

SPSY 1405	Open Elective 4 – Effective Leadership	L	T	P	Credits	Total Marks
		3	1	0	4	100

COURSE OBJECTIVES:

1. To provide knowledge about Leadership Qualities
2. Help students to develop “Transformational leadership is also an excellent way of engaging workers. It has positive effects on employee input, career development”.

UNIT-I

Meaning -Purpose - Leader in Government -Inner Core of leader - Social Response - Essential Behaviors of Good leaders

UNIT-II -

Characteristic of Leader -Types of Leaders -Assessment of Leader - Pros and Cons

UNIT-III

Aspiration of Good Leader, Ethics of Leader, Value, Skills

UNIT-IV

Information and Commitments of leader, Communication and Commitments of Leaders

UNIT-V

Sustainability of Good Leader - 360 tools - Educating and Developing leader.

COURSE OUTCOMES:

Understanding Effective Leadership will enable the students to :

1. Develop discipline in their professional life in order to be an effective leader
2. Develop situational awareness and anticipate problems before they occur
3. Motivate and inspire their fellow employees
4. Delegate tasks to others and empower their teammate
5. Learn to Resolve conflicts

References:

1. Svendsen, A., & Laberge, M. (2007). “Fostering” collaborative stakeholder relationships. Notes for Practitioners Series: Correlation Consulting, Inc. Retrieved from <http://masterfulfacilitation.com/articles/fostering.pdf>
2. Tardanico, S. (2013, January 15) 10 Traits of courageous leaders. Forbes: Leadership. Retrieved from <https://www.forbes.com/sites/susantardanico/2013/01/15/10-traits-of-courageous-leaders/#7b075cbb4fc0>

3. Thomas, K., & Kilmann, R. (2002). Conflict mode instrument. USA: Xircom Inc., subsidiary of CPP, Inc. TNS Employee Insights. (2014). 8 Tips to engage your employees. Retrieved from <http://tns.tnsemployeeinsights.com/acton/media/2055/employee-engagement-tips-for-managers>

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

ExamDuration: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 **80Marks**

SPYA 1304	Open Elective 3 -Personality Development	L	T	P	Credits	Total Marks
		3	1	0	4	100

COURSE OBJECTIVES:

1. The objective of the course is to build self-confidence, enhance self-esteem and improve the overall personality of the students.
2. To develop a positive attitude and manage interpersonal relationships.
3. The course aims at grooming the students through sensitizing them about proper behavior, socially and professionally, in formal and informal circumstances.

Unit –I IMPORTANCE OF ATTITUDE (15 hours)

Attitude Definition-Factors that determine our attitude-the benefits of a positive attitude -the consequences of a negative attitude -steps to building a positive attitude.

Unit-II SELF-ESTEEM (15 hours)

Self-esteem meaning and definition - advantages of high self-esteem - characteristics of people with high self-esteem -causes of low self-esteem - steps to building positive self-esteem.

Unit-III INTERPERSONAL SKILLS(15 hours)

The difference between ego and pride - steps to building a positive personality - Defining the difference between aggressive, submissive and assertive behaviors - Analysis of different ego states - Analysis of Transactions - Analysis of Strokes - Analysis of Life position

Unit-IV SUCCESS (15 hours)

Meaning - how do we measure success - obstacles to success - qualities that make a person successful - reasons for failure why we don't achieve excellence -a recipe for success - SWOT analysis.

Unit –V OTHER ASPECTS OF PERSONALITY DEVELOPMENT (15 hours)

Body language – Problem-solving - Decision-making skills - Leadership and qualities of a successful leader – Character building -Teamwork – Time management -Work ethics –Good manners and etiquette.

COURSE OUTCOMES

1. Students will possess personality development techniques.
2. Students will possess knowledge about leadership.
3. Students will be able to acquire the skills to manage time and relationships.

References:

Chandan, J.S., Organizational Behavior. Vikas Publishing House PVT LTD1994

Statt, D.A. Using Psychology in Management Training, Taylor and FrancisInc.2000

Shiv Khera, “YOU CAN WIN” The Economics Press, Inc.,12 Daniel Road, Fairfield, NJ 07004Ä2565, USA.

Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi.Tata McGraw-Hill 1988.

Heller, Robert.Effective leadership. Essential Manager series. DK Publishing, 2002

SPSY1604	Open Elective 4 – Stress Management	L	T	P	Credits	Total Marks
		3	1		4	100

COURSE OBJECTIVES

1. To understand how the stressors will change the Life events or life change events.
2. To know the different Theories of Stress.
3. To highlight the different types of relaxation techniques to reduce stress.

Unit-I (15 hours)

Introduction: The science and sources of stress – Stress and health – Types of stress –the concept of stress – Causes of stress –Theories of stress - Response-based concept of stress - Event-based concept of stress

Unit –II(15 hours)

Stressors -Life events or life change events -Chronic stressors -Effects of stress on the body - Enhancing awareness about managing stress - The health belief model and its application to stress management: an in-depth investigation.

Unit - III(15 hours)

Relaxation: Meaning – Sleep – Sleep-related disorders - Relaxation techniques: yoga and meditation –Biofeedback -Progressive muscle relaxation - Autogenic training -Visual imagery - Self-hypnosis - Humor, stress, and relaxation - Mindfulness meditation.

Unit IV (15 hours)

Coping mechanisms: Method Based on Rational Emotive Therapy-Method Based on Simplified Kundalini Yoga -Method Based on Gestalt Therapy - Systematic Desensitization - Cognitive Behavioral Therapy -Regular physical activity and exercise.

Unit –V (15 hours)

Implementing a Stress Reduction Plan: Importance of implementing a plan - Stages of change - Determining goals, objectives, and targets: goal setting: Establishing objectives - Deciding targets -Social support

COURSE OUTCOMES

1. Enable the students to manage their stress and cope with their stressors
2. Understand the psycho-social causes of stress and use more effective strategies to overcome it.
3. The course offers students the opportunity to develop needed skills, competencies, and dispositions beneficial for the 21st-century global market. Based on satisfactory completion of this course, a student should be able to:
4. Discuss the definition of stress and apply critical thinking to identify its causes and treatments
5. Become familiar with seminal and contemporary research on stress, coping and resilience

- 6..Identify common stressors inherent in today’s global marketplace
7. Develop an understanding of the impact of stress on physiological, emotional, and cognitive processes
8. Recognize the role of stress and coping in human wellbeing, communication, relationships, academic, and work performance.

References

1. Required Textbook: Greenberg, Jerrold, S. Comprehensive Stress Management. NY: McGraw-Hill, latest edition.

2. Further Reading: Cooper, C.L. & Payne, R.P (1994). Causes, Coping & Consequences of Stress at Work. Wiley. Lewis, S., & Cooper. (2005).

Work-Life Integration. Wiley. Alexander, C.G., Swanson, M., Rain forth, T., Carlisle, C., Todd, and R.Oates. (1993) Effects of the Transcendental Meditation Program on Stress Reduction, Health, and Employee Development: A Prospective Study in Two Occupational Settings. Anxiety, Stress and Coping, 6, 245-262.

Arling, G. (1987) Strain, Social Support and Distress in Old Age. Journal of Gerontology, 42, 107-113. Band, E., & Weisz. (1988) How to feel better when it feels bad: Children’s Perspectives on Coping with Everyday Stress. Developmental Psychology, 24, 247-53.

Barling, J. (1986) Inter -Brole Conflict and Marital Functioning Amongst Employed Fathers. Journal of Occupational Behavioural, 7, 1-8.

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