

**Revised Scheme &  
Syllabi of First Degree  
Programme in  
Psychology under CBCS  
System  
For 2017-'18 admission  
onwards**

**SCHEME & COURSE STRUCTURE AND SYLLABUS**  
**FIRST DEGREE PROGRAMME IN PSYCHOLOGY**  
**FOR 2017 ADMISSIONS**

COURSES	SEMESTER I		SEMESTER II		SEMESTER III		SEMESTER IV		SEMESTER V		SEMESTER VI		TOTAL	
	Hours	Credits	Hours	Credits	Hours	Credits	Hours	Credits	Hours	Credits	Hours	Credits	Hours	Credits
	L P	C	L P	C	L P	C	L P	C	L P	C	L P	C	L P	C
Language English	5 -	4	5 -	4	5 -	4	5 -	4	- -	-	- -	-		
			4 -	3									24 -	19
Additional language	4 -	3	4 -	3	5 -	4	5 -	4	- -	-	- -	-	18 -	14
Foundation courses	4 -	2	- -	-	4 -	3	- -	-	- -	-	- -	-	8 -	5
Core courses	6 -	4	6 -	4	5 -	4	4 -	3	3 -	4	- 5	4	44 20	52
							- 5	4	3 -	3	4 -	4		
									3 -	4	4 -	4	64	
									- 5	3	6 -	4		
Complementary courses	I	3	2	3	3	3	3	3	-	-	-	-	12	11
	II	3	2	3	3	3	3	3	-	-	-	-	12	11
Open	-	-	-	-	-	-	-	-	3 -	2	3	2	6	4
Project									3 -	-	3	4	6	4
Total	25	17	25	20	25	21	25	21	25	19	25	22	150	120

**Core Courses - Psychology ( 14 Courses)**

**Complementary I - Physiology ( 4 Courses)**

**Complementary II - Psychological statistics (4 courses)**

<b>Semester</b>	<b>Course Code</b>	<b>Course title</b>	<b>Credits</b>	<b>Weekly Hours</b>
I	EN1111	Language Course I- English I	4	5
	*1111	Language Course II- Additional Language I	3	4
	EN1121	Foundation Course I	2	4
	PG1141	Core Course I- Foundations and Methods of Psychology	4	6
	ZO1131	Complementary Course I-Brain and Behaviour	2	3
	ST1131	Complementary Course II- Statistical Methods for Psychology - I	2	3
	<b>Total</b>		<b>17</b>	<b>25</b>
II	EN1211	Language Course III- English II	4	5
	EN1212	Language Course IV- English II	3	4
	*1211	Language Course V- Additional Language II	3	4
	PG1241	Core Course II- Psychological Processes	4	6
	ZO1231	Complementary Course III- Biological Basis of Sensory Processes	3	3
	ST1231	Complementary Course IV- Statistical Methods for Psychology - II	3	3
	<b>Total</b>		<b>20</b>	<b>25</b>

III	EN1311	Language Course VI- English IV	4	5
	*1311	Language Course VII-Additional Language III	4	5
	PG1321	Foundation Course II- Informatics	3	4
	PG1341	Core Course III- Psychology and Assessment of Individual Differences	4	5
	ZO1331	Complementary Course V-Physiology of Motivation	3	3
	ST1331	Complementary Course VI- Statistical Methods for Psychology - III	3	3
	<b>Total</b>		<b>21</b>	<b>25</b>
IV	EN1411	Language Course VIII- English V	4	5
	*1411	Language Course IX-Additional Language IV	4	5
	PG1441	Core Course IV- Social Behaviour	3	4
	PG1442	Core Course V-Experimental Psychology- I Practical	4	5
	ZO1431	Complementary Course VII- Physiology of Emotion and Cognition	3	3
	ST1431	Complementary Course VIII- Statistical Methods for Psychology - IV	3	3
		<b>Total</b>		<b>21</b>
V	PG1541	Core Course VI-Social Psychological Processes	4	3
	PG1542	Core Course VII- Individual in Organisation	3	3
	PG1543	Core Course VIII – Introduction to Maladaptive Behaviour	4	3

	PG1544	Core Course IX- Experimental Psychology- II- Practicals	3	5
	PG1545	Core Course X- Psychological Assessment I	3	5
	**1551	Open Course I	2	3
		Project		3
	<b>Total</b>		<b>19</b>	<b>25</b>
VI	PG1641	Core Course XI- Psychological Assessment- II- Practicals	4	5
	PG1642	Core Course XII- Human Development	4	4
	PG1643	Core Course XIII- Organizational Behaviour	4	4
	PG1644	Core Course XIV- Maladaptive Behaviour and Intervention	4	6
	PG1651	Open Course II	2	3
	PG1646	Project	4	3
	<b>Total</b>		<b>22</b>	<b>25</b>

\* Letter Codes are given according to the choice of Additional language.

\*\*Letter Codes are given according to the choice of Open Course.

Semester I: Core Course I

Total Hours:108

(Credits 4, Weekly Hours 6)

**PG 1141 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 modern psychology**

A working definition. Nature of psychological knowledge: Psychology as a science - Scientific method - Steps in a scientific investigation - critical thinking

Psychological explanations of other claims of human behavior - Palmistry, astrology, graphology, Ouija board, mentalism etc. – Developing critical thinking abilities

Empirical approach to psychology. Goals of psychology. Origins of psychology. Philosophical origins: Early Indian thoughts- the three Gunas, yoga and mind control, Ayurvedic concepts. Greek thoughts - Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics.

Brief history of modern scientific psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Humanistic approach, Cognitive approach. Different areas (branches) of Psychology.

## **Module 2: Methods of psychology**

Psychology as a social science (briefly)

Methods of psychology: Naturalistic observation, Case study, Survey, Interview, Introspection, Correlational methods. Experimental method: Characteristics of experimental method: Variables (Independent Variable, Dependent Variable, Extraneous Variable), Lab and field experiments.

Data collection in psychology: Tests, interview, rating scales, questionnaires

Ethics in psychological research- deception, invasion of privacy, lasting harm

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## **Module 3: Sensation, Attention and Perception**

Sensation, Absolute threshold. Difference threshold. JND. Psychophysics and psychophysical methods.

Attention. Factors affecting attention- subjective and objective. Span of attention, Division of attention and Distraction of attention.

Perceptual organization. Gestalt principles. Perceptual defense. Subliminal perception. Depth perception: Monocular and binocular cues. Perceptual constancies. Illusions of size, shape and movement. Extra sensory perception.

## **Module 4: Consciousness**

States of consciousness: Waking. Biological rhythms. Changes in consciousness: Dream and sleep. Dream theories. Altered states: Hypnosis- facts and myths, hypnotic susceptibility; Meditation; Drug-altered consciousness (briefly).

*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:**

Coon, D. & Mitterer, J.O. (2007). *Introduction to psychology: Gateways to mind and behavior*, (11<sup>th</sup> ed.). (Indian Edition). New Delhi: Thomson Wadsworth.

Weiten, W. (2008). *Psychology: Themes and variations*, 7th ed. New York: Brooks/Cole Publishing Co.

Smith, B.D. (1998). *PSYCHOLOGY Science and understanding*. New York: Mc Graw Hill.

Anastasi, A., & Urbina, S. (1997). *Psychological testing*. USA: Prentice Hall.

**Additional Reading List:**

Baron, R.A. (2004). *Psychology*, (5<sup>th</sup> ed.). New Delhi: Pearson Education.

Bootzin, R., & Bower, G. H. (1991). *Psychology today- An Introduction*, (7<sup>th</sup> ed.). New York: McGraw Hill Inc.

Gross, R. D. (1990). *Key studies in psychology*. London: Hodder & Stoughton.

Kuppuswamy, B. (1990). *Elements of ancient Indian psychology*, 3rd Ed. New Delhi: Konark Publishers Pvt. Ltd

Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, (7<sup>th</sup> ed.). New Delhi: Tata McGraw Hill.



**ZO 1131 BRAIN AND BEHAVIOUR**

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

**Module 1: Introduction**

12 hrs

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

**Module 2: The neuron**

12 hrs

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

**Module 3: The central nervous system**

20 hrs

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.

**Module 4: Cortical localization**

10 hrs

A historical perspective – localization of language – Wernicke model – Localization of perception – coordinating the hemispheres.

**References:**

*Hilgard & Atkinson, Introduction to Psychology*

*Kalat, J.W. Biological Psychology, CA: Wadsworth*

*Levinthal, C.F Introduction to Physiological Psychology, New Delhi Prentic –Hall,*

*Schneider, A.M., and Tarshis, B. An Indtroduction to Physiological Psychology. New York: Random House.*

*Weiten, W. (2008). Psychology: Themes and variations, 7th ed. New York: Brooks/Cole Publishing Co.*

**Semester I: Complementary Course II**

**Total Hours : 54**

**(Credits 2, Weekly Hours 3)**

**ST 1131 : STATISTICAL METHODS FOR PSYCHOLOGY I**

**Module 1**

Meaning of Statistics, Functions of Statistics, Need and Importance of Statistics in Psychology. Prerequisites for studying Statistics-Essential Mathematical fundamentalsolving linear equations, Theory of indices, Rations. Types of variables employed in measurements – discrete and continuous variable , quantative variables . scale of measurement - Nominal scale, Ordinal scale, Interval sclale ,Ratio scale with suitable examples from Psychological data.

**Module II**

Primary data and secondary 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**

1. Aron, A, Aron. R, & Coups E. J. (2006). Statics for psychology (4th ed.): Pearson Education , New Delhi. (ISBN: 81-317-1464-20).
2. Garret E. Henry (2004). Statics in psychology and education (11th ed): Paragon International publishers New Delhi.(ISBN:81-89253-00-X).
3. Gravetter, F. J& Wallnau, L.B (2000). Statists for Behavioral Science (5th ed.) Wadsworth-Thomson learning Singapore .(ISBN:0-534-35926-4).
4. Heiman W. Carry (2000). Basic statics for behavioral science (3rd ed.), Houghton Mifflin Company ,New York. (ISBN: 0-395-96251-X).
5. Mangal ,S.k. (2000). Statiocs in Psychology and Education.(2nd ed.): Prentice –Hall of India Private Limited, New Delhi. (ISBN:978-81-203-8).
6. Minium W. Edward, King M. Bruce & Bear Gordon (2001). Stistical Reasoning in Psychology and Education (3rd ed.), John Wiley & Sons, Inc., New York (ISBN 9971-51-171-1).
7. Yule Undy G. & Kendal M.G. (1991). An Introduction To Theory of Statics.(14th ed.), Universal Book Stall, New Delhi. (ISBN 81-85461-71-6).

**PG 1241 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**

24 Hrs

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

Social and cognitive learning: Observational learning. Process and principles. Modeling.

Televised aggression. Latent learning, cognitive map, Insight learning.

**Module 2: Memory**

24 Hrs

Encoding, storage and retrieval processes. Sensory, short term and long term memories.

Working memory. Rehearsing information. Levels of processing. Memory organization:

Network model. Procedural memory. Declarative memory: Semantic and episodic.

Measuring memory: Recall, recognition, relearning. Explicit and implicit memories. Memory construction.

Forgetting: Curve of forgetting. Types of forgetting. Strategies for improving memory.

Mnemonics.

**Module 3: Cognitive processes**

24 Hrs

Components of thought: Images and Concepts. Types of concepts. Prototypes. Language.

Structure of language. Reasoning: deductive and inductive. Problem solving- Steps.

Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Insightful solutions. Barriers to effective problem solving. Creativity. Features of creative thinking. Convergent and divergent thinking. Stages of creative thought. Creativity tests. Brainstorming.

**Module 4: Motivation**

18 Hrs

Need, drive, incentive. Primary and secondary motives. Motivation of hunger and eating, sexual motivation. Stimulus drives. Levels of arousal. Yerke's-Dodson law. Learned motives: affiliation, achievement and power motive. Hierarchy of motives. Extrinsic and intrinsic motivation.

**Module 5: Emotion**

18 Hrs

Definitions of emotion. Elements of emotional experience. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory. Emotional intelligence.

**Books for Study:**

Coon, D. & Mitterer, J.O. (2007). *Introduction to psychology: Gateways to mind and behavior*, (11th ed.). New Delhi: Thomson Wadsworth.

Weiten, W. (2008). *Psychology: Themes and variations*, 7th ed. New York: Brooks/Cole Publishing Co.

Smith, B.D. (1998). *PSYCHOLOGY : Science and Understanding*. New York: Mc Graw Hill.

**Additional Reading List:**

Baron, R.A. (2004). *Psychology*, (5th ed.). New Delhi: Pearson Education.

Bootzin, R., & Bower, G.H. (1991). *Psychology today-An Introduction*, (7th ed.). New York: McGraw Hill Inc.

McBurney, D. H. (2001). *Research methods*. London: Thomson Wadsworth Publishing Co.

Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall.

Flick, U. (2006). *An introduction to qualitative research*. New Delhi: Sage Publications.

Lefrancois, G.R. (2000). *Theories of human learning*, (4th ed.). London: Wadsworth.

**Semester II: Complementary Course III**

**Total Hours : 54**

**(Credits 3, Weekly Hours 3)**

**ZO 1231 BIOLOGICAL 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

Visual coding – transduction in the retina- neural coding in the brain- coding for colour – theories of colour vision- visual defects – colour blindness.

**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**

Receptors – Pain pathways – codes for pain – chronic pain – Melzack- Wall theory –

Pain suppression circuit – Treating pain – Puzzle of pain suppression

## References

Hilgar & Atkinson. *Introduction of Psychology*.

Kalat, J.W. *Biological Psychology*. CA: Wadsworth.

Levintha;. C.F *Introduction to Physiological Psychology* New Delhi Prentice Hall

Schneider, A. M., and Tarshis, B. *An Introduction to Physiology*. New York Random House.

Weiten, W. (2008) *Psychology: Themes and variations 7th ed* New York: Brooks/Cole.

**Semester II - Complementary Course IV**

**Total Hours: 54**

**(Credits:3, Weekly Hours :3)**

### **ST 1231. 5 : STATISTICAL METHODS FOR PSYCHOLOGY II**

#### **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, Quarties and Deciles .Computation of Percentiles, Quarties 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**

Moments-raw and central moments- Basic concepts and definition, Skewness- Definition Measures of skewness- Karl Pearson's Coefficient of skewness, Bowley's coefficient of skewness, Measure of skewness based on third moment. Kurtosis –Definition, Measure of kurtosis based on fourth central moment. Simple numerical problems.

## **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**

1. Aron, A., Aron.R & Coups E.J. (2006) Statistics for psychology (4th ed): Pearson Education, New Delhi (ISBN : 81-317-1464-20).
2. Garret E. Henry (2004). Statistics in Psychology and Education (11the ed.): Paragon International publishers, New Delhi. (ISBN: 81-89253-00X)
3. Gravetter, F. J & Wallnau, L.B. (2000) Statistics for Behavioral Sciences. (5th ed). Wadsworth – Thomson learning, Singapore (ISBN: 0-534-35926-4.
4. Heiman Q.Carry (2000) Basic Statics for the Behavioral Sciences (3rd ed). Houghton Mifflin Company, New York (ISBN :0-395-96251-X).
5. Mangal S.K (2002) Statistics in Psychology and Education (2nd ed): Prentice- Hall of India Private Limited, New Delhi (ISBN:978-81-203-8)
6. Minimum W. Edward, King M. Bruce & Bear Gordon (2001) Statistical Reasoning in Psychology and Education(3rd ed) John Wiley & Sons, Inc. New York (ISBN 9971-51-171-1).
7. Yule Udny G. & Kendal M.G (1991) An Introduction to Theory of Statistics (14th ed.) Universal Book Stall, New Delhi ( ISBN 81-85461-71-6).



**PG 1321 INFORMATICS**

**Objectives**

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

20 hrs

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,

**Module 2: Social Informatics**

20 hrs

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.

### **Module 3: IT Applications**

16 hrs

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.

### **Module 4: IT Applications in Psychology**

16 hrs

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.

### **Essential Reading**

Technology in Action, Pearson

*V. Rajaraman*, Introduction to Information Technology, Prentice Hall

*Alexis Leon & Mathews Leon*, *Computers Today*, Leon Vikas.

*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

John Ray, 10 Minute Guide to Linux, PHI, ISBN 81-203-1549-9

Ramesh Bangia, *Learning Computer Fundamentals*, Khanna Book Publishers

**Web Resources:**

[www.fgcu.edu/support/office2000](http://www.fgcu.edu/support/office2000)

[www.openoffice.org](http://www.openoffice.org) *Open Office Official web site*

[www.microsoft.com/office](http://www.microsoft.com/office) *MS Office web site*

[www.lgta.org](http://www.lgta.org) *Office on-line lessons*

[www.learnthenet.com](http://www.learnthenet.com) *Web Primer*

[www.computer.org/history/timeline](http://www.computer.org/history/timeline)

[www.computerhistory.org](http://www.computerhistory.org)

<http://computer.howstuffworks.com>

[www.keralaitmission.org](http://www.keralaitmission.org)

[www.technopark.org](http://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>

<http://www.studentworkzone.com/question.php?ID=96>

<http://www.oftc.usyd.edu.au/edweb/lrevolution/history/mobile2.html>

**Semester III: Core Course III**

**Total Hours: 90**

**(Credits 4, Weekly Hours 5)**

**PG 1341 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

Definition. Brief descriptions of the approaches of Piaget (intelligence as a process), Spearman, Thurstone, Cattell, Sternberg. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Culture fair tests. Determiners of intelligence.

**Module 3: Personality**

27 Hrs

Concept of personality.

Modern theories: Psychodynamic approaches. Major ideas of Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, Early childhood experience, Psychosexual stages of development, Oedipus complex.

Neo-Freudians: Jung- Collective unconscious, archetypes, model of personality. Adler- Striving for superiority, power motivation. Horney- Basic anxiety, styles, feminist turn in psychoanalysis. Trait theories: General approach. Allport: Cardinal, central and secondary traits. Cattell: Source and surface traits, 16 PF. Eysenck: dimensions of personality. Big five factors.

**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:**

Coon, D. & Mitterer, J. O. (2007). *Introduction to psychology: Gateways to mind and behavior*, (11th ed.). New Delhi: Thomson Wadsworth.

Weiten, W. (2008). *Psychology: Themes and variations*, (7th ed.). New York: Brooks/Cole Publishing Co.

Smith, B.D. (1998). *PSYCHOLOGY Science and understanding*. New York: Mc Graw Hill.

Mangal, S.K. (2010). *Essentials of Educational Psychology*. New Delhi: PHI learning.

Anastasi, A., & Urbina, S. (1997). *Psychological testing*. USA: Prentice Hall.

**Additional Reading List:**

McBurney, D. H. (2001). *Research methods*. London: Thomson Wadsworth Publishing Co.

Kuppuswamy, B. (1990). *Elements of ancient Indian psychology*, (3rd ed.). New Delhi: Konark Publishers Pvt. Ltd.

Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.

Friedman, H. S., and Schustack, M.W. (2003). *Personality: Classic theories and modern research*, (2nd Ed.). New Delhi: Pearson Education.

Gross, R.D. (1990). *Key studies in psychology*. London: Hodder & Stoughton.

**ZO 1331 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**

Defining sex- dynamic of sexual behavior – external control –external cues – brain and sexual behavior.

**Reference**

*Kalat, J.W. Biological Psychology C.A Wadsworth.*

*Levinthal, C.F., Introduction to Physiological Psychology. New Delhi: Prentice – Hall.*

*Schneider, A.M. and Tarshis, B. An Introduction to Psychology. New York : Random House.*

**ST 1331.5: STATISTICAL METHODS FOR PSYCHOLOGY III**

**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**

Probability: basic concepts and definition – Classical and frequency definitions. Mathematical Expectation: Basic concepts and definition, Properties (without proof). Random variable, Probability Distributions- Basic concepts, definitions and properties.

**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.

## References

1. Aron, A., Aron, R., & Coups E J (2006). Statistics for Psychology (4th ed.): Pearson Education, New Delhi. (ISBN: 81-317-1464-20).
2. Garret E. Henry (2004) Statistics in Psychology and Education (11th ed.): Paragon International publishers, New Delhi. (ISBN:81-89253-00-X).
3. Gravetter, F.J. & Wallnau, L.B (2000). Statistics for Behavioral Sciences (5th ed). Wadsworth-Thomson learning, Singapore (ISBN : 0-534-35926-4).
4. Heiman W. Carry (2000) Basic Statistics for the Behavioral Sciences (3rd ed). Houghton Mifflin Company, New York (ISBN: 0-395-96251-X).
5. Mangal, S.K. (2002) Statistics in Psychology and Education. (2nd ed.): Prentice- Hall of India Private Limited, New Delhi. ( ISBN: 978-81-203-8).
6. Minium W. Edward, king M. Bruce & Bruce & Bear Gordon (2001). Statistical Reasoning in Psychology and Education (3rd ed.), John Wiley & sons, Inc., New York ( ISBN 9971-51-171-1).
7. Yule Udney G. & Kendal M.G. (1991) An Introduction to Theory of Statistics. (14th ed.), Universal Book Stall, New Delhi. (ISBN 81-85461-71-6).

**Semester IV : Core Course IV**

**Total Hours : 72**

**(Credits 3, Weekly Hours 4)**

### **PG 1441 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**

13 hrs

Communication : Skills for effective communication, Speaking effectively, Effective listening.

Non-verbal communication : Facial expressions, gazes, stares. Body language, touching, Micro expressions, cognitive factors.

Attribution Theory : Correspondent inference, Kelley's theory, Attribution errors.

Applications in understanding depression and prejudice.

Impression formation/ impression management – tactics

**Module 3 : Social Cognition**

13 hrs

Schemas Self fulfilling prophecy (illustrations in Indian setting). Heuristics. Priming.

Automatic processing. Potential sources of error in social cognition: automatic vigilance, optimistic bias, counterfactual thinking, magical thinking, illusory correlation. Affect in social cognition: How thoughts shape feelings and feelings shape cognition. Combating errors in social cognition.

**Module 4 : Attitudes**

12 hrs

Definition, nature, components, functions. Attitude formation. Attitude and behavior (briefly) LaPiere's study. Attitude measurement – Likert, Thurstone, Bogardus, Osgood. Persuasion : Resistance to persuasion (briefly)

**Module 5 : Prejudice**

12 hrs

Nature, Prejudice and discrimination. Why prejudice persists? Discrimination –

Explicit and implicit. Stereotypes. Role of media in maintaining stereotypes and prejudice.

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

Techniques of countering the effects of prejudice.

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

## **Module 6 : Self and Social Identity**

12 hrs

Components of self- self concept, subjective, objective and symbolic self awareness –  
Cultural influences on the self – Self Efficacy –

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

### **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**

Baron, R.A., and Byrne. D (2002). *Social Psychology*, 10th ed. New Delhi. Pearson  
Education.

Baron, R.A., and Byrne. D (2002). *Social Psychology*, 7th ed. New Delhi. Pearson Education.

Myers, D.G. (1990). *Social Psychology*, 3rd ed. New York : McGraw Hill Inc.

Kakar. S (1996). *The colors of Violence: Cultural Identities, Religion and Conflict*. New  
Delhi: University of Chicago Press.

**Semester IV : Core Course V**

**Total Hours : 90**

**(Credits 4, Weekly Hours 5)**

## **PG 1442 EXPERIMENTAL PSYCHOLOGY – I -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 students.**

Attention : Span, division , distraction, set

Visual acuity, snallen chart

Localization of sound

Memory : Span of memory

Sensation and Perception : Depth perception , Colour blindness

Illusions: Horizontal – Vertical, Muller-Lyer

Reaction time : simple, choice,

Learning : massed vs. spaced, rote vs. meaningful, trial and error, maze, rational learning

Transfer : bilateral, habit interference

Each students 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 behaviour/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.

## References.

1. Rajamanickam.M. (2005). Experimental Psychology with Advanced Experiments. New Delhi. Concept Publishing Company.
2. Woodworth.R.S & Schlosberg. H (1965) Experimental Biology. NewYork Methen and Co. Ltd.
3. Postman.L f Fagan.J.P (1949) Experimental Psychology. An Intrduction New York Harper and Brother Publishers.

**Semester IV: Complementary Course VII**

**Total Hours : 54**

**(Credits 3, Weekly Hours 3)**

### **ZO 1431 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**

Anatomical basis of emotion – rage and fear – limbic system – hypothalamus – autonomic responses – aggression – amygdaleA- frontal lobes – neural basis of pleasure.

#### **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**

Early learning discoveries – learning and the nervous system – Cortex – Lashley’s work – Hippocampus – learning outside hippocampus- Synaptic basis 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.

## References

*Kalat, J.W. Biological Psychology CA: Wadsworth*

*Levinthal, C.F. Introduction to Physiological Psychology. New Delhi Prentic –Hall*

*Schneider, A.M. and Tarshis, B. An Introduction to Physiological Psychology. New York: Random House.*

**Semester IV- Complementary Course VIII**

**Total hours 54**

**(Credits:3, Weekly hours:3)**

### **ST 1431.5: STATISTICAL METHODS FOR PSYCHOLOGY IV**

#### **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-sqaure 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 Matced – Pairs Signed Ranks Test, Wald- Wolfowits Runs test, Median test, Mc-Nemer test.

## References

1. Aron, A., Aron, R., & Coups E J (2006). Statistics for Psychology (4th ed.): Pearson Education, New Delhi. (ISBN: 81-317-1464-20).
2. Garret E. Henry (2004) Statistics in Psychology and Education (11th ed.): Paragon International publishers, New Delhi. (ISBN:81-89253-00-X).
3. Gravetter, F.J. & Wallnau, L.B (2000). Statistics for Behavioral Sciences (5th ed). Wadsworth-Thomson learning, Singapore (ISBN : 0-534-35926-4).
4. Heiman W. Carry (2000) Basic Statistics for the Behavioral Sciences (3rd ed). Houghton Mifflin Company, New York (ISBN: 0-395-96251-X).
5. Mangal, S.K. (2002) Statistics in Psychology and Education. (2nd ed.): Prentice- Hall of India Private Limited, New Delhi. ( ISBN: 978-81-203-8).
6. Minium W. Edward, king M. Bruce & Bruce & Bear Gordon (2001). Statistical Reasoning in Psychology and Education (3rd ed.), John Wiley & sons, Inc., New York ( ISBN 9971-51-171-1).
7. Yule Udney G. & Kendal M.G. (1991) An Introduction to Theory of Statistics. (14th ed.), Universal Book Stall, New Delhi. (ISBN 81-85461-71-6).

**Semester V : Core Course VI**

**Total Hours : 54**

**(Credits 4, Weekly Hours 3)**

### **PG 1541 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: Social influence**

10 hrs

Conformity, Asch's experiment. Factors affecting conformity. Norms Compliance: underlying principles and tactics. Cialdini's work. Obedience. Milgram's experiment.

**Module 2 : Groups**

11 hrs

Groups : Nature and functions. Social facilitation, social loafing. Decision making in groups. Group think.

Crowd : Definition and Characteristics, Classical theory of crowd behavior, Convergence of crowd behavior, Mob.

**Module 3 : Pro-social Behaviour**

11 hrs

Responding to emergency. Steps. Classic studies and experiments. The helpers and those who receive help (briefly). Explaining prosocial behavior: Empathy altruism model, negative stage relief model, empathic joy hypothesis, genetic determinism.

**Module 4 : Aggression**

11 hrs

Theoretical perspectives. Determinants of aggression (social, personal, situational)

Media violence and its effects. Violence against women and children. Ragging : causes and consequence. Prevention and control of aggression.

**Module 5 : Environmental and Social issues**

11 hrs

The urban environment and social behavior. The concept of personal space. Nature and effects of crowding, Impact of social media on society, environmental stress. Psychological aspects of poverty in India: Causes and consequences.

**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**

Baron, R.A., and Byrne. D (2002). *Social Psychology*, 10th ed. New Delhi. Pearson Education.

Baron, R.A., and Byrne. D (2002). *Social Psychology*, 7th ed. New Delhi. Pearson Education.

Myers, D.G. (1990). *Social Psychology*, 3rd ed. New York : McGraw Hill Inc.

Misra,G. (1990) *Applied Social Psychology in India*. New Delhi: Sage Publications.

**Semester V; Core Course VIII**

**Total Hours: 54**

**(Credits 3, Weekly Hours 3)**

### **PG 1542 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 of 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**

Robbins, S.P. (2013). Organizational Behaviour, 15th Edition, New Delhi: PEARSON.  
Luthans, F. (2013). Organizational Behavior, 12th Edition, New Delhi: McGraw Hill Education  
Parikh, M., & Gupta, R (2012). Organizational Behaviour, New Delhi: McGraw Hill Education

**Semester V: Core Course VIII****Total Hours: 54****(Credits 4, Weekly Hours 3)****PG 1543 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

**Module 1**

Introduction, History, Views on normality and abnormality.

6 hrs

**Module 2****12 hrs**

Perspectives of maladaptive Behavior: Biological, Psychodynamic, Behaviorist, Humanistic-existential, Cognitive-behavioral, Diathesis-stress model

**Module 3****10 hrs**

Diagnosis: Classificatory systems- DSM and ICD. DSM 5 and ICD-10

Assessment: Interviews, Case histories, tests

**Module 4****13hrs**

Neurodevelopmental disorders-Clinical picture

Intellectual disabilities, Autism spectrum disorder, Attention Deficit Hyperactivity

Disorder, Conduct Disorder, Specific Learning Disorders

**Module 5****13 hrs**

Schizophrenia: Clinical features, types and causes

Delusional disorders Clinical features and types

**Book for study**

Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2015). *Abnormal psychology*. Pearson Higher Ed.

Sarason, I.G., & Sarason, R.B. (2005). *Abnormal Psychology: The Problem of Maladaptive Behavior* (10<sup>th</sup> ed.). New Delhi: Prentice Hall of India.

**References:**

Kaplan, Sadock, & Grebb. (1994). *Synopsis of Psychiatry* (7<sup>th</sup> ed.). New York: Lippincott Williams & Wilkins.

**PG 1544 Experimental Psychology- II- Practicals**

**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

Concept formation

Problem solving, Multiple choice test,

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 situation 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 desirable to conduct study tour and submit report.

**References.**

1. Rajamani.M. (2005). Experimental Psychology with Advanced Experiments. New Delhi. Concept Publishing Company.
2. Woodworth.R.S & Schlosberg. H (1965) Experimental Biology. NewYork Methen and Co. Ltd.
3. Postman.L f Fagan.J.P (1949) Experimental Psychology. An Intrduction New York Harper and Brother Publishers.

**Semester V : Core Course X**

**Total Hours : 90**

**(Credits 3 , Weekly Hours 5)**

**PG 1545 PSYCHOLOGICAL ASSESSMENT – I- PRATICALS**

**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.

### **References.**

1. Rajamani.M. (2005). Experimental Psychology with Advanced Experiments. New Delhi. Concept Publishing Company.
2. Woodworth.R.S & Schlosberg. H (1965) Experimental Biology. NewYork Methen and Co. Ltd.
3. Postman.L f Fagan.J.P (1949) Experimental Psychology. An Intrduction New York Harper and Brother Publishers.

**PG 1641 PSYCHOLOGICAL ASSESSMENT – II -PRACTICALS**

**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 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.

### References.

4. Rajamani.M. (2005). Experimental Psychology with Advanced Experiments. New Delhi. Concept Publishing Company.
5. Woodworth.R.S & Schlosberg. H (1965) Experimental Biology. NewYork Methen and Co. Ltd.
6. Postman.L f Fagan.J.P (1949) Experimental Psychology. An Intrduction New York Harper and Brother Publishers.

**Semester VI : Core Course XII**

**Total Hours : 72**

**(Credit 4,Weekly Hours : 4)**

### **PG 1642 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, preoperational stage-intuitive thought, concrete operations – conservation, formal operations.

**Module 6 : Socio-Emotional Development** 12 hrs

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

Moral Development – Piaget's and Kohlberg's theory – stages – social conventional reasoning – basic processes – resistance to temptation – self control – empathy – role of emotion - moral personality – moral identify – moral characters – exemplars.

**Book for study**

Santrock. J.W. (2005). *A Topical Approach to Life-span Development*, 3rd edition. New



Delhi : Tata McGraw-Hill.

### References

Berk.E.Laura (2005) *Child Development*. New Delhi: Prentice Hall

Papalia, E.D., Olds, W.S. and Feldman, D.R. (2004) *Human Development*. New Delhi: Tata-McGraw-Hill.

**Semester VI; Core Course XIII**

**Total Hours: 72**

**(Credits 4, Weekly Hours 4)**

### **PG 1643 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: Organizational Structure**

12 hrs

What is an Organizational Structure? Common Organizational Designs, New Design Options, Why do Structure Differ? Organizational Designs and Employee Behaviour. Group Cohesiveness and Group Decision Making Techniques.

#### **Module 2: Leadership**

12 hrs

What is Leadership? Trait theories, Behavioural Theories, Contingency Theories: Fielder Model, Situational Leadership Theory, Path-Goal Theory, Leader Participation Model, LMX Theory, Charismatic leadership, Transformational Leadership.

#### **Module 3: Communication**

12 hrs

Functions of communication, The communication process, Direction of communication, Downward communication, Upward communication, Lateral communication, Interpersonal communication, Organizational communication, Barriers to effective communication  
Transactional Analysis

**Module 4: Conflict and Negotiation**

12 hrs

Definition of conflict, Transitions in conflict thought, The conflict process (Stage I, II, III, IV, and V), Negotiation, bargaining strategies, The negotiation process, Individual differences in Negotiation effectiveness, Third party negotiations, Cultural differences in negotiations

**Module 5: Organizational Culture**

12 hrs

What is Organizational Culture? What do Culture Do? Creating and Sustaining Culture, How Employee Learn Culture? Creating a Positive Organizational Culture, Spirituality and Organizational Culture.

**Module 6: Organizational Development**

12 hrs

Definition, Sensitivity Training, Survey Feedback, Process Consultation, Team Building, Ingroup Development, Appreciation Inquiry.

**References**

Robbins, S.P. (2013). Organizational Behaviour, 15th Edition, New Delhi: PEARSON.

Luthans, F. (2013). Organizational Behavior, 12th Edition, New Delhi: McGraw Hill Education (I).

Parikh, M., & Gupta, R (2012). Organizational Behaviour, New Delhi: McGraw Hill Education.

**Semester VI: Core Course XIV****Total Hours: 108****(Credits 4, Weekly Hours 6)****PG 1644 MALADAPTIVE BEHAVIOR AND INTERVENTION****Objectives:**

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

**Module 1****20**

Mood Disorders: Characteristics and causes of Depression, Mania, Unipolar mood disorder and Bipolar mood disorder, Suicide

**Module 2****20**

Clinical features of Anxiety disorders. Characteristics of Generalized Anxiety Disorder, Obsessive Compulsive Disorder, Panic Disorder, Phobias

**Module 3** **20**

Clinical features of Dissociative disorders: dissociative amnesia, Dissociative Identity disorder, Clinical features of Depersonalization disorder

Clinical features of Somatic Symptom disorder, Illness anxiety disorder, Conversion disorder, factitious disorder

**Module 4** **14**

Clinical features of Substance use and addictive disorders: Alcohol related disorders. Other substances: Nicotine, LSD and Cannabis

**Module 5** **14**

Clinical features of Personality disorders: Characteristics and types

**Module 6** **20**

Therapeutic Approaches: Psychodynamic, Behavioral, Cognitive-behavioral

Prevention Models: Primary, Secondary, and Tertiary forms of prevention.

**Books for study**

Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2015). Abnormal psychology. Pearson Higher Ed.

Sarason, I.G., & Sarason, R.B. (2005). Abnormal Psychology: The Problem of Maladaptive Behavior (10<sup>th</sup> ed.). New Delhi: Prentice Hall of India.

**Reference:**

Kaplan, Comer, R.J. (1996). Sadock, & Grebb. (1994). Synopsis of Psychiatry (7<sup>th</sup> ed.). New York: Lippincott Williams & Wilkins.

## **OPEN COURSES FOR NON PSYCHOLOGY STUDENTS**

### **PG 155.1 TO 1551.8**

**PG 1555.1** Understanding human behavior

**PG 1551.2** Child Development

**PG 1551.3** Yoga and dress Management

**PG 1551.4** Life skills Education

**PG1551.5** Sports Psychology

**PG 1551.6** Health Psychology

**PG 1551.7** Psychology in the class room

**PG 1551.8** Child Development

**PG 1551.1 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**

8 hrs

Psychology: A working definition. Nature of psychological knowledge: Scientific method and critical thinking. How to evaluate claims of human behavior? Pseudopsychologies: Palmistry, astrology, graphology, Ouija board etc. how do they work? Developing critical thinking abilities.

**Module 2 : Perception, Conciousness**

8 hrs

Definitions of attention and perception. Illusion. Examples of illusion. How to enhance perceptual accuracy. 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**

10 hrs

Definition of Classical conditioning, Trial and error learning, Operant conditioning and observational learning with one illustration each. Concept of behavior modification. Encoding, storage and retrieval process. Sensory, short term and long term memories. Chunking. Rehearsing information. False memory, childhood amnesia, flash bulb memory. Mnemonics. Strategies for improving memory: rehearsal, elaboration, organization etc.

**Module 4 : Motivation, Emotion, Stress**

10 hrs

Extrinsic and intrinsic motivation. How to cope with test anxiety. Elements of emotional experience. Principle of lie detector. Concept of emotional intelligence. Stress and reaction of 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

Non-verbal communication: Facial expressions, gazes, stares. Body language, touching  
Micro expressions.

**Note for Instructors :** 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 class room, 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.

**References :**

Coon, D. & Mitterer. J.O., (2007). *Introduction of psychology: Gateways to Mind and Behaviour*, Eleventh Edn (India Edn). New Delhi: Thomas Wadsworth.

Weiten, W. (2008) *Psychology: Themes and variations*, 7th ed. New York: Brooks/Cole

Publishing Co.

Baron, R.A and Byrne, D (2006). *Social Psychology*, 11th ed. New Delhi: Prentice Hall of India Pvt. Ltd.

**Semester V: Open Course**

**Total Hours: 54**

**(credits 2, Weekly Hours 3)**

**PG 1551.2 CHILD DEVELOPMENT**

**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** 10 hrs

The Dynamic System Views, Reflexes, Gross Motor Skills, Fine motor skills,

Handedness, Sensation and perception – Vision Hearing, Other senses.

**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

*Sanrock, J.W (2007), Child Development, 11th edition, New Delhi: Tata Mc Grow- Hill.*

*Papalia, D.E (2004), Human development, 9th edition, Newdelhi: MC Grow –Hill.*

**Semester V: Open course**

**Total hours : 54**

**(Credit 2, Weekly hours 3)**

### **PG 1551.3 YOGA AND STRESS MANAGEMENT**

**Module 1: Introduction** 6 hrs

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

**Module 2: Theoretical Foundations of Yoga** 10 hrs

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** 8 hrs

Definition of stress - Causes of Stress Symptoms of Stress - Physical - Psychological - Behavioural. Coping with stress - relaxation - life style management.

**Module 4: Therapeutic aspects of Yoga** 10 hrs

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** 10 hrs

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

**Module 6: (Theory & Practicals)** 10 hrs

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

#### **References**

Iyengar, B.K.S( 2011) Light on yoga. Harper Collins Publishers, New Delhi

Taimni, I. K.(2011) *Commentary* -, Harper Collins Publishers, New Delhi

Swami Vivekananda , (2004). Raja Yoga revised. Cosmo Publication, New Delhi.

**Semester VI: Open Course**

**Total Hours: 54**

**(credits 2, Weekly Hours 3)**

### **1551.4 LIFE SKILLS EDUCATION**

#### **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**

### **Introduction**

Understanding Life Skills–Need for life skill education – Knowledge – Attitude - Skills

## **Module 2**

### **Core Life Skills**

10 core skills –Self-awareness -Empathy - Critical thinking - Creative thinking - Decision making - Problem Solving - Effective communication-Interpersonal relationship - Coping with stress - Coping with emotion

## **Module - 3**

### **Social Skills and Negotiation Skills**

Self-Awareness - Definition, Types of Self - Self Concept, Body Image, Self Esteem - Techniques used for Self Awareness: Johari Window, SWOT Analysis

Empathy - Sympathy, Empathy & Altruism

Effective Communication - Definition, Functions, Models, Barriers

Interpersonal Relationship - Definition, Factors affecting Relationships

## **Module - 4**

### **Thinking skills**

Creative and Critical Thinking - Definition, Nature, Stages

Problem Solving - Definition, Steps in Problem Solving - Factors Influencing Problem Solving

Decision Making - Definition, Process, Need - Consequences, Models of Decision Making -

Goal Setting

## **Module - 5**

### **Coping Skills**

Coping with Emotions - Definition, Characteristics, Types - Classification: Wheel Model,

Two-Dimensional Approach - Coping Strategies

Coping with Stress - Definition, Stressors - Sources of Stress - The General Adaptive Syndrome Model of Stress Coping Strategies

## References

Central Board of Secondary Education. *Life Skills Education and CCE for Class IX and X*. ([http://www.cbse.nic.in/cce/life\\_skills\\_cce.pdf](http://www.cbse.nic.in/cce/life_skills_cce.pdf))

*WHO handbook for Life Skills Education in schools*.

Jones R.N (2007). *Life Coaching Skills – How to develop skilled clients*. New Delhi. Sage Publications.

Lewis H (2000). *Body Language –a guide to professionals*. New Delhi: Response Books

Kaul, A (2005). *The effective presentation: Talk your way to success*. New Delhi: Response Books.

Sherfield, R.M. Montgomery, R.J. and Moody P.G (2009). *Developing Soft Skills-* Fourth edition. New Delhi: Pearson Education.

Shephard, K (2005). *Presenting at conferences, seminars and meetings*. New Delhi Response Books.

**Semester V: Open Course**

**Total Hours : 54**

**(Credits 2, Weekly Hours 3)**

## **PG 1551.5 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.

The Nature of Sports : Sports as a Game Occurrence –The Institutionalization of Games into Sports – Sports as a Social Institution – Sports as a Social System

**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 Statement – Specific Uses of Self –Talk- Constructing Self – Affirmation Statements.

Gender and Self Confidence.

**Module 4: Goal Setting in Sports** 8 hrs

Basic Types of Goals and Their Effectiveness: Outcome Goals – Performance Goals- Process Goals.

Principles of Effective Goal Setting : Make Goal Specific, Measurable, Observable –Clearly Identify Time Constraints –Use Moderately Difficult Goals –Write Goals and Regularly Monitor Progress.

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

Emotions and Mood –Selye’s Concept of Stress – The Stress Process –The Multidimensional Nature of Anxiety – Measurement of Anxiety

**Module 6: Coping Strategies in Sports** 10 hrs

Introduction –Conceptual Frame Work for Coping Strategies –Measurement of

Coping Skills- Factors that Enhances the Generalizability of Coping Strategies used by Elite Athletes – Progressive Relaxation –Autogenic Training –Meditation – Biofeedback Training.

## References

Cox, R.H. (2002). *Sport Psychology: Concepts and Applications, 5th Edn. Mc. Graw Hill.*

Wann, D.L. (1997). *Sport Psychology. Prentice Hall, Inc.*

Alderman, R.B. (1974). *Psychological Behaviour in Sports. W.B. Saunders Company.*

Sharma & Sharma. *Advanced Educational Psychology. New Delhi. Atlantic Publishers.*

## Semester V: Open Course

**Total Hours: 54**

**(credits 2, Weekly Hours 3)**

### PG 1551.6 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:**

Dematteo, Robin, M., & Martin, R. L. (2007). *Health Psychology*. New Delhi: Pearson Education.

Taylor, E. (2006). *Health psychology*. New Delhi: McGraw Hills inc

Edward P. Sarafino (1998). *Health Psychology: Bio-psychosocial interactions*, 2nd & 3rd Edition John Wiley & Sons Inc

**References:**

Ron Roberts, Tony Towell & John F. Golding. (2001). *Foundations of Health Psychology*. Palgrave Houndmills New York.

Marks, (2008). *Health Psychology: Theory and Practices*. Delhi: Sage.

**Semester V : Open Course****Total Hours : 54****(Credit 2, Weekly Hours 3)****PG 1551.7 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**

Factors influencing Learning, strategies for enhancing learning – factors influencing memory, factors affecting attention, interest-meaning and nature, habits-meaning nature and development. Development of effective thinking, methods of developing creativity among children, factors affecting problems solving, techniques of motivation in classroom situation.

**Module 4** **10 hrs**

Mental Health – nature and characteristics of mentally healthy person, Adjustment, Frustration and Conflict Behaviour problem – meaning and concept, socio cultural factors in learning – cultural differences-socio economic status, ethnicity language.

**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**

Santrock, J.W (2006) *Educational Psychology*. New Delhi: Tata Mc Graw Hill Co.

**Reference:**

- Fontana, D (1995) *Psychology for Teachers*. UK. The British Psychological Society.
- Mangal, S.K.(2008) *Essentials of Educational Psychology*. New Delhi : Prentice Hall India Private limited.
- Panda, K.C (2004) *Educational of exceptional children*. New Delhi: Vikas Publishing House.
- Sharma, R & Sharma R.K. (2003) *Advanced educational psychology*. New Delhi : Atlantic Publishers.
- Aggarwal. J.C. (1994). *Essentials of Educational Psychology*. New Delhi: Vikas Publishing Co.
- Robinson, S. (2009) *Foundations of Educational Psychology*. Trivandrum: Ane Books Pvt Ltd.

**Semester V : Open Course****Total Hours : 54****(Credit 2, Weekly Hours 3)****PG 1551.8 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 Class room 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**

- 1). Mangal, S.K. (2010). *Essentials of Educational Psychology*. New Delhi: Prentice-hall India Ltd.
- 2). Mangal, S.K. (2011). *Advanced Educational Psychology* (2nd ed.). New Delhi: PHI Learning Ltd.
- 3). Santrock, J.W. (2011). *Educational Psychology* (4th ed.). New Delhi: Tata McGraw-Hill.

## **ELECTIVE COURSES FOR PSYCHOLOGY STUDENTS**

### **PG 1651.1 TO 1652.1**

**PG 1661.1** Psychological analysis of film and culture

**PG 1661.2** Psychology of Adolescence

**PG 1661.3** Indian Psychology

**PG 1661.4** Life skills Education

**PG 1661.5** Yoga and Stress Management

**PG1661.6** 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 class room

**PG 1661.11** Child Development

**PG 1661.1 PSYCHOLOGICAL ANALYSES 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 Dostoevsky

Film analysis. Psychology of film perception-phi phenomenon. Psychoanalytic metaphors in film perception – scopophilia, voyeurism, identification, internalization, projection and other mechanisms. Fetish in films.

Psychoanalysis and film interpretation. Psychological film theories: Metz-identification, fetish; Mulvey –woman as the subject of gaze

**Module 3** 15 Hrs

Psychology of Indian popular film: Kakar-Psychology of Indian popular cinema: viewer as author. Portrayal of women and the disadvantaged. Illustrations, Analysis of television images Illustrations.

Cultural psychology. Sudhir Kakar. Reading the social psyche from films. Examples in the Kerala context.

**Demonstrations**

7 hrs

**References**

1. Hayward, s. (2006) Cinema Studies: The Key Concepts, 3rd Edition New York. Routledge.
2. Dix A, (2010) Beginning Film Studies. New Delhi Viva Books.
3. Freud ,S. (1953) Art and Literature. In. The Standard edition of the complet psychological works London: The Hogarth Press.

**Semester VI: Elective Course**

**Total Hours : 54**

**(Credits 2, Weekly Hours 3)**

**PG 1661.2 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**

8 hrs

The Historical Perspective, Stereotyping of adolescents, current status of adolescents in India, Early and late adolescence, Development transitions.

**Module 2: Physical Development & Health**

8 hrs

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 disordersanorexia,

bulimia – Exercise, Sports, Sleep, Stress and coping.

**Module 3: Socio- emotional Processes**

16 hrs

Adolescent egocentrism, Perspective taking. The self : Self – understanding, Self – esteem 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.

**Module 4: Gender and Sexuality**

8 hrs

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.

**Module 5: Social Contexts of Development**

7 hrs

Families: Reciprocal socialization, Parenting styles, Parent – adolescent conflict, Autonomy and attachment, Sibling roles, Birth order, Working parents.

Exploring peer relations : Peer group functions, Family –Peer linkages, Friendship, Romantic love and its construction.

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

Work: Advantages and disadvantages of part-time work in adolescence, Working while going to college. Technology, computer and the internet.

**Module 6: Problem Behaviors**

7 hrs

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

**References**

*Santock, J.W. (1998). Adolescence, Eleventh Edition, Tata McGraw Hill Publishing Co*  
*Papalia, D.E, Olds, S.W., & Feldman, R.D. (1992). Human Development, Ninth Edition, Tata Hill Publishing Co*  
*Mahmud, J. (2005). Development psychology, Efficient Offset Printers.*

**Semester VI: Elective Course****Total Hours: 54****(credits 2, Weekly Hours 3)****PG 1661.3 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 – illusiontranscendental 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.

**Module 6: Abnormal behavior and its treatment.****8 hrs**

Indian classification of abnormal behavior- therapeutic techniques.

**References:**

*B. Kuppaswamy : Elements of Ancient Indian Psychology. Delhi: Konark Publishers Ltd*

*K. Ramakrishna Rao (Ed) Handbook of Indian Psychology. Delhi Foundation Books.*

*Jadunath Sinha: Indian Psychology (3 Volumes). Delhi Motilal Banarasisdass Publishers (P) Ltd.*

*Dr. Sundaran. Manorogachikilsa Ayurvedathil.*

**Semester VI: Elective Course****Total Hours: 54****(credits 2, Weekly Hours 3)****PG 1661.4 LIFE SKILLS EDUCATION****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 Introduction**

Understanding Life Skills–Need for life skill education – Knowledge – Attitude - Skills

### **Module 2 Core Life Skills**

10 core skills –Self-awareness -Empathy - Critical thinking - Creative thinking - Decision making - Problem Solving - Effective communication-Interpersonal relationship - Coping with stress - Coping with emotion

### **Module – 3 Social Skills and Negotiation Skills**

Self-Awareness - Definition, Types of Self - Self Concept, Body Image, Self Esteem - Techniques used for Self Awareness: Johari Window, SWOT Analysis

Empathy - Sympathy, Empathy & Altruism

Effective Communication - Definition, Functions, Models, Barriers

Interpersonal Relationship - Definition, Factors affecting Relationships

### **Module – 4 Thinking skills**

Creative and Critical Thinking - Definition, Nature, Stages

Problem Solving - Definition, Steps in Problem Solving - Factors Influencing Problem Solving

Decision Making - Definition, Process, Need - Consequences, Models of Decision Making - Goal Setting

### **Module – 5 Coping Skills**

Coping with Emotions - Definition, Characteristics, Types - Classification: Wheel Model, Two-Dimensional Approach - Coping Strategies

Coping with Stress - Definition, Stressors - Sources of Stress - The General Adaptive Syndrome Model of Stress Coping Strategies



## References

- Central Board of Secondary Education. *Life Skills Education and CCE for Class IX and X*. ([http://www.cbse.nic.in/cce/life\\_skills\\_cce.pdf](http://www.cbse.nic.in/cce/life_skills_cce.pdf))
- WHO handbook for Life Skills Education in schools.
- Jones R.N (2007). *Life Coaching Skills – How to develop skilled clients*. New Delhi. Sage Publications.
- Lewis H (2000). *Body Language –a guide to professionals*. New Delhi: Response Books
- Kaul, A 2005). *The effective presentation: Talk your way to success*. New Delhi: Response Books.
- Sherfield, R.M. Montgomery, R.J. and Moody P.G (2009). *Developing Soft Skills-* Fourth edition. New Delhi: Pearson Education.
- Shephard, K (2005). *Presenting at conferences, seminars and meetings*. New Delhi Response Books.

**Semester V: Elective course**

**Total hours : 54**

**(Credit 2, Weekly hours 3)**

### **PG 1661.5 YOGA AND STRESS MANAGEMENT**

#### **Module 1: Introduction**

6 hrs

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

#### **Module 2: Theoretical Foundations of Yoga**

10 hrs

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**

8 hrs

Definition of stress - Causes of Stress Symptoms of Stress - Physical - Psychological - Behavioural. Coping with stress - relaxation - life style management.

#### **Module 4: Therapeutic aspects of Yoga**

10 hrs

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** 10 hrs

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

**Module 6: (Theory & Practicals)** 10 hrs

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

### References

Iyengar, B.K.S( 2011) Light on yoga. Harper Collins Publishers, New Delhi

Taimni, I. K.(2011) *Commentary* -, Harper Collins Publishers, New Delhi

Swami Vivekananda , (2004). Raja Yoga revised. Cosmo Publication, New Delhi.

**Semester VI: Elective Course**

**Total Hours : 54**

**(Credits 2, Weekly Hours 3)**

### PG 1661.6 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.

The Nature of Sports : Sports as a Game Occurrence –The Institutionalization of Games into Sports – Sports as a Social Institution – Sports as a Social System

**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 Statement – Specific Uses of Self –Talk- Constructing Self – Affirmation Statements.

Gender and Self Confidence.

**Module 4: Goal Setting in Sports** 8 hrs

Basic Types of Goals and Their Effectiveness: Outcome Goals – Performance Goals- Process Goals.

Principles of Effective Goal Setting : Make Goal Specific, Measurable, Observable –Clearly Identify Time Constraints –Use Moderately Difficult Goals –Write Goals and Regularly Monitor Progress.

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

Emotions and Mood –Selye’s Concept of Stress – The Stress Process –The Multidimensional Nature of Anxiety – Measurement of Anxiety

**Module 6: Coping Strategies in Sports** 10 hrs

Introduction –Conceptual Frame Work for Coping Strategies –Measurement of Coping Skills- Factors that Enhances the Generalizability of Coping Strategies used by Elite Athletes – Progressive Relaxation –Autogenic Training –Meditation – Biofeedback Training.

**References**

Cox,R.H. (2002). *Sport Psychology: Concepts and Applications, 5th Edn. Mc. Graw Hill.*

Wann, D.L. (1997). *Sport Psychology. Prentice Hall, Inc.*

Alderman, R.B. (1974). *Psychological Behaviour in Sports.W.B. Saunders Company.*

Sharma & Sharma. *Advanced Educational Psychology*. New Delhi. Atlantic Publishers.

**Semester VI: Elective Course**

**Total Hours: 54**  
**(Credits 2, Weekly Hours 3)**

**PG 1661.7 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?

Evolution of advertising – Socio economic effects of advertising – Types of Advertising – Various phases of advertising – Advertising agency system –Market Research – Hoarding – Bus panels –Spectacular – bulletins.

**Module 2: Planning and campaigns** 6 hrs

Media section –Newspapers – Magazines –Radio –Television –Direct mail – Outdoor –advertising – Hoarding –Bus panels –Spectacular –bulletins.

**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**

10 hrs

Behavioral Targeting

Subliminal advertising

Accelerated communications

Neuromarketing : What's it all about ?

Temptation Turn –off Tactics.

The Swearg Effect.

**Module 6: Marketing Research**

9 hrs

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'Shanghnessy, Nicholas Jackson O' Shaughnessy.

*Modern Advertising* by Calkins & Holden.

**Semester VI: Elective Course**

**Total Hours: 54**  
**(credits 2, Weekly Hours 3)**

**PG 1661.8 PSYCHOLOGY OF COMMUNICATION AND MEDIA**

**Objective :** On of the best expanding and prestigious professional fields with huge employment potential is media. This course provide he students who wish to take up meida as

their career with basic insigh into the psychological foundations of India.

**Module 1: Introduction :** 6 hrs

Definition of Communication –scope –communication process

Variable of Communication Source -Message- Channel – Receiver Feedback

Verbal and nonverbal Communication.

**Module 2 Basic models of communication** 8 hrs

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** 10 hrs

Two- step flow of communication – Opinion leaders- Characteristics – Deffusion of innovation –Roger and shoemakers model of communication

Gate keeping models- White’s gatekeeper’s models, Galthuing and Ruge’s model of selective

gate keeping – Models of communication.

**Module 4 : Market communication** 9 hrs

Concept – Characteristics Reinforcement – Sleeper effect

Organisational communication

Newcom’s balance theory – Congruity – Dissonance- Social Judgment model

**Module 5: Media Psychology in Context** 10 hrs

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**

11 hrs

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**

**(credits 2, Weekly Hours 3)**

**PG 1661.9 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:**

Dematteo, Robin, M., & Martin, R. L. (2007). *Health Psychology*. New Delhi: Pearson Education.

Taylor, E. (2006). *Health psychology*. New Delhi: McGraw Hills inc



Edward P. Sarafino (1998). *Health Psychology: Bio-psychosocial interactions*, 2nd & 3rd Edition John Wiley & Sons Inc

**References:**

Ron Roberts, Tony Towell & John F. Golding. (2001). *Foundations of Health Psychology*. Palgrave Houndmills New York.

Marks, (2008). *Health Psychology: Theory and Practices*. Delhi: Sage.

**Semester VI : Elective Course**

**Total Hours : 54**

**(Credit 2, Weekly Hours 3)**

**PG 1661.10 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**

Factors influencing Learning, strategies for enhancing learning – factors influencing memory, factors affecting attention, interest-meaning and nature, habits-meaning nature and development. Development of effective thinking, methods of developing creativity among

children, factors affecting problems solving, techniques of motivation in classroom situation.

**Module 4**

**10 hrs**

Mental Health – nature and characteristics of mentally healthy person, Adjustment, Frustration and Conflict Behaviour problem – meaning and concept, socio cultural factors in learning – cultural differences-socio economic status, ethnicity language.

**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**

Santrock, J.W (2006) *Educational Psychology*. New Delhi: Tata Mc Graw Hill Co.

**References:**

Fontana, D (1995) *Psychology for Teachers*. UK. The British Psychological Society.

Mangal, S.K.(2008) *Essentials of Educational Psychology*. New Delhi : Prentice Hall India Private limited.

Panda, K.C (2004) *Educational of exceptional children*. New Delhi: Vikas Publishing House.

Sharma, R & Sharma R.K. (2003) *Advanced educational psychology*. New Delhi : Atlantic Publishers.

Aggarwal. J.C. (1994). *Essentials of Educational Psychology*. New Delhi: Vikas Publishing Co.

Robinson, S. (2009) *Foundations of Educational Psychology*. Trivandrum: Ane Books Pvt Ltd.

**PG 1661.11 CHILD DEVELOPMENT**

**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 nurture, 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 beliefs 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 childhood, puberty

The brain: Brain Physiology, Infancy, Childhood and adolescence.

### **Module 5: Motor, Sensory and Perceptual Development**

The Dynamic System Views, Reflexes, Gross Motor Skills, Fine motor skills, Handedness, Sensation and perception – Vision Hearing, Other senses.

### **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

### **References:**

*Sanrock, J.W (2007), Child Development, 11th edition, New Delhi: Tata Mc Grow- Hill.*

*Papalia, D.E (2004), Human development, 9th edition, Newdelhi: MC Grow –Hill.*

## **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 :**

**TOTAL HOURS: 54**

**CREDITS 2 : WEEKLY HOURS 3**

## **PG 1131.1 SOCIAL BEHAVIOUR AND SOCIAL RELATIONS**

### **Objectives**

- To enable the student to under stand and explain behavior in social settings
- To enable to 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**

**Social perception** ; Perception – meaning – factors affecting perception- social communication -verbal and non verbal communication– attribution.

**Module III****10 hrs**

**Causes of behavior** : Defining the self – formation of the self concept – self efficacy – locus of control – gender identity – self monitoring , self presentation – maintaining self control through words and actions – self evaluation – self esteem

**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

**References**

1. Baron, R.A., & Byrne, D.(2002). Social Psychology (10th ed.). New Delhi: Pearson Education.
2. R.A. and Byrne , D (2002). Social Psychology (7th ed) New Delhi Pearson Education
3. Myers, D.G (1990. Social Psychology 3rd ed. New York MC Graw Hill Inc.

**Semester II :Complementary course II :**

**TOTAL HOURS: 54**

**CREDITS : 3 WEEKLY HOURS 3**

**PG 1231.1 SOCIAL COGNITION AND MOTIVATION**

**Objectives**

- To enable the student to explain the psychological aspects of various social phenomena
- To enable the student to understand behavior in social setting

**Module I** 10 hrs

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

**Module II** 11 hrs

**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** 10 hrs

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

**Module IV** 13 hrs

**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** 10 hrs

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

## References

1. Baron, R.A., & Byrne, D.(2002) Social Psychology (10th ed.). New Delhi: Pearson Education.
2. Kar.S (1996). The Colors of Violence: Cultural Identities, Religious and Conflit, New Delhi, Univerity of Chicago Press
3. Myers. D.G (1990) Social Psychology 3rd ed. New York MC Graw hill Inc

## Semester III: Complementary course III :

**TOTAL HOURS: 54**

**CREDITS : 3 WEEKLY HOURS 3**

### **PG 1331.1 SOCIAL INFLUENCES**

#### **Objectives**

- To equip the students with the knowledge social development
- To make aware of the coping behaviour of individuals in social situations

**Module I** 12 hrs

**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** 11 hrs

**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** 12 hrs

**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**

10 hrs

**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**

9 hrs

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

**References**

1. Baron, R.A. & Byrne, D.(2002). Social Psychology (10th ed.). New Delhi: Pearson Education.
2. Baron, R.A Byrne, D (2002), Social Psychology (7th ed) New Delhi: Pearson Education
3. Myers, D.G (1990) Social Psychology (3rd ed) New York MC Graw Hill Inc

**Semester IV: Complementary course IV:****TOTAL HOURS: 54****CREDITS : 3 WEEKLY HOURS 3****PG 1431.1 APPLIED SOCIAL PSYCHOLOGY****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

**Altruism:** Nature and definition, situational influences on altruism. Number of bystanders – time pressures – feelings – altruism and personality –religiosity –gender differences – improving altruism – socializing altruism.

**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..

**References**

1. Baron, R.A. & Byrne, D.(2002). Social Psychology (10th ed.). New Delhi: Pearson Education.
2. Baron, R.A Byrne, D (2002), Social Psychology (7th ed) New Delhi: Pearson Education
3. Myers, D.G (1990) Social Psychology (3rd ed) New York MC Graw Hill Inc

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

**Semester: I****weekly hours : 3 credit : 2****Total : 54**

**PG1131: FOUNDATIONS OF PSYCHOLOGY**

**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**

Definition – Nature - Goals of Psychology. Origins of Psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics.

Major subfields of Psychology – Applications of psychology.

### **Module 2: Perspectives in Psychology**

Biological, Psychodynamic, Behavioral, Humanistic, Cognitive, Developmental, Evolutionary and Socio cultural perspectives.

### **Module 3: Methods of Studying Behavior**

Observation method – Case study method – Survey method – Correlation method – Experimental method – Ethical issues in psychological research.

### **Module 4: Biological Bases of Behavior**

Neurons: Basic structure – Organization of the nervous system: The central nervous system - The peripheral nervous system. The brain: Structure and functions. Hormonal bases of behavior: The endocrine system.

### **Books for study:**

Baron.R.A. (2004). *Psychology*, fifth edn. New Delhi: Pearson Education.

Weiten, W (1995). *Psychology: Themes and Variations*, 3<sup>rd</sup> edn. NY: Brooks/Cole Publishing Company.

Kosslyn. S.M (2006). *Psychology in context*, 3<sup>rd</sup> edn. New Delhi: Pearson Education.

Smith. E.E, Hoeksema, S.N, Frederickson, B. & Loftus, G.R. (2003). *Atkinson & Hilgard's Introduction to Psychology*, 14<sup>th</sup> edn. Thomson Wadsworth

Mangal S.K. (2007). *Essentials of Educational Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.

**Semester: II**

**weekly hours : 3 credit : 2**

**Total Hours: 54**

## **PG 1231: BASIC PSYCHOLOGICAL PROCESSES**

### **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**

Definition – Classical conditioning: Basic principles and applications-Operant conditioning: Basic principles and applications–Observational learning: nature and principles – Cognitive 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**

Definition and nature of emotions- Biological bases of emotions–Theories of emotions: James Lange theory, Cannon Bard theory, Two factor theory and Opponent process theory – Expression of emotion.

### **Module 4: Consciousness**

Biological rhythms: Circadian rhythms, Long - term biological rhythms; individual differences in circadian rhythms-Waking states of consciousness: controlled and automatic processing, self-awareness. Dreams: basic facts, Psychodynamic, Physiological and Cognitive views– Altered states of consciousness: Hypnosis, Meditation–Consciousness altering drugs. Sleep: Basic facts – functions of sleep.

### **Books for study:**

Baron.R.A. (2004). *Psychology*, fifth edn. New Delhi: Pearson Education.

Weiten, W (1995). *Psychology:Themes and Variations*, 3<sup>rd</sup> edn.NY: Brooks/Cole Publishing Company.

Kosslyn. S.M (2006). *Psychology in context*, 3<sup>rd</sup> edn. New Delhi: Pearson Education.

Smith. E.E, Hoeksema,S.N, Frederickson, B. & Loftus, G.R. (2003). *Atkinson& Hilgard's Introduction to Psychology*, 14<sup>th</sup> edn. Thomson Wadsworth

Mangal S.K. (2007). *Essentials of Educational Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.

Semester: III

Total : 54

weekly hours : 3 credit : 2

### PG 1331: COGNITIVE PROCESSES

#### 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

Definition–Basic elements of thought: concepts, propositions and images – Reasoning: inductive reasoning and deductive reasoning, Some basic sources of error in reasoning–Decision making, emotions and decision making – Problem solving: methods of problems solving Facilitating effective problem solving, Factors interfering problem solving.

#### Module 2: Memory and Forgetting

Memory: Definition- The memory processes: encoding, storage and retrieval. Models of memory: The Atkinson & Shiffrin model – Types of memory: Working memory – Memory for factual information: episodic and semantic memory – Procedural memory.

Forgetting: Ebbinghaus curve of forgetting – Theories of forgetting: Trace-Decay theory, Encoding failure theory - interference theory-Retrieval inhibition theory-Methods to study memory: recall - recognition – relearning –Sentence verification–Neuro imaging– Strategies to improve memory.

#### Module 3: Language

Essentials of language – Language development-Foundations of language – Other ways to communicate: non-verbal communication. Sign language, Gestures, Bilingualism.

#### Module 4: Attention and Perception

**Attention:** Nature – types of attention – Factors affecting attention **Sensation:** thresholds – JND

**Perception:** Definition – Gestalt principles of perception – Perception of form, pattern or objects: figure and ground, contour-Principles of perceptual grouping: similarity, proximity, continuity, closure,

law of common fate, law of simplicity, law of pragnanz–Perception of depth or distance: monocular cues and binocular cues–Perceptual constancies: size, shape, orientation, brightness-Illusion: Types of illusions – Extra sensory perception.

**Books for study:**

Baron.R.A. (2004). *Psychology*, fifth edn. New Delhi: Pearson Education.

Weiten, W (1995). *Psychology:Themes and Variations*, 3<sup>rd</sup> edn.NY: Brooks/Cole Publishing Company.

Kosslyn. S.M (2006). *Psychology in context*, 3<sup>rd</sup> edn. New Delhi: Pearson Education.

Smith. E.E, Hoeksema, S.N, Frederickson, B. & Loftus, G.R. (2003). *Atkinson& Hilgard’s Introduction to Psychology*, 14<sup>th</sup> edn. Thomson Wadsworth

Mangal S.K. (2007). *Essentials of Educational Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.

**Semester: IV**

**PG 1431: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES**

**Total : 54**

**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: 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.

### **Module 3: Personality**

Definition-determinants of personality: biological determinants psychological determinants – social and cultural determinants - Approaches to personality: Psychoanalytic approach: Sigmund Freud, Neo-Freudians: Carl Jung's Analytic theory- Adler – Karen Horney - Sullivan. Humanistic approach: Rogers, Maslow. Trait approach: Allport – Cattell - Eysenck. The Big five factors. Cognitive-Behavioral approaches: Skinner – Bandura's social learning theory.

Assessment of personality: Observation – situational tests – questionnaires – Rating scale – interview – Projective technique.

### **Books for study:**

Baron.R.A. (2004). *Psychology*, fifth edn. New Delhi: Pearson Education.

Weiten, W (1995). *Psychology: Themes and Variations*, 3<sup>rd</sup> edn. NY: Brooks/Cole Publishing Company.

Kosslyn. S.M (2006). *Psychology in context*, 3<sup>rd</sup> edn. New Delhi: Pearson Education.

Smith. E.E, Hoeksema, S.N, Frederickson, B. & Loftus, G.R. (2003). *Atkinson & Hilgard's Introduction to Psychology*, 14<sup>th</sup> edn. Thomson Wadsworth

Mangal S.K. (2007). *Essentials of Educational Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.

### **PG1646 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.

#### **Guidelines**

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

2. The size of the sample can be limited to the minimum required to arrive at reliable conclusion.
3. The Study should focus on one dependent variable only
4. The recommended statistical procedures are univariate technique like Correlation, t-test, chi-square, and one way ANOVA. Multivariate analysis shall be avoided.
5. Project should comprise of 3 chapters
  - Chapter I introduction
  - Chapter II Method
  - Chapter III Analysis & Interpretation
6. The number of pages shall be limited to a maximum of 40 excluding reference and appendix
7. Introductory Chapter should have introduction, Review, Statement of the Problem and Need and Significance of the Study( 10-15pages)
8. Method- should have Sample, Tools, Data Collection procedure, Statistical Analysis used (10-15pages)
9. Analysis should have Results, Discussion, Conclusions, Limitations, Suggestions.  
(10-20 Pages)
10. The font shall be Time New Roman, size 12, typed in Double space
11. The Maximum font size for subtitles shall be 14.
12. The printed report should contain Acknowledgement by the candidates, Certificates signed by supervising faculty and HOD and Declaration by the candidates.