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\textsuperscript{nd} 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 students has to secure 50% minimum in the End Semester Examination.

If a candidates 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 candidates 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.

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

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

<table>
<thead>
<tr>
<th>Test</th>
<th>10 marks</th>
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</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>5 marks</td>
</tr>
<tr>
<td>Case Study/ Roll Play/ Viva/ Short Answers etc.</td>
<td>5 Marks</td>
</tr>
<tr>
<td>Attendance</td>
<td>5 Marks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25 Marks</strong></td>
</tr>
</tbody>
</table>

The award of marks shall be as bellow

<table>
<thead>
<tr>
<th>Faculty of science &amp; Education</th>
<th>Theory</th>
<th>2100 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of arts, Indian Languages &amp; Education</td>
<td>Theory</td>
<td>2100 marks</td>
</tr>
</tbody>
</table>

Course-wise letter grades

The percentage of marks obtained by a candidate in a course will be indicated in a latter grade. A student 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/ Practica work/dissertation, either he/she shall improve it and resubmit it if it involves only rewriting incorporating the clarification of the evaluators if 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

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

Unit-II [14 Hours]
Sensation and Perception

States of Consciousness

Learning

Unit-III [13 Hours]
Memory and Forgetting

Motivation and Emotion
Unit-IV [9 Hours]
Cognition: Thinking

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

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

Text Books

Reference Books

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


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


Unit-IV [18 Hours]
Prejudice and Discrimination


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

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

Unit-II
Conception to Birth
Conceiving new life – Heredity and Environment – Prenatal development- The Birth process.

Unit-III [12 Hours]
Infancy and Toddler hood

Unit-IV [12 Hours]
Early Childhood

Unit-V [12 Hours]
Middle Childhood
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 20th Century views - Changing Attitude towards Mental Health - Roots of the Biological views - Psychodynamic Perspectives.


Unit-II [12 Hours]

Patterns of Abnormal (Maladaptive) Behaviour


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

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

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

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

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

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

Text Books

Reference Books

**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:**

**Social Determinants:**

**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:**
Family Determinants:

Text Books:

Reference Books:

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]

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]

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:

Reference Books:

**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 environmental 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**


**Unit-III** [10 Hours]

**Environmental Stress**

Unit-IV [12 Hours]

Crowding


Effect of High Density on Humans


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


Changing Behaviour to save the Environment


Text Books

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  
Toward a Personal Theory of Counselling  
[6 Hours]  
The Nature of Counselling - Theory - Theory in Counselling.

Unit-II  
Classical Psychoanalytic Theory  
[14 Hours]  

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

Unit-III  
The Individual Psychology of Adler  
[14 Hours]  
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  
Self-Theory  
[14 Hours]  
Background - Theory of Personality - The Development of maladaptive Behaviour - The Counselling Process - Recent extensions of Self-Theory.

Behaviour Approaches to Counselling  

Unit-V  
Rational Approaches to Counselling  
[14 Hours]  

Text Book  
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

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

Reference Books
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]

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]

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:

Reference Books:

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

Reference Books

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

UNIT-III Aversive Procedures and Non-Aversive Procedures

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 (1st edition), New Delhi: SAGE Publication India Pvt.Ltd,

Reference Book:
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 - 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 participation - 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 -
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


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

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

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


Unit-V

Work Stress and its Management


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


Reference Books

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

Unit – III [10 Hours]
Self-Identity

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

Family

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

Unit – V [10 Hours]
Adolescent Problems

Health, Stress, and Coping

Text Book

Reference Books
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.

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.

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 - Roper's self theory - Development of self-concept - The counseling process - Experiencing of responsibility - Essential conditions for personality change - Stages in the counseling process - Behaviouristic approach to counseling - Resiprocal 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 - Pre-counselling 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 - Counsellor factors.

Unit-III [12 Hours]
Psychological Testing and Diagnosis


Counselling Interview


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

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

Consulting 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.

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

Text Book


Reference Books

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

Unit-V
Self assessment about truthfulness and responsibility.
Experiments about practical applications to assess truthfulness and responsibility to be conducted.

Text Books
3) The Essence of Effective Communication, Ludlow and P Anthon, Prentice Hall of India

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

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 -

Unit-III  [12 Hours]
Management and Executive Development

Unit-IV  [12 Hours]
Performance Appraisal

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

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

Unit – II
Foundation for studying Consumer Behaviour

Unit – III
Researching Consumer Behaviour

Unit – IV
Market Segmentation: Basic Approaches

Market Segmentation: Additional Dimensions:

Unit – V
Social Foundations of Marketing: Meeting Human Needs
Text Books:

**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 Questionarie
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- Alaram 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.


**Text Books:**


**Reference Books:**

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

Unit-II [10 Hours]
Foundation for Studying Consumer Behaviour

Unit-III [10 Hours]
Researching Consumer Behaviour

Unit-IV [16 Hours]
Market Segmentation: Basic Approaches

Market Segmentation: Additional Dimensions

Unit-V [16 Hours]

Social Foundations of Marketing: Meeting Human Needs


Text Book


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 –

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

Unit – III 
[10 Hours]
Emotional Determinants:

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:

Reference Books: