Semester I: Core Course I                                                                                   Total Hours: 108
PG 1141                                                                                                 (Credits 4, Weekly Hours 6)

FOUNDATIONS AND METHODS OF PSYCHOLOGY

Objectives:
To understand the basics of various schools in psychology
To develop scientific attitude and critical thinking capacity in students
To provide basic knowledge about systems and processes like sensation perception and attention
To enable the student to understand the process of knowledge building in psychology and to familiarize the students with the methods in psychology
To familiarize the student with classic researches and their methods

Note for instructors: At the completion of the first three core courses, a clear understanding of all major concepts and terms in basic psychology is to be developed in the student. Rather than working on the various theories and controversies in psychology at the First Degree level, learning and teaching need to concentrate on making the student comprehend basic psychological concepts. Conceptual clarity needs to be stressed upon more than theoretical elaborations at this level.

Module 1: Introduction to Psychology 20 Hrs

Module 2: Methods of scientific investigation in psychology 22 Hrs
Steps in a scientific investigation.
Methods of psychology: Naturalistic observation, Case study, Survey, Interview, Introspection, Correlational methods. Experimental method: Factors and characteristics of experimental method: Variables (Independent Variable, Dependent Variable, Extraneous Variable), Lab and field experiments. Ethics in psychological research- deception, invasion of privacy, lasting harm

Module 3: Data and data analysis in psychology 22 hrs
Qualitative and quantitative data, Methods of data collection (Interview, questionnaires, psychological tests, rating scales), Data analysis (statistical analysis: descriptive and inferential).

Module 4: Sensation, Perception and Attention 28 Hrs
Module 5: Consciousness


Note: In the first three courses discuss examples of classic studies in psychology to understand the nature of psychological research, the process of knowledge building and the method of research.

Books for Study:


Additional Reading List:


Objectives: This course familiarizes the students of psychology with the most essential fundamental physiological processes underlying psychological events.

Module 1: Introduction

Brain and behavior – Physiological Psychology and Neuroscience – Techniques in neurophysiology: Brain imaging – CT Scan, MRI, PET, rCBF, EEG, Lesioning and stimulation.

12 hrs

Module 2: The neuron

Structure of the neuron – Sensory, motor and interneurons – The synapse – The nerve impulse – synaptic transmission.

12 hrs

Module 3: The central nervous system

None – neural material in the CNS – Meanings, blood supply, the blood-brain barrier, cerebrospinal fluid.
Spinal chord- monosynaptic reflex, multisynaptic reflex – brain and reflex action.
Structural overview of the brain – the hind brain, mid-brain and forebrain- hypothalamus – cortex- basal ganglia- thalamus- limbic system.
The brain in action: sensory and motor processing.

20 hrs

Module 4: Cortical localization


10 hrs

Reference:

Hilgard & Atkinson, Introduction to Psychology
Kalat, J.W. Biological Psychology, CA: Wadsworth
Levinthal, C.F Introduction to Physiological Psychology, New Delhi Prentic –Hall,
Complementary Course to First Degree Programmer for Psychology

I Semester- Complementary Course 1

STATISTICAL METHODS FOR PSYCHOLOGY I

ST 1131 : Credits: 2

Weekly Hours : 3

Module 1


Module II

Primary data and secondary data. Choice between primary and secondary data. Methods of collecting primary data, merits and demerits of different methods of collecting primary data. Sources of secondary data, Precaution in the use of secondary data.

Module III

Census and sample method, merits and demerits of both. Methods of sampling – Random sampling and Non-random sampling. Selection of appropriate sampling method, Merits and demerits of different sampling methods.

Module IV

Meaning and objective of classification, Type of classification- geographical classification, Chronological classification, quantitative classification. Diagrammatic Representations-Bar diagrams, Pie diagram, Pictograms and cartograms.

Module V

Tabulation of data, Formation of discrete and continuous frequency distribution. Class limits, class boundaries, class mark, raw data, ungrouped and grouped data. Cumulative frequency distribution, cumulative percentage frequency distribution. Graphical representations histogram, Frequency polygon, frequency curve, Ogives.
References

PSYCHOLOGICAL PROCESSES

Objectives:
To familiarize the students with the basic concepts of various psychological processes
To generate interest in psychology
To understand the basics of various data collection methods in psychology
To provide basic knowledge about systems and processes like memory and cognition

Module 1: Learning
Definition. Classical conditioning: Elements, principles, higher order conditioning, generalization, discrimination.
Trial and error learning. One trial learning.
Operant conditioning: Law of effect, reinforcement, punishment, shaping, chaining, stimulus control. Schedules of reinforcement, partial reinforcement effect

Module 2: Memory
Encoding, storage and retrieval processes. Sensory, short term and long term memories.

Module 3: Cognitive processes

Module 4: Motivation

Module 5: Emotion
**Books for Study:**


**Additional Reading List:**


BIOLICAL BASIS OF SENSORY PROCESSES

Objectives:
This course familiarizes the students of psychology with the most essential fundamental physiological processes underlying psychological events.

Module 1: The Visual system
- Light: hue, brightness and saturation
- Structure of the eye: retina, rods and cones – visual pathways
- Functioning of the eye – visual defects

Module 2: Auditory system
- Nature of sound- frequency, pitch and amplitude- Harmonics
- Anatomy of the auditory system – Coding auditory information – localization of sound

Module 3: Gustatory system
- Chemoreceptors – anatomy of taste- neural pathways – coding for taste

Module 4: Olfactory system
- Receptors – coding for smell – categorizing odours

Module 5: Cutaneous senses
- Neural coding for touch, pressure and temperature
- Kinesthetics – coding position and movement
- Labyrinthine sense – semicircular canals and vestibular sacs

Module 6: Pain

References
Hilgar & Atkinson. Introduction of Psychology.
Levintha.: C.F Introduction to Physiological Psychology New Delhi Prentice Hall
Complementary Course to First Degree Programme for Psychology

II Semester- Complementary Course IV

STATISTICAL METHODS FOR PSYCHOLOGY II

ST 1231.5 : Credits:3
Weekly Hours :3

Module I

Meaning and importance of measures of central Tendency, properties of a good average, simple Arithmetic mean and weighted Arithmetic mean, computation of arithmetic mean for raw, ungrouped and grouped data, Computation of median from raw, ungrouped and grouped data. Computation of mode from raw, ungrouped and grouped data. Graphical determination of median and mode, When to use mean, median and mode. Comparison of mean, median and mode.

Module II

Percentiles, Quartiles and Deciles. Computation of Percentiles, Quartiles and Deciles. Percentile rank: Definition, computation and unity of percentile and percentile rank.

Module III

Meaning and importance of the Measure of Variability, Properties of a good measure of Variability, Range, Mean deviation, Quartile deviation, Standard deviation, Computation and use, Comparison of different measures of Variability. Relative measures of variation- Coefficient of Range, Coefficient of Quartile deviation, Coefficient of variation, computation and use, when to use various measures of variability.

Module IV


Module V

Correlation Analysis- Significance of the study of correlation, Types of correlation- Linear, Non linear correlation, Direct and inverse. Methods of studying correlation: Scatter diagram method, Karl Pearson’s coefficient of correlation, Properties of coefficient of correlation, Spearman’s rank correlation coefficient. Computation and use.
References

INFORMATICS

Aim of the Course
To update and expand basic informatics skills and attitudes relevant to the emerging knowledge-
society and also to equip the students to effectively utilize the digital knowledge resources for their
chosen courses of study.

Objectives of the Course
To review the basic concepts & functional knowledge in the field of informatics
To review functional knowledge in a standard office package and popular utilities
To create awareness about nature of the emerging digital knowledge society
To create awareness about social issues and concerns in the use of digital technology
To create awareness about major informatics initiatives in India and Kerala
To impart skills to enable students to use digital knowledge resources in learning

Module 1: Overview of Information Technology
Features of the modern personal computer and peripherals, computer networks & Internet, wireless
technology, cellular wireless networks, introduction to mobile phone technology, License, Guarantee,
Warranty, overview of Operating Systems & major application software. Use of EXCEL and Word. Basic
concepts of IPR, copyrights and patents, plagiarism, introduction to use of IT in teaching and learning,
case study of educational software, academic services -INFLIBNET, NICNET, BRNET,Elsevier, 15 hrs

Module 2: Social Informatics
IT & Society- issues and concerns- digital divide, IT & development, the free software movement, IT industry:
new opportunities and new threats, software piracy, cyber ethics, cyber crime, cyber threats, cyber
security, privacy issues, cyber laws, cyber addictions, information overload, health issues- guide lines
for proper usage of computers, Internet and mobile phones. e-wastes and green computing, impact of IT on
language & culture. 15 hrs

Module 3: IT Applications
e-Governance applications at national and state level, IT for national integration, overview of IT
application in medicine, healthcare, business, commerce, industry, defense, law, crime detection,
publishing, communication, resource management, weather forecasting, education, film and media, IT
in service of disabled, futuristic IT- Artificial Intelligence, Virtual Reality, Bio-Computing. 12 hrs
Module 4: IT Applications in Psychology

Important academic websites in psychology: website of APA, AmoebaWeb, APS, behavior.net, Psych Web. Computerised Psychology tests, Use of computers in Psychology – Testing, Experimentation, Intervention, Data entry and data coding with statistical packages. 12 hrs

Essential Reading

Technology in Action, Pearson

V. Rajaraman, Introduction to Information Technology, Prentice Hall


Peter Norton, Introduction to Computers, 6e, (Indian Adapted Edition),

Additional References

Greg Perry, SAMS Teach Yourself Open Office.org, SAMS,

Alexis & Mathews Leon, Fundamentals of Information Technology, Leon Vikas

George Beekman, Eugene Rathswohl, Computer Confluence, Pearson Education,

Barbara Wilson, Information Technology: The Basics, Thomson Learning


Ramesh Bangia, Learning Computer Fundamentals, Khanna Book Publishers

Web Resources:

www.fgcu.edu/support/office2000

www.openoffice.org Open Office Official web site

www.microsoft.com/office MS Office web site

www.lgta.org Office on-line lessons

www.learnthenet.com Web Primer

www.computer.org/history/timeline

www.computerhistory.org

http://computer.howstuffworks.com

www.keralaitmission.org

www.technopark.org

http://ezinearticles.com/?Understanding-The-Operation-Of-Mobile-Phone-Networks&id=68259

http://www.scribd.com/doc/259538/All-about-mobile-phones


PSYCHOLOGY AND ASSESSMENT OF INDIVIDUAL DIFFERENCES

Objectives:
To provide basic knowledge about systems and processes like intelligence and personality
To familiarize the students with the concepts of basic psychological processes
To familiarize the student with various types of tests in psychology
To understand the basics of various approaches in these areas

Module 1: Individual differences 20 hrs
Role of heredity and environment.
Differences in interests, attitudes, aptitudes, values, level of aspiration, self concept, habits and psychomotor skills.
Causes of individual differences.

Module 2: Intelligence and IQ testing 26 Hrs

Module 3: Personality 27 Hrs
Concept of personality.

Module 4: Psychological assessment 17 Hrs
Psychological testing. Reliability and validity. Assessment of intelligence (individual and group tests, verbal and non-verbal), personality (objective and projective), aptitude, and interest.
Note: It is not intended to cover all the theoretical aspects of various intelligence and personality theories. Only the major concepts, terms and approaches specified in the syllabus need to be familiarized with. At the completion of the first three core courses, the student is expected to develop a clear understanding of the scientific nature of psychology. At the same time, the student should understand the relevance and application value of psychology as a social science.

**Books for Study:**


**Additional Reading List:**


Semester III: Complementary Course V          Total Hours : 54
ZO 1331                          (Credits 3, Weekly Hours 3)

PHYSIOLOGY OF MOTIVATION

Objectives: To familiarize the student of psychology with important physiological processes underlying human behavior.

Module 1: Physiological basis of sleep
   Stages of sleep – Paradoxical sleep – Neural factors in sleep – Neural control of paradoxical and slow –wave sleep – The need for paradoxical sleep
   Sleep disorders – Insomnia, SADS, Narcolepsy

Module 2: Physiological basis of eating
   Feeding centers in the brain – hypothalamus
   Eating signals – on- and –off signals
   Mouth –stomach- intestine- Metabolic factors – Thermostatic theory – Lipostatic theory
   Obesity – Specific hungers

Module 3: Physiological basis of drinking
   Hypothalamic control – Osmotic and volemic thirst – receptors – signaling the brain regulating drinking behavior – off signal – The lateral hypothalamic syndrome

Module 4: Physiological basis of sexual behavior

Reference
Kalat, J.W. Biological Psychology C.A Wadsworth.
Complementary Course to First Degree Programme for Psychology

III Semester – Complementary Course VI

STATISTICAL METHODS FOR PSYCHOLOGY III

ST 1331.5:                                                                                                                    Credits:3
Weekly hours :3

Module I

Significance of the study of regression, difference between correlation and regression analysis. Regression equations- Regression equation of Y on X, Regression equation of X on Y. Regression coefficients, Properties of regression coefficients, Relation between correlation coefficient and regression coefficients. Regression and prediction.

Module II

Difference between Correlation and Association, Consistency of data, Association and Disassociation, Methods of studying Association: Yule’s coefficient of association, Coefficient of colligation. Simple numerical problems.

Module III


Module IV

Normal curve – in terms of skewness and kurtosis, Characteristics and applications. Use of the table of Normal curve, Examples of applications of the normal curve. Concept of standard errors of measurement. Standard scores – Z-score, T-Score, Stanine score, Converting raw scores into comparable standard normalized scores.

Module V

Parameter, Statistic, Standard error, Sampling Distribution, Sampling distribution of sample mean, Chi-square, Student’s and F- statistic (definition and use of tables). Estimation – Point estimation and Interval estimation – basic concepts and definition.
Reference

SOCIAL BEHAVIOUR

Objectives:

To enable the student to understand and explain behavior in the social setting

To enable the student to explain the psychological aspects of various social phenomena.

Module 1: Introduction

10 hrs

Definition of Social Psychology. Focus of social psychology. Origin and development. Methods of social psychology (briefly)

Module 2: Social Perception

12 hrs


Attribution Theroeis: Correspondent inference, Kelley’s theory, Attribution errors. Applications in understanding depression and prejudice.

Impression formation/impression management – tactics

Module 3: Social Cognition

12 hrs


Module 4: Attitudes

10 hrs

Definition, nature, components, functions. Attitude formation. Attitude and behavior (briefly) laPiere’s study. Attitude measurement – likert, Thursstone, Bogardus, Osgood.

Persuasion: Resistance to persuasion (briefly)

Module 5: Prejudice

10 hrs

Origins of prejudice. Role of prejudice in communal issues. (Illustrations and analyses of Indian/Kerala causes)

Techniques of countering the effects of prejudice.

Prejudice based on gender: its nature and effects. Hostile and benevolent sexism in Indian society. Domestic violence.

**Activity based assignments:**

Observe social behaviour in various settings viz. public places, social gatherings, institutions etc and submit report.

Discuss various social phenomena of the psychological nature in the class room, with special relevance to the contemporary Kerala Society.

Analyse contemporary articles and newspapers of relevance.

If is desirable to conduct a study tour and submit report.

**Books for Study**


EXPERIMENTAL PSYCHOLOGY – 1
PRACTICALS

Objectives:
- To create interest in the subject matter of psychology
- To develop scientific and experimental attitudes in the student
- To facilitate comprehension of the theoretical concepts through experiments
- To develop the skills of observation and scientific reporting in psychology
- To provide basic training in planning and conducting a psychological experiment
- To familiarize the student with psychological instruments and tools.

A minimum of 8 experiments out of the following should be compulsorily administered by each student.

- Illusions: Horizontal – Vertical, Muller-Lyer
- Visual acuity, snallen chart
- Attention: Span, division, distraction, set
- Memory: Span of memory
- Sensation and perception: Depth perception, colour blindness, reaction time: simple, choice, Learning: massed vs. spaced, rote vs. meaningful, trial and error, maze, rational learning
- Transfer: bilateral, habit interference

Each student is required to conduct a minimum of 8 experiments and submit the record of experiments for evaluation at the end of the semester (Demonstration experiments need not be reported)

A few suitable experiments are to be conducted by using simple design like before – after, 2 group experimental control and correlational designs in order to familiarize the students with the concept of designs.

For internal evaluation purpose, activity based assignments that help the students learn from real life situations can be used. (Eg. Assignment on the systematic observation of child behavioural/some social behavior). In such a case, report/presentation of the same can be evaluated. It is desirable to conduct study tour and submit report.

Reference.
PHYSIOLOGY OF EMOTION AND COGNITION

Objectives:

To familiarize the student of psychology with important physiological processes underlying human behavior.

Module 1: Neural Basis of Emotion


Module 2: Clinical Aspects of Emotion

Emotion breakdown – Visceral breakdown – Teaching the body to deal with stress- Cognitive breakdown – affective disorders.

Module 3: Physiology of Learning


Module 4: Physiology of Memory

Consolidation – Anatomical sites- Arousal hypothesis- Paradoxical sleep- Chemical basis- LTM- Retrograde amnesia in humans- Memory in brain damaged humans- Retrieval theory Weak Storage theory – Forgetting.

Reference

Kalat, J.W. Biological Psychology CA: Wadsworth

Levinthal, C.F. Introduction to Physiological Psychology. New Delhi Prentic –Ha;

Complementary Course to First Degree Programme for Psychology

IV Semester- Complementary Course VIII

STATISTICAL METHODS FOR PSYCHOLOGY IV

ST 1431.5:                                                                                                           Credits:3
Weekly hours: 3

Module I

Testing of hypothesis: Procedure of Testing hypothesis, Null and Alternative hypothesis, two types of errors, Significance level, Power of the test, Two tailed and One-tailed Tests of significance.

Module II

Testing significance based on large samples : Testing significance of mean, testing significance of difference between two means, testing significance of proportion, testing significance of difference between proportions.

Module III

Testing significance based on small samples: Testing significance of mean, testing significance of difference between means of two Normal populations, paired t-test, testing correlation coefficient.

Module IV

Chi-square Test, Testing of Independence of attributes, coefficient of contingency, testing of goodness of fit.

Module V

None- Parametric tests- When to use parametric and Non- Parametric tests, Sign test, Wilcoxon Matched – Pairs Signed Ranks Test, Wald- Wolfowits Runs test, Median test, McNemer test.
Reference

SOCIAL PSYCHOLOGICAL PROCESSES

Objectives:

To enable the student to understand and explain behavior in the social setting

To enable the student to explain the psychological aspects of various social and group phenomena

To enable the student to understand the psychological aspect of various social issues in the society and nation

Module 1: Self and Gender

Components of social identity: Gender, religion, caste.

Gender identity, gender stereotypes, transgender issues. Gender discrimination in India: Family, workplace, public space, politics. Why gender equality is not achieved in India?

Module 2: Social influence


Module 3: Groups


Module 4: Pro-social Behaviour


Module 5: Aggression


Module 6: Environmental and Social issues

Activity based assignments:

Analyze popular films and TV programs to find out the representation of women, children minorities, disadvantaged group etc. Discuss the cultural psychological meaning of these representations. Discuss how media reflect and influence social norms.

Discuss various social phenomena of the psychological nature in the class room, with special relevance to the contemporary Kerala Society.

Analyze contemporary articles and newspapers of relevance. It is desirable to conduct study tour and submit report.

Books for study


**Semester V; Core Course VIII**  
PG 1542  
(Credits 3, Weekly Hours 3)

**INDIVIDUAL IN ORGANIZATION**

**Objectives:**
To equip the students to understand about:

a) Individual aspects of employees.

b) Assessment and analysis of individual aspects

c) Implementation of techniques to enhance the individual potentials.

Module 1: Introduction  
8 hrs

The importance of Interpersonal Skills, What Managers do, Disciplines that contribute to the OB field, Challenges and opportunities for OB, Developing an OB Model.

Module 2: Personality  
8 hrs

The Myers-Briggs Type Indicator, The Big Five Personality Model, Other Personality Traits Relevant to OB.

Module 3: Job Satisfaction  
10 hrs

Measuring Job Satisfaction, What Causes Job Satisfaction, Impact of Job Satisfaction, Job Satisfaction and Performance, Job satisfaction and OCB, Job Satisfaction and customer Satisfaction, Job Satisfaction and Absenteeism, Job Satisfaction and Turnover, Job Satisfaction and Workplace Deviance.

Module 4: Decision Making in Organizations  
10 hrs

The Rational Decision Making, Bounded Rationality, Intuition, Errors in Decision Making, Individual Differences, Organizational Constraints, Improving Creativity, Three-Component Model of Creativity.

Module 5: Theoretical Aspects of Employee Motivation  
8 hrs

Self Determination Theory, Goal Setting Theory, MBO, Self Efficacy Theory, Reinforcement Theory, Equity Theory.

Module 6: Techniques for Application  
10 hrs

The Job Characteristics Model, Job Rotation, Job Enrichment, Job Sharing, Telecommuting, Employee Involvement Programme-Participative Management, Rewards to Motivate Employees-Piece rate Pay, Merit based Pay, Bonuses, Skill Based pay, Profit Sharing, Gain Sharing, Employee Stock Ownership Plans, Flexible Benefits, Employee Recognition Programme.

**References**


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Semester V: Core Course VIII                                                                 Total Hours: 108
PG 1543                                                                                      (Credits 4, Weekly Hours 6)

INTRODUCTION TO MALADAPTIVE BEHAVIOR

Objectives:
To introduce characteristics and consecutive factors of different disorders and the classification system
To introduce the students with different views and perspectives on normality and abnormality
To familiarize the students with models of treatment and prevention

Module 1                                                                                      12 hrs
Introduction, Scope, History, Views on normality and abnormality.

Module 2                                                                                      15 hrs
Perspectives on Maladaptive Behavior: Biological Psychodynamic, Behaviorist, Humanistic-existential, Cognitive-behavioral, Diathesis-stress model

Module 3                                                                                      15 hrs
Diagnosis: Classificatory systems- DSM and ICD
Assessment: Interviews, Case histories, Psychometric tools: MMPI, WAIS, WISC, TAT, and Rorschach

Module 4                                                                                      15 hrs
Anxiety Disorders: Characteristics and causes of: Generalized anxiety disorder, Obsessive-compulsive disorder, Panic disorder, Phobias,

Module 5                                                                                      15 hrs
Somatoform disorders and Dissociative disorders.
Somatoform disorders: Characteristics and causes of: Somatization, Pain, Conversion, Hypochondriasis, Body Dysmorphic Disorder.
Dissociative disorders: Dissociative Amnesia, Fugue, Dissociative Identity Disorder, Depersonalization.
Book for study


Reference:
PSYCHOLOGICAL ASSESSMENT - I

Objectives:

To nurture the ability in students to understand himself/herself and other persons
To develop the skills of testing and scientific reporting in psychology
To familiarize the students to various psychological tests and assessment tools
To generate an interest in working of the community with a psychological outlook

Each student is required to conduct a minimum of 5 tests and submit the record for evaluation at the end of the semester. The list includes tools that measure intelligence, personality, memory, stress, locus of control etc.

1. Bhatia's Battery
2. SPM
3. WISC
4. Mathew Mental Abilities
5. Type A Type B behavior
6. Eysenck Personality Inventory
7. Extroversion-Introversion Inventory
8. MMPI
9. IAS rating Scale
10. Working Memory Scale
11. Children's Memory Scale
12. Wechsler Memory Scale
13. Procrastination Behavior inventory
14. Resilience Scale
15. Academic Stress Scale
16. Locus of Control Scale

For internal evaluation purpose, activity based assignment on a community work (Eg., conducting a training programme on learning skills in a school, undertaking a voluntary work in a special school/ mental health center/ destitute center) can be given. In such a case, participation/ report/ presentation of the same can be evaluated. It is desirable to conduct study tour and submit report.

Reference.

EXPERIMENTAL PSYCHOLOGY – II

PRATICAL

Objectives:

To develop scientific and experimental attitudes in the student
To facilitate comprehension of the theoretical concepts through experiments
To develop the skills of observation and scientific reporting in psychology
To provide basic training in planning and conducting a psychological experiment
To familiarize the student with psychological instruments and tools

A minimum of 8 experiments out of the following should be compulsorily administered by each student.

Level of aspiration
Knowledge of results
Motor tests: tracing test, steadiness test, tweezer dexterity, finger dexterity
Problem solving, concept formation, multiple choice test, localization of sound
Social suggestibility experiments: suggestibility, compliance, grape wine, pro-social behavior

Each student is required to conduct a minimum of 5 experiments and submit the record of experiments for evaluation at the end of the semester. A few suitable experiments are to be conducted by using simple designs like before-after 2 group experimental-control and correlational designs in order to familiarize the students with the concept of designs.

For internal evaluation purpose, activity-based assignments that help the student learn from real-life situations can be used (Eg. Assignment on the systematic observation of child behavior / some social behavior) in such a case, report/presentation of the same can be evaluated. It is desirable to conduct study tour and submit report.

Reference.

PSYCHOLOGICAL ASSESSMENT - II

Objectives:

To nurture the ability in students to understand himself/herself and other persons
To develop the skills of testing and scientific reporting in psychology
To familiarize the students to various psychological tests and assessment tools
To generate an interest in working of the community with a psychological outlook

Each student is required to conduct a minimum of 10 tests and submit the record for evaluation at the end of the semester. The list includes tools that measure interest, aptitude, attitude, creativity, adjustment, values, health, well-being, basic tools for child assessment etc.

1. Finger Dexterity
2. Tweezer Dexterity
3. Manual Dexterity
4. General Aptitude Test
5. Differential Aptitude Test
6. Vocational Interest Inventory
7. Religious Attitude Scale
8. Personal Adjustment Inventory
9. Spirituality Scale
10. Seguin Form Board
11. VSMS
12. Test of Creativity
13. Beck Depression Inventory
14. General Health Scale
15. Quality of Life Scale
16. General Well-being Scale

For internal evaluation purpose, activity based assignment on a community work (Eg., conducting a training programme on learning skills in a school, undertaking a voluntary work in a special school/ mental health center/ destitute center) can be given. In such a case, participation/ report/ presentation of the same can be evaluated. It desirable to conduct study tour and submit report.

Reference.

HUMAN DEVELOPMENT

Objectives

To familiarize the students with theories and process of development

To familiarize the students with the age – related changes in different domains of development.

Module 1: Introduction of life span development 12 hrs

Importance of life span development

Historical perspective

Characteristics of life span perspective

Nature of development

Cross section and longitudinal approaches in developmental study.

Module 2: Theories of development 12 hrs

Theories by Freud, Erikson, Piaget, Vygotsky

Information processing

Behavioral social, cognitive ethological and Ecological theories

Module 3: Prenatal Development 12 hrs

Germinal period – embryonic period – fetal period

Prenatal diagnostic test

Effects of teratogens

Neonatal health and responsiveness

Consequences of low birth weight

Module 4: Physical Development and Aging 12 hrs

Cephalocaudal and proximodistal pattern

New born – reflexes, perception (vision, hearing, other senses, intermodal perception)

Height and weight in infancy and childhood

Gross and fine motor skills, handedness
Physical development in puberty

Changes in early, middle and late adulthood

Theories of aging

**Module 5 : Cognitive Development**

12 hrs

Stages of cognitive development – sensory motor stage-object permanence, pre-operational stage-intuitive though, concrete operations – conservation, formal operations.

**Module 6 : Socio-Emotional Development**

Attachment and love-Theories of attachment, care giving and attachment


**Book for study**


**Reference**


ORGANIZATIONAL BEHAVIOUR

Objectives:
To equip the students to understand about:
   a) Formation of organization.
   b) Assessment and analysis of organizational aspects.
   c) Implementation of techniques to deal the organization effectively.

Module 1: Foundations of Group Behaviour 12 hrs

Module 2: Leadership 12 hrs

Module 3: Organizational Structure 12 hrs

Module 4: Organizational Culture 12 hrs

Module 5: Organizational Change 12 hrs

Module 6: Organizational Development 12 hrs

References
MALADAPTIVE BEHAVIOR AND INTERVENTION

Objectives:

To familiarize the students with different views and perspectives on normality and abnormality

To familiarize the students with models of treatment and prevention

To introduce the classification system and characteristics and consecutive factors of different disorders

Module 1 10 hrs
Mood Disorders: Characteristics and causes of: Depression and Mania, Unipolar mood disorder and Bipolar mood disorder, Suicide.

Module 2 14 hrs
Schizophrenia: Characteristics, types and causes.
Delusional disorders: Characteristics, types, and causes.

Module 3 14 hrs
Personality disorders: Characteristics, types and causes.

Module 4 14 hrs
Substance dependence disorders: Alcohol Dependence and Substance Dependence (LSD and Cannabis).

Module 5 14 hrs
Childhood and Adolescent Disorders:
Mental Retardation, Autism, Attention Deficit Hyperactivity Disorder, Conduct Disorder, Learning Disorders.

Module 6 14 hrs
Therapeutic Approaches: Psychodynamic, Behavioral, Cognitive-behavioral

Module 7 10 hrs
Prevention Models: Primary, Secondary, and Tertiary forms of prevention.

Book for study


Reference:


OPEN COURSE FOR NON PSYCHOLOGY STUDENTS

PG 155.1 TO 1551.8

PG 1551.1 Understanding human behavior
PG 1551.2 Child Development
PG 1551.3 Yoga and dress Management
PG 1551.4 Life skill Development
PG 1551.5 Sports Psychology
PG 1551.6 Health Psychology
PG 1551.7 Psychology in the class room
PG 1551.8 Child Development
UNDERSTANDING HUMAN BEHAVIOUR

This open course has been designed to provide the students of different streams with a basic understanding of some major concepts and applications of psychology.

Objectives:

To generate interest in psychology

To familiarize the students with the basic systems and processes in psychology

To develop the basic abilities in students to explain the phenomenon of mind.

Module 1 : Introduction of Psychology


Module 2 : Perception, Consciousness


Biological rhythms. State of consciousness : Waking, Dream and Sleep. Altered States: Hypnosis-facts and myths, hypnotic susceptibility; Meditation; Drug-altered consciousness (briefly)

Module 3 : Learning Memory

Definition of Classical conditioning, Trial and error learning, Operant conditioning and observational learning with one illustration each. Concept of behavior modification.


Mnemonics. Strategies for improving memory: rehearsal, elaboration, organization etc.

Module 4 : Motivation, Emotion, Stress

Module 5 : Intelligence, Personality, Testing  

10 hrs

Concept of IQ, Mental retardation and giftedness

Self Concept of personality. Character, temperament and traits. Two different approaches to personality: 1. Freud’s theory: Levels of consciousness, Id, Ego, Super ego, Idea of defense mechanisms with two/three examples. 2. Trait theory: General idea. What is meant by a psychological test? An example each from intelligence and personality.

Module 6 : Non-verbal Communication  

8 hrs


Note for Instructions: Theoretical elaborations are not intended in this paper. Basic conceptual understanding in the students need to be achieved in an interest-generating manner.

Activity based assignments:

- Discuss various social phenomena of the psychological nature in the classroom, with special relevance to the contemporary Kerala Society.
- Observe social and non-verbal behavior in various settings viz., public places, social gatherings, institutions etc, and submit report.
- Analyse popular films and TV programmes to find out the representations of the social psyche.

Reference:


Semester V: Open Course  
PG 1551.2  
(credits 2, Weekly Hours 3)  

CHIL

Objectives
To equip students with the knowledge of human development and developmental process along with the theories
To provide student with an awareness about the various stages in physical, cognitive, emotional and social development

Module 1: Introduction  
6 hrs
Developmental process and periods: Biological, Cognitive and socio-emotional process, periods of development
Developmental issues: Nature and nature, continuity and discontinuity, early and later experience, evaluating the developmental issues.

Module 2: Biological processes physical and perceptual development  
8 hrs
Genetic foundations: The genetic processes, genetic principles, chromosome and gene linked abnormalities.
Reproductive challenges and choices: Prenatal diagnostic tests, infertility and reproductory technology, adoption

Module 3: Prenatal development and birth  
10 hrs
Prenatal development: The cause of prenatal development, teratogens and hazards to prenatal development, prenatal care, cultural believes about pregnancy, normal prenatal development.
Birth: The birth process, assessing the new born, low birth weight, and preterm infants
The postpartum period: Physical adjustment, emotional and Psychological adjustment, bonding

Module 4: Physical development and Health  
10 hrs
Body growth and changes: Growth pattern, infancy and child hood, puberty
The brain: Brain Physiology, Infancy, Childhood and adolescence.

Module 5: Motor, Sensory and Perceptual Development  

Module 6: Cognition Language and moral development  
10 hrs
Piaget’s Theory of cognitive Development: Process of development, sensory motor stage, preoperational; stage, concrete operational stage formal operational stage.
Language development: Infancy Early childhood
Moral development Kohlberg’s theory

Reference
YOGA AND STRESS MANAGEMENT

Module 1: Introduction

Relevance of Yoga in Modern Life Misconceptions about Yoga - Secular Nature of Yoga.

Module 2: Theoretical Foundations of Yoga

The eight components of Yoga (Pathanjali): Yama - Niyama- Asana - Pranayama - Pratyahara - Dharana - Dhyana - Samadhi.

Four approaches to Yoga: Jnana Yoga - Karma Yoga - Bhakthi Yoga - Raja Yoga.

Principles of Rajayoga - Chakras and their significance Five Koshas and their importance

Module 3: Stress


Module 4: Therapeutic aspects of Yoga

Yoga and stress management, Yoga as a desensitization tool, Yoga for Improving stress tolerance, Yoga and cognitive restructuring, Yoga and Physical health, and Yoga and Life style management (briefly).

Module 5: Spiritual therapeutic techniques in various religious texts

Therapeutic aspects in Bhagavad Gita, Bible and Quran and its relevance in modern society.

Module 6: (Theory &Practicals)

Basic Relaxation techniques, Simple meditation techniques.Basic pranayama techniques, Yoga Nidra, Basic Asanas (Postures).

References


Semester VI: Open Course

PG 1551.4 (credits 2, Weekly Hours 3)

Total Hours: 54

LIFE SKILLS DEVELOPMENT

Objectives:

To form the foundation of life skills education for the promotion of mental well being, and healthy interaction and behavior.

To enable students to translate knowledge, attitudes and values into actual abilities—ie., what to do and how to do it.

To contribute to students’ perception of self efficacy, self confidence and self esteem.

To develop abilities for adaptive and positive behavior, that enables individuals to deal effectively with the demands and challenges of every day life.

Module 1: Life Skills

12 hrs

What is life Skill? Interpersonal skills. Communication and action skills. Verbal, vocal, bodily communications, Importance of body language. Other main skills – mind skills, rules skills, perception skills, self talk skills, visual images skills, explanation skills, expectation skills, realistic goals skills, time management skills, Self awareness.

Activity 1: Assessing own communication skills

Activity 2: Assessing own body language

Module 2: Presentation skills

14 hrs

Confidence in public speaking – Proactivity. Effective use of language and audio visual aids, managing performance anxiety, relaxation techniques, Interviews and Group discussions.

Activity 1: Preparing a systematic presentation

Activity 2: Assessing the delivery skills

Activity 3: Using mind skills to manage presenting material anxiety

Module 3: Relationship skills

14 hrs


Activity 1: Listening and understanding skills.
Activity 2: Relationship skills

Activity 3: Building a friend

**Module 4: Critical thinking skills**

Critical thinking, Creative thinking – stages, nature, barriers, strategies to improve creativity, looking at things differently, analyzing information, asking questions, solving problems, distinguishing facts from opinion, seeking truth in arguments and persuasion. Decision making Problem solving – steps, strategies, and factors affecting problem solving. Conflict management

Activity 1: Make a plan for critical thinking

Activity 2: Conflict management

**References**


SPORTS PSYCHOLOGY

Objectives
To provide an overview about the filed of sports psychology
To familiarize the different application principles and techniques in the field of sports

Module 1: Introduction to Sports Psychology

Module 2: The Socio – Psychological Nature of Sports and Games

Module 3: Motivation and Self Confidence in Sports

Module 4: Goal Setting in Sports

Module 5: Arousal, Stress and Anxiety in Sports
The Relationship among Arousal, Anxiety and Athletic Performance

Module 6: Coping Strategies in Sports 10 hrs


References
Semester V: Open Course  
PG 1551.6  
Total Hours: 54  
(credits 2, Weekly Hours 3)

HEALTH PSYCHOLOGY

Objectives:
To make aware of the scope of health psychology and its role in achievement and maintenance of health
To make aware of the stress and coping behavior of individuals in various life situations
To make aware of the role of psychology in general health and chronic health problems

Module 1: History and Concepts
10 hrs
Need and Significance of Health Psychology Historical and Conceptual basis of Health Psychology. Health Behavior and Health Models. Biomedical Science and Health Psychology. Doctor- Patient communication and relationship in the context of Health psychology

Module 2: Stress
10 hrs
Stress and reaction to stress. Pressure, frustration, conflict; how to manage them. General adaptation syndrome. Techniques for stress management.

Module 3: Lifestyle Illness and Terminal Illness
12 hrs
Psychological factors in Cancer, Diabetes, Coronary Heart Disease and Asthma.
Psychological Factors in Degenerative Neurological Diseases – Alzheimer’s, Dementia and Problems of aging and adjustment

Module 4: Health and Behavior Change
12 hrs
Health Compromising Behaviours: Alcohol use and abuse, smoking, unhealthy sexual behaviour, jealousy, rumor spreading.
Health Enhancing behaviours: Exercise, Yoga, Eating and health, positive thinking.

Module 5: Management of Chronic Illness
10 hrs
Quality of life, emotional responses to Chronic Illness, Personal Issues in Chronic Disease, Coping with Chronic Illness, Rehabilitation and Chronic Illness, Psychological intervention and Chronic Illness.

Books for Study:
Reference:
PSYCHOLOGY IN THE CLASSROOM

Objective:

The course is designed to promote an understanding of the application of psychological principles in the process of education. It is envisaged that students will develop skills of analysis and will be able to critically evaluate various application of psychology in educational settings.

Module 1

6 hrs

Educational psychology-meaning and definition, nature, scope and functions. Human growth and development – Maturational and learning.

Module 2

10 hrs

Cognitive development and learning – Theories of Piaget, Vygotsky, Gardener – educational implications.

Module 3

10 hrs


Module 4

10 hrs


Module 5

10 hrs

Exceptional children-types and characteristics (the gifted child, the backward child, juvenile delinquent, physically disabled children, mentally disable or retarded children, learning disabled children, emotionally disturbed children)

Module 6

8 hrs

Effective classroom control and management, the physical environment, creating a positive and emotionally safe classroom environment for learning, communication in the class room – speaking listening skills and nonverbal communications.
Book for study


Reference:


EDUCATIONAL PSYCHOLOGY

Objectives:

- To promote an understanding of the application of psychological principles in the process of education.
- To familiarize the students with the characteristics of normal and exceptional children.
- To provide the ways and methods of teaching and classroom management.

**Module 1: Introduction and Methods of Educational Psychology**  10 hrs

Meaning and Definition of Educational Psychology; Nature and Scope of Educational Psychology; Methods of Educational psychology- Introspection, Observation, Experimental, Differential, Clinical and Psychophysical Methods

**Module 2: Child Development and Learning**  11 hrs

Processes and periods of child development; Cognitive development- the brain, Piaget’s theory, Vygotsky’s theory; Language development; Learning- types of learning, Factors affecting learning, Techniques to improve memory; Factors affecting attention and Problem solving.

**Module 3: Educating Exceptional Children**  10 hrs

Gifted Children, Backward Children, Juvenile delinquent, Learning Disabled Children, Mentally Retarded Children, Physically Disabled Children, Emotional and Behavioral Disordered Children

**Module 4: Lesson Planning and Classroom Management**  12 hrs

Lesson Planning- Teacher-centred Lesson Planning, Learner-centred Lesson Planning; Technology and Education; Classroom Management- Designing the Physical Environment, Creating a Positive Environment, Being a Good Communicator, Dealing with Problem Behaviour.

**Module 5: Standardized tests and Classroom Assessment**  11 hrs

The nature of standardized tests, Aptitude and Achievement tests, The teacher's roles in testing, The classroom as an assessment context, Traditional tests, Alternative assessments, Grading and reporting performance.
References


PG 1661.1 Psychological analysis of film and culture
PG 1661.2 Psychology of Adolescence
PG 1661.3 Indian Psychology
PG 1661.4 Life skill Development
PG 1661.5 Yoga and Stress Management
PG 1661.6 Sports Psychology
PG 1661.7 Psychology of Advertising and Marketing Research
PG 1661.8 Psychology of Communication and Media
PG 1661.9 Health Psychology
PG 1661.10 Psychology in the classroom
PG 1661.11 Child Development
Semester VI: **Elective Course**  
PG 1661.1 (Credits 2, Weekly Hours 3)

Total Hours 54

**PSYCHOLOGICAL ANALYSIS OF FILM AND CULTURE**

**Objectives:**
To enable the student to understand the psychology of film and other cultural products  
To impart basic methodological skill to the student in understanding and analyzing films and similar cultural products  
To familiarize the students with classic works in the analysis of film  
To enable the student to explain various social phenomena and the Indian/Kerala social psyche through the analysis of cultural products like film

**Module 1**  
12 Hrs  
Art and psychology: Introduction  
Methodology of psychological film analysis: Narrative analysis, content analysis, visual interpretation. Qualitative interpretation

**Module 2**  
20 Hrs  
Psychoanalysis and art: Freud- Analyzing the author. Illustration: Freudian work on Dostoevky  
Psychoanalysis and film interpretation. Psychological film theories: Metz-identification, fetish; Mulvey—woman as the subject of gaze

**Module 3**  
15 Hrs  
Cultural psychology. Sudhir Kakar. Reading the social psyche from films. Examples in the Kerala context.

**Demonstrations**  
7 hrs

**References**

SEMESTER VI: ELECTIVE COURSE

PG 1661.2

(Credits 2, Weekly Hours 3)

TOTAL HOURS: 54

PSYCHOLOGY OF ADOLESCENCE

OBJECTIVES:
To help the student to understand the different changes occurring adolescence and the
different factors affecting the changes.
To familiarize the student about the different factors the influence adolescent development
and transition, together with the problem behaviours likely to be exhibited during this stage.

MODULE 1: INTRODUCTION
The Historical Perspective, Stereotyping of adolescents, current status of adolescents
in India, Early and late adolescence, Development transitions. 8 hrs

MODULE 2: PHYSICAL DEVELOPMENT & HEALTH
Puberty: Determinants of puberty, Growth spurt, Sexual maturation, Secular trends in
puberty, Psychological dimensions.
Exploring adolescent health: Risks, Leading causes of death, Nutrition and eating disorders-
anorexia, bulimia – Exercise, Sports, Sleep, Stress and coping. 8 hrs

MODULE 3: SOCIO-EMOTIONAL PROCESSES
Adolescent egocentrism, Perspective taking. The self: Self – understanding, Self –
esteeem and Self – concept.
Identity: Erikson’s ideas on identity, four statuses of identity, Development changes in
identity.
Identity and social contexts, Identity and intimacy
The emotions of adolescence, Hormones, experience and emotions, Emotional competence.
Personality traits, temperament. Domains of moral development: Moral thought,
Moral behavior, Moral feeling: Moral personality, Contexts of moral development, Values.
16 hrs

MODULE 4: GENDER AND SEXUALITY
Biological, social and cognitive influences on gender, Gender stereotypes, similarities
and differences, Gender-role classification: Masculinity, femininity, and androgyny, Traditional
masculinity and problem behaviors in adolescent males, Gender-role transcendence.
Developing a sexual identity, obtaining information about adolescent sexuality, Sexual
literacy, Sources of sex information, Sex education in schools. 8 hrs
Module 5: Social Contexts of Development

School: Size and climate of school, Interaction with teachers. Achievement: The importance of achievement in adolescence, Time management, Obstacles to achievement.

Module 6: Problem Behaviors

Risk taking behavior among adolescents, Drug abuse, Antisocial behavior, Juvenile delinquency, Teenage pregnancy, Depression and Suicide. Interrelation of adolescent problems and Prevention /Intervention.

References
Semester VI: Elective Course
PG 1661.3
Total Hours: 54
(credits 2, Weekly Hours 3)

INDIAN PSYCHOLOGY

Objectives: Even though India has a long tradition of psychological thinking, scant attention was given to bring it to the academic mainstream. It has been a national policy to incorporate indigenous systems of knowledge into the curriculum at various levels. This course aims to familiarize the graduate student to the fundamental psychological concepts in Indian thought.

Module 1: Introduction

  11 hrs

  Indian psychology as the science of living

Sources of Indian Psychological Concepts
Scope and methods: Role of intuition and Subjective experience – Yoga and Tantra techniques
The concept of consciousness- the principle of chit – States of consciousness the Self, mind and senses
Altered states of consciousness

Module 2: Sensation and Perception

  8 hrs

  Relationship between sense organs and objects – manas as a sense organ – illusion-transcendental perception

Module 3: Learning and memory

  8 hrs

  Self and past experience – Samskara and Vasana- Conditions of retention and recall

Module 4: Motivation and emotions

  10 hrs

  Nature and kinds of motives – raga, dvesha and moha – Gita’s theory of action- the concept of purushartha- the concepts of attachment and non-attachment.

Module 5: Personality and personality Development

  9 hrs

  Different theories of personality – the concept of sthithprajna- Yoga : the eightfold path to Self-realization.


  8 hrs

  Indian classification of abnormal behavior- therapeutic techniques.

References:

B. Kuppuswamy : Elements of Ancient Indian Psychology. Delhi: Konark Publishers Ltd
K. Ramakrishna Rao (Ed) Handbook of Indian Psychology. Delhi Foundation Books.
Dr. Sundaran. Manorogachikilsa Ayurvedathil.
Semester VI: Elective Course        Total
Hours: 54

PG 1661.4                        (credits 2, Weekly Hours 3)

**LIFE SKILLS DEVELOPMENT**

**Objectives:**

To form the foundation of life skills education for the promotion of mental well being, and healthy interaction and behavior.

To enable students to translate knowledge, attitudes and values into actual abilities-ie., what to do and how to do it.

To contribute to students perception of self efficacy, self confidence and self esteem.

To develop abilities for adaptive and positive behavior, that enables individuals to deal effectively with the demands and challenges of every day life.

**Module 1: Life Skills**

12 hrs

What is life Skill ? Interpersonal skills. Communication and action skills. Verbal, vocal, bodily communications, Importance of body language. Other main skills – mind skills, rules skills, perception skills, self talk skills, visual images skills, explanation skills, expectation skills, realistic goals skills, time management skills, Self awareness.

Activity 1: Assessing own communication skills

Activity 2: Assessing own body language

**Module 2 : Presentation skills**

13 hrs

Confidence in public speaking – Proactivity. Effective use of language and audio visual aids, managing performance anxiety, relaxation techniques, Interviews and Group discussions.

Activity 1: Preparing a systematic presentation

Activity 2: Assessing the delivery skills

Activity 3: Using mind skills to manage presenting material anxiety

**Module 3: Relationship skills**

13 hrs


Activity 1: Listening and understanding skills.
Activity 2: Relationship skills

Activity 3: Building a friend

**Module 4: Critical thinking skills**  
16 hrs

Critical thinking, Creative thinking – stages, nature, barriers, strategies to improve creativity, looking at things differently, analyzing information, asking questions, solving problems, distinguishing facts from opinion, seeking truth in arguments and persuasion.  
Decision making  
Problem solving – steps, strategies, and factors affecting problem solving.  
Conflict management

Activity 1: Make a plan for critical thinking

Activity 2: Conflict management

**References**


YOGA AND STRESS MANAGEMENT

Module 1: Introduction

Relevance of Yoga in Modern Life Misconceptions about Yoga - Secular Nature of Yoga.

6 hrs

Module 2: Theoretical Foundations of Yoga

The eight components of Yoga (Panthanjali): Yama - Niyama - Asana - Pranayama - Pratyahara - Dharana - Dhyana - Samadhi.

Four approaches to Yoga: Jnana Yoga - Karma Yoga - Bhakthi Yoga - Raja Yoga.

Principles of Rajayoga - Chakras and their significance Five Koshas and their importance

10 hrs

Module 3: Stress


8 hrs

Module 4: Therapeutic aspects of Yoga

Yoga and stress management, Yoga as a desensitization tool, Yoga for Improving stress tolerance, Yoga and cognitive restructuring, Yoga and Physical health, and Yoga and Life style management (briefly).

10 hrs

Module 5: Spiritual therapeautic techniques in various religious texts

Therapeutic aspects in Bhagavad Gita, Bible and Quran and its relevance in modern society.

10 hrs

Module 6: (Theory &Practicals)

Basic Relaxation techniques, Simple meditation techniques.Basic pranayama techniques, Yoga Nidra, Basic Asanas (Postures).

10 hrs

References


**SPORTS PSYCHOLOGY**

**Objectives**
To provide an overview about the field of sports psychology
To familiarize the different application principles and techniques in the field of sports

**Module 1: Introduction to Sports Psychology**  
6 hrs
- Definition of Sports Psychology – A Brief History of Sports Psychology – Ethics in Sports Psychology
- The Psychology of Play: What is play? Kinds of Play – Importance of play – Factors influencing play
- Theories of Play: Traditional and Twentieth Century theories.

**Module 2: The Socio-Psychological Nature of Sports and Games**  
10 hrs
- The Nature Of Games: Competitive Games, Games of chance, Games of Pretense and Games of Vertigo.

**Module 3: Motivation and Self Confidence in Sports**  
10 hrs
- Introduction – Models of Self Confidence: Bandura’s Theory of Self-Efficacy – Herter’s Competency Motivation Theory – Developing Self Confidence Through Self-Talk
- Categories of Self-Talk – Selecting Self-Talk Statements – Specific Uses of Self-Talk
- Constructing Self – Affirmation Statements.
- Gender and Self Confidence.

**Module 4: Goal Setting in Sports**  
8 hrs
- Team Approach to Setting Goals
Module 5: Arousal, Stress and Anxiety in Sports 10 hrs

Introduction – Definition: Arousal, Stress and Anxiety
The Relationship among Arousal, Anxiety and Athletic Performance

Module 6: Coping Strategies in Sports 10 hrs


References
PSYCHOLOGY OF ADVERTISING AND MARKETING RESEARCH

Objectives: This is a vocation oriented course. There is a huge demand for market information in promotional activities. This course equips the students with the necessary basic knowledge and skills to generate market inputs and also to provide strategic psychological inputs in designing promotional campaigns, advertising and marketing.

Module 1: Introduction 8 hrs

Why advertising?

Module 2: Planning and campaigns 6 hrs


Module 3: Psychological Factors in Advertising 11 hrs

Attentional and Perceptual Factors in advertising
Motivational Factors in advertising
Emotional Factors in advertising
Cognitive Factors in advertising
Persuasion in advertising
Sex in advertising
Entertainments and advertising.

Module 4: Psychological strategies in Advertising 10 hrs

Targeting
Branding
Imaging
Choice of media
Psychology of advertising design
Advertising effectiveness
Module 5: New Psychological Tactics and trends in Advertising

Behavioral Targeting
Subliminal advertising
Accelerated communications
Neuromarketing: What’s it all about?
Temptation Turn-off Tactics.
The Swayne Effect.

Module 6: Marketing Research

The Marketing research Process.
Designing Opinion and Interest Surveys
Other Primary Sources of Data: Interviews; Mystery shopping; Focus group;
Projective techniques; Product tests; Diaries & Omnibus Studies
Secondary Sources of Data (desk research)

References
Advertising – Cohen
Advertising Psychology and Research - Hepner
Advertising – Warner, et al
Fundamentals of advertising – Chunna wallah
Advertising Made Simple – Thomos Jefkins
Effective advertising – Leon Quera
Advertising and the Mind of the Consumer: by Max Sutherland, Alice K. Sylvester
Emotion in Advertising: Theoretical and Practical Explorations by Agres, Edell, & Dubitsky.
Persuasion in Advertising. BY John O’Shaughnessy, Nicholas Jackson O’Shaughnessy.
Modern Advertising by Calkins & Holden.
Objective: On of the best expanding and prestigious professional fields with huge employment potential is media. This course provides the students who wish to take up media as their career with basic insights into the psychological foundations of India.

Module 1: Introduction:
- Definition of Communication – scope – communication process
- Variable of Communication: Source - Message - Channel – Receiver Feedback
- Verbal and nonverbal Communication.

Module 2: Basic models of communication
- Shannon & Weaver – Lasswell – Berlo
- Types of communication: interpersonal - Group - Mass communication
- Mass communication – Characteristics of print, Radio, Television, Film

Module 3: Advanced models of communication
- Two-step flow of communication – Opinion leaders – Characteristics – Diffusion of innovation – Roger and shoemakers model of communication
- Gatekeeping models – White’s gatekeeper’s models, Galtung and Ruge’s model of selective gatekeeping – Models of communication.

Module 4: Market communication
- Concept – Characteristics Reinforcement – Sleeper effect
- Organisational communication
- Newcomb’s balance theory – Congruity – Dissonance – Social Judgment model

Module 5: Media Psychology in Context
- Research Methods in Media Psychology
- Psychological Effects and Influences of Media
- The Effects of Media Violence
- Prosocial Effects of Media
- Advertising
Module 6: Development Issues in Media Psychology

Young Children and Television
Media and Adolescence
The Social Psychology of the Media
Representations of Social Groups
The Psychology of the Media Audience
Genres: News and Current Affairs, Audience Participation and Reality TV, Soaps,
The Future of Media Psychology, The Internet

References

David Berlo: The Process of Communication
Uma Narula: Mass Communication Theory and Practice
Denis Mequial and Windhal: Communication models
Denis Mequial: Media Performance
Denis Mequial: Communication
Ithias de Solo Pool (ed). Hand book of Communication
John Wright: Communication Theory
David Giles Media Psychology
Semester VI: Elective Course

Total Hours: 54

PG 1661.9
(credits 2, Weekly Hours 3)

HEALTH PSYCHOLOGY

Objectives:
To make aware of the scope of health psychology and its role in achievement and maintenance of health
To make aware of the stress and coping behavior of individuals in various life situations
To make aware of the role of psychology in general health and chronic health problems

Module 1: History and Concepts
10 hrs
Need and Significance of Health Psychology Historical and Conceptual basis of Health Psychology. Health Behavior and Health Models. Biomedical Science and Health Psychology. Doctor- Patient communication and relationship in the context of Health psychology

Module 2: Stress
10 hrs
Stress and reaction to stress. Pressure, frustration, conflict; how to manage them. General adaptation syndrome. Techniques for stress management.

Module 3: Lifestyle Illness and Terminal Illness
12 hrs
Psychological factors in Cancer, Diabetes, Coronary Heart Disease and Asthma.
Psychological Factors in Degenerative Neurological Diseases – Alzheimer’s, Dementia and Problems of aging and adjustment

Module 4: Health and Behavior Change
12 hrs
Health Compromising Behaviours: Alcohol use and abuse, smoking, unhealthy sexual behaviour, jealousy, rumor spreading.
Health Enhancing behaviours: Exercise, Yoga, Eating and health, positive thinking.

Module 5: Management of Chronic Illness
10 hrs
Quality of life, emotional responses to Chronic Illness, Personal Issues in Chronic Disease, Coping with Chronic Illness, Rehabilitation and Chronic Illness, Psychological intervention and Chronic Illness.

Books for Study:
Reference:
Semester VI: **Elective Course**

PG 1661.10

Total Hours: 54

(Credit 2, Weekly Hours 3)

**PSYCHOLOGY IN THE CLASSROOM**

**Objective:**

The course is designed to promote an understanding of the application of psychological principles in the process of education. It is envisaged that students will develop skills of analysis and will be able to critically evaluate various application of psychology in educational settings.

**Module 1**

6 hrs

Educational psychology-meaning and definition, nature, scope and functions. Human growth and development – Maturational and learning.

**Module 2**

10 hrs

Cognitive development and learning – Theories of Piaget, Vygotsky, Gardener – educational implications.

**Module 3**

10 hrs


**Module 4**

10 hrs


**Module 5**

10 hrs

Exceptional children-types and characteristics (the gifted child, the backward child, juvenile delinquent, physically disabled children, mentally disable or retarded children, learning disabled children, emotionally disturbed children)

**Module 6**

8 hrs

Effective classroom control and management, the physical environment, creating a positive and emotionally safe classroom environment for learning, communication in the class room – speaking listening skills and nonverbal communications.
Book for study


Reference:


Objectives
To equip students with the knowledge of human development and developmental process along with the theories
To provide student with an awareness about the various stages in physical, cognitive, emotional and social development

Module 1: Introduction 6 hrs
Developmental process and periods: Biological, Cognitive and socio-emotional process, periods of development
Developmental issues; Nature and nature, continuity and discontinuity, early and later experience, evaluating the developmental issues.

Module 2: Biological processes physical and perceptual development 8 hrs
Genetic foundations: The genetic processes, genetic principles, chromosome and gene linked abnormalities.
Reproductive challenges and choices: Prenatal diagnostic tests, infertility and reproductive technology, adoption

Module 3: Prenatal development and birth 10 hrs
Prenatal development: The cause of prenatal development, teratogens and hazards to prenatal development, prenatal care, cultural believes about pregnancy, normal prenatal development.
Birth. The birth process, assessing the new born, low birth weight, and preterm infants
The postpartum period: Physical adjustment, emotional and Psychological adjustment, bonding

Module 4: Physical development and Health 10 hrs
Body growth and changes: Growth pattern, infancy and child hood, puberty
The brain: Brain Physiology, Infancy, Childhood and adolescence.

Module 5: Motor, Sensory and Perceptual Development

Module 6: Cognition Language and moral development 10 hrs
Piaget’s Theory of cognitive Development: Process of development, sensory motor stage, preoperational; stage, concrete operational stage formal operational stage.
Language development: Infancy Early childhood
Moral development Kohlberg’s theory

Reference
SYLLABI OF

COMPLEMENTARY COURSE IN PSYCHOLOGY

FOR OTHER CORE PROGRAMMES

1. Complementary Courses for B.com - SOCIAL PSYCHOLOGY
2. Complementary Courses for B.A. English and B.A Philosophy - GENERAL PSYCHOLOGY
Modified syllabus of B.Com TTM

Semester I : Complementary course I :

SOCIAL BEHAVIOUR AND SOCIAL RELATIONS

PG 1131.1

TOTAL HOURS: 54
CREDITS 2 : WEEKLY HOURS 3

Objectives

To enable the student to understand and explain behavior in social settings

To enable the student to explain the psychological aspects of various social and group phenomena.

Module I 10 hrs

Social behavior: social psychology – working definition – Factors influencing social interaction- methods of social psychology, socialization process

Module II 10 hrs


Module III 10 hrs


Module IV 12 hrs

Group influences and group behavior: nature and development of groups – structure of groups and their operations – development of group norms– group processes, group cohesiveness, group mind, group think, group dynamics group polarization, group decision making, group problem solving – social facilitation, social loafing, crowd behavior, leadership in groups

Module V 12 hrs

Interpersonal relations: Friendship and love – evaluating strategies, physical proximity, and emotional state need to affiliate – familiarity – attractiveness – similarity and reciprocity.

Need for belongingness, attachment, troubled relationships, loneliness and situational influences

Reference

Modified syllabus of B.Com TTM

Semester II : Complementary course II :
SOCIAL COGNITION AND MOTIVATION

PG 1231.1

TOTAL HOURS: 54
CREDITS : 3 WEEKLY HOURS 3

Objectives
To enable the student to explain the psychological aspects of various social phenomena
To enable the student to understood behavior in social setting

Module I
Motivation : Nature and types – theories of Maslow, Alderfer and McClelland, motivation and behaviour

Module II
Social Cognition : mental shortcuts- schema, prototype, heuristics and stereotypes – sources of errors in social cognition- impression formations and impression management-. Social cognition and problem behavior

Module III
Attitudes: ABC model of attitude – functions of attitude – nature, formation and measurement of attitudes – change of attitude. Attitudes and behaviour

Module IV
Prejudice and discrimination: Foundations of prejudice, nature of prejudice, social emotional and cognitive sources of prejudice, methods to reduce prejudice – discrimination- racism, sexism.

Module V
Aggression: theoretical perspectives on aggression – instinct theory, biological theory, drive theory and social learning theory. Causes of aggression- prevention and control of aggression..

Reference
Modified syllabus of B.Com TTM

Semester III: Complementary course III: SOCIAL INFLUENCES

PG 1331.1 TOTAL HOURS: 54
CREDITS : 3 WEEKLY HOURS 3

Objectives
To equip the students with the knowledge social development
To make aware of the coping behavior ….. of individuals in social situations

Module I
Social influences: Nature of conformity, factors influencing the development of conformity, normative and informational social influences, social support, gender difference in conformity, nature of conformity. Compliance – principles of compliance, techniques of compliance. Obedience

Module II
Persuasion: Elements of persuasion, effect of persuasive communication, content of the message, channels of communication, effectiveness of communication, resisting persuasion, attitude inoculation, strengthening commitment.

Module III
Conflict and peacemaking: nature of conflicts, development of conflicts, social dilemma, misperceptions, perceived injustice, contact, conciliation, resolution of conflict, GRIT, influence of communication in the resolution of conflict.

Module IV
Social exchange: coming with terms with others – cooperation, competition, bargaining, social equality, perceived fairness in social exchange, social exchange theory, role of transactional analysis in understanding behavior.

Module V
Influence of mass media: Types of media – influence on behavior, propaganda upon behavior

Reference
Modified syllabus of B.Com TTM

Semester IV: Complementary course IV:
APPLIED SOCIAL PSYCHOLOGY

PG 1431.1  TOTAL HOURS: 54
CREDITS : 3 WEEKLY HOURS 3

Objectives
To update and expand basic social skills relevant to the emerging knowledge society
To Promote on under taking of the application of psychological principles in society

Module I  11 hrs
Personality and Social Behavior: Approaches to personality – trait theory of Gordon Allport, Psychodynamic approach of Sigmund Freud, behaviorist and humanistic approach, personality assessment

Module II  11 hrs
Environmental influences on behaviour: Urban environment and social behavior, environmental stress, interpersonal environment, effect of crowding, personal space, pollution and behaviour

Module III  12 hrs

Module IV  10 hrs
Applying social psychology: Social psychology in health care, organizations and environment.

Module V  10 hrs
Social psychology in legal and political arena: The law and the court rule. The defendant – the judge, validity of eye witness, police interrogation and pretrial publicity, criminal psychology, social psychology of politics.

Reference
MODIFIED SYLLABI OF
COMPLEMENTARY COURSES IN PSYCHOLOGY
FOR FIRST DEGREE PROGRAM IN B.A. ENGLISH AND PHILOSOPHY

FOUNDATIONS OF PSYCHOLOGY

PG: 1131
Total: 54
Semester –I weekly hours: 3 credit: 2

Objectives
To make the student understand various schools of psychology
To familiarize the student with research method
To Provide Basic Knowledge regarding biological bases of behaviour

Module 1: Introduction to Psychology 15 hrs
Major subfields of Psychology – Applications of psychology.

Module 2: Perspectives in Psychology 15 hrs
Biological, Psychodynamic, Behavioral, Humanistic, Cognitive, Developmental, Evolutionary and Socio cultural perspectives.

Module 3: Methods of Studying Behavior 11 hrs

Module 4: Biological Bases of Behavior 13 hrs

Books for study:
Objectives

To generate interest in psychology
To provide basic knowledge about systems and process like motivation
To familiarize the students with various learning theories

Module 1: Learning:


Module 2: Motivation:

Definition – theories of motivation: instinct theory, drive theory, arousal theory, expectancy theory, goal setting theory, needs hierarchy theory. Classification of motives: Biological and Psychosocial –Achievement motivation.

Module 3: Emotions:


Module 4: Consciousness:


Books for study:


COGNITIVE PROCESSES

PG: 1131
Total : 54
Semester – III COMPLEMENTARY COURSE weekly hours : 3 credit : 2

Objectives
To generate interest in psychology
To make familiarize the student with the basic systems and process in psychology
To provide an awareness an attention and preparation

Module 1: Cognition 12 hrs

Module 2: Memory and Forgetting 16 hrs


Module 3: Language 11 hrs

Module 4: Perception 15 hrs

Books for study:
PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

PG: 1431
Total : 54
Semester – IV COMPLEMENTARY COURSE weekly hours : 3 credit : 2

Objectives
To Provide basic knowledge about process like intelligence of personality
To familiarize the students with various types of intelligence test
To make the students aware on the reason for difference in human behavior

Module 1: Individual Differences
Role of heredity and environment - Individual differences: Differences in interests – differences in attitudes –
differences in aptitudes – differences in values – differences in level of aspirations – differences in self concept –
differences in achievements – differences in study habits – differences in psychomotor skills - causes of
individual differences.

Module 2: Personality
Definition-determinants of personality: biological determinants psychological determinants – social and cultural
determinants - Approaches to personality: Psychoanalytic: Sigmund Freud, Neo-Freudians. Humanistic: Rogers,
Maslow. Trait approach: Allport. Type approach: The Big five factors. Behavioral and Social learning approaches:
Bandura.
Assessment of personality: Observation – situational tests – questionnaires – Rating scale – interview –
Projective technique.

Module 3: Intelligence
Meaning and definition -Theories: Two factor theory, Group factor theory - SOI Model. Sternberg’s triarchic
theory, Gardner’s seven intelligences- role of heredity and environment in intelligence- Assessment of
intelligence: Historical development of intelligence testing: The Stanford Binet intelligence scale- The concept of
IQ- Intelligence tests: Individual test- Group tests – individual verbal and performance tests – group verbal and
nonverbal tests. Emotional intelligence- Creativity.

Books for study:
Psychology, (14th ed.). Thomson Wadsworth
PROJECT

Objectives

- To understand the research methods in Psychology.
- To understand fundamentals of Research Plan
- To provide the basic knowledge of steps in scientific investigation
- To familiarize the students with basic knowledge of project writing.

- Project can be an exploratory study, which may be qualitative or quantitative in nature

The size of the sample can be limited to the minimum required to arrive at reliable conclusion.

The Study should focus on one dependent variable only

The recommended statistical procedures are univariate technique like Correlation t-test, chi-square, and one way ANOVA. Multivariate analysis shall be avoided.

- Project should comprise of 3 chapters
  - Chapter I introduction
  - Chapter II Method
  - Chapter III Analysis & Interpretation

The number of pages shall be limited to a maximum of 40 excluding reference and appendix

- Introductory Chapter should have introduction, Review, Statement of the Problem and Need and Significance of the Study (10-15 pages)

  Method- should have Sample, Tools, Data Collection procedure, Statistical Analysis used (10-15 pages)

  Analysis should have Results, Discussion, Conclusions, Limitations, Suggestions. (10-20 Pages)

The font shall be Time New Roman, size 12, typed in Double space

The Maximum font size for subtitles shall be 14.

The printed report should contain Acknowledgement by the candidates, Certificates signed by supervising faculty and HOD and Declaration by the candidates.