



SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

**Accredited A++ Grade by NAAC | 12B Status by UGC | Approved by AICTE
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School of Science and Humanities

Department of Psychology

1.2.1 New Courses Introduced in 2023- 2024

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SPYB1601	SPORTS PSYCHOLOGY	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To have an understanding about the basics of sport psychology.
- To make the student to understand about the role of motivation in sports.
- To make the student understand about the role of arousal, anxiety, and stress in sports performance.

UNIT 1 INTRODUCTION AND DEVELOPMENT OF SPORTS PSYCHOLOGY 12 Hrs.

Introduction to sports psychology: nature- meaning- history and scope of Sports psychology. Character Development and good sporting behaviour: **Sport and exercise psychology orientations. present and future of sports psychology** - development of sports psychology in India - role of sport and exercise psychologists. Sport psychology specialties- Sport psychology around the world.

UNIT 2 MOTIVATION AND GOAL SETTING 12 Hrs.

Motivation - Views and definitions of motivation - guidelines for building motivation - developing realistic view of motivation - motivating sportspersons - and building team morale (biorhythms, training). Theories of achievement motivation: **developing achievement motivation and competitiveness** - using achievement motivation in practice. Goal setting: Defining goals - effectiveness of goal setting- principles of goal setting- common problems in goal setting.

UNIT 3 COMPETITION AND CO-OPERATION 12 Hrs.

Psychological Competition and cooperation - defining competition and cooperation - psychological studies of competition and cooperation - **the value of competition - enhancing cooperation. Character development and sportsperson ship: Moral reasoning and moral behavior, Guiding practice in character development** - Effective coaching for young athletes.

UNIT 4 PERSONALITY AND SELF-CONFIDENCE 12 Hrs.

Personality in sport and exercise - **Approaches to personality - measuring personality -personality research - anxiety and arousal regulation** – measurement - source. Impact of arousal and anxiety on performance: Imagery - factors affecting imagery effectiveness - keys to effective imagery. Self-confidence: How expectations influence performance - Building self-confidence. Leadership: Multidimensional model of leadership - Four components of effective leadership - Team Building.

UNIT 5 ANXIETY – REDUCTION TECHNIQUES 12 Hrs.

Exercise and psychological well-being: reduction of anxiety and depression. Exercise: mood changes – personality - cognitive functioning - **quality of life and adherence. Models of exercise behaviour: Determinants of exercise adherence. Strategies for enhancing adherence to exercise** - guidelines for improving exercise adherence. Arousal regulation - self-awareness of arousal - anxiety-reduction techniques - coping with adversity.

Max.60 Hrs.

COURSE OUTCOMES

At the end of the course the students will be able to:

- CO1** - Trace the origins of sport and exercise psychology.
- CO2** - Describe the difference between intrinsic and extrinsic rewards, and demonstrate how mental training can be used for performance enhancement.
- CO3** - Analyze the relationship between learning and motivation.
- CO4** - Develop a comprehensive and personalized approach to psyching for sport, maximizing potential, and enhancing their personal leadership skills.
- CO5** - Develop a strong base of knowledge in the ever-expanding field of sport psychology, including the ability to locate and interpret research.
- CO6** - Anxiety-reduction techniques and coping strategies.

TEXTBOOKS/REFERENCES

1. Alan S. Kornspan (2009) *Fundamentals of Sport and Exercise Psychology* published by Human Kinetics,
2. Gershon Tenenbaum, Robert C. Eklund (2007) *Handbook of Sport Psychology* published by John Wiley & Sons,
3. Arnold D. LeUnes, Jack R. Nation (2001) *Sport Psychology: An Introduction* Wadsworth Thomson Learning,
4. Burton, D., & Raedeke, T. (2008). *Introduction to mental skills training. Sport psychology for coaches*. Champaign, IL: Human Kinetics.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

- | | | |
|----------------|---|-----------------|
| PART A: | 10 Questions of 2 marks each-No choice | 20 Marks |
| PART B: | 2 Questions from each unit with internal choice, each carrying 16 marks | 80 Marks |

SPYB3001	NEUROPSYCHOLOGY	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To gain knowledge of neuropsychology, basic anatomy of the brain and its functions.
- To understand the nature of communication between neurons.
- To learn about the cortical functions of occipital and parietal lobes.
- To learn about the cortical functions of temporal and frontal lobes.
- To be aware of the neurological disorders and neuropsychological assessments.

UNIT 1 THE DEVELOPMENT OF NEURO PSYCHOLOGY

12 Hrs.

The Brain hypothesis – Brain – Nervous system – The Brain Versus Heart – Experimental Approaches to Brain Function: Location - Localization– Localization and Lateralization of Language – Sequential Programming and Disconnection – Loss and Recovery of Function – Hierarchical organization and distributed Systems in the Brain – The Neuron Hypothesis: Activity in Neurons to Behavior – Connections between Neurons as the Basis of Learning – Contributions to Neuropsychology from allied Fields: Neurosurgery – Psychometrics and Statistical Evaluation – Brain Imaging. The Organization of the Nervous System: Neuroanatomy: Brain – Describing Location The spinal cord. The Structure and Electrical Activity of Neurons: The Neuron's Structure – Overview of a Neuron – The Cell as a Factory – The Cell Membrane: Barrier and Gatekeeper – The Nucleus: Blueprints for Proteins – Protein Synthesis: The Genetic code – Golgi Bodies and Microtubules: Protein Packing and shipment – Membrane Protein – The Neuron's Electrical Activity – Electrical Charges – The Resting potential – Graded Potentials – The Action Potential – Sending a Message along an Axon: The Nerve Impulse – Saltatory Conduction and Myelin Sheaths – The Neuronal Code.

UNIT 2 COMMUNICATION BETWEEN NEURONS

12 Hrs.

Neurotransmitter Discovery – The Structure of Synapses – steps in Neurotransmission – Neurotransmitter Deactivation – Types of Synapses: Synaptic variations – Excitatory and Inhibitory Messages – Varieties of Neurotransmitters: Identifying Neurotransmitters – Classifying Neurotransmitters – Small – Molecule Neurotransmitters – Peptide Transmitters – Transmitter Gases – Receptors for Direct Effects and Indirect Effects: ionotropic Receptors for Direct Effects – Metabotropic Receptors for Indirect Effects – Excitatory and Inhibitory Receptors Effects – Neurotransmitter Systems and Behavior : Neural Transmission Peripheral Nervous System – Central – Nervous System. Imaging the Brain's Activity: Recording the Brain's Electrical Activity – Single-cell Recording – Electroencephalographic Recording – Event-Related Potentials – Magneto encephalography – Brain Stimulation: Intracranial Brain Stimulation – X-Ray Imaging Techniques: Conventional Radiography – Pneumoencephalography – Angiography – Computerized Tomography – Dynamic Brain Imaging: Positron Emission Tomography – Magnetic Resonances Imaging – Functional Magnetic Resonances Imaging.

UNIT 3 CORTICAL FUNCTIONS

12 Hrs.

The Occipital Lobes: Anatomy– Subdivision of the Occipital Cortex – Connections– A Theory of Occipital-Lobe function: Visual Functions Beyond the Occipital Lobe – Visual Pathways Beyond the Occipital Lobe – Imaging Studies of Dorsal and Ventral Streams – Disorders of Visual Pathways – Disorders of Cortical Function – Visual Agnosia: Object Agnosia's – Visual Imagery. The Parietal Lobes: Anatomy– Subdivisions– Connections of the parietal cortex – A Theory of Parietal-Lobe Function: Uses of Spatial Information – The Complexity of Spatial Information – Other Aspects of parietal Function – Somatosensory Symptoms of Parietal-lobe Lesions: Somatosensory Thresholds – Somatosensory Disorders – Blind Touch – Somatosensory Agnosia's – Symptoms of Posterior Parietal Damage – Major Symptoms and Their Assessment.

UNIT 4 THE TEMPORAL LOBES

12 Hrs.

Temporal-Lobe Damage: Anatomy– Subdivisions – Connections of the Temporal Cortex – A Theory of Temporal – Lobe Function: The Superior Temporal Sulcus and Biological Motion – Visual processing in the Temporal Lobe – Faces Special – Auditory processing in the Temporal lobe – Asymmetry of Temporal – Lobe function – Symptoms of Temporal-Lobe Lesions: Disorder of Auditory and Speech Perception – Disorders of Music Perception – Disorder of Visual Perception – Auditory Input – Organization and Categorization – Using Contextual Information – Memory – Affect and Personality – Changes in Sexual Behavior. Losing Frontal-Lobe Functions: Subdivisions of the Frontal Lobes – Connections of the motor and premotor areas – Connections of the Prefrontal Areas – Asymmetry of frontal-Lobe function – Heterogeneity of frontal-Lobe functions – Symptoms of Frontal-Lobe Lesions – Loss of Divergent Thinking – Environmental Control of Behavior – Poor Temporal Memory – Imaging Frontal Lobe Function – Diseases Affecting the Frontal Lobe.

UNIT 5 NEUROLOGICAL DISORDER

12 Hrs.

The neurological Examination: The patient's History – The physical Examination – Vascular Disorders – Cerebral Ischemia – Migraine stroke – Cerebral Hemorrhage –Treatment of Vascular Disorders – Traumatic Brain Injuries – Epilepsy – Focal Seizures –Treatment of Epilepsy – Tumors – Headache – Infections – Viral Infections – Bacterial Infections – Mycotic Infections – The treatment of infections – Disorder of Motor Neurons and the Spinal Cord – Disorder of sleep – narcolepsy – Insomnia. Neuropsychological Assessment – Functional Imaging – Cognitive Neurosciences – Managed Care – Rational Behind Neuropsychological Assessment – Factors Affecting Test Choice – Goals of Neuropsychological Assessment – Intelligence Testing in Neuropsychological Assessment – Neuropsychological Test and Brain Activity – The Problem of Effort.

Max.60 Hrs.

COURSE OUTCOMES

At the end of the course the students will be able to:

- CO1** - Identify locations and functions of brain.
- CO2** - Understand the nature of communications between neurons.
- CO3** - Knowledge of the structures and functions of occipital and parietal lobes.
- CO4** - Knowledge of the structures and functions of temporal and frontal lobes.
- CO5** - Understand the different types of neurological disorders.
- CO6** - Knowledge of the different neuropsychological Assessments.

TEXT / REFERENCE BOOKS

1. Kolb, B. & Whishaw I. Q (2009). Fundamentals of Human Neuropsychology (6th Ed.) New York; Worth Publishers.
2. Walsh, K. Neuro psychology : A Clinical Approach (2nd Ed). New York : Churchill Livingstone, 1987.
3. Alex Gilonder., Stephen Tonyz - Pierre J.V. Bcumont and H.A. Gicerobeng. Hand Book of Neuropsychology Assessment.
4. Grune and Stration. Hand Book of Neuro psychology. Elsevier publishers.
5. Elsevier Amsterdam, Hand Book of Neuro psychology (Vol. I to VIII) Amsterdam : Elsevier.
6. Keaseth, M. Hilman & Edward Valesten, Clinical Neuropsychology.
7. Egor Gant and Kennet Madans, Neuro Psychological Assessment of Neuropsychiatric Disorder. New York :Oxford.

Max.Marks:100

END SEMESTER EXAM QUESTION PAPER PATTERN

Exam Duration: 3 Hrs.

PART A: 10 Questions of 2 marks each-No choice

20 Marks

PART B: 2 Questions from each unit with internal choice, each carrying 16 marks

80 Marks

SPYB3005	THEORIES OF PERSONALITIES	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- Personality and scientific outlook and psychoanalytic and neo analytic perspectives.
- Personality development and assessment techniques are given by Horney, Fromm and Erikson.
- Trait perspectives of personality given by Allport, Cattell and Eysenck.
- Cognitive, humanistic and existential perspectives of personality by Kelly, Maslow, Roger and May.
- Social behavioristic perspectives of personality as given by Skinner, Rotter and Bandura.

UNIT 1 CONCEPT, ASSESSMENT, MEASUREMENT AND RESEARCH METHODS 12 Hrs.

Personality: Definition, Meaning & Nature - Individual Uniqueness – Gender – Culture – Formal Theories – Personal Theories – Subjectivity in Personality Theories - Self-Report Measure - Biological Measures – Behavioural Assessment – Projective Techniques – Clinical Interviews – Online and Social Media Analysis.

UNIT 2 PSYCHOANALYTIC THEORIES 12 Hrs.

Sigmund Freud: Classical Psychoanalysis – Instincts – Structure of Mind – Psychosexual Development – Therapeutics Techniques – Free Association – Catharsis – Dream Analysis - Carl Jung: Analytical Psychology – Psychological Types – Collective Unconscious; Alfred Adler: Individual Psychology – Inferiority Feelings – Role of Birth Order.

UNIT 3 LIFE-SPAN AND TRAIT PERSPECTIVES OF PERSONALITY 12 Hrs.

Erik Erikson: Identity Formation – Ego Crises – Approaches to Trait: Lexical – Statistical – Theoretical; Gordon Allport: Culture – Functional Equivalence – Personal Dispositions - Eysenck's: Hierarchical Model of Personality, Cattell's Taxonomy: The 16 Personality Factor System.

UNIT 4 EXISTENTIAL - HUMANISTIC PERSPECTIVES OF PERSONALITY 12 Hrs.

Roots in Gestalt – Kurt Lewin's Field; Martin E. P. Seligman: Learned Helplessness and the Optimistic/Pessimistic Explanatory Style, Rotter: Locus of Control theory Maslow: Hierarchy of Needs – Self-Actualization, Rogers: Growth – Inner Control – Becoming One's Self.

UNIT 5 BEHAVIORAL, COGNITIVE AND SOCIAL PERSPECTIVE OF PERSONALITY 12 Hrs.

Albert Bandura: Social-Cognitive Learning Theory- Self- System, Skinner: Operant Conditioning - Cognitive Style – Perceptual Mechanisms – Schema Theory – Kelly's Personal Construct Theory.

Max.60 Hrs.

COURSE OUTCOMES

At the end of the course the students will be able to:

- CO1** - Explain the concept, assessment, measurement and research methods of Personality
- CO2** - Outline the various psychoanalytic perspectives of Personality
- CO3** - Summarize the life span and trait perspective of Personality
- CO4** - Outline the existential humanistic perspective of Personality
- CO5** - Explain Behavioural, Cognitive and Social perspectives of personality
- CO6** - Explain holistic perspective of personality theories.

TEXT / REFERENCE BOOKS

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2008). Theories of personality, Bengaluru, India: Wiley India Private Limited.
2. Schultz, P. D., Schultz, S. E., & Schultz, S. (2016). Theories of personality, Delhi, India: Cengage Learning.
3. Friedman, H. S., & Schustack, M. W. (2018). Personality: Classic theories and modern research, Boston, MA: Pearson/Allyn and Bacon.
4. Larsen, R. J., & Buss, D. M. (2020). Personality psychology: Domains of knowledge about human nature, Boston, MA: McGraw-Hill.
5. Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). Handbook of Indian psychology. Chennai

END SEMESTER EXAM QUESTION PAPER PATTERN**Max.Marks:100****Exam Duration: 3 Hrs.**

PART A:	10 Questions of 2 marks each-No choice	20 Marks
PART B:	2 Questions from each unit with internal choice, each carrying 16 marks	80 Marks

SPYB3009	CAREER GUIDANCE AND COUNSELLING	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To help and guide the youth to worthwhile channels and facilitate them realize the goal of optimum academic, personal and social development.
- To identify and motivate the students from weaker sections of society to enable them to adjust and utilize the available facilities properly.
- To help students deal effectively with the normal developmental tasks of adolescence and face life situations boldly
- To take up self-employment, educate them on how to proceed about the job of setting up a venture.

UNIT 1 INTRODUCTION

12 Hrs.

Counselling as a helping profession; the Professional Counsellor; counselling as a discipline; Traditional activities; Basic principles for schools and community agencies; Future Directions for the profession.

UNIT 2 METHODS OF COUNSELLING

12 Hrs.

Counselling and misconceptions, Skills necessary to be an effective career counsellor, Principles and stages in career counselling, Goals of Counselling; The Counselling Process; Relationship establishment; Problem Identification and exploration.

UNIT 3 SCHOOL COUNSELLING

12 Hrs.

Student Counselling in educational institutions, Types of students, bullying, Special counselling situations – drug abuse, tobacco use, alcohol abuse, Victims of abuse, students with disabilities, students with poverty, HIV AIDS. Role and function of counsellor as career guidance and counsellor; training programmes for counsellor and relationships with other helping professions; patterns of Counselling Program Organization in educational settings; future directions for programmes of Counselling; Guidance – personal, academic, and vocational.

UNIT 4 CARRER COUNSELLING

12 Hrs.

Theories of Career Development and Decision Making; Overview of Career Development Models: Donald's Super, Bandura's Social Cognitive Theory, Nancy Schlosberg Career Shift Theory, Holland's Self-Directed Search, Career Counselling, and the Development of Human Potential; Career Planning and decision making in schools; Career Counselling in non-school settings; Computerized Career Assistance Systems.

UNIT 5 ASSESSMENT OF CAREER AND GUIDANCE

12 Hrs.

(i) Assessment in Career Counselling: Guiding the students to prepare for career entry by designing good bio-data/resume, facing interviews and group discussion, and excelling in the career path. (ii) Types of standardized tests: Intelligence testing, Aptitude tests, Special aptitude tests, Vocation; Aptitude batteries, Scholastic Aptitude Tests, Academic Achievement tests, Interest inventories, Observation instruments; self-reporting; group assessment techniques, Personality and understanding personality tests. (iii) Ethical issues; The Counsellor and the Law; Legal concerns of Counsellors.

Max.60 Hrs.

COURSE OUTCOMES

At the end of the course the students will be able to:

- C01** - Acquire knowledge & skills about the nature and scope of Guidance and Counselling
- C02** - Expand conceptual understanding of Guidance and Counselling in all settings
- C03** - Apply tools and techniques to assess and plan for Guidance and Counselling in all settings
- C04** - Analyze, interpret, understand and apply the complex interrelationships between theoretical knowledge and practical aspects through visits to various institutions
- C05** - Promote to work professionally as counsellors in settings with lifelong learning adhering to ethical standards of guidance and counselling
- C06** - Follow professional ethics in Guidance and Counselling services

TEXT / REFERENCE BOOKS

1. Gibson R. & Mitchell H.M.(2015) Introduction to Counselling and Guidance. 7 Th editions. Delhi: Pearson Education.
2. Narayana Rao (2003) Counseling and guidance. 2nd edition. New Delhi. Tata Mc Graw Hill.
3. Nystul, M (2018). Introduction to Counseling. As art and science perspective. (6th Edition) Cognella Inc Richard Nelson – Jones (2012). Basic Counselling Skills. 3rd Edn. New Delhi: Sage Publication
4. Bond, T. (2015). Standards and Ethics for Counselling in Action, 4 Th Edn. London: Sage Publication
5. Griffiths, & Weatherilt, T. (2001). Safe School, Friendly School: A Framework for Developing a Safe and Friendly School. Swan Education District, Perth, WA: Department of Education.
6. Woolfe, R., Strawbridge, S., Douglas, B and Kasket, E. & Galbraith, V. (2016). Handbook of Counselling Psychology, 4 Th Edn. London: Sage Publication.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

PART A: 10 Questions of 2 marks each-No choice

20 Marks

PART B: 2 Questions from each unit with internal choice, each carrying 16 marks

80 Marks

SPYB3010	COMMUNITY PSYCHOLOGY	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- Building relationships between individuals and community groups
- Evaluate organizations, governments, and communities in order to promote participation and diversity
- Developing, implementing, and evaluating action-oriented community-based programs

UNIT 1 INTRODUCTION

12 Hrs.

Community psychology - nature & Scope – Definition - Core values in community psychology - Role of community psychologist - understanding community - community in India - human diversity in context - applied social psychology in India.

UNIT 2 MODELS OF COMMUNITY PSYCHOLOGY

12 Hrs.

Mental health model - Behavioural model - Organisational model - Ecological model - Social action model - Integration of modern psychology with Indian thought, culture & psychology - culture & perspectives of psychology - Basic Indian values and behavioural disposition in the context of nation's development - Ambiguity of role models and values among Indian youth.

UNIT 3 SOCIO-ECONOMIC INDICATORS

12 Hrs.

Definition of social indicators – Population – Poverty – Beggary - Problems of education- Drop outs - education for special groups – rehabilitation - technological impact - unemployment & underemployment.

UNIT 4 PSYCHO-SOCIAL INDICATORS

12 Hrs.

Human development- family scenario in a developing country and its implication on mental health – Socialization - family & psychological differentiation - Alcoholism & drug dependence - delinquency & crime - sexual harassment & violence - mental illness & mental health - understanding stress & coping in context.

UNIT 5 PROMOTION & PREVENTION

12 Hrs.

Social competence- key concepts - implementing programs - empowerment & citizen participation - Preventive efforts for mental illness- Primary, Secondary & Tertiary. Preventing problematic behaviour & promoting social - competence community and social change - program evaluation & program development.

Max.60 Hrs.

COURSE OUTCOMES

At the end of the course the students will be able to:

- CO1 - Define and explain the core values of community psychology in Indian context
- CO2 - Analyze and evaluate various socio-cultural psychological models and behaviours of Indian youth
- CO3 - Critically examine the socio-economic indicators and its impact on development
- CO4 - Appraise the role of human development and family structure on Mental Health
- CO5 - Understand how to structure effective solutions for problems such as delinquency, homelessness, health promotion, accidents prevention etc.,
- CO6 - Develop preventive measures and design promotion programmes for better community development

TEXT / REFERENCE BOOKS

1. Henry, N., & Powell, A. (2016). Preventing sexual violence: interdisciplinary approaches to overcoming a rape culture. New York: Palgrave Macmillan.

2. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2021). Community psychology: Linking individuals and communities, Wadsworth, Cengage Learning: Belmont, CA, USA.
3. Sinha, D., Misra, G., & Dalal A.K. (2015). Psychology in India. New Delhi
4. Orford, J. (2008). Community Psychology: Challenges, Controversies and Emerging Consensus. John Wiley & Sons.
5. Mohanty, A. K., & Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept Pub. Co
6. Zax, M. & Spector, G. A. (1974). An introduction to community psychology. New York: John Wiley & Sons.
7. Shanmugam, T.E. (1988). Community Psychology. Utsavshanmugam pub.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

PART A: 10 Questions of 2 marks each-No choice

20 Marks

PART B: 2 Questions from each unit with internal choice, each carrying 16 marks

80 Marks

SPYB3015	INDUSTRIAL RELATIONS AND LABOR WELFARE	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- To enable students to have an understanding of industrial organization, industrial relations and labor welfare.
- To provide elaborate knowledge of industrial conflict and settlement mechanisms to restore industrial peace.
- To create an awareness on various labor welfare measures initiated by different agencies besides focusing on labor education and training

UNIT 1 INDUSTRIAL RELATIONS AND INDUSTRIAL DISPUTES 12 Hrs.

Definition and Evolution of Industrial Relations-Need for sound Industrial Relations-Tripartite System; Role of ILO, Central and State Governments-Salient features of Industrial Disputes Act, 1947, nature and causes methods and machinery for settlement of disputes.

UNIT 2 LABOR- MANAGEMENT CO-OPERATION 12 Hrs.

Meaning and Goals- different degrees and forms of Co-operation- workers participation in management- Trade Union Movement, Types, structure and functioning of trade unions-registration and recognition of trade unions-collective bargaining: importance, factors involved and methods.

UNIT 3 SOCIAL SECURITY AND WELFARE 12 Hrs.

Meaning of social security-major social security provisions: Employees Provident Fund, Employees state insurance, Payment of Bonus, Gratuity. Welfare provisions under Factories Act and Maternity Benefits.

UNIT 4 EMERGING ISSUES IN INDUSTRIAL RELATIONS 12 Hrs.

Issues relating diverse and cross-cultural workforce-new categories of Labor; Knowledge workers, workers in service sectors- Global HR Practices: Personnel Practices and Industrial Relations in multinational companies- Effect of globalization on working class: need for a new outlook on industrial relations, labor welfare and legislations.

UNIT 5 CORPORATE SOCIAL RESPONSIBILITIES 12 Hrs.

Quality of work life and work life balance. Sexual harassment at workplace: prevention and legislation

Max.60 Hrs.

COURSE OUTCOMES

At the end of the course the students will be able to:

- CO1** - Familiarize the conceptual aspects of labor force and labor union.
- CO2** - Understand the importance of Industrial relation and ways of promoting sound industrial relations in an organization.
- CO3** - Have an insight into the various kinds of statutory and non-statutory welfare measures for employees in different organizational set up.
- CO4** - Understand about the emerging issues in Industrial relations and Global HR practices.
- CO5** - Developing comprehensive understanding on policy provisions for the welfare of the laborers.
- CO6** - Emphasize the exposure in terms of education, training, etc.

TEXT / REFERENCE BOOKS

1. Cascio (2015). Managing Human Resources. Productivity, Quality of Work life, Profits. (10th Edition) Singapore. McGraw Hill.
2. Mamoria C.B., & Gankar S.V. (2011). Personnel Management. New Delhi. Himalayan Publishing House.
3. Srivastava (2012). Industrial Relations and Labor Laws. (6th Edition) New Delhi. Vikas Publishing House Suggested Reference
4. Materials Rao, Subba (2011). Essentials of HRM and Industrial Relations. New Delhi. Himalayan Publishing House. Sinha & Sinha,
5. Shekar (2012). Industrial Relations, Trade Unions and Labour Legislations. 2 nd Edition. New Delhi. Pearson Publishers.

END SEMESTER EXAM QUESTION PAPER PATTERN**Max.Marks:100****Exam Duration: 3 Hrs.****PART A:** 10 Questions of 2 marks each-No choice**20 Marks****PART B:** 2 Questions from each unit with internal choice, each carrying 16 marks**80 Marks**

SPYB3020	PSYCHOLOGY OF INTERPERSONAL RELATIONSHIP	L	T	P	EL	Credits	Total Marks
		3	2	0	0	4	100

COURSE OBJECTIVES

- Describe key theories and research findings about the development, maintenance, dissolution, features, and effects of diverse interpersonal relationships.
- Explain how empirical research methods are used in relationship science.
- Appreciate the complex interplay of evolutionary, biological, psychological, social, and cultural factors that impact relationships.
- Apply course material to better understand everyday life and foster more effective relationships.

UNIT 1 CONCEPT AND TYPES OF INTERPERSONAL RELATIONSHIP 12 Hrs.

Interaction: the essence of a relationship –Theories of Social Interaction, Interpersonal Attraction, Transactional Analysis- types of relationship.

UNIT 2 ROMANTIC AND MARITAL RELATIONSHIP 12 Hrs.

Taxonomies of love- Psychometric approaches to love- theories of Love- passionate and companionate Lovetheoretical approaches to mating relationships- Mate preferences, relational sexsexual attitudes – sexuality in established relationship. Nature of marital relationships- distinction from romantic relationships- factors associated with satisfaction- happy and unhappy marriages- distress in marital relationships, therapeutic interventions for distressed paths to divorce and separationbereavement.

UNIT 3 RELATIONSHIP AT WORK 12 Hrs.

Nature, purpose, and importance of human relations at work-forces influencing behavior at work- development of human relations movement- team work and team building- social loafing- leader-follower, formal and informal relationship at work.

UNIT 4 INTERPERSONAL COMMUNICATION 12 Hrs.

Basic nature and forms of communicationverbal and nonverbal communication- communication channels, process, and barriers- communication through body language- improving personal communication.

UNIT 5 STRATEGIES FOR IMPROVING HUMAN RELATIONSHIP 12 Hrs.

Self disclosure: JOHARI window- SWOT Analysis- barriers to self-disclosureimproving self-perception- positive strokes and relationship building. Prosocial behavior- factors involved in co- operation- selfishness and altruism- Conflict: nature and major causes of conflict in relationships- individual level conflict- group conflict - conflict management techniques.

Max.60 Hrs.

COURSE OUTCOMES

At the end of the course the students will be able to:

- CO1** - Understand the various kinds of Interpersonal Relationships and related theories
- CO2** - Understand about interpersonal relationships in various social settings
- CO3** - Understand about the various interpersonal communication styles and techniques to improve relationship
- CO4** - Apply the principles of effective communication.
- CO5** - Evaluate one's own intrapersonal growth.
- CO6** - Explain how interacting with diverse individuals can enhance self-awareness

TEXT / REFERENCE BOOKS

1. Berscheid, E., & Regan (2005). The Psychology of Interpersonal Relationships. Englewood Cliffs, NJ: Prentice Hall.
2. Duck (2007). Human Relationships. 4th Edition. Thousand Oaks, CA: Sage Publications.
3. Greenberg & Baron (2008). Behavior in organizations. 9th edition. NJ. Prentice Hall.
4. Hendrick & Hendrick (Eds) (2000). Close Relationships: A Sourcebook 2nd ed. London: Sage Publications.
5. Reece & Brandt (2008). Effective Human Relations. Personal and Organizational Applications. 10th Edition. New York. Houghton Mifflin Company.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max.Marks:100

Exam Duration: 3 Hrs.

PART A:	10 Questions of 2 marks each-No choice	20 Marks
PART B:	2 Questions from each unit with internal choice, each carrying 16 marks	80 Marks

SPYB1103	Psychology of Well-being	L	T	P	EL	Credits	Total Marks
		3	2	0	0	3	100

COURSE OBJECTIVE:

1. To obtain a basic understanding of Positive emotions, strengths, and virtues; the concepts and determinants of happiness and well-being.
2. To become aware of contextual and cultural influences on health and Well-Being.

UNIT: 1 INTRODUCTION

9 Hours

Meaning of Psychology - Meaning of Adjustment. The Roots of Happiness: Factors unimportant for subjective wellbeing- Factors important for subjective wellbeing- Factors that Important for Improving Academic Performance.

UNIT: 2 PSYCHOLOGY OF HAPPINESS

9 Hours

Happiness and well-being - Scope of psychology of Happiness, Paradigmatic challenges. Positive emotions and its influences: Flow, Resilience, optimism, development of optimism, hope, development of hope.

UNIT: 3 EMOTIONAL INTELLIGENCE

9 Hours

Ability or trait, models, enhancing emotional intelligence, applications of emotional intelligence. Giftedness, creativity, and wisdom: introduction to giftedness, creativity, and wisdom, models, implications.

UNIT: 4 POSITIVE TRAITS AND MOTIVES

9 Hours

Positive traits and motives: trait theories of personality and personal strengths, motives as personal strengths, implications.

UNIT: 5 APPLICATIONS OF HAPPINESS

9 Hours

Gross national happiness, happiness in the classroom, encouraging employee happiness, rewards of happiness, future of happiness.

COURSE OUTCOME:

1. Familiarize with the psychological meaning of happiness and well-being
2. Identify the concept of emotions and emotional intelligence
3. Apply concepts of wisdom and creativity in one's academic and personal life
4. Employ resilience and hope in everyday life
5. Illustrate different positive traits and motives
6. Evaluate positive emotions and its influences

TEXTBOOKS/REFERENCES

1. Carol S. S. Dweck (2007) Mindset: The New Psychology of Success, Random House

2. Martin E. P. Seligman (2012) Flourish: a visionary new understanding of happiness and well-being, free press.
3. Keys To Happiness: Affirmations for Finding Happiness and Living an Inspirational Life by Gary Vurnum, Createspace Independent Publishing Platform.
4. Positive Psychology the Science of Happiness and Human Strengths by Alan Carr, Routledge.

END-SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

Exam Duration: 3Hrs.

PART - A: 10 Questions of 2 marks each – No choice

20 Marks

PART - B: 2 Questions from each unit of internal choice; each carrying 16 Marks

80 Marks