

**UNIVERSITY OF MADRAS**  
**M.Sc DEGREE PROGRAM IN HRD PSYCHOLOGY**  
**SEMESTER SYSTEM WITH CREDITS**

**REVISED REGULATIONS FOR M.Sc HRD PSYCHOLOGY**

**(Effective from the Academic Year 2017-2018 and thereafter)**

**1. CONDITIONS FOR ADMISSION**

A candidate who has obtained *B.A/B.Sc. with major in Psychology/ graduates with two /three majors with psychology as one of the major subject* and has passed the Degree examination of this University or an examination of some other University accepted by the Syndicate as equivalent thereto shall be permitted to appear and qualify for the Master's Degree Examination under CBCS mode.

**2. DURATION OF THE MASTERS DEGREE PROGRAMME**

This programme of study shall be based on semester system with credits. This programme shall consist of four semesters covering a total of two academic years. For this purpose, each academic year shall be divided into two semesters; First and Third semester; July to November and Second and Fourth Semester; December to April.

**3. COURSES OF STUDY IN THE MASTERS DEGREE PROGRAMME**

**3.1 Courses of Study**

The Master's Degree Programme consists of a number of courses. The term **Course** is used to indicate a logical component (a paper) of a programme. A Master's Degree Programme consists of --

- A set of **Core courses** prescribed for every programme which are mandatory for all students registered for that Master's programme;

- A set of **Elective courses** offered by the University which can be chosen by the students. These courses are also mandatory but optional.

Core courses and Elective courses shall be spread over all the four semesters.

### **3.1.1 Core Courses**

Core courses are those knowledge of which is deemed essential for students registered for a particular Master's programme. As such all core courses shall be mandatory and a student must pass in all the core courses prescribed for the programme.

A course (Core / Elective) may also take the form of a Dissertation / Project work / Practical training / Field work / Internship / Seminar with report, etc.

### **3.1.2 Elective Courses**

Elective courses are intended to:

- Allow students to specialize in one or more branches of the broad subject area; or
- Acquire knowledge and skills in a related area that may have applications in the broad subject area;
- Bridge any gap in the curricula and enable acquisition of essential skills (e.g. statistical, computational, language, communication skills, etc); or
- Help pursue an area of interest to the student.

### **Evaluation of Experimental Psychology and Psychological Assessment:**

20 marks for each of the 2 sessional tests will be distributed as follows, 10 marks for conducting the experiments and 10 marks for record writing. Therefore for both sessional tests put together 20 marks are to be given for record writing and 20 marks are to be given for conducting the experiments. End semester examination for 60 marks will be conducted by the course faculty and an external examiner. Distribution of marks for the end semester practical examination is as follows:

5 Marks for writing the materials required for the experiment

15 Marks for writing plan, procedure etc.,

15 Marks for conducting the experiment

15 Marks for writing discussion and conclusion

10 Marks for Viva-Voce on the experiments

**4.0 Maximum number of seats (Laboratory Course)**

A maximum of 20 students through regular mode and 10 students through self-supportive mode will be admitted. Totally therefore there will be 30 students.

**DEPARTMENT OF PSYCHOLOGY**  
**UNIVERSITY OF MADRAS**  
 POST GRADUATE PROGRAMME UNDER CBCS WITH EFFECT FROM THE  
 ACADEMIC YEAR 2017-2018

**M.SC HUMAN RESOURCE DEVELOPMENT PSYCHOLOGY PROGRAMME**  
**I SEMESTER**

Subject Code	Subject Title	C/E/S	L	T	P	C	Course Faculty
SSSC715	Biological Psychology	C	3	1	0	4	TRF
SSSC716	Cognitive Psychology	C	3	1	0	4	Dr.T.Lavanya
SSSC717	Theories of Personality	C	3	1	0	4	TRF
SSSC718	Experimental Psychology	C	3	1	0	4	Dr.S.Sasikala
SSSE716	Basic Psychology	E	2	1	0	3	Dr.V.D.Swaminathan
SSSE719	Psychology of Adolescence and Young Adulthood	E	2	1	0	3	Dr.S.Sasikala
	Soft Skills	S				2	

**II SEMESTER**

Subject Code	Subject Title	C/E/S	L	T	P	C	Course Faculty
SSSC719	Applied Social Psychology	C	3	1	0	4	TRF
SSSC720	Guidance and Counselling	C	3	1	0	4	Dr.T.Lavanya
SSSC703	Human Resource Development	C	3	1	0	4	Dr.T.Lavanya
SSSC701	Psychological Assessment	C	3	1	0	4	Dr.S.Sasikala
SSSE715	Psychology of Advertising	E	2	1	0	3	Dr.T.Lavanya
SSSE720	Positive Psychology	E	2	1	0	3	Dr.S.Sasikala
UOM I001	Placement/ Internship	I				2	
	Soft Skill	S				2	

**III SEMESTER**

Subject Code	Subject Title	C/E/S	L	T	P	C	Course Faculty
SSSC702	Organizational Behaviour	C	3	1	0	4	Dr.S.Sasikala
SSSC711	Training and Development	C	3	1	0	4	Dr.V.D.Swaminathan
SSSC705	Research Methodology	C	3	1	0	4	Dr.S.Sasikala
SSSC710	Industrial Relations and Labour Law	C	3	1	0	4	Guest Faculty
SSSE714	Fundamentals in Psychopathology	E	2	1	0	3	Dr.T.Lavanya

SSSE719	Psychology of Adolescence and Young Adulthood	E	2	1	0	3	Dr.S.Sasikala
	Soft Skills	S				2	

#### IV SEMESTER

Subject Code	Subject Title	C/E/S	L	T	P	C	Course Faculty
SSSC721	Organizational Development and Management of Change	C	3	1	0	4	Dr.S.Sasikala
SSSC714	Placement Report and Dissertation cum Viva Voce*	C	3	1	0	4	
SSSE720	Positive Psychology	E	2	1	0	3	Dr.S.Sasikala
	Soft Skill	S				2	

\* Viva – Voce will be conducted by the respective guide and an external examiner for 20 marks.

#### BIOLOGICAL PSYCHOLOGY

##### Unit I -- Fundamentals Issues of Biological Psychology

Biological explanations of behavior- physiological, ontogenetic, evolutionary and functional

The mind-brain relationship – dualism and monism

Methods of studying and understanding the brain-behavior relationship

Biological causes of behavior – neurotransmitters and behavior

##### Unit II – Anatomy of the Nervous System

Classification of the nervous system – central and peripheral

Central nervous system – spinal cord and brain

Organization of the cerebral cortex and its lobes

Peripheral nervous system – somatic and autonomic systems

##### Unit III – Regulation of the Internal Environment

Homeostasis and regulation of temperature

Biological theories of hunger and eating behavior

Bio-psychological basis of thirst – osmotic and hypovolemic thirst

Biological aspects of sexual behavior

##### Unit IV – Movement, Wakefulness, Sleep and Brain Mechanisms

Types of muscles and movements – skeletal, smooth and cardiac

muscles, voluntary and involuntary movements

Biological clock - circadian rhythm, the alternation of waking and sleeping

Biological theories of sleep – evolutionary, repair and restoration theories

The stages of sleep and sleep disorders

## **Unit V – Integration of Biological and Psychological Processes**

Autonomic arousal, limbic system and biological theories of emotions  
The biology of learning, memory and intelligence  
The biological basis of language  
Brain and human personality

### **References**

1. Kalat, J.W. (1995) **Biological Psychology**. 5<sup>th</sup> Edition. New York: Brooks/Cole.
2. Mark.R. Rozenweig, S.Marc Breedlove, Arnold L. Leiman (2002). **Biological Psychology: An Introduction to Behavior, Cognitive and Clinical Neuroscience**. Sunderland: Sinauer Publisher
3. Powell, G. (1998) **Brain and Personality**. 3<sup>rd</sup> Edition. London: Routledge & Kegan Paul.

## **COGNITIVE PSYCHOLOGY**

Unit I – **Introduction** – Definition, History and Branches of Cognitive Psychology – Theories of Intelligence.

Unit II – **Attention, Perception and Consciousness** – The Nature and Definition of Attention Perception and Consciousness – Preconscious Processing – Selective and Divided Attention – Theories of Attention.- Filter theory, Attenuation theory, Late selection theory, Multimode theory - Theories of Perception- Top Down vs Bottom up Process – Gestalt approaches to Perception – Disruptions of Perception – Consciousness of Complex Mental Processes.

Unit III- **Memory and Language** – Short term vs long term memory – types of long term memory – Encoding, storage, and retrieval – Working memory - Process of forgetting – memory distortions - Reconstructive retrieval- recovered memory- memory illusions – false memory - eyewitness testimony – defining language – origins of language – meaning-structure and use – universal of language – comprehension of language.

Unit IV – **Problem solving and Creativity** - Types of thinking – well defined and ill defined problems – productive and reproductive problems - model of problem solving -creativity- stages of creativity – creativity blocks – sources of creativity – creative production.

Unit V – **Reasoning and Decision Making** – categorical syllogisms – conditional syllogism- errors in deductive thinking – theories of deductive reasoning. syllogistic reasoning syllogistic forms – common errors – conditional reasoning –inductive reasoning – general inductions – specific inductions– types of decisions- probability heuristics .

### **References:**

1. Ronald T. Kellogg. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publications.
2. Edward E. Smith; Stephen M. Kosslyn. (2007). Cognitive Psychology. Mind and Brain. New Delhi: Prentice – Hall of India.
3. Robert J. Sternberg. (2006). Cognitive Psychology. 4<sup>th</sup> edition. New Delhi: Thomson.

4. Bridget Robinson-Riegler; Greg L. Robinson-Riegler. (2008). Cognitive Psychology. Applying the Science of the Mind. New Delhi: Pearson Education, Inc.
5. Kathleen. M Galotti. (2004). Cognitive Psychology. In and Out of the Laboratory. New Delhi:Wadsworth.

## THEORIES OF PERSONALITY

### UNIT I

**Introduction:** Definitions of Personality, Determinants of Personality, Methods of Assessment of Personality, Research and Theories in the study of personality. **Indian Approaches to Personality :** The State of Consciousness; **Factors of Personality** - The Self, The Subtle Body, The Five Cognitive Senses, The Five Conative Senses, Mental Functions.

### UNIT II

**Psychoanalytic approach: Sigmund Freud** - History, Levels of Personality, Structure of Personality, Defense Mechanisms Against Anxiety; **Neopsychoanalytic approach: Carl Jung** - History, Psychic Energy, The Systems of Personality, Developments of the Personality; **Alfred Adler** - History, Inferiority Feelings, Striving for Superiority or Perfection, The Style of Life, Birth Order; **Karen Horney** - History, Childhood Need for Safety, Basic Anxiety, Neurotic Needs and Trends, The Idealized Self-Image, Feminine Psychology; **Eric Fromm** - History, freedom or Security, Personality Development in Childhood, Basic Psychological Needs, Productive and Non - Productive Character Types.

### UNIT III

**Trait approach: Gordon Allport** - History, Nature of Personality, Personality Traits, Motivation, Personality Development in Childhood; **Raymond Cattell** - History, Cattell's Approach to Personality Traits, Source Traits, Dynamic traits, The Influences of Heredity and Environment, Stages of Personality Development; **H. J. Eysenck** - Dimensions of Personality; **Robert McCrae and Paul Costa** - Five Factor Model

### UNIT IV

**Humanistic Approach: Carl Rogers** - History, Self and the Tendency Toward Actualization, Experiential World, Development of the Self in Childhood, Characteristics of Fully Functioning Persons; **Abraham Maslow** - History, Personality Development, Study of Self - Actualizers, Assessment in Maslow's Theory. **Need theory: Henry Murray** - History, Principles of Personology, Divisions of Personality, Needs, Personality Development in Childhood. **Life Span Approach: Eric Erickson** - History, Psychosocial Stages of Personality Development, Basic Weaknesses.

### UNIT V

**Behavioristic Approach: B. F. Skinner** - History, Reinforcement, Operant Conditioning and the Skinner Box, Schedules of Reinforcement, Successive Approximation, Superstitious Behavior, Self - Control of Behavior; **Albert Bandura** - History, Modeling, Processes of Observational Learning, Self - Reinforcement and Self - Efficacy,

Developmental Stages of Modeling and Self - Efficacy; **Cognitive Approach: George Kelly** - Cognitive Movement in Psychology, History, Personal Construct Theory, Ways of Anticipating Life Events; **Rotter** - Internal and External Locus of control.

#### **Reference**

1. Duane P.Schultz & Sydney Ellen Schultz. (2013). Theories of Personality. New Delhi: Thomson Wadsworth.
2. Bem P. Allen. (1994). Personality Theories. USA: Allyn and Bacon
3. Lawrence A. Pervin & Oliver P. John. (1996). Personality Theory and Research. USA: John Wiley & Sons.
4. Raghunath Safaya. (1975). Indian Psychology. New Delhi: Munshiram Manoharlal Publishers.

### **EXPERIMENTAL PSYCHOLOGY**

Any 10 experiments of the following will have to be conducted, scored and recorded.

1. Observation with a set of questions and photographs

#### **LEARNING**

2. Peterson's Rational Learning

#### **APTITUDE**

3. David's Battery of Differential Abilities by S.Vohra
4. O' Connor's Tweezer Dexterity Test
5. Minnesota Rate of Manipulation Test

#### **INTELLIGENCE**

6. WAIS- Indian Adaptation by Prabha Ramalingasamy
7. Bhatia's Battery of Performance Tests
8. Seguin Form Board- (for children)

#### **ATTENTION**

9. Knox Cube Test

#### **MOTIVATION**

10. Level of Aspiration Test (Performance Based)

#### **FATIGUE**

11. Ergograph for measuring physical fatigue

#### **REACTION TIME**

12. (A) Simple Reaction Time & (B)Complex Reaction Time

#### **CONCEPT FORMATION**

13. Cards Test



14. Hanfmann and Kasnin Blocks

**PERCEPTION**

15. Time Perception Experiment

**THINKING**

16. Free Association and Controlled Association

**REFERENCES**

1. Woodworth, R.S. and Scholesberg(1972). Experimental Psychology. Holt, Rinehart & Winston.
2. A.Anastasi & Susana Urbina(2004)7<sup>th</sup> Edition. Psychological Testing, Pearson Education Inc, New Delhi.
3. Cronbach, L.J.( ). Essentials of Psychological Testing.
4. Parameswaran & Ravichandra (2003) Experimental Psychology. 1<sup>st</sup> Edition. Neelkamal Publications

**PSYCHOLOGY OF ADOLESCENCE AND YOUNG ADULTHOOD**

**UNIT I**

Introduction – Early approaches of human development, current approach, Traditional learning theory as a contrasting explanations of development; domains of development, periods of life span, influences on development – normative and non-normative influences, timing of influences. Themes and perspectives in developmental psychology.

**UNIT II**

Cognitive development in Adolescence - Piaget's stage of formal operations, Language development, immature characteristics of adolescent thought. Moral reasoning, Educational and vocational issues. Cognitive development in young adulthood- Perspectives- Schaie, Sternberg; emotional intelligence, moral development.

**UNIT III**

Psychosocial development in adolescence - Search for Identity - Erikson's view, Marcia's view; Sexuality- orientation, sexual behavior, sexual risk taking; STD's, teenage pregnancy; Relationship with family, peers and adult society. Psychosocial development in young adulthood - Personality development – Models; Foundations of intimate relationships; non marital and marital lifestyles; parenthood, divorce, remarriage and step parenthood.

**References:**

1. Papalia, D.E., Odds, S.W., & Feldman, R.D. (2008). Human Development. USA: McGrawill.

2. Mitchell, P. & Ziegler, F. (2012). Fundamentals of Developmental Psychology.  
USA: Psychology Press.

## **APPLIED SOCIAL PSYCHOLOGY**

### **UNIT-I**

#### **INTRODUCTION**

Definition of Social Psychology and Applied Social Psychology, Historical Context of Applied Social Psychology, Theories- Cognitive dissonance Theory, Groupthink theory, Research Methods in Applied Social Psychology, Role of Applied Social Psychologists.

### **UNIT-II**

#### **UNDERSTANDING OTHERS & SOCIAL COGNITION**

Nonverbal Communication: Basic Channels, Recognizing Deception.

Attribution: Theories, Basic sources of error, Applications.

Impression Formation & Impression Management: Asch's Research, Cognitive perspective.

Social Cognition- Schemas, sources of error in social cognition

### **UNIT-III**

#### **ATTITUDES**

Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude-Behavior link.

Persuasion: The Early Approach & the Cognitive Approach.

Attitude Change: Cognitive Dissonance.

### **UNIT-IV**

#### **PREJUDICE**

Prejudice & Discrimination: Nature and Origins, Techniques for countering the effects of Prejudice, Prejudice based on gender.

### **UNIT-V**

#### **SOCIAL INFLUENCE**

Conformity: Asch's research on conformity, factors affecting conformity, basis of conformity, resisting pressures to conform, minority influence. Application of social Psychology in legal, health and work related aspects.

### **REFERENCES:**

1. Baron(2004) Social Psychology. 10<sup>th</sup> Edition. Pearson Education.
2. Schneider (2005) Applied Social Psychology- Understanding and Addressing Social and Practical Problems. Sage Pub.

## GUIDANCE AND COUNSELLING

**Unit – 1:** Definitions of Guidance and counselling outcome and Process Goals of Guidance and Counselling

**Unit – 2: Fundamentals of Counselling:** The Three Stages of Counselling, Fundamental Precepts of Effective Helping, Characteristics of Effective Counsellors

**Unit – 3: Counselling Strategies and Techniques:** Assessment and Diagnosis in Counselling Structuring, Leading and Questioning, Working with Ambivalent, Indifferent and Oppositional Clients, Crisis Intervention Techniques.

**Unit – 4: Counselling for Specific Populations:** Counselling children and their parents, Counselling Women and Sexual minorities, Counselling the Elderly (Older Adults).

**Unit – 5: Theoretical Models:** Person centered counselling, Gestalt counselling, Psychoanalytic counselling, Cognitive counselling, Behavioural counselling, Trait factor counselling, Eclectic counselling.

**Unit – 6: Ethics in Counselling:** Codes of professional Ethics, Ethical Principles and Theory, Ethics and Law, Common Ethical Violations by Mental Health Professionals

### REFERENCES

1. Patterson, L.E. and Welfel, E.R. (2000) The Counselling Process, New Zealand, Wadsworth and Thomson Learning.
2. Gibson & Mitchell (2003). Introduction to Counseling and Guidance. 6<sup>th</sup> Edition. Pearson Education.
3. Maggie Reid (2004), Counselling in different settings, The reality of practice, New York, MacMillan Publications.
4. Margaret.H. (2002), 2<sup>nd</sup> Edition, A Practical Approach to counselling, Harlow, Pearson Education.
5. Jones, Nelson (2005). Practical counseling and Helping Skills, 5<sup>th</sup> Edition, London: Sage Publications.

## HUMAN RESOURCE DEVELOPMENT

### Unit 1 – Introduction to HRD & HRM

Defining HRD & HRM . Evolution of HRD. Relationship between HRD & HRM. Roles and Competencies of HRD professionals. Strategic HRD – its objectives and process. Current

trends- Technology & HR, HR data analysis- Digital HR, International HRM. Challenges and ethics in HRD.

### **Unit 2 - Functions of HR**

Human Resource Planning; Job Analysis and Design; Recruitment; Interviewing; Orientation; – its definitions- objectives, process, and techniques.

### **Unit 3 – Performance appraisal, Job Evaluation and Employee coaching**

360 degree performance appraisal - its method, advantages and limitations. Errors in appraisals. Job evaluation – definition, objective and process. Employee coaching – definition, types of employee coaching, employee coaching process. Relation between employee coaching, mentoring and counselling.

### **Unit 3 – Career planning and Development**

Defining career planning and career development- objectives of career planning and career development. Career planning process. Talent Management Definition, Process, Talent profiling. Role of HRD function in career planning and development of employees.

### **Unit 5 – Quality management, Knowledge management and HRD Auditing –**

Total quality management – definition, objective, process, advantages. Kaizen method of quality management – its process and benefits. 6 Sigma and Black belt – its process and advantages. Knowledge management and knowledge worker – definition, dimensions of knowledge, knowledge management process, difference between explicit and tacit knowledge. HRD auditing – definition, objectives of HRD audit, methodology of HRD audit, Benefits of HRD audit.

### **References**

1. Deb. J. (2012). Human Resource Development – Theory and Practice. New Delhi: Ane Books P Ltd.
2. Wilson, J.P. (ed). (2005). Human Resource Development – Learning and Training for individuals and organizations. London: Kogan page.
3. Werner, J.M. and Desimone, R. L. (2006). Human Resource Development. New Delhi: Cengage Learning.
4. Dorai, P. (2010). Human Resource Management. New Delhi: Pearson Education.
5. Gary Dessler. (1999). Human Resource Management. New Delhi: Prentice Hall of India.
6. Ashwathappa. (2005). Human Resource and Personnel Management. New Delhi: Tata McGraw Hill Publishers.
7. Rao , T.V. (2010). Performance management and appraisal systems – HR tools for global competitiveness. New Delhi: Response Books.
8. Rao, T. V. (1999). HRD audit – evaluating the human resource function for business improvement . New Delhi: Response Books.
9. Charantimath, P. M. (2006). Total Quality management. New Delhi: Pearson Education.
10. Munro. R.A.; Maio. M.J.; Nawaz, M.B.; Ramu, G and Zrymia, D. J. (2015). The Certified Six Sigma Green belt. New Delhi: Pearson.

## **PSYCHOLOGICAL ASSESSMENT**

### **INTELLIGENCE**

1. Raven's Standard Progressive Matrices- perform
2. Vineland Social Maturity Scale
3. Coloured Progressive Matrices
4. Gessell's Development scales
5. Bayley's Developmental scale.

### **EMOTIONAL ASSESSMENT**

6. Behavior checklist

### **EDUCATIONAL ASSESSMENT**

7. Reading Assessment
8. Spelling Assessment

### **NEUROLOGICAL ASSESSMENT**

9. Bender Gestalt test
10. WISC

### **PERSONALITY**

11. 16 PF-perform
12. MBTI-perform
13. Big Five Dimensions-demo
14. Neo- Personality Inventory-demo
15. EPI (Revised)
16. MMPI

### **PERSONALITY (PROJECTIVE TESTS)**

17. Thematic Apperception Test
18. Picture Frustration Test
19. Sentence Completion Test

### **PSYCHOSOCIAL/ HEALTH ISSUES**

20. Multi- Dimensional Health Profile
21. Occupational Stress Inventory

22. Biofeedback

### **REFERENCES**

1. Woodworth, R.S. and Scholesberg(1972). Experimental Psychology. Holt, Rinehart & Winston.
2. A.Anastasi & Susana Urbina (2004) 7th Edition. Psychological Testing, Pearson Education Inc, New Delhi.
4. Kaplan (2004). Psychological Testing: Principles, Applications & Issues. 6<sup>th</sup> Edition. Wadsworth Publishers.

## **Psychology of Advertising**

### **Unit I: The world of Advertising and Personality**

Defining Advertising –functions of advertising – characteristics of an effective ad – advertising and psychology: the psychological principles behind how advertising works – personality and advertising: consumer innovativeness and related personality traits, cognitive personality factors – brand personality: role of advertisements in creating brand personality – user image, personality and color – uses of self image and altered image in advertising.

### **Unit II: Selected Psychological Process in Advertising**

Internal psychological process of consumer decision making – consumer motivation: translating Maslow's hierarchical needs into advertising techniques and consumer buying habits – attention and selective perception in advertising – subliminal perception and advertising – consumer's attitudes: multi attribute model, tricomponent attitude model, attitude toward the ad model – attitude change strategies – consumer learning process: classical, operant and cognitive learning models used in advertising.

### **Unit III: Communication and Creativity in Advertising**

Basic model of communication: source, encoding, message, channel and decoding – traditional and alternative hierarchy models of communication – cognitive processing of communication models – creative process and creative advertising – types of appeals in advertisements.

### **References**

1. George E. Belch and Michael A. Belch. (2007). Advertising and Promotion: An Integrated Marketing Communications Perspectives. 6<sup>th</sup> ed. New Delhi: Tata Mc Graw Hill Edition.
2. William Wells, Tohn Burnet and Sandra Moriarty. (2006). Advertising Principles and Practices. 6<sup>th</sup> ed. New Delhi: Pearson Prentice Hall.
3. Leon G. Schiffman and Lazar Kanuk. (2005). Consumer Behaviour. New Delhi: Pearson Education.

## **POSITIVE PSYCHOLOGY (Even semester)**

### **Unit 1**

#### **Introduction to Positive Psychology and Positive Emotional States**

Positive psychology - Assumptions, Importance, definitions and current status; Happiness and Positive psychology; positive emotions, positive traits – self-esteem, personal control and emotional intelligence in practice; Personal goals and well-being; Positive Psychology and Self-realization.

### **Unit 2**

#### **Positive Cognitive States and Processes**

Self-efficacy, hope and optimism – Meaning and its Importance, Neurobiology of self-efficacy and hope – Resilience – Meaning and bouncing back from trauma; Wisdom and courage, gratitude and forgiveness – Meaning and its importance.

### **Unit 3**

#### **Positive Relationships**

Positive relationship and Subjective well-being; Close relationship and well-being – Friendship and romantic love, Empathy and egoism; conflict resolution through communication skills; Prosocial behavior –altruism its meaning and components.

### **References**

1. Baumgardener, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education.
2. Synder, C.R. (2007). Positive Psychology. New Delhi: Sage Publications.

## **ORGANIZATIONAL BEHAVIOUR**

### **UNIT I**

INTRODUCTION: Definition, Fundamental concepts, Basic Approaches, Models Organizational Behavior, Organizational Structure, Limitations of Organizational Behavior, Continuing Challenges.

### **UNIT II**

MICRO PERSPECTIVE OF ORGANIZATIONAL BEHAVIOR: Perception, Attribution, Impression Management, Learning, Personality, Job satisfaction, Organizational Commitment.

### **UNIT III**

MICRO & MACRO DYNAMICS OF ORGANIZATIONAL BEHAVIOR: Group Dynamics and teams, Stress and Health, Power and Politics, Leadership, Conflict Resolution.

### **UNIT IV**

MACROPERSPECTIVE OF ORGANIZATIONAL BEHAVIOR: Communication, Decision Making, Organizational Culture and Climate.

### **UNIT V**

EMERGING TRENDS – Positive organizational behavior as an offshoot of positive Psychology movement and its emphasis on subjective well-being; Core aspects of positive organizational behavior; Self-efficacy, Optimism, hope and resiliency.

### **REFERENCES**

1. Fred Luthans(1998) Organizational Behavior. 9<sup>th</sup> Edition. Mc Graw Hill, New York.
2. Robbins (2005). Organizational Behavior. 11<sup>th</sup> Edition. Prentice Hall India.
3. Keith Davis(2002) Organizational Behavior. Human Behavior at work; 11<sup>th</sup> Edition, McGraw Hill, New Delhi.
4. Griffin & Moorhead( 2000) Organizational Behavior, 5<sup>th</sup> Edition, A.I.T.B.S publications, New Delhi.



# TRAINING AND DEVELOPMENT

## UNIT I

### Introduction

An introduction with definition of training and development  
Prerequisites for training  
Principles of training  
Strategic value of training and development  
The pre-training and post-training environment and evaluation

## UNIT II

### Assessment in Training

Assessing training needs – Organizational analysis, Task analysis and Personal analysis  
Competency mapping and Competency Development

## UNIT III

### Methods and Models of Training

On-the Job Training Methods  
Off-the Job Training: Knowledge-Based Methods  
Off-the Job Training: Simulation Methods  
Off-the Job Training: Experiential Methods  
Models for training: The systematic training model, The transitional model, The National Training Award model, Investors in People, The Ashridge model, Developing a new training model, Kirkpatrick's model

## UNIT IV

### Specific Training Procedures

Neuro Linguistic Programming  
Transactional Analysis  
Sensitivity Training  
Team Development  
Presentation skills

## UNIT V

### Management Development Issues

Cultural diversity in training  
Training to counter sexual harassment

Mentoring

## **UNIT VI**

### **Entrepreneurial Development Training**

Identification of potential entrepreneurs  
Development and training entrepreneurs  
Entrepreneurial environment (cultural & social)  
Characteristics of successful entrepreneurs

#### **Reference**

1. Martyn Sloman. (2004). Training Strategy. New Delhi: Infinity Books
2. S.K. Bhatia. (2005). Training and Development. New Delhi: Deep & Deep Publishers.
3. Steve Truelove. (2009). Training and Development. New Delhi: A Jaico Book

## **RESEARCH METHODOLOGY**

### **Unit I – Introduction to Research**

Science and Common sense; Methods of knowing, Aims and Functions of Science; Objectives of science; assumptions of science; purpose of doing research; Approaches to research – Descriptive Vs Explanatory, Quantitative Vs Qualitative, Basic Vs Applied, Cross Sectional Vs Longitudinal, Field Vs Laboratory Research; Steps in planning and doing research

### **Unit II – Problem, Hypothesis, Variables and Definitions**

Getting ideas for research; Definition and criteria of Problems and Hypothesis; Criteria for Good hypotheses; Types of Hypotheses; Type I and type II error; Statistical Significance; Writing a Proposal; Types of variables, controlling extraneous factors, Definition – Operational and Constitutive definitions.

### **Unit III – Sampling and methods of Data Collection**

Sampling methods – Probability and Non Probability technique, Sample size and effect size; Data collection methods – Observation, Survey research – Questionnaire – Types of Questions – Fixed alternative Questions, open ended questions, rating scales, likert scales, semantic differential, social desirability and response set; Interview, Focus group interview, Case study; Types of reliability and validity, Types of measurement scales.

### **Unit IV – Research Design**

Experimental design –Pre-post experimental with and without control design, Quasi experimental design, Factorial design, Expost facto research design; Internal and External validity.

### **Unit V – Data Analysis and Report writing**

Parametric statistics – one way and two way ANOVA, Critical Ratio, Student 't' test, Product moment correlation; Non parametric statistics – Chi square test, Rank Order

Correlation (computing problems for t-test, correlation and chi square); Qualitative technique – Content analysis. Report writing – Plagiarism, Reference and In text Citation, Journal articles, writing a proposal and thesis/ Dissertation writing.

#### **Reference**

1. Evans, A.N., & Rooney, B.J. (2011). Methods in psychological research. 2<sup>nd</sup> Edition. India: Sage Publication
2. Bordens, K.S., & Abbott, B.B. (2011). Research design and methods: A process approach. New Delhi: Tata McGraw Hill.
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### **INDUSTRIAL RELATIONS AND LABOUR LAW**

#### **Unit I**

Industrial relations – meaning; 3 factors of industrial relations- importance and objectives of industrial relations – approaches in industrial relations – conditions for congenial industrial relations.

#### **Unit II**

Trade unions- meaning, functions of trade unions- objectives and important Indian Trade unions – why employees join trade unions. Union tactics – Trade unions movement in India.

#### **Unit III**

- Labour legislation relating to Industrial Relations
- Trade Union Act, 1926
- Industrial Employment (Standing Orders Act, 1946)
- Industrial Dispute Act – n1947
- Conflict/ Disputes, Causes – Types, Prevention Settlement

#### **Unit IV**

Objective, Structure and Functions of Industrial Labour Organization (ILO)  
Concept, characteristics, forms of collective bargaining – collective bargaining process- Prerequisites and importance of collective bargaining

#### **Unit V**

Concept, objectives, levels of participation – Forms of Worker's Participation in India – Status of Worker's Participation Management in India.

## Fundamentals in Psychopathology

### Unit 1: Introduction:

Definition of Normality and Abnormality - DSM-IV- classification of Mental Disorders - Mental Health professionals and Professional Ethics.

### Unit 2: Behavioural and Emotional Disorders – Causal factors and Symptoms:

**Anxiety Disorders** – Generalized anxiety, Phobic disorder, Panic disorder, Obsessive Compulsive disorder.

**Somatoform and Dissociative Disorders** – Conversion disorder, Somatization disorder, Pain disorder, Hypochondrias, Amnesia, Fugue, Multiple Personality disorder.

**Mood Disorders** – Unipolar and Bipolar.

**Suicide.**

**Personality Disorders** – Paranoid, Scizotypal, Antisocial, Histrionic, Narcissistic, Avoidance, Dependent, Obsessive Compulsive Personality disorders.

### Unit 3 : Developmental Disorders- Causal factors and Symptoms:

**Disorders of childhood and adolescence** – Conduct disorder, Hyperactivity, Enuresis, Encompresis, Mental Retardation, Autistic.

**Disorder of aging and Cognition** – Depression, Delirium, Dementia.

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Ronald J.Comer. (2007). Abnormal Psychology. New York Worth Publishers.

## ORGANIZATIONAL DEVELOPMENT AND MANAGEMENT OF CHANGE

### UNIT I

#### INTRODUCTION

Organizational Development: Planned change strategy – The concepts of OD – Basic elements of OD – OD values and goals – overview of change activities – Values, Assumptions and Beliefs in OD.

### UNIT II

#### MODELS OF CHANGE MANAGEMENT

Process of change – Kurt Lewin's three step change Model – Burke-Litwin Model of organizational change – Porras Robertson Model of Organizational Change – Why do people resist to change – Overcoming resistance to change – Empathy and Support, Communication, Participation and Involvement, Creating a vision.

### UNIT III

#### ORGANIZATIONAL DIAGNOSIS

What is OD Diagnosis? – Need for diagnostic models – Open System model – Organization diagnosis – Group Level Diagnostics – Individual level diagnosis – Diagnostic information – Feedback survey – Six box model.

### UNIT IV

#### TECHNIQUES OF OD INTERVENTION

Decision criteria for OD Intervention – Techniques of OD - Survey feed back – T Group – Process Consultation – Team building, mentoring, coaching & counseling. Third Party Intervention, Inter Group Intervention – Education and Training Intervention – Large group Interventions – Grid OD – Performance Management and Reward Systems, QWL, Parallel Organization – TQM – Reengineering – Appreciative Inquiry – Evaluating OD intervention – Results of OD interventions.

### UNIT V

#### DEVELOPING ORGANIZATIONAL COMPETENCE

Need for learning – Types of learning – Learning organizations – Personal Mastery, Mental models, Shared Vision, Team Learning and System thinking – Developing a learning organization – Implementing a Learning Organization – The Golden Rules.

#### **Reference**

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