems on enviromental and how to combat them
- V. the change in the field of environmental psychology and to expand the various areas already explored

**Unit-I****[10 Hours]****The Environmental Psychology**

Need for the study of Environmental Psychology -Nature and meaning of Environmental Psychology - Characteristics of Environmental Psychology - Research in Environmental Psychology - Data Collection Methods -Review of the content areas of Environmental Psychology.

**Unit-II****[12 Hours]****Theories of Environmental-Behaviour Relationship**

The Nature and function of theory in Environmental Psychology - Environmental Behaviour theories, Fledging theories, in a fledging field - The Arousal approach - The environmental Load Approach - The Under Stimulation approach - Adaption Zae Theory, Optional Stimulation - The Behaviour Constraint approach - Barker's Ecological Psychology - The environmental stress approach - Integration and Summary of Theoretical Perspectives.

**Unit-III****[10 Hours]****Environmental Stress**

Stress - Characteristics of Stressors -Appraisal - Characteristics of the Stress Response - Natural Disaster - Characteristics of natural Disasters - Effects of natural Disasters - Technological Catastrophe - Characteristics of Technological Catastrophe - Noise - Defining, Measuring and Perceiving Noise - Importance Noise Variables - Sources of Noise - Psychological effects of Noise - Effects of Noise – on performance - Noise and Social Behaviour - Summary of Noise effects on behaviour - Commuting - Impedance.





**Unit-IV****[12 Hours]****Crowding**

Effects of Population Density on Animals -Psychological Consequences of High Density for Animals -Behavioral Consequences of High Density for Animals -Consequences of High Density for Animals - Conceptual Perspectives: Attempts to Understand High Density Effects in Animals.

**Effect of High Density on Humans**

Methodologies used to stretchy High Density in Humans - Feeling the Effects of Density. Its Consequences for effect, arousal, and illness. Effects of density on Social Behaviour - Effects of High Density in Task Performance -Putting the Pieces together - Conceptualizations of Density effects on Humans Eliminating the Causes and Effects of Crowding - A look to the Future.

**Unit-V****[16 Hours]****Environmental for work, Leisure and Future**

Work Environmental - Need to study the Design of the work Environment - Designing the office Landscape -Personalization - Territoriality and Status in the work environment - Summary of Design in the work environment

**Leisure and Recreation Environments**

Wilderness and camping areas - Recreation environmental, Affording Exercise - Recreational Environmental for Children - Summary of Leisure and Recreation Environments - Future Environments - Living |n Space - Experimental undersea Environments.

**Changing Behaviour to save the Environment**

Environmental Psychology and saving the Environment - Environmental Education Teaching us what is wrong and responding patterns - Prompts: Reminders of do and don'ts - Reinforcement Techniques: Positive reinforcement: Encouraging good behaviour - Negative Reinforcement and punishment: Alternatives to positive reinforcement - Feedback: Letting us know how were doing Integrating and Evaluating the various Approaches to eliminating environmentally destructive behaviour Approaches to specific Environmental problems – Littering Saving Energy at Home: Residential Energy Conservation, Energy conservation and Transportation Vandalism Curbing Environmentally destructive Acts: An Assessment of the Present and the Future.

**Text Books**

- 1) Fisher, J.D. Bell, P.A. and Bam, A. Environmental Psychology (2<sup>nd</sup> Edition)  
New York: Holt Rinchart, and Winston, 1984.
- 2) Pajeons, J. D. Environment and Behaviour. . Massachusetts: addi and Westey Publishing Co., 1977.
- 3) Bell, P.A., Fisher, J.D. and Loomis, R.J. Environmental Psychology, Philadelphia: W.E. Saunders Co., 1978.

**PSSC 203: COUNSELLING PSYCHOLOGY****OBJECTIVES****The students should know**

- i) the nature and theories of counselling
- ii) the application of Psychoanalysis theory
- iii) the application of theories Adler, Erick Bern to counselling
- iv) the application of theories of Rogers and Skinner to counseling
- v) the rational and emotive approaches to counselling

**Unit-I** [6 Hours]**Toward a Personal Theory of Counselling**

The Nature of Counselling - Theory - Theory in Counselling.

**Unit-II** [14 Hours]**Classical Psychoanalytic Theory**

Theory of Personality Development - Process of Development - Abnormal Personality Development goals of Therapy.

**Ego-Counselling**

Theory of Personality - The Development of Abnormal Behaviour - The Goals of Counselling - Techniques of Ego-Counselling.

**Unit-III** [14 Hours]**The Individual Psychology of Adler**

Theory of Personality Development - Abnormal Development - goals of Counselling - Techniques of Counselling.

**Transactional Analysis**

Theory of Personality - Maladaptive Personality Development - Transactional Analysis in Counselling.

**Unit-IV** [14 Hours]**Self-Theory**

Background - Theory of Personality -The Development of maladaptive Behaviour - The Counselling Process - Recent extensions of Self-Theory.

**Behaviour Approaches to Counselling**

Theory of Personality - Development Behaviour -Theory of personality - Abnormal personality development - Goals of Counselling - The Process of Counselling - Techniques of Counselling.

**Unit-V** [14 Hours]**Rational Approaches to Counselling**

Reality Therapy - Goals of Counselling - Process and Techniques of Counselling - Rational Emotive Counselling - Reality Therapy and Rational - Emotive therapy - A Final Word.

**Text Book**

- 1) Hansen, J.C. Stevic, R.R. Warner, R. W. Jr. Counselling: Theory and Process (2<sup>nd</sup> Edition). Boston: Ally and Bacon Inc., 1977.
- 2) Narayanan Rao, S. Counselling Psychology. New Delhi: Tata McGraw Hill Publishing Co. Ltd., 1981.
- 3) Lewis, E.C. The Psychology of Counselling. New York: Holt, Rinehart and Winston, Inc. 1970.
- 4) Bordin, E.S. Psychology of Counselling. New York: Appleton Century Crafts, 1968.
- 5) Blum and Bolinsky, B. Counselling and Psychology, Bombay: Asia Publishing House, 1961.

**PSSP 204 PSYCHOLOGICAL EXPERIMENTS AND TESTING  
PRACTICALS – I**

Candidates are required to perform at least 15 experiments from the list given below and prepare a record which the same should be submitted at the time of practical examinations duly signed by the course teacher and with a bonafide certificate from the Head of the Department.

**Objectives**

The students must know

- i. how to use the general principles and aim of Psychology – to verify certain problems in experimental situations.
- ii. the method of giving instruction to the subjects and to conduct the experiment.
- iii. to collect the data, interpret them using suitable statistical techniques.
- iv. how the human behavior is made to manifested in the experimental situations – and how it can be experimentally studied.
- v. to make generalization from data and to point out their implications

**Paper Pencil Tests:-**

1. Self Concept Scale
2. Bell's Adjustment inventory
3. Maslowian need analysis
4. Raven's Advanced Progressive Matrices
5. Ecological Attitude Survey
6. Mental Health Inventory
7. Religious Attitude Scale
8. Eysenck Personality Questionnaire ( EPQ)
9. Emotional Intelligence Scale
10. Marital adjustment Inventory
11. P.GI Memory scale
12. Assertiveness Questionnaire
13. Conservatism Radicalism

**Instrument Tests:**

1. Concept formation
2. Role of insight in learning
3. Transfer of Training
4. Habit interference
5. Alexander Pass along Test

**PSSE 205: INDUSTRIAL PSYCHOLOGY [ELECTIVE]**

**The students should know**

- i) the nature and field of industrial psychology
- ii) the procedures relating to recruitment selection, planning, and training
- iii) the conditions that affect the employees and the employers
- iv) the welfare measures available to employees
- v) the method of measuring and evaluating work performance

**Unit-I [7 Hours]****An Overview of Industrial Psychology**

The development of industrial psychology - Industrial psychology as an academic discipline - Industrial psychology as a career - Industrial psychology in the future.

**Unit-II [20 Hours]****Recruiting, Selecting, and Placing Employees**

Matching individuals to organizations and jobs -Recruiting job applicants - Screening job applicants -Selecting employees - Placing new employees - Alternative staffing strategies.

**Training**

Employee training and socialization - An overview of training - The organization's training needs - Initial job training - Employee development training - Role of the individual in training - Socialization. Motivation and job Satisfaction - Employee motivation and job satisfaction -Role of work motivation in performance - Dispositional theories of work motivation - Cognitive theories of work motivation - The reinforcement model of work motivation - The applied implications of motivation theories - Job satisfaction.

**Unit-III [10 Hours]****Working Conditions**

Employee Absenteeism, Turnover, and Organizational Commitment Job design and working conditions - The human factors approach to job design - The psychological approach to job design - Working conditions.

**Unit-IV [8 Hours]****Employee Welfare**

Employee health, safety, and well being - Safety at work - Health at work - Stress at work - The quality of work life and employee well-being - Concluding remarks on employee health and safety.

**Unit-V [15 Hours]****Performance Evaluation**

Work performance and its measurement - The determinants of work performance - The appraisal of work performance - Error in evaluating work performance - Improving performance appraisal - The performance appraisal interview.

Job analysis and evaluation - Introduction to job analysis - Preparing for job analysis - Collecting job analysis data - Error in job analysis - Writing a job description - Writing a job specification - Job evaluation.

**Text Book**

- 1) Jewell, L.N. *Contemporary Industrial / Organizational Psychology*. (3<sup>rd</sup> Edn.) California: Brooks / Cole Publishing Company, 1998.

**Reference Books**

- 1) Muchinsky, P.M. *Psychology Applied to Work*, (6<sup>th</sup> Edn.) Belmont: Wadsworth Thomson Learning 2000.
- 2) Blum, M.L., Naylor, J.C. *Industrial Psychology Theoretical and Social Foundations*. Delhi: CBS Publishers and Distributors 1984.
- 3) McCormick, E.J. Ilgen, O.R. *Industrial Psychology*. (7<sup>th</sup>.Edn.) New Delhi: Prentice Hall of India Private limited, 1984.

## PSSE-205 HEALTH PSYCHOLOGY - (ELECTIVE)

### Objectives

The students must know

- i. the meaning of health psychology
- ii. sources and coping mechanism of stress
- iii. AIDS and heart problems
- iv. pain and related illness
- v. intervention strategies and research techniques

### Unit – I

**[10 Hours]**

Definition – Foundation of health psychology – Growing Partnership in health care – Meaning of disease – Bio medical and Psychological foundation of health & illness. Social – Ecological theories of health and illness.

### Unit – II

**[10 Hours]**

Stress Model: Symptoms – Sources and coping – Substance abuse I: Kicking harmful habits- Substance abuse II: Use and misuse of alcohol; Eating behaviour: healthy and unhealthy habits.

### Unit – III

**[10 Hours]**

The AIDS pandemic: A behavioural disease- Heart health: Silent killers and the hurry sickness - Insomnia – Mental handicap – Obesity – Sexual behaviour.

### Unit – IV

**[10 Hours]**

The problem of pain: Head aches and low back pain - Chronic illness: Cancer and Arthritis - Aging and health: myths, realities and actions.

### Unit – V

**[10 Hours]**

Interventions: Cognitive, Behavioural, Pharmacotherapy and Positive Behaviour Therapy.

Research techniques in health psychology- Experimental, Clinical and Epidemiological strategies

### Text Books:

- 1) Philip, L.T. (1998). *Health Psychology*. Brooks/ Cole Publishing Co. New York.
- 2) Shelly, E. Taylor. (1995). *Health Psychology*, McGraw Hill Book co., New Delhi.
- 3) Hemalatha Natesan (2004). *Positive Behaviour Therapy*, Coimbatore: Ganesh Krupa Publishers

### Reference Books:

- 1) Briffiths, D. (1981) *Psychology and Medicine*. The MacMillam Press Ltd. London.
- 2) Marks, D. F. (2008). *Health Psychology*, N D: Sage. Werth Publications.
- 3) Straub, R. O. (2002). *Health Psychology*, N D: Worth Publications.
- 4) Brannon, L & Feist, J. (2001). *Health Psychology*, Singapore. Wordsworth.

## SECOND YEAR: III SEMESTER

### PSSC 301: RESEARCH METHODOLOGY AND PSYCHOLOGICAL STATISTICS

#### OBJECTIVES

**The students should know**

- i) the nature, meaning and types of research and problem
- ii) formulation and testing of hypotheses, the types of experimental variables and the methods of control
- iii) the different research designs and sampling designs
- iv) the various methods of data collection, interpretation and writing the report
- v) meaning and types of correlation and the tests of significance

**Unit-I****[13 Hours]****Introduction**

Meaning of research - Objectives of research -Motivation in research -Types of research - Research approaches - Significance of research - Research methods versus methodology - Research and scientific method -Importance of knowing how research is done - Research process -Criteria of good research - Problems encountered by researchers in India.

**The Problem**

Meaning of a problem -Ways in which a problem is manifested - The solvable problem - Degree of probability - A working principle for the experimenter -Unsolvable problems -Vicious circularity - Some additional considerations of problems.

**Unit-II****[12 Hours]****Hypotheses**

Meaning of hypothesis - Basic concepts concerning testing of hypotheses - Procedure for hypothesis testing -Flow diagram for hypothesis testing – Measuring the power of a hypothesis test - Test of hypotheses.

**The Experimental Variables and the Methods of Control:**

The independent variable - The dependent variable -Types of empirical relationships in psychology - The nature of experimental control.

**Unit-III****[14 Hours]****Research Design**

Meaning of research design - Need for research design - Features of a good design - Important concepts relating to research design - Different research designs -Basic principles of experimental designs.

**Sampling Design**

Census and sample survey - Implications of a sample design - Steps in sampling design - Criteria for selecting a sampling procedure - Characteristics of a good sample -Random sample from an infinite universe - Complex random sampling design.

**Unit-IV****[12 Hours]****Methods of Data Collection**

Collection of primary data: Collection of data through questionnaires and schedules - Some other methods of data collection - Collection of secondary data - Selection of appropriate method for data collection: Case study method.

**Interpretation and Report Writing**

Meaning of interpretation - Technique of interpretation - Precaution in interpretation - Significance of report writing - Different steps in writing report - Layout of the research report - Types of reports: Oral presentation -Mechanics of writing a research report - Precautions for writing research reports.

**Unit-V****[15 Hours]****Correlational Methods**

Meaning - Computation - Pearson - Rank - Bi-Serial - Point biserial - Tetra choric - Phi - Co-efficient – Scatter gram.

**Test of Significance**

t-test - Chi square - ANOVA - One way - Two way.

**Text Books**

- 1) Kothari, C. R. *Research Methodology - Methods and Techniques*. (2<sup>nd</sup> Edn.) New Delhi: Wiley Eastern Ltd., 1990.
- 2) McGuigan, F. J. *Experimental Psychology A Methodological Approach*. (4<sup>th</sup> Edn.) New Jersey: Prentice Hall Inc., 1983.
- 3) Guilford, J.P. and Fruchter Benjamin. *Fundamental Statistics in Psychology and Education*. (6<sup>th</sup> Edn.) Singapore: McGraw - Hill International Book Co., 1981.

**Reference Books**

- 1) Devendra Thakur. *Research Methodology in Social Sciences*. New Delhi: Deep Publications, 1998.
- 2) James Thomas Walker. *Using Statistics for Psychological Research: An Introduction*. New York: Holt, Rinehart and Winston, 1985.

**PSSC: 302 BEHAVIOUR TECHNOLOGY****Major Objectives**

The students must know

- i. the meaning of behaviour therapy and developmental issues and assessment.
- ii. behavioural assessment diagnosis and the method of developing new behaviour.
- iii. aversive and non aversive procedures.
- iv. relaxation techniques and systematic desensitization.
- v. covert conditioning procedures and other modern techniques.

**UNIT-I Foundations, Developmental Issues and Assessment**

The Philosophical and Historical Foundations- Conceptual issues- Psycho biological basis of Behaviour Therapy-Developmental Perspective.

**UNIT-II Assessment and Diagnosis**

Assessment and Diagnosis- Methods of observation- Assessing Group Behaviour-Observer Training- Techniques of Behaviour Therapy- Reinforcing Desirable Responding- Nature of Reinforcement- Types of reinforcers.

Developing New Behaviour- Shaping- Chaining- Prompting and Fading- Modeling and Observational Behavioural learning- Rationale- Effects of modeling- Modeling process- Modeling in relation to other Therapies- Application.

**UNIT-III Aversive Procedures and Non-Aversive Procedures**

Aversive procedures and Non-aversive procedures- Types of punishment- Theories- Aversive stimuli- Effects of punishment- Extinction- Differential Reinforcement- Punishment by withdrawal- Exposure procedures- Flooding- Implosion- Aversion relief.

**UNIT-IV Relaxation Therapies**

Relaxation and Systematic Desensitization- Restricted environmental stimulation Technique- Eye movement -Desensitization reprocessing (EMDR).

**UNIT V Behavior Therapy**

Covert conditioning procedures- Covert sensitization- Thought Stopping- Cognitive- behaviour therapy – Smile and laugh therapies- Ethical issues in behaviour therapy.

**Text Book:**

Jena, S.P.K. (2008), Behaviour Therapy (1<sup>st</sup> edition), New Delhi: SAGE Publication India Pvt.Ltd,

**Reference Book:**

Gerald Corey (2001), Theory and Practice of Counselling and Psychotherapy 6<sup>th</sup> Edition, Wadsworth Publication.

## PSSC 303: INDUSTRIAL RELATIONS AND LABOUR WELFARE

### OBJECTIVES

#### The students should know

- i) the concept and evolution of industrial relations
- ii) the causes and impact of industrial conflict
- iii) the benefits of workers participation
- iv) impact of rewards and incentives
- vi) importance of employee safety and the role of trade unions

#### Unit-I

[12 Hours]

#### Concept, Approaches and Organization

Human Resources Development in Perspective -Special features of Industrial work - Importance of Industrial relations - Definition of concept of industrial relations - Basic facts about industrial relations -Objectives of industrial relation - Scope and aspects of industrial relations - Development of healthy labour movement relations - Maintenance of industrial peace -Development of industrial democracy - Role of industrial relations - The Government - Frame work of environment of industrial relations - Approach to industrial relations - Psychological Approach to IR - Sociological Approach to IR Human relations approach to IR.

#### Unit-II

[12 Hours]

#### Anatomy of Industrial Conflict

Genesis of industrial conflicts - Industrial Conflicts or disputes - Definition - Classification of industrial disputes - Interest disputes - Grievance or Rights disputes Disputes over Unfair Labour Practices – Recognition Disputes - Impact of industrial disputes - Causative factor of industrial conflicts - Ways to achieving industrial peace Strikes - Techniques of strikes - Lockouts – Prevention of strikes.

#### Unit-III

[12 Hours]

#### Workers Participation in Management

Concept and meaning - Evolution of the concept -Aims and objectives of worker's participation -Participation and Motivation - Forms of participations -Levels of participation - Review of schemes in advanced countries. The Indian Scene - Forms of Worker's participation in India - Shop Councils - Joint Councils -General evaluation of the scheme of workers. Participation in management conditions essential for working of the scheme.

#### Unit-IV

[12 Hours]

#### Rewards and Incentives

Meaning and Features - Classifications of rewards -Wage incentive - Objective of wage incentive scheme -Merits of wage incentive schemes - Types of wage incentive plans - Short-term plans - Merits and Demerits -Long-term wage incentive plans - Profit sharing - Features of Profit sharing - Types of Profit Sharing - Objectives of Profit sharing - Forms of Profit sharing - Precautions against ill - Effects of incentive systems - Pre requisites of a good wage incentive scheme – Incentive Plans for White Collar Workers/Salesmen - Incentives for Management Employees - Guidelines for effective incentive plans - Non-Monetary Incentives.

#### Unit-V

[12 Hours]

#### Employee Safety and Industrial Health

Employee Safety - Industrial Accident and Industrial Injury - Nature of Accidents - Cause of Accident -Accident Proneness - Accident Costs - Accident Measurement -



Appraisal of employee attitude to safety programmes - Safety engineering - Safety educational training - Basis of safety programme and policy - Accident prevention - Statutory provision for safety in India -Industrial Health - Importance of Industrial Health - Occupational hazards and risks - Occupational Disease -Protection against Health Hazards Statutory Provision under the Factories Act - Industrial Hygiene Department and Programme.

### **Trade Union**

Definition and characteristics - Objectives and functions of trade Union - Growth of Trade Union Movement - Features and Weakness of Trade Unionism -Recommendations of the National Commission on Labour - Essentials of Successful Trade Union.

### **Text Book**

- 1) Mamoria, C.B. and Mamoria, S. Dynamics of Industrial Relations in India (2<sup>nd</sup> Edition). Bombay:Himalaya Publishing House, 1985.
- 2) Mamoria, C.B. Personal Management: Management of Human Resources (13<sup>th</sup> Edn.) Bombay: Himalaya Publishing House, 1993.
- 3) Rao, S.P. and Narayana, P.S., Organization Theory and Behaviour, Konark Publisng Pvt. Ltd., New Delhi, 1987.
- 4) Sekaran, Uma, Organizational Behaviour: Text and, Cases, New Delhi: McGraw Hill Book Co., 1989.
- 5) Luthans, Fred, Organizational Behaviour, New Delhi:McGraw Hill Publishers, 1988.

## **PSSC 304: ORGANIZATIONAL BEHAVIOUR**

### **OBJECTIVES**

#### **The students should know**

- i) the meaning of organizational behaviour
- ii) the influence of individual behaviour in organizations
- iii) the importance of perception, decision making, values, attitudes and job satisfaction in organizations
- iv) the influence of power and politics in organizations
- v) the types of stress and the strategies to manage the stress in workplace

### **Unit-I**

**[13 Hours]**

#### **Meaning of Organizational Behaviour**

Managers work - Management functions Management roles - Management skills - Effective vs successful managerial activities - A review of the manager's Jefcr-HSnter Organizational Behaviour (OB) -Replacing intuition with systematic study Generalizations about behaviour - Consistency Vs. Individual differences - Challenges and opportunities for OB - Contributing disciplines to the OB field - Psychology -Sociology - Social Psychology - Anthropology - Political Science - Developing an OB model - An overview - The dependent variable.

### **Unit-II**

**[10 Hours]**

#### **Foundations of Individual Behaviour**

Biographical characteristics - Ability - Personality - Major personality attributes influencing OB – Personality and national culture - Matching personalities and job - Learning - Definition - Theories - Shaping: A managerial tool - Some specific organizational applications.

**Unit-III****[16 Hours]****Perception and Individual Decision Making**

Perception and its importance - Factors influencing perception - The target - The situation - Person perception: Making judgment about others - Specific applications in organizations - The link between perception and individual decision making - Decision making process - Improving creativity in decision making - Actual method of decision making in organizations -Individual differences in decision making styles -Organizational constraints - Ethics in decision making.

**Values, Attitude and Job Satisfaction**

Values - Importance, Sources and types - Values, loyalty and ethical behaviour - Values across cultures - Attitudes - Sources and types - Attitudes and consistency Cognitive dissonance theory - Measuring the A-B relationship - Attitude surveys - Attitudes and workforce diversity - Job satisfaction - The effect of job satisfaction on employee performance - Employee's expression of dissatisfaction.

**Unit-IV****[10 Hours]****Power and Politics**

A definition of power - Contrasting leadership and Power - Bases of power - Dependency: The key to power -Identifying where the power is - Power tactics - Power in groups: Coalitions - Sexual harassment: Unequal power in the workplace - Politics: Power in action - Impression management - Defensive behaviours - The ethics of behaving politically.

**Conflict, Negotiation and Inter group Behaviour**

A definition of conflict - Transitions in conflict thought - Functional Vs. Dysfunctional conflict - The conflict process - Negotiation - Bargaining strategies - The negotiation process - Issues in negotiation - Inter group relations - Factors affecting inter group relations -Methods for managing inter group relations.

**Unit-V****[14 Hours]****Work Stress and its Management**

Meaning of stress - Understanding stress and its consequences - Potential sources of stress - Individual differences - Consequences of stress - Managing stress.

**Organizational Change and Development**

Forces for change - Managing planned change -Changes done by change agents - Structure, technology, physical setting and people - Resistance to change -Individual resistance - Organizational resistance -Overcoming resistance to change - The politics of change -Approaches to managing organizational change - Lewin's three step model - Action research - Organizational development - Contemporary change issues for today's managers.

**Text Book**

Robbins, S. P. *Organizational Behaviour: Concepts, Controversies and Application*. (8<sup>th</sup> Ed.) New Delhi: Prentice Hall of India Private Ltd., 1999.

**Reference Books**

- 1) Luthans, F. *Organizational Behaviour*. New Delhi:McGraw Hill, 1988.
- 2) Davis, K. Newshon, W.J. *Human Behaviour at Work*.New Delhi: McGraw Hill Book Co., 1989.
- 3) Rao, V.S.P. and Narayana, P.S. *Organizational Theory and Behaviour*. New Delhi: Konark Publishers Pvt. Ltd., 1987.
- 4) Prasad, L.M. *Organizational Theory and Behaviour* New Delhi: Sultan Chand and Sons, 1988.

## PSSE-305 ADOLESCENCE PSYCHOLOGY - (ELECTIVE)

### Objectives

The students must know

- i. the meaning of adolescence
- ii. the changes in puberty period
- iii. the self-identity and differences in gender development
- iv. sexuality, family and moral development
- v. adolescents problems

### Unit – I

[8 Hours]

#### Introduction

The historical perspective – Today's adolescents – The global perspective – The nature of development- The Science of Adolescent Development

### Unit –II

[12 Hours]

#### Puberty and Biological Foundations

Puberty – The Brain – Evolution, Heredity and Environment - Cognitive Development - The cognitive development view – The information – Processing view – The psychometric/intelligence view – Social cognition.

### Unit – III

[10 Hours]

#### Self-Identity

The Self-Identity, Emotions, and Personality: The Self-Identity – Emotional development – Personality development. **Gender**

Biological, social and cognitive influences of gender – Gender stereotypes, similarities, and differences – Gender – role classification – Developmental changes and juncture.

### Unit – IV

[10 Hours]

#### Sexuality

Exploring adolescent sexuality – Sexual attitudes and behaviour – Adolescent sexual problems – Sexual literacy and sex education.

#### Family

Family processes – Parent – adolescent relationships – Sibling relationships – The changing family in a changing society.

#### Moral Development, Values and Religion

Domains of moral development – Contexts of moral development – Values, religion and cults.

### Unit –V

[10 Hours]

#### Adolescent Problems

Exploring adolescent problems – Smoking, Alcohol, Suicide, Drug Addiction Pregnancy Problems and Disorders – Interrelation of problems and Prevention/Intervention.

#### Health, Stress, and Coping

Exploring adolescent health – Nutrition and eating disorders – Exercise and sports – Sleep – Stress, Suicidal ideation and Coping.

#### Text Book

- 1) Santrock. W. J. (2007). *Adolescence* (11<sup>th</sup> Edn), Tata McGraw–Hill. New Delhi

#### Reference Books

- 1) John W, Santrock. (1999). *Life span Development*, Seventh Edition. New Delhi: McGraw Hill Companies.
- 2) Hurlock Elizabeth, B. (2007). *Human Development*, New York: McGraw – Hill Book Company.

## PSSE 305: COUNSELLING PSYCHOLOGY [ELECTIVE]

### OBJECTIVES

#### The Students should know

- i) the role of counselling as a service oriented profession
- ii) the various theoretical bases of counselling
- iii) the uses and interpretations of various kind of psychological tests used in counselling
- iv) the various kinds of problems where counselling can be useful
- vi) the role of counsellors and the required training

### Unit-I

**[12 Hours]**

#### Introduction

Emergence and Growth of Counselling Psychology.

Factors contributing to the emergence of counseling - Moral and Philosophical issues - Economic changes and challenges - Educational aspects - Mental measurement - Mental hygiene movement - Progress in Psychotherapy - Social theories.

Importance periods in the development of counseling 1850 - 1900 - 1901 - 1930 - 1930 - 1940 Second World War and after - Philosophic concern - The Potential of man - Freedom - Affection, Cognition and Conation -Sovereignty - Values.

#### Counselling and Related Fields

Definitions of counselling - Psychotherapy Counselling and psychotherapy - Related fields – Advising - Guidedance - Clinical Psychology - Counselling as Hygiology - Counselling as a helping relationship -Counselling as a solution to human problems.

Developmental characteristics of Youth, Common Concerns and Special problems.

Developmental tasks - Adolescence - Erickson's theory of psychological development - Ego qualities -Development of personality - Socio-cultural factors - Adult dependence - Youth and its concerns - Problems in the Indian educational context.

### Unit-II

**[13 Hours]**

#### Counselling - Expectations and Goals

Expectations of different individual - Counselling goals - Achievement of positive mental health -Resolution of problems - Improving personal effectiveness -Counselling to help change - Decision making as a goal of counseling - Modification of behaviour as a goal.

#### Approaches to Counselling

The directive or authoritarian approach (psychoanalytic) - Relevance of psychoanalysis to counseling - Humanistic approach - Rojer's self theory -Development of self-concept - The counseling process -Experiencing of responsibility - Essential conditions for personality change - Stages in the counselling process -Behaviouristic approach to counselling - Reciprocal inhibition technique - Behaviour Modification The existential point of view - The Minnesota Point View - Nature of Counselling - How Counselling is effected - The eclectic approach.

### **Counselling Process**

Preparation for Counselling - Readings Pre-counseling Interview - Case history - Process of counselling - Reasons for making an appointment -Referral - Anxiety - The first interview - Reassurance -Winning confidence - Advising - Counselling relationship -Ambiguity - Responsibility - Counselling - Content and process - Physical setting - Privacy - Value, belief and attitude change - Value orientations - Acceptance - Understanding -Rapport - Communications and empathy - Attentiveness - Counselling relationship - Counselling process - Steps in the counselling process - Counselling interactions - Limiting counselling relations - Pressures towards extended relationships - Factors contributing to control of relationship - Endings, interruptions and follow-up - Preparing for ending - Variables affecting the counselling process - Counsellor variables - Counsellor's skills - Portrait of an effective counsellor - Counsellee factors.

### **Unit-III**

**[12 Hours]**

#### **Psychological Testing and Diagnosis**

Limitations of the use of psychological tests - Types of psychological tests - Factors affecting psychological test results - Test use in counselling situations - test interpretation in counselling - Non-test client appraisal techniques Autobiography - Aneodotal records - Rating scales - Cummulative records Pupil data questionnaires -Sociometric techniques - Case studies - Psycho-diagnosis - Limitations of diagnosis - Common diagnostic classification systems in counselling.

#### **Counselling Interview**

Interviewing - its essential aspects - Association of ideas contained within the interview Shifts in conversation Opening and closing remarks – Recurrent reference -Inconsistencies and gaps- Review - Non-verbal communication in interview - Counsellee – Counsellor relationship – Interviewing techniques in counselling - Structuring the counselling relationship - Degree of lead - Silence - Relationship techniques - Sharing of experience Stereotype - Timing - Selection of feelings - Content - Depth - Meaning - Language - Thinking - Acceptance - Special relationship problems - Transference - Therapeutic functions of transference - Counter transference - Resolving counter transference feelings - Resistance - Source of resistance - Functions of resistance Handling Resistance.

#### **Group Counselling Introduction**

Case for group counselling - Emerging field of group counselling - Structuring groups - Limitations and assumptions of group counselling - Mechanics of group counselling - Types of groups Group counselling - its value - The process of group counselling - Individual and group counselling similarities - Differences between Individual and group counselling.

### **Unit-IV**

**[11 Hours]**

#### **Counselling in the Educational Setting Educational Counselling**

Counselling the elementary school child Counselling at high school - Counselling at college - The role of teachers in counselling - Educational counselling and curriculum - Counselling and home - Evaluation programmes of educational counselling - Limitations Inherent in evaluation.

#### **Vocational Counselling**

Theories of vocational development - The process of vocational counselling - Exploration and contract setting -The state of critical decision - Distinction between Vocational counselling and vocational guidance.

#### **Special Areas in Counselling**

Family group consultation - Counselling families -Counselling with families concerning children -Counselling with parents - counselling the delinquent -"Counselling reluctant clients - Marriage counselling -Pre-marital counselling - Structuring - Counselling women.

**Evaluation of Counselling**

Problems of evaluation - Approaches to evaluation -Survey approach - Case study approach - Experimental approach - Problems of measuring change - Usefulness of counselling - Criteria for evaluation - Internal and External Criteria - Objective Vs Subjective criteria -Control of extraneous variance - Studies of counseling effectiveness in educational settings - Counselling with elementary school children - Wisconsin secondary - School counselling study - Minnesota College students counselling study.

**Unit-V****[12 Hours]****Professional Preparation and Training for Counselling Introduction**

Counsellor preparation and professional issues -Academic preparation - Practical skills - Ethical standards - Legal considerations - Selection and training of counsellors - Conception of a professional worker - Preparation of counsellors - Important issues - The Counsellor prerequisites - Specialists or General Counsellors.

**Modern Trends in Counselling**

Counselling and psychotherapy - Trends in counselling - Role of a counsellor - Career guidance - The model of Counselling - The three-dimensional Model -Values in counselling.

The Status of the Counselling Movement in India.

Counselling movement in modern times - Counselling movement after independence -The role of the Government of India and universities - Present status of counselling.

**Text Book**

- 1} Narayana Rao, S. *Counselling Psychology*. New Delhi: Tata McGraw Hill Publishing Co.Ltd, 1981.

**Reference Books**

- 1) Hanson, J. C. Stevic, R. R., Warner, R. W. Jr. *Counselling Theory and Process* (2<sup>nd</sup> Edn.) Boston: Allyn and Bacon Inc., 1977.
- 2) Lewis, E.C. *The Psychology of Counselling*. New York: Holt, Rinehart and Winston, Inc., 1970.
- 3) Bordin, E.S. *Psychology of Counselling*. New York: Appleton Century Crafts, 1968.
- 4) Blum and Bolinsky, B. *Counselling and Psychology*. Bombay: Asia publishing house, 1961.

**PSSC -316 Soft Skills****OBJECTIVES**

- i) Soft skills evolve the personality of a person and prepare him/her to compete in the changing employment market in global level
- ii) Knowledge about computer applications and website is necessary at present to improve the work efficiency.
- iii) Improving Communications Skills will enhance the employment opportunities.

**Unit-I**

The Psychology of gainful employment – Measuring gainful employment – Having or being a good loss – The strengths – Based approach to work – Capital at work – Hope – The Dark side – Making the job better.

**Unit-II****Introduction to Computers**

Introduction to computers – Application of computers – CPU, Memory, Input & Output Devices – Introduction to windows operating system – Browsing and Managing windows explores

**Unit-III****Introduction to Internet**

Introduction to Internet – Client server basics, E-mail, Telnet and Archie – World wide web search Engine – Techniques of Browsing – Designing websites with front page

**Unit-IV****Communication Skills**

Communication – Importance of Communication – Types of Communication – Verbal & Non Verbal Communication – Essential of good communication – Barrier to Communication & Overcoming Barrier – Listening Skills – Use of audio visual aids for effective communication.

**Unit-V****Self assessment about truthfulness and responsibility.**

Experiments about practical applications to assess truthfulness and responsibility to be conducted.

**Text Books**

- 1) Computer Fundamentals & Windows with Internet Technology by Krishnan, Sci Tech Publications(India) Pvt. Ltd., Chennai.
- 2) Snyder, G. R & Lopez Shane, J. Positive Psychology: The Scientific & Practical Explorations of Human Strength. New Delhi: Sage Publications India Pvt, Ltd, 2007. P.407 to 441.
- 3) The Essence of Effective Communication, Ludlow and P Anthon, Prentice Hall of India
- 4) The Internet in a Week (Prentice Hall of India) New Delhi, Neil Randall (1996).

**Reference Books**

- 1) Communication Skills by Mr.R.Dattu Roy and KK Dhir, Vishal publication, Jalandhar.
- 2) Developing communications skills by Krishna mohan and Meera Banerji, Mac Milan India Ltd Delhi.
- 3) Essentials Business Communication by pal and Rorvalling; Sultan Chand and Sons.

**SECOND YEAR: IV SEMESTER****PSSC 401: HUMAN RESOURCE MANAGEMENT****OBJECTIVES****The students should now**

- i) the concepts and importance of human resource management
- ii) the theories and techniques of recruitment
- iii) know the need, importance, and technique of training
- iv) the characteristics of manager and the techniques of executive development
- v) the process of effective communication

**Unit-I****[12 Hours]****Basic aspect of Human Resource Management**

Managing Human Resources - The Challenging of human resource management - Misconceptions about HRM - Definition of HRM - Features of HRM - Importance of HRM - Functions of HRM - Managerial function - Operative functions - Objectives of HRM - Personal policies, Procedures and Programmes - Need for personal policies - Advantages - Obstacles – Characteristics of sound personal policy.

**Unit-II****[12 Hours]****Human Resource Planning**

Importance of Human Resource - Man power planning defined - Need for Human Resource Planning - Process of HRP - Responsibility for HRP - Man power plan component short range analysis -

Long range. analysis -Job analysis - Purposes and uses of job analysis - The steps in Job analysis - Techniques of job analysis data -Job description - Uses of job description - Limitations of job description - Job specification.

### **Unit-III**

**[12 Hours]**

#### **Management and Executive Development**

Managerial Functions - Skills of the Manager -Characteristics of Manager - Purpose and Objectives of Management Development - Need for executive development in the Indian context - Importance of Managerial Development Management - Development concepts - Executive development - Process components of Management Development Programme - Establishment of Training and Development Programmes Organizational Climate for Management - Development - Factors - Inhabiting - Management Development - Basic requisites for the success of Management Development Programme - On-the-Job Techniques - Job Rotation or Channel Method of Development - Off-the-Job Techniques -Courses for Management Development- Administration of Management - Development - Programmes.

### **Unit-IV**

**[12 Hours]**

#### **Performance Appraisal**

Importance and Purposes - Approaches to performance appraisal - The evaluation process - Methods of performance appraisal - Traditional method -Management by objective (MBO) - Objectives of MBO -Process of MBO - Benefits of MBO - Programme -Assessment centre method - Human asset accounting method - Behaviorally Anchored rating scales (BARS) components of appraisal evaluation - Factors deterring appraisal - The Halo effect leniency - The Central Tendency - Similar error.

### **Unit-V**

**[12 Hours]**

#### **Communication**

Definition and Characteristics - Key elements of C -Importance of C in Management - Objectives of Communication. Functions of C - Communication process model - Organizational C- Advantage - Transmission of informal messages systems of direction of communication - Vertical communication - Downward C - Upward C -Horizontal C - Media of Communication – Communication with the Public Channels of C - Barriers to C – Conditions for Effective C - Management of Communication.

#### **Text Books**

- 1) Mamoria, C. B., Personal - Management of Human Resources (13<sup>th</sup> Edn.) Bombay: Himalaya Publishing House, 1993.
- 2) Subba Rao, P and Roa, V.P.S. Personal/Human Resource Management Test, Cases and Games.New Delhi: Konark Publishing Pvt. Ltd., 1990.

## **PSSC -402: CONSUMER BEHAVIOUR AND MARKETING**

### **Objectives**

The students must know

- i. the various marketing functions, the problem of consumer behaviour, and various marketing process.
- ii. various models of consumer behaviour.
- iii. research in consumer behaviour .
- iv. basic approaches and additional dimensions of market segmentation.
- v. social foundations of marketing



**Unit – I****Introduction**

Define consumer behaviour – Customer and consumers ultimate consumer and Consumer - Individual buyer – Decision process – A subject of human behaviour – Need to study consumer behaviour – A part of our Lives – Application to decision making – Applying consumer behaviour knowledge – Consumer behaviour and marketing management – consumer behaviour. Non – Profit and social marketing – Consumer Behaviour and De-marketing consumer behaviour and consumer education.

**Unit – II****Foundation for studying Consumer Behaviour**

Studying Consumer Behaviour – Classes of variable – Dealing with Unobservable Variable – Problems in studying consumer behaviour – Difficulty of inference process – Behaviour's Subjective – Many input variables – Variables interact with each other – Modeling Behaviour – Definition of a Model – Types of Models – Uses of Models – Models of Consumer behaviour – Traditional Models consumer – Contemporary consumer Model – A simplified Framework.

**Unit – III****Researching Consumer Behaviour**

The Nature and Significance of Consumer research – Need for consumer Research – Consumer Research Strategies – Goals of Consumer Research – Type of data used – Research Time Frame – Methods of Gathering Consumer information – Observations – Experiments – Surveys – Measuring Consumer Characteristics – Demographic Measures – Consumer Activity Measures – Cognitive Measures.

**Unit –IV****Market Segmentation: Basic Approaches**

View of the Market and Alternative Marketing Strategies market Aggregation – Market Segmentation – Demographic Characteristics and Market Segmentation – United state population Growth – Changing Age Mix of the population – Marketing Implications of Population Changes – Geographic Characteristics and Market segmentation – Regional Distribution of Untied states population – Metropolitan population in the United states – Geographic Mobility of the population – Socioeconomics Characteristics and Market Segmentation – Education – Occupation – Income – Expenditures – Willingness to Buy – Limitations of Demographics in Predicting Consumer Behaviour.

**Market Segmentation: Additional Dimensions:**

Lifestyle and Psychographic Segmentation – Technique of Lifestyle Segmentation – Applications of Lifestyle Segmentation – Additional uses of Lifestyle information – Benefits of Lifestyle information – Benefits of Lifestyle Segmentation – Usage Segmentation – Brand – User Segmentation – Product – user Segmentation – Loyalty Segmentation – Volume Segmentation – Benefits Segmentation – Techniques Segmentation – Applications of Benefits Segmentation – Product positioning – The Inter relationship of Market Segmentation and product positioning – Strategies to position products – Repositioning old products – Positioning Analysis – The Future of Segmentation and Positioning.

**Unit – V****Social Foundations of Marketing: Meeting Human Needs**

Meaning of Marketing – Needs – Wants Demands – Products – Exchange - Transactions – Markets – Marketing – Marketing Management – Philosophies – The Production Concept – The Product concept – The Selling Concept – The Marketing Concept. The Social Marketing Concept – The Goals of the Marketing System.

**Text Books:**

- 1) Schiffman, L. G. & Kanuk, L.L (2004). *Consumer Behaviour*. Eighth Edition New Delhi: Pearson Education Inc.
- 2) Loudon and Bitta, D. (1984). *Consumer Behaviour, Concepts and Applications*. (2<sup>nd</sup> edn). New York: McGraw Hill Book Company.
- 3) Kotler, P and Armstrong, G. *Principles of Marketing* (5<sup>th</sup> edn) New Delhi: Prentice Hall of India Pvt, Ltd., 1991.

**PSSP 403: PSYCHOLOGICAL EXPERIMENTS AND TESTING****(PRACTICAL - II)**

Candidates are required to perform at least 15 Experiments from the areas given below; and prepare a record which the same should be submitted at the time of Practical Examination duly signed by the course teacher and with a Bonafide Certificate from the Head of the Department.

**Major objectives****The Students must know**

- i) the various kinds of testing, situations and comprehend the testing procedures
- ii) the administration of psychological tests for various purpose like selection and recruitment and for finding out the aptitudes and interests and motivation is organizational personnel
- iii) to verify certain hypothesis study some personal and social problems
- iv) to analysis and interpret the data collected in the experiments
- v) to record the experiments using the proper format

**Course Content**

- 1) Aptitude Tests
- 2) Interest Inventories
- 3) Job Satisfaction Scales
- 4) Leadership Behaviour Questionnaire
- 5) Myers - Briggs Type Indicator Tests
- 6) Fundamental Interpersonal Relations Orientation Feeling Tests (FIRO - F)
- 7) Creative Problem Solving Experiment
- 8) Achievement Motivation Experiment
- 9) Dexterity Tests (An Experiment on Finger Dexterity / Manual Dexterity / Tool Dexterity)
- 10) Steadiness Test (An Experiment inHand / Finger Steadiness)

**PSSC 404: DISSERTATION AND INSTITUTION TRAINING**

Among the 6 credits of the course, Dissertation is % given 4 and Institutional Training 2 credits.

Dissertation will have 100 marks and the thesis will be evaluated for 60 marks and the Viva-voce is for 40 marks. Both evaluation and Viva-voce will be done internally by two internal examiners of the Department as appointed by the Head of the Department.

Institutional Training will have 100 marks and the report is to be evaluated for 60 marks and the Viva-voce is for 40 marks. Both the report and Viva-voce will be done by two Internal Examiners as appointed by the Head of the Department.

The average of the Dissertation and Institutional Training marks will be the mark awarded to this course against the course credit of 6.

### PSSE-405 STRESS MANAGEMENT (Elective)

#### Objectives

The students must know

- i. the nature and sources of stress
- ii. to identify the physiological, psychological and personality factors of stress.
- iii. stress and psycho-somatic illness
- iv. job stress and related factors
- v. stress coping strategies

#### Unit-I

Definition- Nature of stress- Alarm and adaptation- illness and immunology. The Psychology of Stress- Stress prone Personalities - Measurement of Stress- Social Readjustment Rating Scale- Stress symptom check list- Healthy coping at work- Completing your own diagram- Resources.

#### Unit -II

Physiological arousal- flight or fight response- Activation of the fight or flight response. Situational Stresses- Frustration- Burnout- Cultural differences. Personality factors- locus of control and stress- Type A personality- The Disease prone personality.

#### Unit -III

Acute Stress Disorder- Post Traumatic stress disorder- Stress and psychosomatic illness- Prevalence of psychosomatic illness.

#### Unit -IV:

Work Stress - Individual vulnerability- Organizational stressors, Job satisfaction and anxiety- Off the job stressors- Stressful events and conditions at work events- Conditions.

Personal stress management – Planning- Life changing Philosophy- Philosophical and intellectual exercises- more active coping strategies- Positive Therapy.

#### Unit - V

Coping with stress by attacking the problem- Relaxation- Exercise- Inoculation- Social support- Distraction- Belief as coping strategies.

Exploring stress Management- self evaluation- appraisal- coping- dealing with unavoidable stressors- practice- demonstration of techniques.

#### Text Books:

- 1) Seaward, B. L. (2006). *Essentials of Managing Stress*, New Delhi: Jones & Bartlett.
- 2) Kalat, J.W. (1996). *Introduction to Psychology* (eth ed.) New York: Brooks/ Cole Publishing Co.
- 3) Wade, C & Tavris, C. (1987). *Psychology*. New York: Harper and Row Publishers.

#### Reference Books:

- 1) McLean, A. (1979). *Work Stress*. California: Addison- Wesley Publishing Co.
- 2) Plotnik, R. (1993). *Introduction to Psychology*. California: Brooks/Cole Publishing Co.

## **PSSE 405: CONSUMER BEHAVIOUR AND MARKETING [ELECTIVE]**

### **OBJECTIVES**

#### **The students must know**

- i) the various marketing functions, the problem of consumer behaviour, and various marketing process
- ii) the classification of consumers and the market
- iii) The motivational and learning principles that make consumers act.
- iv) the personality of consumers which affect their behaviour
- v) social foundations of marketing

#### **Unit-I**

**[10 Hours]**

##### **Introduction**

Defining consumer behaviour - Customers and consumers ultimate consumer - Individual buyer - Decision process - A Subject of human behaviour - Need to study consumer Behaviour - A part of Our Lives - Application to Decision Making - Applying consumer Behaviour Knowledge - Consumer behaviour and marketing management - Consumer behaviour. Non-Profit and social marketing - Consumer behaviour and Government decision making - Consumer behaviour and demarketing consumer behaviour and Consumer education.

#### **Unit-II**

**[10 Hours]**

##### **Foundation for Studying Consumer Behaviour**

Studying Consumer Behaviour - Classes of variables - Dealing with Unobservable variables - Problems in Studying Consumer Behaviour - Difficulty of Inference Process - Behaviour's Subjective - Many input variables - variables Interact with each other - Modeling behaviour - Definition of a model - Types of Models - Uses of Models - models of Consumers behaviour - Traditional models consumers - Contemporary consumer models - A simplified framework.

#### **Unit-III**

**[10 Hours]**

##### **Researching Consumer Behaviour**

The Nature and Significance of Consumer Research - Need for Consumer Research - Consumer Research Strategies - Goals of consumer Research - Type of Data Used - Research time frame - Methods of gathering consumer information - Observations - Experiments - Surveys - Measuring Consumer Characteristics demographic measures - Consumer activity measures - Cognitive measures.

#### **Unit-IV**

**[16 Hours]**

##### **Market Segmentation: Basic Approaches**

Views of the market and alternative marketing strategies market aggregation - Market segmentation - Demographic Characteristics and Market Segmentation - United State Population Growth - Changing age mix of the Population - Marketing implications of Population Changes - Geographic characteristics and market segmentation - Regional distribution of United States population - Metropolitan Population in the United States geographic mobility of the Population - Socioeconomic characteristics and market segmentation - Education - Occupation - Income - Expenditures - Willingness to buy limitations of demographics in predicting consumer behaviour.

##### **Market Segmentation: Additional Dimentions**

Lifestyle and Psychography segmentation - Technique of Lifestyle Segmentation - Applications of lifestyle Segmentation - Additional uses of Lifestyle information - Benefits of Lifestyle Segmentation - Usage segmentation - Brand-User segmentation - Product-user Segmentation - Loyalty segmentation - Volume segmentation - Benefit segmentation - Technique of Benefit segmentation - Applications of Benefit Segmentation - Limitations of benefit segmentation - Product positioning - The Inter-

relationship of Market segmentation and Product Positioning - Strategies to Position Products Repositioning old Products - Positioning Analysis - The Future of Segmentation and Positioning.

**Unit-V**

**[16 Hours]**

**Social Foundations of Marketing: Meeting Human Needs**

Meaning of Marketing - Needs - Wants Demands -Products - Exchange - Transactions - Markets -Marketing - Marketing Management - Philosophies - The Production Concept - The Product Concept - The Selling Concept - The Marketing Concept. The Social Marketing Concept - The Goals of the Marketing System.

**Text Book**

- 1) Lonudon and Bitta, D. *Consumer Behaviour. Concepts and Applications. (2<sup>nd</sup> Edn.)* New York: McGraw Hill Book Company, 1984.
- 2} Kotler, P. and Armstrong, G. *Principles of Marketing (5<sup>th</sup> Edn.)*, New Delhi: Prentice Hall of India Pvt. Ltd., 1991.

## PSSE – 105 PERSONALITY DEVELOPMENT (Elective)

### Objectives

The students must know

- i) the meaning of personality
- ii) physical and intellectual determinants of personality development
- iii) emotional and social determinants of personality development
- iv) aspirations, achievement and gender as a determinants of personality
- v) educational and family determinants of personality development

### Unit – I

**[8 Hours]**

An approach to personality – Psychology and individuality – Personality – Character – Temperament – Insights from the past.

### Unit – II

**[12 Hours]**

#### Personality Determinates:

Physical determinates – Traditional beliefs about bodies effects – Body build – Attractiveness – Homeostasis – Physical changes – Body control – Accidents – Physical defects – Health conditions.

#### Intellectual Determinates:

Intellectual development – Conditions influencing intellectual capacities – Deviant intelligence – Major areas of adjustment affected by intelligence.

### Unit – III

**[10 Hours]**

#### Emotional Determinants:

Effects on Personality – Dominant emotions – Emotional balance – Emotional deprivation – Excessive love – Emotional expressions – Emotional catharsis - Emotional stress.

#### Social Determinants:

Early Social experience – Social deprivation – Social acceptance – Prejudice and discrimination – Group status – Social mobility.

### Unit – IV

**[10 Hours]**

#### Aspirations and Achievements:

Aspirations – Level of aspiration – Achievements – Meaning of success and failure – Age of achievement.

#### Gender Orientations:

Effects of sexuality on Personality Interest in sexuality – Attitudes towards sexuality – Attitudes towards own sex – Attitudes towards sex differences – Sex appropriateness – Sex roles – Sexual behaviour.

### Unit – V

**[10 Hours]**

#### Educational Determinants:

Attitudes towards education – Readiness for School – Early school experiences – Emotional climate of school or college – Teacher attitudes and behaviour – Academic success – Extra curricular activities – Peer acceptance – School subjects – Kind of school.

#### Family Determinants:

Pre dominating influence of family – Influence of family on personality development – Emotional climate of the home – Ordinal Position – Size of family – Family composition – Family roles – Deviant family patterns.

**Text Books:**

- 1) Hurlock Elizabeth,B.(2007). *Personality Development*, New York: McGraw – Hill Book Company.
- 2) Allport, G.W. (1961). *Pattern and Growth in Personality* New York.Holt, Rinehart and Winston.

**Reference Books:**

- 1) Smith, H.C. (1974). *Personality Development* (2<sup>nd</sup> Edn) New York: Mc Graw Hill Book Company.
- 2) Atkinson and Joes, J.W. Rajnor, O. (1978). *Personality, Motivation and Achievement* Hemisphere Publishing Corporation Washington.
- 3) Reiss, S. (2008). *The Normal Personality*, Cambridge University Press.
- 4) Mc Adams, D.P. (2001). *The Person*, New York: Harcourt College Publishing.
- 5) Pervin, L.A. & John, O.P. (2006). *Handbook of Personality*, W D: Overseas Press.