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

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### Core Courses - Psychology (14 Courses)

### Complementary I - Physiology (4 Courses)

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

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

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


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

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.


Module 4: Consciousness

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

Books for Study:


Additional Reading List:


Semester I: Complementary Course I

Total Hours : 54

(Credits 2, Weekly Hours 3)

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

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

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

Module 3: The central nervous system

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

Module 4: Cortical localization

References:
Hilgard & Atkinson, Introduction to Psychology
Kalat, J.W. Biological Psychology, CA: Wadsworth
Levinthal, C.F Introduction to Physiological Psychology, New Delhi Prentic –Hall,

Semester I: Complementary Course II
Total Hours : 54
(Credits 2, Weekly Hours 3)

ST 1131 : STATISTICAL METHODS FOR PSYCHOLOGY I

Module 1

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
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
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:
Mnemonics.

Module 3: Cognitive processes 24 Hrs

**Module 4: Motivation**

18 Hrs


**Module 5: Emotion**

18 Hrs


**Books for Study:**


**Additional Reading List:**


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

Module 2: Auditory system

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

Module 3: Gustatory system

Chemoreceptors – anatomy of taste- neural pathways – coding for taste

Module 4: Olfactory system

Receptors – coding for smell – categorizing odours

Module 5: Cutaneous senses

Neural coding for touch, pressure and temperature Kinesthetics – coding position and movement
Labyrinthine sense – semicircular canals and vestibular sacs

Module 6: Pain

References

Hilgar & Atkinson. Introduction of Psychology.
Levintha; C.F Introduction to Physiological Psychology New Delhi Prentice Hall

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

Module III
Meaning and importance of the Measure of Variability, Properties of a good measure of Variability, Range, Mean deviation, Quartile deviation, Standard deviation, Computation and use, Comparison of different measures of Variability. Relative measures of variation - Coefficient of Range, Coefficient of Quartile deviation, Coefficient of variation, computation and use, when to use various measures of variability.
Module IV
Moments-raw and central moments- Basic concepts and definition, Skewness- Definition

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
Semester III: Foundation Course II

Total Hours: 72

(Credits 3, Weekly Hours 4)

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

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

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,

Essential Reading

Technology in Action, Pearson

V. Rajaraman, Introduction to Information Technology, Prentice Hall


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

Additional References

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

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

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

Barbara Wilson, Information Technology: The Basics, Thomson Learning


**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](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://ezinearticles.com/?Understanding-The-Operation-Of-Mobile-Phone-Networks&id=68259)

**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

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


Module 3: Personality

Concept of personality.


Module 4: Psychological assessment

Psychological testing. Reliability and validity. Assessment of intelligence (individual and group tests, verbal and non-verbal), personality (objective and projective), aptitude, and interest.

Note: It is not intended to cover all the theoretical aspects of various intelligence and
personality theories. Only the major concepts, terms and approaches specified in the syllabus need to be familiarized with. At the completion of the first three core courses, the student is expected to develop a clear understanding of the scientific nature of psychology. At the same time, the student should understand the relevance and application value of psychology as a social science.

**Books for Study:**


**Additional Reading List:**


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

Module 4: Physiological basis of sexual behavior

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

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

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.
Attribution Theories: Correspondent inference, Kelley’s theory, Attribution errors.
Applications in understanding depression and prejudice.
Impression formation/impression management – tactics

Module 3: Social Cognition 13 hrs


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

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

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 student.

Attention: Span, division, distraction, set
Visual acuity, Snellen 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 student is required to conduct a minimum of 8 experiments and submit the record of experiments for evaluation at the end of the semester (Demonstration experiments need not be reported)

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

For internal evaluation purpose, activity based assignments that help the students learn from real life situations can be used. (Eg. Assignment on the systematic observation of child 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.

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

Module 2: Clinical Aspects of Emotion
Emotion breakdown – Visceral breakdown – Teaching the body to deal with stress-
Cognitive breakdown – affective disorders.

Module 3: Physiology of Learning

Module 4: Physiology of Memory
Consolidation – Anatomical sites- Arousal hypothesis- Paradoxical sleep- Chemical basis- LTM- Retrograde amnesia in humans- Memory in brain damaged humans- Retrieval theory Weak Storage theory – Forgetting.
References

Kalat, J.W. Biological Psychology CA: Wadsworth

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


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


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


Module 2: Groups


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

Module 3: Pro-social Behaviour


Module 4: Aggression


Module 5: Environmental and Social issues


Activity based assignments:

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

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

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

Books for study

Semester V; Core Course VIII

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

Module 3: Job Satisfaction
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

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
Higher Ed.

References:
Williams & Wilkins.
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 situations can be used (Eg. Assignment on the systematic observation of child behavior / some social behavior) in such a case, report/presentation of the same can be
evaluated. It desirable to conduct study tour and submit report.

References.

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.
Semester VI: Core Course XII

Total Hours: 90

(Credits 4 Weekly Hours 5)

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.

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 though, concrete operations – conservation, formal operations.

Module 6: Socio-Emotional Development 12 hrs
Attachment and love-Theories of attachment, care giving and attachment

Book for study
References

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

**Module 2: Leadership** 12 hrs

**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

Module 6: Organizational Development  12 hrs

References

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**

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**

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

**Module 5**

Clinical features of Personality disorders: Characteristics and types

**Module 6**


**Books for study**


**Reference:**

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

Module 2: Perception, Consciousness 8 hrs

Module 3: Learning Memory 10 hrs

Module 4: Motivation, Emotion, Stress 10 hrs

Module 5: Intelligence, Personality, Testing

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

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:


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


**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**


**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

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

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)

WHO handbook for Life Skills Education in schools.


Semester V: Open Course Total Hours : 54

(Credits 2, Weekly Hours 3)

PG 1551.5 SPORTS PSYCHOLOGY

Objectives

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

Module 1: Introduction to Sports Psychology 6 hrs

theories.

**Module 2: The Socio – Psychological Nature of Sports and Games** 10 hrs

The Nature Of Games: Competitive Games, Games of chance, Games of Pretense and Games of Vertigo.


**Module 3: Motivation and Self Confidence in Sports** 10 hrs


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.


Team Approach to Setting Goals

**Module 5: Arousal, Stress and Anxiety in Sports** 10 hrs

Introduction – Definition: Arousal , Stress and Anxiety

The Relationship among Arousal, Anxiety and Athletic Performance


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

References

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
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
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
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:

References:

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

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

Module 2

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

Module 3


Module 4


Module 5

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

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

Book for study

Reference:

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 Classroom Assessment** 11 hrs
The nature of standardized tests, Aptitude and Achievement tests, The teacher's roles in testing, The classroom as an assessment context, Traditional tests, Alternative assessments, Grading and reporting performance.

**References**
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
Semester VI : Elective Course

Total Hours 54

(Credits 2, Weekly Hours 3)

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 Dostoevky
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. Portaryal 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**


**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 disorders anorexia,
bulimia – Exercise, Sports, Sleep, Stress and coping.

**Module 3: Socio-emotional Processes**

16 hrs


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


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

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

Module 6: Problem Behaviors

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


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 rentention and recall

Module 4: Motivation and emotions 10 hrs

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. Kuppuswamy : Elements of Ancient Indian Psychology. Delhi: Konark Publishers Ltd
K. Ramakrishna Rao (Ed) Handbook of Indian Psychology. Delhi Foundation Books.
Dr. Sundaran. Manorogachikilsa Ayurvedathil.

Semester VI: Elective Course Total Hours: 54
(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)

*WHO handbook for Life Skills Education in schools.*


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


**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**

**Semester VI: Elective Course**

Total Hours : 54

(Credits 2, Weekly Hours 3)

**PG 1661.6 SPORTS PSYCHOLOGY**

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

**Module 1: Introduction to Sports Psychology** 6 hrs

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

**Module 3: Motivation and Self Confidence in Sports**  
10 hrs


Gender and Self Confidence.

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


Team Approach to Setting Goals

**Module 5: Arousal, Stress and Anxiety in Sports**  
10 hrs

Introduction – Definition: Arousal, Stress and Anxiety

The Relationship among Arousal, Anxiety and Athletic Performance


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


**References**


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
Why advertising?

Module 2: Planning and campaigns

Module 3: Psychological Factors in Advertising
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
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.
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 provides students who wish to take up media as their career with basic insights 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 – Diffusion 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:**


**References:**

**Semester VI : Elective Course**

<table>
<thead>
<tr>
<th>Module 1</th>
<th>6 hrs</th>
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<tbody>
<tr>
<td>Educational psychology-meaning and definition, nature, scope and functions. Human growth and development – Maturational and learning.</td>
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<table>
<thead>
<tr>
<th>Module 2</th>
<th>10 hrs</th>
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<tr>
<td>Cognitive development and learning – Theories of Piaget, Vygotsky, Gardener – educational implications.</td>
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<tr>
<th>Module 3</th>
<th>10 hrs</th>
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<tr>
<td>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</td>
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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**


**References:**


Private limited.

Publishers.

Co.

Ltd.
Semester VI: Elective Course       Total Hours: 54
(credits 2, Weekly Hours 3)

PG 1661.11  CHILD DEVELOPMENT

Objectives

• To equip students with the knowledge of human development and developmental process along with the theories
• To provide students 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
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:

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 understand and explain behavior in social settings
• To enable the student to explain the psychological aspects of various social and group
  phenomena.

Module I  10 hrs
Social behavior: social psychology – working definition – Factors influencing social
interaction- methods of social psychology, socialization process
Module II  
10 hrs

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

Module III  
10 hrs


Module IV  
12 hrs

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

Module V  
12 hrs

*Interpersonal relations*; Friendship and love – evaluating strategies, physical proximity, and emotional state need to affiliate – familiarity – attractiveness – similarity and reciprocity. Need for belongingness, attachment, troubled relationships, loneliness and situational influences

**References**

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

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

Module II

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

Module III

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

Module IV

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

Module V

References

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 of social development
- To make aware of the coping behaviour of individuals in social situations

Module I

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

Module II

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

Module III

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

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


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


**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
Major subfields of Psychology – Applications of psychology.

Module 2: Perspectives in Psychology
Biological, Psychodynamic, Behavioral, Humanistic, Cognitive, Developmental, Evolutionary and Sociocultural perspectives.

Module 3: Methods of Studying Behavior

Module 4: Biological Bases of Behavior

Books for study:

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

Module 2: Motivation
Definition – theories of motivation: instinct theory, drive theory, arousal theory, expectancy theory, goal setting theory, needs hierarchy theory. Classification of motives: Biological and Psychosocial – Achievement motivation.

Module 3: Emotions

Module 4: Consciousness

Books for study:
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

Module 2: Memory and Forgetting


Module 3: Language

Module 4: Attention and Perception
Perception: Definition – Gestalt principles of perception – Perception of form, pattern or objects: figure and ground, contour-Principles of perceptual grouping: similarity, proximity, continuity, closure,

Books for study:

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

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**


**Books for study:**


**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 (10-15 pages)

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

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.