

MAHATMA GANDHI UNIVERSITY

**CBCSCURRICULUM AND SYLLABI FOR
UNDER GRADUATE COURSE IN**

**PSYCHOLOGY
(Model I)**

Semester and Credit Curriculum and Syllabi

For

B. Sc.PSYCHOLOGY

Proposed by the Board of Studies Members:

Dr. Immanuel Thomas (Chairperson)

Dr. Malini R.

Fr. Johnson Joseph

Dr. Seena M.Mathai

Dr. NeelimaRanjith

Ms. SynaSoosan Abraham

Dr. VidhyaRavindranadan

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REGULATIONS FOR UNDER GRADUATE PROGRAMMES UNDER CHOICE BASED CREDIT SYSTEM 2016

Preamble

Mahatma Gandhi University introduced Choice Based Credit and Semester and Grading System in colleges affiliated to the University from the Academic Year 2009-10, under **Direct Grading System**. Subsequently, the Kerala State Higher Education Council constituted a committee of experts headed by Prof. B Hridayakumari, to study and make recommendations for the improvement of the working of the Choice Based Credit and Semester System in colleges affiliated to the Universities in the State. The State Government accepted the recommendations of the Committee and the Syndicate and the Academic Council of the Mahatma Gandhi University has resolved to reform the existing CBCSS regulations. Accordingly Regulations for Under Graduate Programmes under Choice Based Course-Credit-Semester System and Grading, 2013, was introduced in the University from the Academic year 2013-14 onwards, under Indirect Grading System. The University Grants Commission, in order to facilitate student mobility across institutions within and across countries and also to enable potential employers to assess the performance of students, insisted to introduce uniform grading system in the Universities. The Academic Council of the Mahatma Gandhi University at its meeting held on 23rd May 2015 resolved to introduce the UGC Guidelines for Choice Based Credit System from the Academic Year 2016-17 onwards and the Syndicate of the University at its meeting held on 1st August 2015 approved the resolution of the Academic Council. Hence it becomes necessary to modify the existing CBCSS regulation as follows.

1. TITLE

- 1.1. These regulations shall be called “**REGULATIONS FOR UNDER GRADUATE PROGRAMMES UNDER CHOICE BASED CREDIT SYSTEM 2016**”.

2. SCOPE

- 2.1 Applicable to all regular Under Graduate Programmes conducted by the University with effect from 2016 admissions, except for Professional and B.Voc.programmes. Also applicable to Distance/Private Undergraduate Programmes with suitable modifications. Under Graduate Programmes in Management Studies are included as non-professional programmes provided that the existing CBCSS Regulations 2013

shall be applicable to students who were admitted prior to the commencement of these Regulations and who are continuing their studies.

- 2.2 Examinations of the courses being run under the Distance/Private registration scheme shall be conducted annually.
- 2.3 The provisions herein supersede all the existing regulations for the Regular/Distance/Private Undergraduate programmes to the extent herein prescribed.

3. DEFINITIONS

- 3.1. '**Academic Week**' is a unit of five working days in which the distribution of work is organized from day one to day five, with five contact hours of one hour duration on each day.
- 3.2. '**Choice Based Course**' means a course that enables the students to familiarize the advanced areas of core course.
- 3.3. '**College Coordinator**' is a teacher nominated by the College Council to co-ordinate the continuous evaluation undertaken by various departments within the college. He/she shall be nominated to the college level monitoring committee.
- 3.4. '**Common Course I**' means a course that comes under the category of courses for English and Environmental Studies & Human Rights and '**Common Course II**' means additional language.
- 3.5. '**Complementary Course**' means a course which would enrich the study of core courses.
- 3.6. '**Core course**' means a course in the subject of specialization within a degree programme.
- 3.7. '**Course**' comprises 'Paper(s)' which will be taught and evaluated within a programme.
- 3.8. '**Credit**' is the numerical value assigned to a paper according to the relative importance of the syllabus of the programme.
- 3.9. '**Department**' means any teaching department in a college.
- 3.10. '**Department Coordinator**' is a teacher nominated by a Department Council to co-ordinate the continuous evaluation undertaken in that department.
- 3.11. '**Department Council**' means the body of all teachers of a department in a college.
- 3.12. '**Faculty Advisor**' means a teacher from the parent department nominated by the Department Council, who will advise the student on academic matters.
- 3.13. '**Generic Elective (GE)**' means an elective paper chosen from any discipline/ subject, in an advanced area.
- 3.14. '**Grace Marks**' shall be awarded to candidates as per the University Orders issued from time to time.
- 3.15. '**Grade**' means a letter symbol (A, B, C, etc.), which indicates the broad level of performance of a student in a Paper/Course/ Semester/Programme.
- 3.16. '**Grade Point**' (GP) is the numerical indicator of the percentage of marks awarded to a student in a paper.

- 3.17. '**Institutional Average (IA)**' means average mark secured (Internal + external) for a paper at the college level.
- 3.18. '**Paper**' means a complete unit of learning which will be taught and evaluated within a semester.
- 3.19. '**Parent Department**' means the department which offers core course/courses within an undergraduate programme.
- 3.20. '**Programme**' means a three year programme of study and examinations spread over six semesters, the successful completion of which would lead to the award of a degree.
- 3.21. '**Semester**' means a term consisting of **90** working days, inclusive of tutorials, examination days and other academic activities within a period of six months.
- 3.22. '**University Average (UA)**' means average mark secured (Internal + external) for a paper at the University level.
- 3.23. '**Vocational Course (Skill Enhancement Course)**' means a course that enables the students to enhance their practical skills and ability to pursue a vocation in their subject of specialization.
- 3.24. Words and expressions used and not defined in this regulation shall have the same meaning assigned to them in the Act and Statutes of the University.

4. ELIGIBILITY FOR ADMISSION AND RESERVATION OF SEATS

- 4.1 Eligibility for admission, norms for admission and reservation of seats for various Undergraduate Programmes shall be according to the regulations framed/orders issued by the University in this regard, from time to time.
- 4.2 Students can opt for any one of the **Generic Elective Papers** offered by different departments of the college in fifth semester (subject to the availability of vacancy in the concerned discipline). If the number of applications exceeds the number of vacancies for a particular Generic elective paper, priority will be given to the students from the parent department (core subject). Selection of students in the generic elective paper will be done in the college based on merit and interest of the students.

5. DURATION

- 5.1 The duration of U.G. programmes shall be **6 semesters**.
- 5.2 There shall be two Semesters in an academic year, the 'ODD' semester commences in June and on completion, the 'EVEN' Semester commences after a semester-break of three days with two months vacation during April and May. (The commencement of first semester may be delayed owing to the finalization of the admission processes.)
- 5.3 A student may be permitted to complete the Programme, on valid reasons, within a period of 12 continuous semesters from the date of commencement of the first semester of the programme.

6. REGISTRATION

- 6.1. The strength of students for each programme shall be as per the existing orders, as approved by the University.

- 6.2. The college shall send a list of students registered for each programme in each semester giving the details of courses registered including repeat courses to the University in the prescribed form within **20** days from the commencement of the Semester.
- 6.3. Those students who possess the required minimum attendance during an academic year/semester and could not register for the semester examination are permitted to apply for Notional Registration to the examinations concerned enabling them to get promoted to the next class.

7. SCHEME AND SYLLABUS

- 7.1. The U.G. programmes shall include **(a)** Common Courses I and II, **(b)** Core Course(s), **(c)** Complementary/Vocational Courses, and **(d)** Generic Elective Course (GE).
- 7.2. There shall be one Generic Elective paper in the fifth semester with a choice of one out of three elective papers from any programme or from the Physical Education department.
- 7.3. There shall be one Choice Based paper in the sixth semester with a choice of one out of three elective papers.
- 7.4. Credit Transfer and Accumulation system can be adopted in the programme. Transfer of Credit consists of acknowledging, recognizing and accepting credits by an institution for programmes or courses completed at another institution. The Credit Transfer Scheme shall allow students pursuing a programme in one University to continue their education in another University without break.
- 7.5. A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 40% are required for a pass for a paper. For a pass in a programme, a separate minimum of **Grade D** is required for all the individual papers. If a candidate secures **F Grade** for any one of the paper offered in a Semester/Programme, **only F grade** will be awarded for that Semester/Programme until he/she improves this to **D Grade** or above within the permitted period. (See Clause 5.3)
- 7.6. Students who complete the programme with 'D' grade in the "Regulations for Under Graduate Programmes under Choice Based Credit System 2016" will have one betterment chance within 12 months, immediately after the publication of the result of the whole programme.
- 7.7. Students discontinued from previous regulations, CBCSS 2013, can pursue their studies in "Regulations for Under Graduate Programmes under Choice Based Credit System 2016" after obtaining readmission. These students have to complete the programme as per "Regulations for Under Graduate Programmes under Choice Based Credit System 2016".
- 7.8. Practical examinations will be conducted only at the end of even semesters for all programmes. Special sanction shall be given for those programmes which need to conduct practical examinations at end of odd semesters.

8. PROGRAMME STRUCTURE

Modell B.Sc. Psychology

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	22
d	Credits required from Common Course II	16
e	Credits required from Core course and Complementary courses including Project	79
f	Open course	3
g	Minimum attendance required	75%

9. EXAMINATIONS.

9.1 The evaluation of each paper shall contain two parts:

- (i) Internal or In-Semester Assessment (ISA)
- (ii) External or End-Semester Assessment (ESA)

9.2. The internal to external assessment ratio shall be 1:4. There shall be a maximum of **20** marks for internal evaluation and a maximum of 80 marks for external evaluation. Both internal and external marks are to be mathematically rounded to the nearest integer. For all papers (theory & practical), grades are given **on a 10-point scale** based on the total percentage of marks, **(ISA+ESA)** as given below:-

Percentage of Marks	Grade	Grade Point
95 and above	S Outstanding	10
85 to below 95	A ⁺ Excellent	9
75 to below 85	A Very Good	8
65 to below 75	B ⁺ Good	7
55 to below 65	B Above Average	6
45 to below 55	C Satisfactory	5
40 to below 45	D Pass	4
Below 40	F Failure	0
	Ab Absent	0

10. CREDIT POINT AND CREDIT POINT AVERAGE

Credit Point (CP) of a paper is calculated using the formula:-

$$CP = C \times GP, \text{ where } C \text{ is the Credit and } GP \text{ is the Grade point}$$

Semester Grade Point Average (SGPA) of a Semester is calculated using the formula:-

$SGPA = TCP/TC$, where TCP is the Total Credit Point of that semester, ie, $\sum_1^n CPI$;
 TC is the Total Credit of that semester, ie, $\sum_1^n Ci$, where n is the number of papers in that semester

Cumulative Grade Point Average (CGPA) is calculated using the formula:-

$CGPA = TCP/TC$, where TCP is the Total Credit Point of that programme, ie, $\sum_1^n CPI$;
 TC is the Total Credit of that programme, ie, $\sum_1^n Ci$, where n is the number of papers in that programme

Grade Point Average (GPA) of a Course (Common Course I, Common Course II, Complementary Course I, Complementary Course II, Vocational course, Core Course) is calculated using the formula:-

$GPA = TCP/TC$, where TCP is the Total Credit Point of course, ie, $\sum_1^n CPI$;
 TC is the Total Credit of that course, ie, $\sum_1^n Ci$, Where n is the number of papers in that course.

Grades for the different courses, semesters and overall programme are given based on the corresponding CPA as shown below:

GPA	Grade
9.5 and above	S Outstanding
8.5 to below 9.5	A+ Excellent
7.5 to below 8.5	A Very Good
6.5 to below 7.5	B+ Good
5.5 to below 6.5	B Above Average
4.5 to below 5.5	C Satisfactory
4.0 to below 4.5	D Pass
Below 4.0	F Failure

11. MARKS DISTRIBUTION FOR EXTERNAL EXAMINATION AND INTERNAL EVALUATION

The external theory examination of all semesters shall be conducted by the University at the end of each semester. Internal evaluation is to be done by continuous assessment. For all papers (theory and practical) total marks of external examination is 80 and total marks of internal evaluation is 20.

Marks distribution for external and internal assessments and the components for internal evaluation with their marks are shown below:

11.1 For all theory papers

- a) Marks of external Examination : 80
 b) Marks of internal evaluation : 20

All the three components of the internal assessment are mandatory.

Components of Internal Evaluation of theory	Marks
Attendance	5
Assignment /Seminar/Viva	5
Test paper(s) (1 or 2) (1x10=10; 2x5=10)	10
Total	20

11.2 For all practical papersa) **Marks of external Examination : 80**b) **Marks of internal evaluation : 20**

All the four components of the internal assessment are mandatory.

Components Internal evaluation of Practical	Marks
Attendance	5
Test paper	5
Record*	5
Lab involvement	5
Total	20

*Marks awarded for Record should be related to number of experiments recorded and duly signed by the concerned teacher in charge.

11.3 For projectsa) **Marks of external Examination : 80**b) **Marks of internal evaluation : 20**

Components of External Evaluation of Project	Marks
Dissertation (External)	50
Viva-Voce (External)	30
Total	80

All the four components of the internal assessment are mandatory.

Components Internal Evaluation of project	Marks
Punctuality	5
Experimentation/Data collection	5
Knowledge	5
Report	5
Total	20

Attendance Evaluation**For all papers**

% of attendance	Marks
90 and above	5
85 – 89	4
80-84	3
76-79	2
75	1

(Decimals are to be rounded to the next higher whole number)

13. ASSIGNMENTSAssignments are to be done from 1st to 4th Semesters. At least one assignment should be done in each semester for all papers.

14. SEMINAR/VIVA

A student shall present a seminar in the 5th semester for each paper and appear for Viva-voce in the 6th semester for each paper.

15. INTERNAL ASSESSMENT TEST PAPERS

At least one internal test-paper is to be attended in each semester for each paper. The evaluations of all components are to be published and are to be acknowledged by the candidates. All documents of internal assessments are to be kept in the college for two years and shall be made available for verification by the University. The responsibility of evaluating the internal assessment is vested on the teacher(s), who teach the paper.

15.1 Grievance Redressal Mechanism

Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the marks. In order to address the grievance of students, a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

Level 1: Department Level: The Department cell chaired by the HOD, Department Coordinator, Faculty Advisor and Teacher in-charge as members.

Level 2: College level: A committee with the Principal as Chairman, College Coordinator, HOD of concerned Department and Department Coordinator as members.

Level 3: University Level: A Committee constituted by the Vice-Chancellor as Chairman, Pro-Vice-Chancellor, Convener - Syndicate Standing Committee on Students Discipline and Welfare, Chairman- Board of Examinations as members and the Controller of Examination as member-secretary.

15.2 The College Council shall nominate a Senior Teacher as coordinator of internal evaluations. This coordinator shall make arrangements for giving awareness of the internal evaluation components to students immediately after commencement of I semester

15.3 The internal evaluation marks/grades in the prescribed format should reach the University before the 4th week of October and March in every academic year.

16. External Examination

The external theory examination of all semesters shall be conducted by the University at the end of each semester.

16.1 Students having a minimum of 75% average attendance for all the courses only can register for the examination. Condonation of shortage of attendance to a maximum of 10 days in a semester subject to a maximum of 2 times during the whole period of the programme may be granted by the University on valid grounds. This condonation shall not be counted for internal assessment. Benefit of attendance may be granted to students attending University/College union/Co-curricular activities by treating them as present for the days of absence, on production of participation/attendance certificates, within one week, from competent authorities and endorsed by the Head of the institution. This is limited to a maximum of 10 days per semester and this benefit shall be considered for internal assessment also. Those students who are not eligible

even with condonation of shortage of attendance shall repeat the **semester** along with the next batch after obtaining readmission.

- 16.2** All students are to do a **project in the area of core course**. This project can be done individually or in groups (not more than five students) for all subjects which may be carried out in or outside the campus. Special sanction shall be obtained from the Vice-Chancellor to those **new generation programmes** and programmes on **performing arts** where students have to take projects which involve larger groups. The projects are to be identified during the II semester of the programme with the help of the supervising teacher. The report of the project in duplicate is to be submitted to the department at the sixth semester and are to be produced before the examiners appointed by the University. External Project evaluation and Viva / Presentation is compulsory for all subjects and will be conducted at the end of the programme.
- 16.3** There will be no supplementary exams. For reappearance/ improvement, the students can appear along with the next batch.
- 16.4** A student who registers his/her name for the external exam for a semester will be eligible for promotion to the next semester.
- 16.5** A student who has completed the entire curriculum requirement, but could not register for the Semester examination can register notionally, for getting eligibility for promotion to the next semester.
- 16.6** A candidate who has not secured minimum marks/credits in internal examinations can re-do the same registering along with the University examination for the same semester, subsequently.
- 17.** All programmes, courses and papers shall have unique alphanumeric code. Each teacher working in affiliated institutions shall have a unique identification number and this number is to be attached with the codes of the courses for which he/she can perform examination duty.

18. PATTERN OF QUESTIONS

Questions shall be set to assess knowledge acquired, standard and application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. She/he shall also submit a detailed scheme of evaluation along with the question paper.

A question paper shall be a judicious mix of very short answer type, short answer type, short essay type /problem solving type and long essay type questions.

Pattern of questions for external examination for theory paper

Pattern	Marks	Choice of questions	Total marks
Short Answer	2	9/12	18
Paragraph answer	4	6/9	24
Problem/ Short Essay	6	3/5	18
Long Essay	10	2/4	20
		20/30	80

Each BOS shall specify the length of the answers in terms of number of words. Pattern of questions for external examination of practical papers will be decided by the concerned Board of Studies/Expert Committees.

19. MARK CUM GRADE CARD

The University under its seal shall issue to the students a MARK CUM GRADE CARD on completion of each semester, which shall contain the following information:

- (a) Name of the University
- (b) Name of the College
- (c) Title & Model of the Undergraduate Programme
- (d) Name of the Semester
- (e) Name and Register Number of the student
- (f) Date of publication of result
- (g) Code, Title, Credits and Maximum Marks (Internal, External & Total) of each paper opted in the semester.
- (h) Internal, External and Total Marks awarded, Grade, Grade point and Credit point in each paper opted in the semester
- (i) Institutional average (IA) of the marks of all papers and University Average (UA) of the marks of all papers.
- (j) The total credits, total marks (Maximum & Awarded) and total credit points in the semester
- (k) Semester Grade Point Average (SGPA) and corresponding Grade.
- (l) Cumulative Grade Point Average (CGPA), GPA corresponding to Common Courses I and II, Core Course, Complementary Courses, Vocational Courses and Generic Elective paper.
- (m) The final Mark cum Grade Card issued at the end of the final semester shall contain the details of all papers taken during the final semester examination and shall include the final Grade/Marks(SGPA) scored by the candidate from 1st to 5th semesters, and the overall Grade/Marks for the total programme.

- 20.** There shall be **3 level monitoring** committees for the successful conduct of the scheme. They are -

1. Department Level Monitoring Committee (DLMC), comprising HOD and two senior-most teachers as members.
2. College Level Monitoring Committee (CLMC), comprising Principal, College Council secretary and A.O/Superintendent as members.
3. University Level Monitoring Committee (ULMC), headed by the Vice-Chancellor, Pro-Vice-Chancellor, Conveners of Syndicate Standing Committee on Examination, Academic Affairs and Registrar as members and the Controller of Examinations as member-secretary.

21. TRANSITORY PROVISION

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of one year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

22. The Vice Chancellor is authorized to make necessary criteria for eligibility for higher education in the grading scheme, if necessary, in consultation with other Universities. The Vice Chancellor is also authorized to issue orders for the perfect realization of the Regulations.

COURSES OFFERED UNDER THE B.Sc. PSYCHOLOGY PROGRAMME

Psy1 C1	Basic Psychological Processes (Core)
Psy1 S1	Biological Basis of Behaviour I- Paper I (Complementary I)
Psy1 S2	Basic Statistics- Paper I (Complementary II)
Psy2 C2	Basic Cognitive Processes (Core)
Psy2 S3	Biological Basis of Behaviour II-Paper II (Complementary I)
Psy2 S4	Statistical Tools- Paper II (Complementary II)
Psy3 C3	Living in the Social World (Core)
Psy3 S5	Neurophysiology of Behaviour I- Paper III(Complementary I)
Psy3 S6	Statistical Methods and Elementary Probability- Paper III (Complementary II)
Psy4 C4	Individual in Society (Core)
Psy4 S7	Neurophysiology of Behaviour II- Paper IV(Complementary I)
Psy4 S8	Statistical Inference- Paper IV(Complementary-II)
Psy5 C5	Abnormal Behaviour (Core)
Psy5C6	Fundamentals of Psychological Testing and Research (Core)
Psy5 C7	Foundations of Organizational Behaviour (Core)
Psy5 C8	Theory and Practice of Counselling (Core)

Generic Electives (Any 1 course to be chosen)

Psy5 GE1	Psychology of Adolescence
Psy5 GE2	School Psychology
Psy5 GE3	Sports Psychology
Psy5 P1	Experimental Psychology (Practical)
Psy5 Pr1	Experiential learning Project
	Study tour (visits to nationally reputed institutions)
Psy6 C9	Psychology of Maladaptive Behaviour (Core)
Psy6 C10	Child Development (Core)
Psy6 C11	Managing Behaviour in Organization (Core)

Choice-based course (Any one to be chosen)

Psy6 E1	Life Skills Development
Psy6 E2	Human Resource Development
Psy6 E3	Health Psychology
Psy6 P2	Psychological Assessment (Practical)
Psy6 Pr2	Research Project

B. Sc Psychology Credit-Semester Course Scheme

Semester	Common/Core/Complementary/Elective Courses	Course Code	Credits	Hours
Semester I	Common Course I- Paper I (English)		4	4
	Common Course I- Paper II (English)		3	4
	Common Course II- Paper I (Additional Language)		4	5
	Basic Psychological Processes (Core)	Psy1C1	4	7
	Biological Basis of Behavior I- Paper I (Complementary I)	Psy1 S1	2	3
	Basic Statistics- Paper I (Complementary II)	Psy1 S2	2	2
Semester II	Common Course I- Paper III (English)		4	4
	Common Course I- Paper IV (English)		3	4
	Common Course II- Paper II (Additional Language)		4	5
	Basic Cognitive Processes (Core)	Psy2 C2	4	7
	Biological Basis of Behaviour II- Paper II (Complementary I)	Psy2 S3	2	3
	Statistical Tools– Paper II (Complementary II)	Psy2 S4	2	2
Semester III	Common Course I- Paper V (English)		4	6
	Common Course II- Paper III (Additional Language)		4	5
	Living in the Social World (Core)	Psy3 C3	4	7
	Neurophysiology of Behaviour I- Paper III (Complementary I)	Psy3 S5	2	2
	Statistical Methods and Elementary Probability- Paper III (Complementary II)	Psy3 S6	2	3
	Practical		Nil	2
Semester IV	Common Course I- Paper VI (English)		4	6
	Common Course II- Paper IV (Additional Language)		4	5
	Individual in Society (Core)	Psy4 C4	4	7
	Neurophysiology of Behaviour II- Paper IV (Complementary I)	Psy4 S7	2	2
	Statistical Inference- Paper IV (Complementary II)	Psy4 S8	2	3
	Practical		Nil	2
Semester V	Abnormal Psychology (Core)	Psy5 C5	4	3
	Fundamentals of Psychological Testing and Research (Core)	Psy5 C6	4	3
	Foundations of Organizational Behavior (Core)	Psy5 C7	4	3
	Theory and Practice of Counselling	Psy5 C8	4	3
	Generic electives (Any one)			
	1. Psychology of Adolescence	Psy5 GE1	3	3
	2. School Psychology	Psy5 GE2		
	3. Sports Psychology	Psy5 GE3		
Practical Experimental Psychology	Psy5 P1	4	8	

	Project 1	Psy5 Pr1	4	2
Semester	Common/Core/Complementary/Elective Courses	Course Code	Credits	Hours
Semester VI	Psychology of Maladaptive Behaviour (Core)	Psy6 C9	4	4
	Child Development (Core)	Psy6 C10	4	4
	Managing Behavior in Organizations (Core)	Psy6 C11	4	4
	Choice-based course (Any one)			
	1. Life Skills Development	Psy6 E1	3	3
	2. Human Resource Development	Psy6 E2		
	3. Health Psychology	Psy6 E3		
	Practical Psychological Assessment	Psy6 P2	4	8
	Project 2	Psy6 Pr2	4	2
	TOTAL		120	150

Expansion of the codes given to courses

Psy	Psychology
1,2,3,4,5,6	Semester numbers
S	Complementary courses
C	Core courses
GE	Generic Elective courses
P	Practical
Pr	Project

PSY1 C1 BASIC PSYCHOLOGICAL PROCESSES

Objectives:

- To generate interest in psychology
- To understand the basics of various perspectives in psychology
- To appreciate the psychological processes behind behaviour
- To develop critical thinking ability of students

Module 1: Perspectives in Psychology

What is Psychology? A working definition.

Origin of Psychology. Philosophical origin: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origin: Darwin, Genetics.

Perspectives in Psychology – Early perspectives: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Psychoanalysis.

Modern Perspectives: Biological, Psychodynamic, Behaviouristic, Humanistic, Cognitive, Evolutionary, Socio-cultural. Branches of Psychology.

Critical thinking: Pseudo-psychology – palmistry, astrology, graphology, Ouija board etc.

References:

Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology*, South Asianed. New Delhi: Pearson, Ch. 1.

Baron, R.A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 1.

Module 2: The Science of Psychology

Psychology as a science. Goals of scientific enterprise. Steps in scientific investigation.

Methods of Psychology: Naturalistic observation, case study, survey, co relational studies.

Experimental method: Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control – placebo effect, experimental effect, double blind procedure, lab and field experiment.

Critical thinking.

References:

Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology*, South Asianed. New Delhi: Pearson, Ch. 1.

Baron, R.A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 1.

Module 3: Sensation, Attention and Perception

Sensation: Psychophysics; Absolute threshold. JND. Perceptual defense. Subliminal perception.

Attention – factors affecting attention – subjective and objective factors. Phenomena associated with attention – set in attention, span of attention, division of attention, distraction of attention.

Perception: Top-down Vs. Bottom-up processes, Perceptual organization: Gestalt principles.

Depth perception: monocular and binocular cues. Perceptual constancies. And Illusions of different types, Colour perception – colour theories (in brief). Perceptual styles, Habituation,

Critical thinking: Extra sensory perception, enhancing perceptual accuracy.

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Baron, R.A., & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 3.

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Module 4: Consciousness

States of mind: Nature of consciousness.

Changes in consciousness: dream and sleep. Stages of sleep.

Altered states: Hypnosis, meditation, drug induced states. (Applications)

Critical thinking: Hypnosis: facts and myths

References:

- Baron, R.A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 3.
- Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 3.
- Coon, D. (1998). *Introduction to psychology: Exploration and application*. USA: Brooks/Cole Publishing Co., Ch. 8.

Module 5: Personality

Concept of personality. Determinants of personality – biological, cultural, social & situational.

Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, somatotypes. Modern theories (In brief).

Psychoanalytic approach. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development. Neo Freudian Approaches- Jung, Adler, Horney. (In Brief)

Trait theories- Allport, Cattell, Big Five (In Brief) Eysenck (In Brief).

Humanistic theories – Rogers, Maslow, Self – self concept, self efficacy, self control, self regulation. Assessment of Personality: Self reports – questionnaires, inventories, interviews, projective tests.

References

- Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2011). *Social Psychology*, 12thed. New Delhi : Pearson Education, Ch. 4
- Baron, R.A., & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 12.
- Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 12.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspects of behavior. Discuss how behavior is learned and shaped.

For additional reading:

- Bootzin, R., & Bower, G.H. (1991). *Psychology today-An Introduction*, 7thed. New York: McGraw Hill Inc.
- Kuppuswamy, B. (1990). *Elements of Ancient Indian psychology*, 3rd Ed. New Delhi: Konark Publishers Pvt. Ltd.

Lee, J. A. (2010) *The Scientific Endeavour*. New Delhi. Pearson

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

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

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

Psy1 S1 BIOLOGICAL BASIS OF BEHAVIOUR I

Objective:

To understand the biological foundations of behaviour

Module 1: Introduction

Physiological psychology and neuroscience. Where is the mind? Brain imaging.

Module 2: Sensory processing

Visual System- Anatomy of the eye, Nervous connections of the eye- optic nerve, lateral geniculate nucleus, Superior colliculus, Visual cortex.

Auditory system- Anatomy of the Auditory system, Nervous connections of the ear, pathway- Organ of Corti, Ventral cochlear nucleus, inferior colliculus, medial geniculate body, auditory cortex.

Module 3: Cardiovascular System

Structure of the human heart and its working (mention also the SA node, AVnode & Purkinje System); Structure of arteries, veins, and capillaries, pulmonary and systemic circulation. Blood, a fluid connective tissue; components (Plasma, RBC, WBC and platelets).

Module 4: Emotionality

Physiological basis for emotionality. Hypothalamus and limbic system in emotionality.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day functioning of human body.

References:

- Ahluwalia, K. B. (1994) *Genetics*. 4th Print, Wiley Eastern Ltd.
- Gardner; Eldon J. S, Michael J.S., & Peter; *Principles of Genetics* (4th ed. Wiley Eastern Ltd.
- Guyton, A. *Medical Physiology* (8th ed.), W. B. Saunders' Co.
- Leukal, F. (1985). *An Introduction to Physiological Psychology*. (1sted.). New Delhi: CBS Publishers and Distributors.
- Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rd ed.) Prentice-Hall of India Pvt. Ltd.
- Pinel, J.P. (2007). *Biopsychology*. India: Dorling Kindersley Pvt. Ltd.
- Rosensweig, M.R., Breedlove, S. M., & Watson, N. V. (2004). *Biological Psychology*, (4thed.). USA: Sinauer Associates, Inc.
- Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3rd ed.). New York: Random House, Inc.

Psy1 S2BASIC STATISTICS

Objectives:

To inculcate in students the need and importance of statistics in Psychology
To get them equipped with different statistical presentation of data

Module I

Introduction to Statistics-Introduction to Statistics.Need and importance of Statistics in Psychology. Variables and attributes, Levels of Measurement: Nominal, Ordinal, Interval and Ratio. Collection of data-primary and secondary, census and sampling,classification and tabulation, grouped and ungrouped frequency table.Diagrammatical and graphical representation of data- bar diagram, pie diagram, frequency polygon and curve, histogram, ogives.

Module II

Census and Sampling.Different methods of sampling.Requisites of a good sampling method.Advantages of sampling methods.Simple random sampling, Stratified sampling. Cluster sampling, Systematic sampling.

Module III

Measures of central tendency- mean, median and mode- properties, merits and demerits.

Core Reference:

Gupta, S.P., Statistical Methods. Sulthan Chand & Sons, New Delhi.

Additional References

1. Aron, A., Aron. R., & Coups, E. J. (2006). *Statistics for Psychology*. (4thed). New Delhi: Pearson Education.
2. Elhance, D. N. (1996). *Fundamentals of Statistics*, Allahabad: KitabMahal.
3. Garrett, H. E.*Statistics in Psychology &Education*
4. Guilford, J. F.*Fundamentals of Statistics in Psychology and Education*, McGraw-Hill
5. Gupta, S. C.&Kapoor, V. K.*Fundamentals of Mathematical Statistics*, Sultan Chand & Sons.
6. Mangal, S. K. (2002). *Statistics in Psychology and Education*. (2nded). New Delhi: Prentice-Hall of India Private Limited. (ISBN: 978-81-203-8).

PSY2 C2 BASIC COGNITIVE PROCESSES

Objectives:

- To improve meta cognitive abilities
- To apply memory techniques to improve academic performance.
- To understand psychological processes that contribute to individual differences.

Module 1: Memory

Definition: Encoding, storage and retrieval processes.

Models of memory: Modal model (AtkinsonShiffrin model) sensory memory, STM, LTM, Neural network model (Parallel distributed model), Levels of processing view

Types of information in memory: Semantic, episodic and procedural memory.

Retrieval cues: State dependent, context dependent.

Measuring memory: recall, recognition, relearning, redintegration, implicit memory test, priming. Memoryconstruction.

Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory.

Forgetting: Curve of forgetting. Theories (Reasons) of forgetting: trace decay hypothesis, interference, distortion, repression, amnesia, absence of stimulation.

Factors that can prevent forgetting: Rate of original learning, over learning, periodic reviews, meaningfulness, intention to learn, spaced vs. massed learning.

Strategies for remembering: recitation, rehearsal, elaboration, organization, Mnemonics (techniques to improve memory): method of loci, peg wordmethod, key word, SQ3R, stories you tell yourself, chunking.

References

Baron, R.A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 6.

Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology*, South Asianed. New Delhi: Pearson, Ch. 6.

Weiten, W. (2002). *Psychology: Themes and variations*, 5thed. New York: Brooks/Cole Publishing Co., Ch. 7.

Module 2: Cognitive processes

Cognition: Definition, Thinking: Components of thought - Images, Concepts, Propositions. Reasoning - deductive and inductive

Basic sources of error in reasoning -mood states, beliefs, confirmation bias, hind sight. Problem solving – Steps, Barriers to effective problem solving, Strategies of problem solving - algorithms, heuristics, means to end analysis, backward search.

Creativity: Convergent and divergent thinking, Stages in creativity.

Language: Structure of language, theories of language acquisition - Behaviourist theory, nativist theory, interactionist theory. Language and thought.Culture, cognitive style and problem solving.

References

Baron, R.A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 7.

Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology*, South Asianed. New Delhi: Pearson, Ch. 8.

Weiten, W. (2002). *Psychology: Themes and variations*, 5thed. New York: Brooks/Cole Publishing Co., Ch. 8.

Module 3: Motivation and Emotion

Motivation : Definition, Theories – drive theory, arousal theory (Yerkes-Dodson law), expectancy theory, goal setting theory, Maslow's hierarchy of need theory, Types of motivation – hunger, sexual, aggressive, achievement, intrinsic & extrinsic motivation. Primary and secondary motives. Role of instincts.

Emotion : Definition, nature and expression and impact of emotions – James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis. Biological basis of emotions, external expression of emotions – nonverbal cues, culture & emotion – Rasa & Bhava theory of emotions (sage Bharat of Natyasasthra).

Reference

Baron, R.A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 10.

Module 4: Intelligence

Definition. Determinants of intelligence: heredity and environment.

Theories – Two factor theory (Spearman), Primary Mental Abilities (Thurstone), Multifactor theory (Thorndike), Multiple intelligence (Gardner), Triarchic (Sternberg) Structure of intellect (Guilford), Fluid & Crystallized (Cattell), Stage theory of Cognitive development (Piaget), PASS theory (Das, Naglieri, Kirby)

Concept of IQ. Emotional intelligence.

Evolution of intelligence testing: Stanford-Binet, Wechsler scales, group tests.

Extremes of intelligence- Mental retardation and giftedness.

References

Baron, R.A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 11.

Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 8.

Weiten, W. (2002). *Psychology: Themes and variations*, 5thed. New York: Brooks/Cole Publishing Co., Ch. 9.

Zimbardo, P.G & Gerrig, R.J. (1999). *Psychology and life*, 15th ed. USA: Longman Publication, Ch. 14

Module 5: Learning

Definition. Basic forms of learning

Classical conditioning - Elements, principles, generalization, discrimination, second order conditioning.

Operant conditioning - Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect, Premack principle.

Observational learning - Process and principles, Social and cognitive learning

Trial and error learning, Verbal learning, Latent learning, cognitive map, Insight learning.

Application of learning principles: Behaviour modification techniques.

References:

Baron, R.A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 5.

Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 5.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior. Discuss how behavior is learned and shaped.

For additional reading:

Aleem, S. (2012). *Theories of Personality*. Dorling Kindersly India Pvt. Ltd.

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

Coon, D. (1983). *Introduction to Psychology: Exploration and application*. New York: West Publishing Co.

Friedman, H. S. & Schustack, M.W. (2003). *Personality: Classic Theories and Modern Research*, 2nd ed.. Delhi: Pearson Education.

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

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7thed. New Delhi: Tata McGraw Hill.

Munn, N.L., Fernald, L.D., & Fernald, P.S. (1972). *Introduction to Psychology*, 3rded. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Psy2 S3BIOLOGICAL BASIS OF BEHAVIOUR II

Objective:

To enable students to understand the influence of physiological system in human behaviour

Module 1: Genetics, Mutations and Genetic disorders

Mendel's Principles, modern concept of gene and gene action, sex - linked, sex – limited, sex-influenced characters. Gene mutation-Kinds of mutation, classification (Somatic, gametic, point, spontaneous, induced, dominant, recessive and silent mutations). Gene mutation disorders - albinism, phenylketonuria, alkaptonuria, galactosemia, brachydactyli. Autosomal anomalies - Down's syndrome, Edward's syndrome, Cri du chat syndrome. Sex chromosomal anomalies - Klinefelter's syndrome and Turner's syndrome.

Module 2: Physiological basis of sexual behavior, motivation and emotion

Defining sexual behavior, Dynamics, hormones and its impact, external cues, the brain and sexual behavior. Physiology of hunger and thirst- role of Hypothalamus and amygdala.

Model 3: Stress Physiology

Stress response, indicators of stress (hormonal, anatomical, and physiological), stress and disease. Stress, emotionality and endorphins.

Model 4: Arousal, Sleep and Circadian Rhythms

Physiological measures of alertness and arousal-EEG. Physiological conceptions of wakefulness and sleep. Conceptions of sleep. Circadian rhythms and biological clock.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to discuss various problems and issues that may be developed in the immune system, endocrine system, neuron or cardiovascular systems

References:

- Ahluwalia, K. B; (1994) *Genetics*. 4th Print, Wiley Eastern Ltd.
 Gardner; Eldon J. S, Michael J.S., & Peter. *Principles of Genetics* (4thed). Wiley Eastern Ltd.
 Guyton, A. *Medical Physiology* (8th ed.), W. B. Saunders' Co.
 Leukal, F. (1985). *An Introduction to Physiological Psychology*. (1sted.). New Delhi: CBS Publishers and Distributors.
 Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rd Ed.) Prentice-Hall of India Pvt. Ltd.
 Pinel, J.P. (2007). *Biopsychology*. India: Dorling Kindersley Pvt. Ltd.
 Rosensweig, M.R., Leiman, A. L., Breedlove, & Marc, S., (1996). *Biological Psychology*, Sinauer Associates Inc.
 Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3rd ed.). New York: Random House Inc.

Psy2 S4STATISTICAL TOOLS

Objectives

To introduce the different statistical tools used in social sciences research
To help students to identify relevant methods of description of data

Module I

Measures of dispersion-Range, quartile deviation, mean deviation, standard deviation-properties, merits and demerits, coefficient of variation.

Module II

Raw Moments, Central Moments, Inter Relationships (First Four Moments), Skewness – Measures – Pearson, Bowley and Moment Measure, Kurtosis- Measures of Kurtosis – Moment Measure.

Module III

Karl Pearson's Coefficient of Correlation, Scatter Diagram, Interpretation of Correlation Coefficient, Rank Correlation, Regression, Regression Equation, Identifying the Regression Lines.

Core Reference:

Gupta.S.P., Statistical Methods. Sulthan Chand and Sons New Delhi.

Additional References

1. Aron, A., Aron. R., & Coups, E. J. (2006). *Statistics for Psychology*. (4thed). New Delhi: Pearson Education.
2. Elhance, D. N. (1996). *Fundamentals of Statistics*, Allahabad: KitabMahal.
3. Garrett, H. E. *Statistics in Psychology & Education*
4. Guilford, J. F. *Fundamentals of Statistics in Psychology and Education*, McGraw-Hill
5. Gupta, S. C. & Kapoor, V. K. *Fundamentals of Mathematical Statistics*, Sultan Chand & Sons.
6. Mangal, S. K. (2002). *Statistics in Psychology and Education*. (2nded). New Delhi: Prentice-Hall of India Private Limited.

PSY3 C3 LIVING IN THE SOCIAL WORLD

Objectives:

- To understand the psychological processes behind human behaviour in social setting
- Explain the psychological aspects of various social phenomena
(Understand the psychological aspect of various social issues in the society and nation)
- Implication of social psychology in everyday living

Module I: Introduction to Social Psychology

Definition. Focus of social psychology. Methods of social psychology (briefly)- Observation, Surveys, field experiments and sociometry. Process of socialization, agents of socialization, Outcomes of socialization, Adult socialization.

References

- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2011). *Social Psychology*. India, Dorling Kindersley Ltd. Pp.5-30.
- Singh, A. K. (2015). *Social Psychology*, Delhi: PHI learning Pvt. Ltd. Pp. 2-15.

Module II: Role of cognition in Social perception

Social perception- Non-verbal communication: Facial expressions, gazes, stare. Body language, touching. Micro expressions, Attribution and errors of attribution, Theories of Attribution .Applications in understanding depression and prejudice. Impression formation and management- tactics.

Social Cognition: Schemas- Types, 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, regression fallacy. Affect in social cognition: Combating errors in social cognition.

References

- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2011). *Social Psychology*. India, Dorling Kindersley Ltd. Pp. 39-96.
- Singh, A. K. (2015). *Social Psychology*, Delhi: PHI Learning Private Ltd. Pp.109-165.

Module III: Attitudes and social dissonance

Definition, nature, components, functions. Attitude formation and change. Attitude and behaviour (briefly). LaPiere's study. Persuasion: Resistance to persuasion (briefly). Cognitive dissonance. Hypocrisy. (Illustrations and analyses of Indian/ Kerala cases)

References

- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2011). *Social Psychology*. India: Dorling Kindersley Ltd. Pp.150-176
- Singh, A. K. (2015). *Social Psychology*, Delhi: PHI Learning Pvt. Ltd. Pp. 196-254.

Module IV: Prejudice, stereotypes and discrimination

Prejudice, stereotype and discrimination. Nature, types, origin, effects and techniques to reduce prejudice.

Discrimination- Explicit and implicit. Stereotypes. Role of media in maintaining stereotypes. communal issues. (Illustrations and analyses of Indian/ Kerala cases).

Castism, racism, Hostile and benevolent sexism in Indian society.

References

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2011). *Social Psychology*. India, Dorling Kindersley Ltd. Pp.188-215.

Singh, A. K. (2015). *Social Psychology*, Delhi: PHI Learning Pvt. Ltd. Pp. 258-287

Module V: Person in intimate Relationships

Beginning of attraction, Determinants of interpersonal attraction- internal: affiliation, emotion, external: proximity, attractiveness, physique etc. and interactive determinants: similarity of attitudes, values, personal characteristics, mutual evaluation.

Romantic relationships- Forms of romantic love, Sternberg's triangular theory of love

References

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2011). *Social Psychology*. India, Dorling Kindersley Ltd. Pp. 226-259

Singh, A. K. (2015). *Social Psychology*, Delhi: PHI Learning Pvt. Ltd. Pp. 387-484.

Module VI: Social behavior; Applications

Social psychology in education- Role of perception, cognition, attitudes and stereotypes in improving educational outcomes.

Health behaviour and health attitudes-Role of personal attitudes and interpersonal relationships in promoting healthy life styles.

References

Singh, A. K. (2015). *Social Psychology*, Delhi: PHI Learning Pvt. Ltd. Pp. 519-540.

References:

Singh, A. K. (2015). *Social Psychology*, Delhi: PHI Learning Pvt. Ltd.

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

Baron, R.A. & Byrne, D. (1997). *Social Psychology*, 7th ed. New Delhi: Pearson Education.

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

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

Activity based assignments

Submit reports of monitored field visits to Family courts, NGO s dealing with women and children issues, Adivasi settlements, old age homes and orphanages.

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.

Analyze contemporary articles and newspapers of relevance.

Psy3 S5NEUROPHYSIOLOGY OF BEHAVIOUR I

Objective

To help students understand brain behavior relationship

Module 1: Nervous system&Communication within a neuron and neurotransmitter:

Brain- Behaviour relations, Cells of the Nervous system-Neurons, Structure of neuron, External, internal and supporting structures, types of neurons.

Membrane potential, resting potential, depolarization, hyper polarization, sodium-potassium pump, action potential. Neurotransmitters- Role of neurotransmitters in transmission of impulses. Excitatory and inhibitory post synaptic potentials.

Module 2: The Anatomy of the Central Nervous system

Central Nervous system, Forebrain, Midbrain and Hindbrain, Hypothalamus, Cortex, Spinal cord.

Module 3: The Anatomy of the Peripheral Nervous system

Autonomic Nervous system, Sympathetic and Parasympathetic Nervous system

Module 4: The Hemispheres of the Neocortex

Structure, functional asymmetry (surgical studies, clinical studies, behavioural studies), capabilities of the right and left hemispheres, language, handedness, cortex and learning.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day functioning of human body. Discuss various problems and issues that may be developed in neurotransmitters, psychoneuroimmunology.

References:

- Ahluwalia, K. B. (1994). *Genetics*. 4th Print, Wiley Eastern Ltd.
- Gardner; Eldon J. S, Michael J. S., & Peter. *Principles of Genetics* (4thed.). Wiley Eastern Ltd.
- Guyton, A. *Medical Physiology* (8thed.), W. B. Saunders' Co.
- Leukal, F. (1985). *An Introduction to Physiological Psychology*. (1sted.). New Delhi: CBS Publishers and Distributors.
- Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rded.) Prentice-Hall of India Pvt. Ltd.
- Rosensweig, M.R., Breedlove, S. M., & Watson, N. V. (2004). *Biological Psychology*, (4thed.). USA: Sinauer Associates, Inc.
- Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3rded.). New York: Random House, Inc.
- Pinel, J.P. (2007). *Biopsychology*. India: Dorling Kindersley Pvt. Ltd.

Psy3 S6 STATISTICAL METHODS AND ELEMENTARY PROBABILITY**Objectives**

To explain the statistical technique of probability, its importance in research

Module-I

Probability: Basic concepts, different approaches, conditional probability, independence, addition theorem, multiplication theorem (without proof) for two events, simple examples.

Module-II

Random variables, Discrete and Continuous, p.m.f and p.d.f. c.d.f of discrete r.v. Mathematical Expectation of a discrete r.v. Mean and Variance of a discrete r.v.

Module-III

Binomial distribution- mean and variance, simple examples. Normal distribution-definition, p.d.f. simple properties, calculation of probabilities using standard normal tables, simple problems.

Core Reference:

Gupta, S.P., Statistical Methods. Sulthan Chand and Sons New Delhi.

Additional References

1. Aron, A., Aron. R., & Coups, E. J. (2006). *Statistics for Psychology*. (4thed). New Delhi: Pearson Education.
2. Elhance, D. N. (1996). *Fundamentals of Statistics*, Allahabad: KitabMahal.
3. Garrett, H. E. *Statistics in Psychology & Education*
4. Guilford, J. F. *Fundamentals of Statistics in Psychology and Education*, McGraw-Hill
5. Gupta, S. C. & Kapoor, V. K. *Fundamentals of Mathematical Statistics*, Sultan Chand & Sons.
6. Mangal, S. K. (2002). *Statistics in Psychology and Education*. (2nded). New Delhi: Prentice-Hall of India Private Limited.

PSY 4 C 4 INDIVIDUAL IN SOCIETY

Objectives:

To understand the psychological processes behind human behaviour in social setting
 Explain the psychological aspects of various social phenomena
 (Understand the psychological aspect of various social issues in the society and nation)
 Implication of social psychology in everyday living

Module I: Social Influence; Conformity, Compliance and Obedience

Conformity- Asch's experiment. Factors affecting conformity. Norms.
 Compliance: underlying principles and tactics. Cialdini's work.
 Obedience- Milgram's experiment. Intense indoctrination (briefly). (Illustrations and analyses of Indian/ Kerala cases)

References

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2011). *Social Psychology*. India, Dorling Kindersley Ltd. Pp. 271-295.
 Singh, A. K. (2015). *Social Psychology*, Delhi: PHI learning Pvt. Ltd. Pp. 412-419.

Module II: Groups

Groups: Features: role, status, Norms, Types, Why join groups, Group cohesiveness. Social facilitation and inhibition. Social loafing: Deindividuation. Cooperation and competition.
 Decision making by groups- Group think, grapevine.

References

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2011). *Social Psychology*. India: Dorling Kindersley Ltd. Pp. 378-406.
 Singh, A. K. (2015). *Social Psychology*, Delhi: PHI Learning Pvt. Ltd. Pp. 296-329.

Module III: Pro-social Behaviour; Altruism and empathy

Bystander effect, Responding to emergency. Steps. Classic studies and experiments. The helpers and those who receive help (briefly). Determinants of pro-social behaviour- Altruistic personality, volunteering. Empathy and sympathy, Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism model.

References

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2011). *Social Psychology*. India: Dorling Kindersley Ltd. Pp. 304-326.
 Singh, A. K. (2015). *Social Psychology*, Delhi: PHI learning Pvt. Ltd. Pp. 451-468.

Module IV: Social Violence

Theoretical perspectives. Determinants of aggression
 Social- modeling, direct provocation, Cultural norms, media exposure, social status, frustration, increased arousal.
 Personal: Personality, cognitive and attributional biases, narcissism, TASS model, sensation seeking. Situational: Environmental factors, drugs.
 Child abuse and domestic violence: Types, causes, Legal and social techniques of Prevention and control of violence.

References

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2011). *Social Psychology*. India: Dorling Kindersley Ltd. Pp. 336-366.
Singh, A. K. (2015). *Social Psychology*, Delhi: PHI Learning Pvt. Ltd. Pp. 421-445.

Module V: Psychology applied to national development

The urban environment and social behaviour. The concept of personal space. Nature and effects of crowding, migration and Marginalization, Psychological aspects in poverty: Causes and consequences.

Role of psychology in national development: psychological solutions to sustainable development, Participation in Panchayatiraj and self-help groups to promote mental health.

Reference

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

Module VI: Law and social issues

Laws related to mental health, rehabilitation, disability, domestic violence and child abuse, care of senior citizens and marginalized sections of society:

Juvenile Justice Act, Adoption and Guardianship, Child Marriage Restraint, Prohibition of Child Labour, Personal laws and the Civil law related to Marriage, Divorce and Maintenance and Succession; Law against Domestic Violence; Law of Family Court, Prevention of immoral traffic, Dowry prohibition, Rape, Medical termination of pregnancy, Maternity benefits, Prohibition against Prenatal diagnostic tests (for sex determination)

Mental Health, Persons with Disabilities, National Trusts Act, Consumer protection, Food adulteration and Right to information

References

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2011). *Social Psychology*. India: Dorling Kindersley Ltd.

Gaikwad, P. E. (2004). *Law: Basic Concepts*, Pune: YASHADA.

Gaur K. D. (2004). *A Text Book on the Indian Penal Code*, Delhi: Universal Law Publication Co. Ltd.

Singh, A. K. (2015). *Social Psychology*, Delhi: PHI learning Pvt. Ltd.

Additional References:

Baron, R.A., & Byrne, D. (2002). *Social Psychology*, 10thed. New Delhi: Pearson Education.

Baron, R.A., & Byrne, D. (1997). *Social Psychology*, 7thed. New Delhi: Pearson Education.

Gaikwad, P. E. (2004). *Law: Basic Concepts*, Pune: YASHADA.

Gaur, K. D. (2004). *A Text Book on the Indian Penal Code*, Delhi: Universal Law Publication Co. Ltd.

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

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2000). *Social Psychology*. New Jersey: Prentice Hall

Assignments

Compulsory assignment- Qualitative analysis of media reports on current issues

Activity based assignments:

Make a report of social loafing or facilitation by observing group activities in campus

Analyze popular films and TV programmes 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.

Psy4 S7NEUROPHYSIOLOGY OF BEHAVIOUR II

Objectives

To help students to understand the branch of psycho-neuroimmunology
To understand the physiological basis of basic processes

Module 1: The immune system and Psychoneuro-immunology

Humoural immunity, cell mediated immunity, non-specific defenses; anatomy of an immune response; memory boosters; immunosuppression; Hypersensitivity reactions, autoimmunity. Psychoneuroimmunology-Connections between emotions, nervous system and immune functions, Placebo effect, Immune deficiency, Effect of meditation and biofeedback.

Module 2: The Endocrine system and Psychoneuro-endocrinology

The endocrine glands and hormones, Hypothalamus- Autonomic nervous system, Hypothalamohypophysial endocrine system (HPT axis, HPA axis). Hormonal influence on learning and memory and behavior, Behaviour (emotion) and the limbic system .

Module 3: Mechanisms of Learning and Memory

Physiological changes during learning, Anatomical requirements for Learning, Physiological mechanisms for memory in the brain, triggers for memory retrieval. Amnesia, Dementia and Alzheimer's disease.

Module 4: Brain Chemistry, Drugs and Mental illness

Brain metabolism. Barrier to the brain. Major neurotransmitters in the brain. Opioid peptides and receptors in the brain. Brain chemistry and the use of psychiatric drugs.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to physiological basis of psychological processes and sensory processing.

References:

- Ahluwalia, K. B. (1994) *Genetics*. 4th Print, Wiley Eastern Ltd.
Gardner; Eldon J. S, Michael J.S., & Peter; *Principles of Genetics*, (4thed.). Wiley Eastern Ltd.
Guyton, A. *Medical Physiology* (8th ed.), W. B. Saunders' Co.
Leukal, F. (1985). *An Introduction to Physiological Psychology*, (1sted.). New Delhi: CBS Publishers and Distributors.
Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rded.) Prentice-Hall of India Pvt. Ltd.
Pinel, J. P. (2007). *Biopsychology*. India: Dorling Kindersley Pvt. Ltd.
Rosensweig, M.R., Breedlove, S. M., & Watson, N. V. (2004). *Biological Psychology*, (4thed.). USA: Sinauer Associates, Inc.
Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3rded.). New York: Random House, Inc.

Psy4 S8STATISTICAL INFERENCE

Objective

To help students in learning to infer statistical data

Module I

Testing of hypothesis- Statistical hypothesis, Simple and composite hypothesis Null and Alternate hypothesis, Type I and Type II errors, Critical Region, Size of the test, P value, Power.

Module II

Testing the mean of a population (large and small sample), Testing the difference between two means of independent and paired samples, testing the proportion of a population, testing the equality of variances of two populations, testing the independence of two attributes and goodness of fit using chi-square.

Module III

Non Parametric tests-Sign test, Wilcoxon's Rank sum test, Run test.

Core Reference:

Gupta, S.P., Statistical Methods. Sulthan Chand and Sons New Delhi.

Additional References

1. Aron, A., Aron. R., & Coups, E. J. (2006). *Statistics for Psychology*. (4thed). New Delhi: Pearson Education.
2. Elhance, D. N. (1996). *Fundamentals of Statistics*, Allahabad: KitabMahal.
3. Garrett, H. E. *Statistics in Psychology & Education*
4. Guilford, J. F. *Fundamentals of Statistics in Psychology and Education*, McGraw-Hill
5. Gupta, S. C. & Kapoor, V. K. *Fundamentals of Mathematical Statistics*, Sultan Chand & Sons.
6. Mangal, S. K. (2002). *Statistics in Psychology and Education*. (2nded.). New Delhi: Prentice-Hall of India Private Limited.

PSY5 C5ABNORMAL BEHAVIOUR

Objectives:

- To acquaint the students with the history and meaning of abnormal behaviour
- To develop in them awareness about classification systems
- To acquaint the students with the basic minor and major disorders
- To have an understanding regarding the causal pattern and treatment of disorders

Module 1: Abnormal Psychology: An overview

The concept of normality and abnormality, Different criteria, Concept of healthy personality, Historical view of abnormal behavior, abnormal behavior: Current status, Classification systems-ICD, DSM, Merits and demerits of classification. DSM V: major changes in classification.

References

Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal Psychology* (15th ed.), New Delhi: Dorling Kindersley (India) Pvt. Ltd. Ch. 1.

Module 2.:Causal factors in Abnormal Psychology

Causes and risk factors, Biological viewpoints, Psychosocial viewpoints: Major perspectives, Socio-cultural viewpoints.

References

Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal Psychology* (15th ed.), New Delhi: Dorling Kindersley (India) Pvt. Ltd. Ch. 3.

Module 3: Anxiety disorders

Phobic disorders, Panic disorder and agoraphobia, Generalized anxiety disorder, Obsessive-compulsive disorder, Acute and Post-traumatic stress disorders, Causal factors- Biological, Psychological and Socio-cultural factors, Treatment and outcomes, Psychological therapies.

References

Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal Psychology* (15th ed.), New Delhi: Dorling Kindersley (India) Pvt. Ltd. Ch. 5.

Module 4: Mood disorders:

Mania and depression, Unipolar and bipolar disorders, schizoaffective disorder, Causal factors in mood disorders, Biological, Psychological, and Socio-cultural factors, Treatment and outcomes.

References

Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal Psychology* (15th ed.), New Delhi: Dorling Kindersley (India) Pvt. Ltd., Ch. 6.

Module 5:Schizophrenia and delusional disorder

The clinical picture in schizophrenia, Subtypes of schizophrenia- Paranoid, Catatonic, Disorganized, Residual and undifferentiated type, Causal factors in schizophrenia- Biological, Psychological, and Socio-cultural factors, The clinical picture in delusional disorder, Causal factors in delusional disorder, Treatment and outcomes.

References

Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal Psychology* (15th ed.), New Delhi: Dorling Kindersley (India) Pvt. Ltd. Ch. 12.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

ADDITIONAL REFERENCES:

Carson, R.C., Butcher, J.N. & Mineka, S. (2000). *Abnormal Psychology and Modern Life*. (11thed). New York:Alley & Bacon.

Sarason, I.G. & Sarason, B.R. (2006). *Abnormal Psychology*, Prentice Hall.

Psy5 C6 FUNDAMENTALS OF PSYCHOLOGICAL TESTING AND RESEARCH

Objectives

- To familiarize the students with the methods in psychological research
- To help the student in understanding the concepts of psychological assessment
- To help the students to get broader understanding on report writing
- To make them aware of ethical issues in psychological research

Module 1: Introducing Research Methodology

Psychology as a science - objectives of science, Method & methodology, Research methods in psychology –Experiments, Observation, interview, case study, survey, content analysis, questionnaire

Module 2: Research Process

Stages of Research (in brief) - formulating a research problem, variables- dependent, independent, extraneous, hypothesis- types of hypothesis, Sampling- need for sampling, fundamentals of sampling, sampling strategies in qualitative and quantitative research, sampling error, analysis, report writing.

Module 3: Introduction to Psychological Testing

Definition and characteristics of psychological test. Difference between psychological test, assessment, measurement. Classification –Intelligence, Personality, Aptitude, Attitude, Achievement. Administration and uses of psychological test.

Module 4: Report Writing

Reporting research- sections of an experimental report, reporting non-experimental studies

Module 5: Ethical issues

Ethical issues in Psychological research- importance, codes and conduct, principles, conducting research with non-human animals

REFERENCES

- Flick, U. (2011). *Introducing Research Methodology*. New Delhi: Sage Publications.
- Hussain, A. (2012). *Psychological Testing*. New Delhi: Pearson Edition.
- Jones, S & Forshaw, M. (2014). *Psychology Express: Research Methods in Psychology*. New Delhi: Pearson Edition
- Singh, A. K. (2010). *Tests, measurements and Research Methods in behavioral sciences*. New Delhi: Bharathibhawan.

Additional reading

- Kothari, C. R. (2009). *Research Methodology- Methods & Techniques*. (2nded.). India: Repro India Limited.
- Evans, A. N. & Rooney, B. F. (2008). *Methods in Psychological Research*. USA: Sage Publications.
- Chawla, D. & Sondhi, N. (2011). *Research Methodology- Concepts & cases*. New Delhi: Vikas Publishers.

PSY5 C7FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR

Objectives:

To familiarize and learn concept of human organizations and behavior in organizations.

To introduce topics like Leadership, Motivation, Power, Conflict, Negotiation, in organizations and to learn strategies to Manage organizations more effectively.

Module: 1 Introduction

Defining Organizational behaviour, Why individual differences are important, Different Organizational structures. Individual differences influencing work behaviour. Brief history of OB- the scientific management, the behavioral school of management thought and practice-early contributions, human relations model, and the cognitive school. Frame work of organizational behaviour.

References

Luthans, F. (1997). *Organizational Behavior*. (7thed). New York: McGraw Hill International. Pp. 3-23.

Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 6-27.

Module: 2: Organizational Theory and design

Classical organizational theory: Bureaucratic Model, Modern view of Bureaucracies. Centralization and decentralization- Flat, and tall structure, departmentation, line/staff concept of organization. Modern Organizational theory: Organization as open system, information processing view, Ecological theories. Modern organizational designs: project, matrix, horizontal, network designs.

References

Jones, G. R., Mathew, M. (2013). *Organizational Theory, Design and change*. India: Dorling Kindersley Pvt. Ltd. Pp. 151-180.

Luthans, F. (1997). *Organizational Behavior*. (7thed). New York: McGraw Hill International. Pp. 560-579.

Module: 3 Work Motivation: and Job design

Meaning and definition. Theories of work motivation: content theories: Manifest need theory, learned need, hierarchy of needs, ERG theory, two factor theory, self-determination theory. Process theories: Vroom expectancy theory, Potter-Lawler Model. Contemporary theories of Work Motivation: Equity theory, attribution theory, other emerging theories of work motivation. Job design- Job design and quality of work life, Job analysis- Job rotation and job Enlargement, Designing Job depth : Job enrichment, Total quality management and job design.

References

Luthans, F. (1997). *Organizational Behavior*. (7thed). New York: McGraw Hill International, Pp. 230-246.

Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 144-164, 264-276.

Module: 4 Communication in Organisation

Importance, processes of communication. Communication within organization: Downward, Upward, lateral. Interpersonal communication: Formal Vs Informal, communication media, technology, non-verbal communication. Barriers of effective communication: organizational

and Individual. Overcoming communication barriers: Communication audits, Communication cultures, individual actions.

References

- Luthans, F. (1997). *Organizational Behavior*. (7th ed). New York: McGraw Hill International. Pp. 506-525.
Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 205-224.

Module: 5 Leadership in organization:

Definition, Characteristics, Skills and Roles, leadership processes, Trait approaches, Behavioural approaches, Situational approaches, Other perspectives, concepts and issues of leadership, Theories of leadership: Leader centric, interactive relationship, contingency theories, NT- Styles.

References

- Luthans, F. (1997). *Organizational Behavior*. (7thed). New York: McGraw Hill International. Pp.452-482.
Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 265-294.

Module-6 Group and Team work

Type, Structure, Group Dynamics, The nature of informal Organizations, Formal groups. Teams and Team Building - Organizational context for teams, types of teams, Teamwork, Team building. Importance of Emotional Intelligence in team building and influence of Emotional Labour among team members. Teams and groups diversity- consensus, dilemma, types of teams, building teams in Indian organizations.

References

- Hellriegel & Slocum. (2004). *Organizational Behaviour*. Singapore: Thompson South-western publishers. Pp. 193-215.
Luthans, F. (1997). *Organizational Behavior*. 7thed. New York: McGraw Hill International. Pp. 370-390.
Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 242-255.

Note – Activity based assignments and seminars Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

References

- Hellriegel & Slocum. (2004). *Organizational Behaviour*. Singapore: Thompson South-Western Publishers.
Hitte, M. A., Miller, C. C., & Colella, A. (2006). *Organizational Behaviour*. New Delhi: Wiley India.
Luthans, F. (1997). *Organizational Behaviour*. (7thed). New York: McGraw Hill International
Luthans, F. (2007). *Organizational Behaviour*. (11thed). New York: McGraw Hill International
Pierce, J. L., Gardner, D. G. (2002). *Management and Organizational Behavior*. Noida: Thomson.
Sinha, J. B. P. (2008). *Cultural and Organizational Behaviour*. New Delhi: Sage.
Steers, R. M. (1994). *Organizational behaviour*. New Jersey, Prentice Hall.
Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 242-255.

PSY5 C8 THEORY AND PRACTICE OF COUNSELLING

Objectives:

- To understand the process and technique of counselling
- To differentiate the various approaches to counselling
- To be aware of the assumptions and issues of counseling applications

Module 1: Introduction to Counselling

Definition of counseling, Counselling, Psychotherapy and Guidance as related fields. Counselling as a helping relationship. Scope of counseling, Goals of counseling, Counselling ethics.

Rao, N. & Sahajpal, P. Pp. 26 -65

Module 2: Counselling Process and Techniques

Stages of counselling process, Variables affecting counseling process: Counsellor characteristics and skills; counselee characteristics. Core conditions of helping relationship; empathy, unconditional positive regard and congruence.

Rao, N & Sahajpal, P. Pp. 84-113

Jones, R.N. Pp. 32 - 35

Module 3: Approaches to Counselling

Briefly Explain the view of human nature, Roles of counsellors, Goals and techniques, strengths and limitations of: Psychoanalysis, Adlerian theory, Person centred counseling, Existential counselling, Gestalt counselling, behavioural therapy, REBT, Reality Therapy and Cognitive therapy. Indian approach of Yoga and meditation in counseling: type of yogic practices, stages of Raja yoga, Indian model of healthy personality

Gladding, S. T. Pp. 186- 218.

Rao, N. & Sahajpal, P. Pp. 218-223.

Module 4: Special areas in Counselling

Counselling and rehabilitation of differently abled persons; categories under differently abled, counseling weaker section and minorities; psychological barriers, diagnosis and intervention. counselling for alcohol and substance abusers; role of counselors, rehabilitation and counseling legal offenders and victims of abuse and crisis intervention counseling.

Rao, N. & Sahajpal, P. pp. 317-327, 334-335, 339-350

References

Gladding, S.T. (2009). *Counselling: A comprehensive profession* (6th ed.). New Delhi: Pearson India.

Jones, R.N. (2012). *Basic counseling skills –A Helper's Manual*; 3rd ed. Sage south Asia ed.

Rao, N. & Sahajpal, P. Pp. 317-327, 334-335, 339-350

Rao, S.N. & Sahajpal P. (2013). *Counselling and Guidance*. 3rd ed. Tata McGraw-Hill, New Delhi.

Woolfe, R. & Dryden, W. (1996). *Handbook of Counselling Psychology*. New Delhi: Sage Publications.

Activity-based Assignment

Field trips and supervised training to understand the concepts under study.

Hands-on training in different special areas of counselling. Counselling children with behavioural or learning issues and prepare case study.

PSY5 GE1PSYCHOLOGY OF ADOLESCENCE

Objectives:

To enable the student to acquire sufficient knowledge regarding the developmental aspects of adolescence

To enable the students to acquire skills to improve their self-understanding, in their cultural context

Module 1: Introduction

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

Module 2: Physical Development & Health

Puberty: Determinants of puberty, Growth spurt, Sexual maturation, Secular trends in puberty, Psychological dimensions. Exploring adolescent health: Risks, Leading causes of death, Nutrition and eating disorders. Exercise, Sports, Sleep. Stress and coping

Module 3: Socio- emotional Processes

Adolescent egocentrism, Perspective taking. The self: Self- understanding, Self- esteem and Self-concept. Identity: Erikson's ideas on identity, Marcia: four statuses of identity, Developmental changes in identity, Identity and social contexts, Identity and intimacy. The emotions of adolescence, Hormones, experience and emotions, Emotional competence. Personality traits, temperament. Moral development, Values.

Module 4: Gender and Sexuality

Biological, social and cognitive influences on gender, Gender stereotypes, similarities and differences, Gender-role classification: Masculinity, femininity and androgyny, Traditional masculinity and problem behaviors in adolescent males, Gender-role transcendence. Developing a sexual identity, obtaining information about adolescent sexuality, Sexual literacy, Sources of sex information, Sex education in schools.

Module 5: Social Contexts of Development

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. Schools: Size and climate of schools, 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. Cultural Context: Views of adolescence by SudhirKakar, Ramanujan. Ideas of extended adolescence, emerging adult. Individuation vs affiliation in Indian families.

Module 6: Problem Behaviors

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

References:

Kakar, S. (1979). *Identity and adulthood*. Delhi: OUP.

Kakar, S. (1981). *The Inner World- A Psychoanalytic study of childhood and society in India*.
New Delhi: Oxford University Press.

Mahmud, J.(2005). *Developmental psychology*, Efficient Offset Printers.

Papalia, D. E., Olds, S.W., & Feldman, R.D.(1992). *Human Development*, 9th ed., Tata McGraw
Hill Publishing Co.

Ramanujam, B. K. (1979). Towards maturity: Problems of identity seen in the Indian clinical
setting. In S. Kakar. (Ed.). *Identity and adulthood*. Pp. 37-55. Delhi: OUP.

Santrock, J.W.(2012). *Adolescence*. McGraw Hill Higher Education.

Saraswathi, T.S. (1999). Is adult-child continuity in India: Is adolescence a myth or an
emerging reality? In. T. S. Saraswathi (Ed.) *Culture, socialization and human
development: Theory, research and applications in India*. Pp. 213-232. New Delhi: Sage
Publications.

PSY5 GE2SCHOOL PSYCHOLOGY

Objective:

To equip the students with the theoretical and practical know-how of how to work as a school psychologist

Module 1:

Role of a School Psychologist.School counsellor.Individual and group counselling in schools. Guidance and career counselling

Module 2:

School mental health.Multi-level Conceptual design for school-based mental health delivery.Assessment at each level.Crisis service.

Intervention methods: Social and Emotional learning, Behaviour modification in school setting, Play therapy: Directive and Non-directive therapy

Module 3:

Foundations of Positive Behavioural Support.Functional assessment methods for Positive Behavioural Support.Development and implementation of PBS Plans.Intervention strategies for PBS. Redesigning environmental systems
Life skills education

Module 4:

Assessment of intelligence, creativity, aptitude, interest, achievement, anxiety, adjustment, motivation, study habits. Personality variables, and behavior problems

For discussion in the class: Concerns regarding school mental health in the Indian/Kerala setting. Basic information about various agencies and schemes in this area: SSA, NCERT, State CERTs, Social justice Departments etc. Public awareness programs on school mental health.

Module 5: Practicum: Internship as School Psychologist

Objectives are to-

1. Get experience in actual work situation.
2. Acquire practice skills of guidance and counseling already learned during the course.
3. Design and impart life skills education development programmes for school students.
3. Develop an insight into the causal relationships in the problems of students regarding school environment.
4. Develop the ability to co-ordinate among teachers, parents and management.

During the internship period students will identify the problems, administer psychological tests, identify strengths and weaknesses, develop and execute programme for enhancing life skills etc. They will also handle cases of varied types as referred to them.

Students' practicum are to be supervised and their reports are to be evaluated.

References:

Christner, R. W., &Mennuti, R.B. (2009).*School-based mentalhealth: A practitioner's guide to comparative practices*. NY: Routledge.

Cooper J.O., Heron T. E., &Heward, W. L. (1990).*Applied Behaviour Analysis*.Prentice Hall.

- Di Giulio, R. C. (2007). *Positive Classroom Management: A Step-by-Step Guide to Helping Students Succeed*. Corwin Press.
- Karmel, L.J. (1970). *Measurement and evaluation in the schools*. London: The Macmillan Company.
- Khalsa, S. S. (2007). *Teaching Discipline & Self-Respect - Effective Strategies, Anecdotes, and Lessons for Successful Classroom Management*. Corwin Press.
- Kochhar, S.K. (2000). *Guidance and counselling in colleges and universities*. New Delhi: Sterling Publishers.
- Kottler, J. A., &Kottler, E. (2007).*Counseling Skills for Teachers, 2nd ed*. Corwin Press.
- Lee, C. (2007). *Resolving Behaviour Problems in your School: A Practical Guide for Teachers and Support Staff*.Paul Chapman Publishing.
- Reid, G. (2007). *Motivating Learners in the Classroom - Ideas and Strategies*.Paul Chapman Publishing.
- Rogers, B. (2007). *Behaviour Management- A Whole School Approach, 2nd ed.*.Paul Chapman Publishing.
- WHO. (1997). *WHO Programme on Mental Health: Life Skills in Schools. HO/MNH/PSF/93.7A Rev. 2*. Geneva: WHO, Division of Mental Health and Prevention of Substance Abuse.

PSY 5 GE3 SPORTS PSYCHOLOGY

Objectives

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

Module I: Introduction to Sports Psychology

Definition of Sports. 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 II: The Socio-Psychological Nature of Sports and Games

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, Sport as a social system.

Module III: Motivation and Self Confidence in Sports

Introduction- Models of self confidence: Bandura's theory of self-efficacy-Harter's competency motivation theory- developing self confidence through self-talk: categories of self-talks, selecting self-talk statements-specific uses of self-talk, constructing self-affirmation statements. Gender and self confidence.

Module IV: Goal Setting In Sports

Basic types of goals and their effectiveness: Outcome goals- performance goals, process goals. Principles of effective goal setting: Make goals specific, measurable, observable, clearly identify time constraints- use moderately difficult goals- write goals and regularly monitor progress. team approach to setting goals.

Module V: Arousal, stress and anxiety in Sports

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 VI: Coping Strategies in Sports

Introduction-conceptual framework for coping strategies-measurement of coping skills-factors that enhances the generalizability of coping- coping strategies used by elite athletes- Progressive Relaxation- Autogenic Training- Meditation- Biofeedback Training.

References

- Alderman, R. B. (1974). *Psychological Behaviour in Sports*, Philadelphia W. B. Saunders Co.
- Cox, R. H. (2002). *Sport Psychology: Concepts and Applications*. 5th ed.. McGraw Hill.
- Sharma & Sharma. *Advanced Educational Psychology*, New Delhi: Atlantic Publishers
- Wann, D. L. (1997). *Sport Psychology*, Prentice Hall, Inc.

PSY5 P1 EXPERIMENTAL PSYCHOLOGY(Practical)**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

Each student is required to conduct a minimum of 10 experiments and submit the record of experiments for evaluation at the end of the semester. (Demonstration experiments need not be reported.)

Experiments for Demonstration purpose only

Illusions: Horizontal-Vertical, Muller-Lyer, Visual acuity, Snellen chart

Attention: Span, division, distraction, set. Memory: Span of memory

A minimum of 10 experiments out of the following should be compulsorily administered by each student. (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.)

Sensation and perception: Depth perception, colour blindness, localization of sound

Reaction time: simple, choice Learning: massed vs. spaced, rote vs. meaningful, trial and error, maze, rational learning.

Transfer of learning: bilateral, habit interference, Level of aspiration, Knowledge of results

Motor tests: tracing test, steadiness test, tweezer dexterity, finger dexterity

Problem solving, concept formation, multiple choice test,

Social suggestibility experiments: suggestibility, compliance, grapevine, prosocialbehaviour

For internal evaluation purposes, activity based assignments that help the student learn from real life situations can be used. (Eg, Assignment on the systematic observation of child behaviour/ some social behaviour). In such a case, report/ presentation of the same can be evaluated.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

Psy5 Pr1 EXPERIENTIAL LEARNING PROJECT

Visits to mental health centers, old age homes, industries, special education/rehabilitation/de-addiction centers, pain and palliative care units. Students should volunteer at least four of the above and submit case study/ reports for the same.

Study tour (visits to nationally reputed institutions), report of the visit to be submitted along with project report.

PSY6 C9 PSYCHOLOGY OF MALADAPTIVE BEHAVIOUR

Objectives:

To encourage the students to know the causal pattern and the different therapeutic techniques in the management of personality, somatoform and dissociative disorders
To acquaint the students with the symptoms of childhood disorders, substance dependence and cognitive impairment disorders

Module 1: Personality disorders

Clinical features of personality disorders, Types of personality disorders- Paranoid, Schizoid, Schizotypal, Histrionic, Narcissistic, Antisocial, Borderline, Avoidant, Dependent, Obsessive-compulsive, Causal factors in personality disorders- Biological, Psychological and Socio-cultural, Sexual development and orientation disturbances.

References

Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal Psychology* (15th ed.), New Delhi: Dorling Kindersley (India) Pvt. Ltd., Ch. 9.

Module 2: Somatoform and dissociative disorders

Somatization disorder- Hypochondriasis- Pain disorder- Conversion disorder- dissociative amnesia and fugue- dissociative identity disorder- Depersonalization disorder- Causal factors- Biological, Psychological and Socio-cultural factors- Treatment and outcomes.

References

Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal Psychology* (15th ed.), New Delhi: Dorling Kindersley (India) Pvt. Ltd., Ch. 7.

Module 3: Substance-related disorders

Alcohol abuse and dependence, Clinical picture, Causal factors, Treatment and outcomes, Drug abuse and dependence, Opium and its derivatives, Barbiturates, Amphetamines, Cocaine, Hallucinogens, Marijuana, Caffeine and nicotine, Factors affecting drug abuse, Treatment and outcomes.

References

Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal Psychology* (15th ed.), New Delhi: Dorling Kindersley (India) Pvt. Ltd. Ch. 10.

Module 4: Pervasive Developmental Disorders and Mental retardation

Autistic disorder- Asperger's Disorder, Childhood Disintegrate Disorder- ADHD- Oppositional Defiant Disorder, Conduct disorder- Mental retardation: causal factors -early intervention.

References

Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal Psychology* (15th ed.), New Delhi: Dorling Kindersley (India) Pvt. Ltd., Ch. 13.

Module 5: Cognitive impairment Disorders

Vulnerability to brain disorders- Assessing Brain damage-Delirium- Dementia: Alzheimers Disease, Pick's Disease, Huntington's Disease, Parkinson's Disease, Brain trauma- Amnestic Disorders, Vascular dementia, Korsakoff's Syndrome, epilepsy

References

Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal Psychology* (15th ed.), New Delhi: Dorling Kindersley (India) Pvt. Ltd. Ch. 13.

Module 6: Assessment

Types of assessment- Neuropsychological examination, Psychological assessment- Interview- The clinical observation of behavior- Psychological tests- The use of psychological tests in personnel screening.

References

Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal Psychology* (15th ed.), New Delhi: Dorling Kindersley (India) Pvt. Ltd. Ch. 4.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

For additional reading:

Carson, R.C., Butcher, J.N., Mineka, S. (2000). *Abnormal Psychology and Modern Life*. (11thed). New York: Allyn& Bacon.

Sarason I.G. & Sarason, B.R. (2006) *Abnormal Psychology*. Prentice Hall

PSY6 C10 CHILD DEVELOPMENT

Objectives:

- To understand the process and nature of child development
- To create and inspire interest in observing the process of child development
- To learn to relate the observation to current theories of child development

Module 1: Introduction to Child Development

The field of child development, Domains of development, Periods of development, Basic issues, significant facts about development, Philosophies of John Locke, Jean Jacques Rousseau and Charles Darwin. Designs for studying development: Longitudinal, Cross sectional, Sequential designs and microgenic.

Berk, L. E. pp 4- 15, 60-65,
Hurlock, E.B.pp.22-44

Module 2: Theories of development

Theories by Freud and Erikson, Behaviourism and social learning theories, Theory of Cognitive development; Piaget's stages of development, Information processing theory, Ethological theory, Vygotsky's Socio cultural theory, Ecological system theory and new directions.

Berk, L. E. pp 15-32,
Santrock,J.W. pp. 172-190

Module 3: Prenatal Development

Stages of prenatal development: Germinal period-embryonic period-Fetal period. Prenatal diagnostic tests.Effects of teratogens.Neonatal health and responsiveness. Pre term and low birth weight infants.

Berk, L. E. pp 88-117

Module 4: Physical and Sensory Development

Cephalocaudal and proximodistal pattern, Sequence of motor development; Gross motor and fine motor development.New born reflexes, Handedness.Perceptual development; touch, taste, smell, hearing, vision and intermodal perception.Physical development in Puberty.

Berk, L. E. pp 130-131, 147-169, 176, 203-204

Module 5: Socio emotional Development

Language development, components of language, milestones and metalinguistic awareness.Development of emotional expression, basic emotions and self conscious emotions,emotional self regulation from infancy to adolescence. Temperament, structure of temperament, Models of temperament; Thomas &Chess andRothbart. Development of attachment, Bowlby's theory, security of attachment. Moral development theories by Piaget and Kohlberg.

Berk, L. E. pp 359-360, 405-412,418-421,428-431,496-510

Module 6: Developmental Psychopathology

Definition, Psychological and behavioural characteristics (in brief) of individuals with : Intellectual disability, Learning disability, ADHD, Autism and Emotional and behavioural Disorders.

Wenar, C. pp. 83-99, 103-104, 113, 137-140, 144-151, 173, 178-183, 204-206, 211-217, 236, 243-249.

Activity based Assignments

- Study Social/cognitive/speech development of children over a period of time.
- Visit children's home/orphanage/children with chronic illnesses/institution for children with special needs.
- Submission of reports of the same.

References

Berk, L. E. (2010). *Child Development* (8thed.). New Delhi: Prentice Hall.

Hallahan, D., Kauffman, J & Pullen, P.C. (1994). *Exceptional Learners: An introduction to Special Education*. MA: Allyn & Bacon.

Hopkins, B., Ronald, Barr.G., & George, F. (2005). *Encyclopaedia of Child Development*

Hurlock, E.B. (2009). *Child Development*, 6thed. New Delhi: Tata McGraw Hill Edition,

Papalia, D.E. & Olds, S.W. (1994). *Human Development* (5thed.) Tata McGraw Hill.

Santrock, J.W. (2007). *Child Development*, 13thed. New Delhi: Tata McGraw Hill.

Wenar, C. (1994). *Developmental Psychopathology from Infancy through Adolescence*. McGraw Hill, USA.

PSY6 C11 MANAGING BEHAVIOR IN ORGANIZATION

Objectives:

To familiarize and learn concept of human organizations and behavior in organizations.

To introduce topics like Leadership, Motivation, Power, Conflict, Negotiation in organizations and to learn strategies to Manage organizations more effectively.

Module1: Organizational Decision Making:

Definition, Nature of decision making: decision characteristics, types of decisions. Decision making process, Problems in decision making process: misunderstanding a situation, rushing the decision Making process.Improving decision making process: Improving the roles of individual, structured group decision making process.Techniques of decision making. Models of Individual decision making: Classical, Behavioral decision making models, Individual decision making process.

References

Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 329-347.
Luthans, F. (1997).*Organizational Behaviour*. (7thed). New York: McGraw Hill International. Pp. 532-547

Module 2: Power conflict and negotiation:

Definition, bases of power, power tactics, Indian perspectives on power. Power in action.

Conflict: Conflict: conflict process , Sources, Types, Functionality and Dysfunctionality of Conflict, Classification of Conflict Intra Individual, Interpersonal, Intergroup and Organizational, Resolution of Conflict, Meaning and Types of Grievance and Process of Grievance Handling. Negotiation- Process, types, Johari window.

Empowerment and Participation - The nature of empowerment and participation, How participation works, Programs for participation, Important considerations in participation.

Assertive Behaviour - Interpersonal Orientations, Facilitating smooth relations, Stroking.

References

Singh, K. (2013). *Organizational Behaviour*.India: Dorling Kindersley Pvt. Ltd.,Pp. 377-393.
Hellriegel& Slocum.(2004).*Organizational Behaviour*. Singapore: ThompsonSouth-Western publishers, Pp. 225-244.

Module 3: Organizational culture:

What is organizational culture: definition, Concept, Characteristics, Elements of Culture, Implications of Organization culture, Process of Organizational culture, cultural typologies, Strong vs. Weak cultures, culture vs. formalization, Organizational culture vs. National culture What do cultures do? Culture's functions, culture as a liability.

Creating and sustaining culture: How a culture Begins, Keeping a culture Alive.

How employees learn culture: Rituals, Material symbols, language.

References

Singh, K. (2013). *Organizational Behaviour*.India: Dorling Kindersley Pvt. Ltd.,Pp. 399-416.
Robbins, S. P., Judge, T. A., &Sanghi, S. (2009). *Organizational Behaviour*.Dorling Kindersley Pvt. Ltd.,Pp. 600-623.

Module 4: Managing Organizational Change and Development:

Concept, forces of change, managing planned change, Changing structure, changing technology, changing the physical setting, changing people.

Resistance to change: Individual resistance, organizational resistance, overcoming resistance to change, the politics of change.

Approaches to managing organizational change: Lewin's three-step Model Organizational Development: OD values, OD interventions. Key issues of management change: Innovation, Creating a Learning organization.

References

- Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 425-460.
Luthans, F. (1997). *Organizational Behaviour*. (7thed). New York: McGraw Hill International. Pp.592-610

Module 5: Organizational Stress:

Work place stress: Meaning of Job Stress-Definition Burnout, Background of stress.

Causes of Stress: Individual, Group, Organizational, Extra organizational Stress.

Effect of Job Stress: Physical, Psychological, Behavioral problems. Coping Strategies: Individual, organizational.

Employee counseling, Types of counseling.

References

- Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 181-198.
Luthans, F. (1997). *Organizational Behaviour*. (7thed). New York: McGraw Hill International. Pp. 194-207.

Module 6: Social Responsibility and Ethics:

Nature of social responsibility: Law and social responsibility, Historical perspectives, social responsibility organizational stake holders. Diverging Views on social responsibility. The nature of Managerial Ethics: Sources of ethics, moral development, Managerial ethics. Ethical and unethical managerial Behavior: Ethical standard and Managerial dilemma.

Ethics and Ethical behavior in Organization: Sexual harassment, pay and promotion discrimination, Employee privacy issue.

References

- Sinha, J. B. P. (2008). *Cultural and Organizational Behavior*. New Delhi: Sage
Steers, R. M. (1991). *Introduction to Organizational Behavior*. New York: Harper Collins.

Activity based assignments and seminars -Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

References

- Hellriegel&Slocum.(2004). *Organizational Behaviour*. Singapore: Thompson South-Western Publishers.
Hite, M. A., Miller, C. C., & Colella, A. (2006). *Organizational Behaviour*. New Delhi: WileyIndia.
Luthans, F. (1996). *Organizational Behavior*. (7thed). New York: McGraw Hill International.
Luthans, F. (2007). *Organizational Behaviour*. (11thed). New York: McGraw Hill International.
McShane&Glinow. *Organizational Behaviour*, McGraw Hill Publication.

- Pierce, J. L., Gardner, D. G. (2002). *Management and Organizational Behaviour*. Noida: Thomson
- Robbins, S. P., Judge, T. A., & Sanghi, S. (2009). *Organizational Behavior*. Dorling Kindersley Pvt. Ltd.
- Sinha, J. B. P. (2008). *Cultural and Organizational Behaviour*. New Delhi: Sage
- Steers, R. M. (1991). *Introduction to Organizational Behaviour*. New York: Harper Collins.

PSY6 E1 LIFE SKILLS DEVELOPMENT

Objective

To enable students to develop theoretical and practical insights about life skills. This will be achieved through lectures, discussions, practical exercises and through use of objective tests.

Module 1: Life Skills

Definition and importance of life skills. Life skills education, Life skills- based education. Life skills training. Life skills education recommended by the WHO.

Module 2: Communication skills and listening skills

Definition of communication, Process of communication, barriers of communication, basic forms of communication.

Bhatnagar & Bhatnagar Pp. 24-31, 170-183

Developing listening effectiveness. Factors affecting efficient listening. Practising efficient listening

Ahuja, Ahuja & Ahuja Pp. 41-114.

Module 3: Emotional and interpersonal skills

Emotion and communication, emotional competence, handling difficult people, technique of emotional display. Interpersonal effectiveness. Assertiveness skills. Conflict management and Negotiation skills. Team building skills

Bhatnagar Pp. 269-308

Module 4: Coping Skills

Time management skills

Bhatnagar Pp. 321-330

Dealing with deadlines, Thought stopping, Dealing with anger and frustration, Relaxation techniques.

Posen Pp. 94-96, 145-147, 162-171

Module 6: Practicum

Students are to be administered a test of life skills assessment and an area of potential improvement be identified and the student has to plan and execute a strategy to improve the skill area.

References:

Ahuja, P., Ahuja, G.C., & Ahuja, A. (1997). *How to develop Profitable Listening Skills*. New Delhi: Sterling Publishers Pvt. Ltd.

Bhatnagar, N, & Bhatnagar, M. (2012). Delhi: Dorling Kindersley (India) Pvt. Ltd.

Posen, D. (2006). *The Little Book of Stress Relief*. Mumbai: Jaico Publishing House.

PSY 6 E2 HUMAN RESOURCE DEVELOPMENT**Objectives:**

To introduce the principles and concepts of HRD.

To learn how to implement HRD programmes to improve the effectiveness of organizations through self development of employees at all levels.

Module 1: Introduction to HRD

Concept of HRD- Difference between HRD and HRM- Objectives – Mechanisms and Assumptions of HRD- Need and significance of HRD in India. Principles and approaches of HRD- Challenges and ethics of HRD

Module 2: Training and Development

Concept of Training, Definition, Types, Objectives, Methods, Evaluating effectiveness of training. Concept of management development: Objectives, principles and strategies of development.

Module 3: Career Planning and development

Career planning: Nature, Definition, Characteristics, Objectives of career planning. Career development: Nature, definition, characteristics, objectives, Importance, Principles, Theories, Strategies-career development, career strategies: Nature, concept, process.

Module 4: Performance appraisal and Potential

Appraisal: Definition, Performance appraisal model, objectives of performance appraisal, elements of performance appraisal, Purposes, uses, Designing of performance appraisal, performance appraisal process, appraisal interview, methods of performance appraisal, types of performance appraisal.

Module 5: Employee counseling and mentoring

Employee counseling: Concepts, objectives, Skills of employee counseling Theoretical approaches, Types of EC, Counseling process, measures of effective EC. Employee coaching: Concept, definition, objectives, types of EC, Process of EC, Coaching techniques. Mentoring: Concept, Definition, objectives, Characteristics of Mentoring, Matching of Mentor and Mentee, Principles, Dynamics, Qualities and roles, types of mentoring, functions of mentoring, mentoring process.

Module 6: Employee Empowerment

Definition, objectives and prerequisites of EE, types, process, Strategies of Employee empowerment.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

References

- Deb, T. (2009). *Human Resource Development. Theories and Practice*. New Delhi: Anne Books.
- Gupta, C. B. (1996). *Human Resource Management*. New Delhi: Sultan Chand.
- Rao, S., & Rao, V.S. P. (1997). *Human Resource Management*. New Delhi: Konark Publishers.

PSY 6 E3 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 I: History and concepts.

Need and Significance of Health Psychology, Historical and Conceptual basis of Health Psychology. Quality of Life in relation to health-wellness state and illness state

Module 2: Psychobiology of Health Biomedical Science and Health Psychology.

Mental Health .Illness as an expression of emotional needs, Stress, Coping and Management.Role of psychological process in Somatoform disorders.

Module 3: Health and Behavior Change Health Behaviour and Health Models.

Health Compromising Behaviour: Alcohol use and abuse, smoking, sexual behaviour, Jealousy, Rumor spreading.Health Enhancing techniques: Exercise, Yoga,Eating and health, positive thinking, skill development.

Module 4: Society and Health Culture ,Social class, Gender and attitude in relation to Health.

Social relationships – Support system, social networking, friendships service availability and utilization Doctor- Patient communication and relationship in the context of Health psychology.

Module 5: Managing Lifestyle illness and terminal illness

Psychological factors in Cancer , Diabetes ,Coronary Heart Disease and Asthma.
 Psychological Factors in Degenerative Neurological diseases- Alzheimer's disease, Dementia and Problems of aging and adjustment.Psychological factors in Pain and Pain management.

References

- Dematteo, R. M. & Martin,R. L. (2007).*Health Psychology*, Pearson Education.
 Marks, (2008).*Health Psychology: Theory and Practice*. Delhi: Sage.
 Marks, D., Murray, M., Evans, B.,Willig, C.Woodwall, C.&Syskes, C. (2008).*Health Psychology*, New Delhi: Sage
 Mohan, J. &Sehgal, M. (2006).*Health Psychology: Recent Perspectives*
 Roberts, R., Towell, T., & Golding, J. F. (2001).*Foundations of Health Psychology*.New York Palgrave Houndmills
 Sarafino, E. P. (1998). *Health Psychology: Bio-psychosocial interactions* (2nd and 3rded.), John Wiley & Sons Inc.
 Sheridan, C. L. & Radmacher, S. A. (1992). *Health Psychology:Challenging the Biomedical Model*, John Wiley & Sons Inc., 1992
 Taylor, S. E. (2006).*Health psychology*, New Delhi: McGraw Hills Inc.

PSY6 P2 PSYCHOLOGICAL ASSESSMENT(Practical)**Objectives:**

- To develop the ability to understand self and others.
- To familiarize with psychological instruments and tools
- To generate interest in the analysis of psychological data
- To develop the skills of testing and scientific reporting in psychology
- To generate interest in working in the community with a psychological outlook

Each student is required to conduct a minimum of 10 tests and submit the record for evaluation at the end of the semester. The list includes tools that measure intelligence (SPM, Bhatia's battery, Mathew mental abilities etc.), personality (EPQ, Big five inventory) and memory.

Tests to assess interest, aptitude, attitude, creativity, adjustment (AICS), values, basic tools for child assessment (Seguin Form Board, VSMS etc.), Locus of control etc. can also be administered.

Additionally, for skill development, students can be trained in relaxation techniques, techniques of stress management, communication skills, assertive training etc.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

Psy6 Pr2 RESEARCH PROJECT

Empirical research to be done using the principles of research methodology and statistics. This enables the students to get firsthand experience in doing research. The undergraduate experience is greatly enriched by attaining research experience early. Research experience allows undergraduate students to better understand published works, learn to balance collaborative and individual work, determine an area of interest, and jump start their careers as researchers. Through exposure to research as undergraduates, many students discover their passion for research and continue on to graduate studies and faculty positions.

Guidelines for the project work:

- a) The research work shall be a quantitative, qualitative or exploratory study.
- b) Students are to do the project individually and submit the report in printed/ typed form (A4 size).
- c) Project work should be carried out with the supervision of faculty member in the department.
- d) The report should not exceed 50 pages.
- e) The project report should strictly follow APA format.
- f) The report should be submitted with five chapters, viz., Introduction, review, method, result and discussion, summary and conclusion, and references.
- g) An abstract of the study should be attached with the research report.

The project will be valued both internally and externally.

Complementary course in Psychology for other Core programmes (For B. A. English and B.A. Economics)

UNDERSTANDING PSYCHOLOGY

Semester 1

Objectives:

To gain understanding regarding the basics of Psychology as a scientific discipline
To understand the chief applications of the field of Psychology in social and clinical settings.

Module 1: Introducing Psychology

Definition of Psychology, The science of Psychology and pseudopsychology, Origin of Psychology, Contribution from Ancient Indian and Greek philosophies, Biological basis-heredity and genetics, Brief history of scientific psychology-Structuralism, Functionalism, Gestalt, Behaviourism, Humanism, Existentialism, and Cognitive perspectives.

References

Baron, R.A. & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 1
Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 1.

Module 2: Scope of Psychology

Branches of Psychology-Developmental Psychology, Social Psychology, Clinical Psychology, Human Resource Development, Positive Psychology, Sports Psychology etc. Professionals in Psychology-Distinction between Psychiatrist, Clinical psychologist, Psychologist, Counselling psychologist, Social worker and corresponding professional qualifications.

Reference

Ciccarelli, S.K., & Meyer, G.E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 1.

Module 3: Methods of psychological research

Descriptive methods– Introspection, Observation (Naturalistic and Controlled), Interview (Structured and unstructured), Surveys, Questionnaire, Psychological tests.
Correlational method, Experimental method-Lab and field experiments, Variables (Independent and dependent), Experimental and control groups, placebo effect.

References

- Baron, R.A., & Misra, G. (2014). *Psychology*, 5thed. New Delhi: Pearson Education, Ch. 1
- Ciccarelli, S.K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 1.

Module 4: Psychology in social settings

Forms of Social influence-Conformity, compliance and obedience, social facilitation and social loafing, group think and group polarization, Impression formation, Prosocial behavior

Reference

- Ciccarelli, S.K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 13.

Module 5: Psychological disorders

Concept of normality-statistical definition, social norm deviance, subjective discomfort, inability to function normally. Resilience and sources of resilience. The concept of stress, cognitive factors in stress: Lazarus's cognitive appraisal approach, Coping with stress- Problem-focussed and emotion-focussed, Enhancing wellness. Key symptoms of personality disorders, anxiety disorders, mood disorders, schizophrenia.

Reference

- Ciccarelli, S.K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 14.

PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Semester 2

Objectives:

To generate understanding about the key psychological processes
To generate interest to know more about the concept of personality and the theories underlying it.

Module1: Psychological Processes

Attention: definition, factors affecting attention, set in attention.
Perception: definition, Gestalt laws, subliminal perception, ESP
Memory: definition, Atkinson-Shiffrin model of memory, Memory enhancement methods.
Cognition: definition, problem solving & creativity: stages, strategies (algorithms & heuristics) and barriers, mental set & functional fixedness.

Reference

Ciccarelli, S.K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 3., Ch. 6, Ch. 8.

Module 2: Intelligence

Nature and nurture controversy, IQ and tests of intelligence, Theories of intelligence; Gardner, Sternberg, Thurston. Emotional intelligence: definition and components. Giftedness, mental retardation: types and causes.

Reference

Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.8

Module 3: Emotion & motivation

Physiological correlates of emotion, facial feedback hypothesis, two factor theory, cognitive appraisal theory, opponent process theory. Motivational concepts: need, drive, homeostasis. Types of motives: intrinsic & extrinsic, Primary and secondary. Maslow's hierarchy, Murray: Need for achievement, affiliation and power.

Reference

Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.9.

Module4: Perspectives and concepts of personality

Definition of personality. Psychodynamic perspective-Freud's Psychoanalysis (Levels of Consciousness, structure of mind, Anxiety and defense mechanisms), Jung: Collective unconscious, Adler: Striving for superiority, Karen Horney: basic anxiety, Behavioursim-Classical, operant and observational learning, Trait approach: types of traits: Allport, Cattell, Big Five, Humanistic perspective: Maslow hierarchy of needs and self actualization, Rogers: phenomenological perspective,

Reference

Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.12.

Module 5: Theories of psychological development:

Psychosexual development (Freud), Psychosocial development (Erikson), Cognitive development (Piaget), Social learning theory (Bandura)

References

Baron, R. A. & Misra, G. (2014). *Psychology (Indian Subcontinent Edition)*, Ch. 12.

Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch.12.

MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS, KOTTAYAM



CHOICE BASED COURSE – CREDIT – SEMESTER
CURRICULUM AND SYLLABI

FOR

UNDER GRADUATE COURSE

IN

PSYCHOLOGY

(to be effective from 2011 admission onwards)

MAHATAMA GANDHI UNIVERSITY

Semester and credit Restructured Curriculum And Syllabi

For

Under graduate program

In

PSYCHOLOGY

Proposed by the board of studies members:

Dr. Razeena Padmam

Dr. M. K. Mathew

Mrs. Malini R.

Dr. P. G. Saji

**NAME OF THE COURSES TO BE DONE IN B.A.
PSYCHOLOGY PROGRAM**

Psy1 B 1 Biological Basis of Behavior (complementary)
 Psy2 B 2 Neurophysiology of Behavior (complementary)
 Psy3 B 3 Statistics (complementary)
 Psy4 B 4 Statistics (complementary)
 Psy1 C 1 Basic Psychological Processes
 Psy2 C 2 Basic Cognitive Processes
 Psy3 C 3 Social Behavior
 Psy4 C 4 Social Mind and Processes
 Psy5 C 5 Child Development
 Psy5 C 6 Abnormal Psychology
 Psy5 D 1 Foundations of Organizational Behavior(elective)
 Psy5 P 1 Experimental Psychology (practical)
 Psy5 Pro1 Project
 Psy6 C 7 Psychology of Maladaptive Behavior
 Psy6 D 2 Managing Behavior in Organizations (elective)
 Psy6 O 1 Human Resource Development (open)

OR

Theory and Practice of Counseling (open)
 Psy6 P 2 Psychological Assessment (practical)
 Psy6 Pro2 Project

MAHATMA GANDHI UNIVERSITY

BA Psychology Credit-Semester Course Scheme

Semester	Core Papers	Codes	Credit	Hours
Sem I	Basic Psychological Processes. Biological Basis of Behavior (complementary course)	Psy1 C 1	4	7
		Psy1 B 1	4	5
Sem II	Basic Cognitive Processes Neurophysiology of Behavior (complementary course)	Psy2 C 2	4	7
		Psy2 B 2	4	5
Sem III	Social Behavior Statistics(complementary course) Practical	Psy3 C 3	4	7
		Psy3 B 3	4	5
		Nil	Nil	3
Sem IV	Social Mind and Processes Statistics (complementary course) Practical	Psy4 C 4	4	7
		Psy4 B 4	4	4
		Nil	Nil	3
Sem V	Child Development Abnormal Behavior Foundations of Organizational Behavior (elective) Practical Project 1	Psy5 C 5	4	4
		Psy5 C 6	4	5
		Psy5 D 1	4	5
		Psy5 P 1	8	8
		Psy5 Pro 1	4	2
Sem VI	Psychology of Maladaptive Behavior Managing Behavior in Organizations (elective) Human Resource Development Or Theory and Practice of Counseling Practical Project 2	Psy6 C 6	4	6
		Psy6 D 2	4	6
		Psy6 Oa	4	5
		Psy6 Ob	4	5
		Psy6 P 2	8	8
		Psy6 Pro 2	4	2
TOTAL			80	104
Open Courses				
	1. Basics of Counseling Psychology	Psy6 O	4	5
	2. Psychology of Advertising and Marketing Research	Psy6 O	4	5
	3. Life skill Development	Psy6 O	4	5
	4. Personal Effectiveness	Psy6 O	4	5

Contd...

	5. Psychological Analysis of Film, Literature and Cultural products	Psy6 O	4	5
	6. Psychology of Adolescents	Psy6 O	4	5
	7. Yoga and Stress Management	Psy6 O	4	5
	8. Indian Psychology	Psy6 O	4	5
	9. Sports psychology	Psy6 O	4	5
	10. Health Psychology	Psy6 O	4	5

Expansion of the codes given to courses

Psy	Psychology
1,2,3,4,5,6	Semester numbers
B	Complementary courses
C	Core courses
D	Elective courses
O	Open courses

PSY 1 B 1- BIOLOGICAL BASIS OF BEHAVIOUR

Module 1 Introduction- Brain-Behaviour relations, Cells of the Nervous system- Neurons, Structure of neuron, External, internal and supporting structures, types of neurons.

Module 2 The Anatomy of the Nervous system and The Peripheral Nervous system - Central Nervous system, Forebrain, Midbrain and Hindbrain, Hypothalamus, Cortex, Spinal cord. Autonomic Nervous system, Sympathetic and Parasympathetic Nervous system.

Module 3 The Hemispheres of the Neocortex- structure, functional asymmetry (surgical studies, clinical studies, behavioural studies), capabilities of the right and left hemispheres, language, handedness, cortex and learning.

Module 4 The Endocrine system- The endocrine glands and hormones, hormonal influence on learning and memory, hormones and behavior.

Module 5 The Immune system- Humoural immunity, cell mediated immunity, non-specific defenses; anatomy of an immune response; memory boosters; immunosuppression; Hypersensitivity reactions, autoimmunity.

Module 6 Cardiovascular System: Structure of the human heart and its working (mention also the SA node, AVnode & Purkinje System); Structure of arteries, veins, and capillaries, pulmonary and systemic circulation. Blood, a fluid connective tissue; components (Plasma, RBC, WBC and platelets).

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day functioning of human body. Discuss various problems and issues that may be developed in the immune system, endocrine system, neuron or cardiovascular systems

Books for Study

1. Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rd Ed.) Prentice-Hall of India Pvt. Ltd.
2. Rosensweig, M.R., Leiman, A. L., Breedlove, & S. Marc, (1996). *Biological Psychology*, Sinauer Associates, Inc.
3. Guyton, A. *Medical Physiology* (8th Ed.), W. B. Saunders' Co.

Contd...

4. Gardner; Eldon J. S, Michael J.S., & Peter; *Principles of Genetics* (4thEd.)
Wiley Eastern Ltd.
5. Ahluwalia, K. B; (1994) *Genetics*. 4th Print, Wiley Eastern Ltd.
6. Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3rd Ed.). New York: Random House, Inc.
1. Leukal, F. (1985). *An Introduction to Physiological Psychology*. (1st ed.). New Delhi: CBS Publishers and Distributors.

PSY 2 B 2- NEUROPHYSIOLOGY OF BEHAVIOUR

Module 1 - Communication within a neuron and Neurotransmitters - membrane potential, resting potential, depolarization, hyper polarization, sodium-potassium pump, action potential. Neurotransmitters- Role of neurotransmitters in transmission of impulses, Excitatory and inhibitory post synaptic potentials.

Module 2 - Behaviour Genetics- Mendel's principles, modern concept of the gene and the gene action, sex-linked, sex-limited, sex-influenced characters, hereditary diseases, human genome project, gene mapping

Module 3 - Psychoneuroendocrinology- Behaviour and the limbic system, Hypothalamus- Autonomic nervous system, Hypothalamo hypophysial endocrine system (HPT axis, HPA axis).

Module 4 - Stress Physiology and Psychoneuroimmunology- stress response, indicators of stress (hormonal, anatomical, and physiological), stress and disease Psychoneuroimmunology-Connections between emotions, nervous system and immune functions, Placebo effect, Immune deficiency, Effect of meditation and biofeedback.

Module 5 - Physiological basis of sexual behavior-Defining sexual behavior, Dynamics, hormones and its impact, external cues, the brain and sexual behavior.

Module 6 – Sensory processing – Visual System- Anatomy of the eye, Nervous connections of the eye- optic nerve, lateral geniculate nucleus, Superior colliculus, Visual cortex.

Auditory system- Anatomy of the Auditory system, Nervous connections of the ear, pathway- Organ of Corti, Ventral cochlear nucleus, inferior colliculus, medial geniculate body, auditory cortex.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day functioning of human body. Discuss various problems and issues that may be developed in neurotransmitters, psychoneuroimmunology

Contd...

Books for Study

1. Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rd Ed.) Prentice-Hall of India Pvt. Ltd.
2. Rosensweig, M.R., Leiman, A. L., Breedlove, & S. Marc, (1996). *Biological Psychology*, Sinauer Associates, Inc.
3. Guyton, A. *Medical Physiology* (8th Ed.), W. B. Saunders' Co.
4. Gardner; Eldon J. S, Michael J.S., & Peter; *Principles of Genetics* (4thEd.) Wiley Eastern Ltd.
5. Ahluwalia, K. B; (1994) *Genetics*. 4th Print, Wiley Eastern Ltd.
6. Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3rd Ed.). New York: Random House, Inc.
7. Leukal, F. (1985). *An Introduction to Physiological Psychology*. (1st ed.). New Delhi: CBS Publishers and Distributors.

PSY 3 B 3 STATISTICS –Complementary

PSY 4 B 4 STATISTICS – Complementary

PSY 1 C 1 BASIC PSYCHOLOGICAL PROCESSES

Objectives:

To generate interest in psychology

To familiarize the students with the concepts of basic psychological processes

To understand the basics of various theories in psychology

To provide basic knowledge about systems and processes like attention, learning and memory

Module 1: Introducing psychology

What is psychology: A working definition. What is not psychology?

Origin of psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics. Branches of psychology.

Scope of psychology. Brief history of modern scientific psychology: Structuralism, Functionalism, behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach (in brief).

Module 2: Experimentation and critical thinking in Psychology

Psychology as a science. Goals of scientific enterprise. Steps in scientific investigation.

Methods of psychology. : Naturalistic observation, case study, survey, correlational studies, experimental method. Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control – placebo effect, experimental effect, double blind procedure, lab and field experiment.

How to evaluate claims of human behaviour ? Pseudo – psychologies – palmistry, astrology, graphology, Ouija board etc. How do they work? How to evaluate popular psychology news? Developing critical thinking abilities

Module 3: Sensation and Perception

Absolute threshold. J N D. Perceptual defense. Subliminal perception. Perceptual set. Perceptual organization. Gestalt principles. Depth perception : monocular and binocular cues. Perceptual styles. Perceptual constancies. Color perception – color theories (in brief). Illusions of different types .Habituation

Attention – factors affecting attention – subjective and objective factors. Phenomena associated with attention – span of attention, division of attention, distraction of attention. Extra sensory perception – critical view. Enhancing perceptual accuracy.

Module 4: Consciousness

States of mind: Nature of consciousness, Changes in consciousness: dream and sleep. Stages of sleep. Altered states: Hypnosis- facts and myths, meditation, drug induced states. (applications)

Module 5: Learning

Definition. Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Illustrations (child, developmental, school).

Applications. Trial and error learning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect. Applications: Contingencies in schools, Premack principle. behaviour modification. (Other illustrations: conditioning pets, conditioning in industries, in business, children, and adults). Verbal learning.

Social and cognitive learning: Observational learning. Process and principles. Latent learning, cognitive map, Insight learning. (applications)

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspects of behavior. Discuss various errors and inaccuracies in perception, need for critical thinking in perception, how behavior is learned and shaped.

References:

- 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.
- Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co.
- Kuppuswamy, B. (1990). *Elements of Ancient Indian psychology*, 3rd Ed. New Delhi: Konark Publishers Pvt. Ltd.
- Lee, J A (2010) *The Scientific Endeavour*. New Delhi. Pearson
- Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New delhi: Prentice Hall of India.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7th ed. New Dehi: Tata McGraw Hill.
- Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.

For additional reading:

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

PSY 2 C 2 BASIC COGNITIVE PROCESSES

Objectives:

To generate interest in psychology

To familiarize the students with the concepts of basic cognitive processes

To understand the basics of various theories in psychology

To provide basic knowledge about systems and processes like cognition, intelligence and personality

Module 1: Memory

Encoding, storage and retrieval processes. Sensory, short term and long term memories. Chunking. Working memory. Levels of processing. Implicit and explicit memory. Semantic, episodic and procedural memory. State dependent memory. Memory construction. Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory. Measuring memory: recall, recognition, relearning, redintegration.

Forgetting: Curve of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia. (In Brief)

Strategies for remembering: rehearsal, elaboration, organization. (Mnemonics)

Module 2: Cognitive processes

Components of thought: Images and Concepts. Structure of language. Language and thought. Reasoning: deductive and inductive. Problem solving- Steps. Barriers to effective problem solving. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving.

Creativity. Convergent and divergent thinking, Stages in creativity. Decision making.

Module 3: Motivation and Emotion

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

Elements of emotional experience. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis.(applications)

Module 4: Intelligence

Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, and Cattell. Triarchic approach. Multiple intelligences.

Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness (briefly). Determiners of intelligence: heredity and environment. Emotional intelligence.

Module 5: Personality

Self. Concept of personality. Determinants of personality.

Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes. Limitations.

Modern theories (In brief). Psychodynamic approaches. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development, Neo Freudian Approaches- Jung, Adler, Horney. (In Brief) Trait theories- Allport, Cattell. (In Brief) Eysenck (In Brief)

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

References:

- Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education.
- Boozin, R., & Bower, G.H. (1991). *Psychology today-An Introduction*, 7th ed. New York: McGraw Hill Inc.
- Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co.
- Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7th ed. New Delhi: Tata McGraw Hill.
- Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.

For additional reading:

- Friedman, H. S. & Schustack, M.W. (2003). *Personality: Classic Theories and Modern Research*, 2nd ed.. Delhi: Pearson Education.

PSY 3 C 3 SOCIAL BEHAVIOUR

Objectives: To enable the student to

- understand and explain behaviour in the social setting
- explain the psychological aspects of various social phenomena
- understand the psychological aspect of various social issues in the society and nation

Module I: Introduction

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

Module II: Social Perception

Non-verbal communication: Facial expressions, gazes, stare. Body language, touching. Micro expressions, cognitive factors. Attribution. Theories: correspondent inference, Kelley's theory. Attribution errors. Applications in understanding depression and prejudice. Impression formation. Impression management- tactics.

Module III: Social Cognition

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, regression fallacy. Affect in social cognition: How thoughts shape feelings and feelings shape cognition. Combating errors in social cognition

Module IV: Attitudes

Definition, nature, components, functions. Attitude formation and change. Attitude and behaviour (briefly). LaPiere's study. Persuasion. Resistance to persuasion (briefly). Cognitive dissonance. Hypocrisy. (Illustrations and analyses of Indian/ Kerala cases)

Module V: Prejudice

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.

Module VI: Interpersonal Attraction & Relationships

Beginning of attraction. Proximity, emotions. Affiliation need. Becoming acquainted- situational determinants (briefly). Moving towards friendship - similarity, mutual liking

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References:

- Baron, R.A. & Byrne, D. (2002). *Social Psychology*, 10th ed. New Delhi: Pearson Education.
- Baron, R.A. & Byrne, D. (1997). *Social Psychology*, 7th ed. New Delhi: Pearson Education.
- Misra, G. (1990). *Applied Social Psychology in India*. New Delhi: sage Publications.
- Myers, D.G. (1990). *Social Psychology*, 3rd ed. New York: McGraw Hill Inc.

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. Analyze contemporary articles and newspapers of relevance.

PSY 4 C 4 SOCIAL MIND AND PROCESSES

Module I: Social Influence

Conformity. Asch's experiment. Factors affecting conformity. Norms.
Compliance: underlying principles and tactics. Cialdini's work.
Obedience. Milgram's experiment. Intense indoctrination (briefly).
(Illustrations and analyses of Indian/ Kerala cases)

Module II: Groups

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

Module III: Prosocial Behaviour

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

Module IV: Aggression

Theoretical perspectives. Determinants of aggression (social, personal, situational). Media violence and its effects. Child abuse and domestic violence. Prevention and control of aggression

Module V: Environmental and Social issues

The urban environment and social behaviour. The concept of personal space. Nature and effects of crowding. Environmental stress. Psychological aspects in the legal system. Eyewitness testimony: problems and solutions. Influences on verdicts- schemas and attributions

Module VI: Psychology applied to social development

Psychological aspects in poverty: Causes and consequences. Role of psychology in national development: Issues of development, psychological solutions.

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References:

- Baron, R.A., and Byrne, D. (2002). *Social Psychology*, 10th ed. New Delhi: Pearson Education.
- Baron, R.A., and Byrne, D. (1997). *Social Psychology*, 7th ed. New Delhi: Pearson Education.
- Misra, G. (1990). *Applied Social Psychology in India*. New Delhi: Sage Publications.
- Myers, D.G. (1990). *Social Psychology*, 3rd ed. New York: McGraw Hill Inc.

Activity based assignments:

Analyze popular films and TV programmes 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.

PSY 5 C 5 CHILD DEVELOPMENT

Module 1. Introduction to life span development

Importance of life span development. Historical perspective. Characteristics of life span perspective. Nature of development. Cross sectional and longitudinal approaches in developmental study.

Module 2. Theories of development

Theories by Freud, Erikson, Piaget, and Vygotsky. Information processing. Behavioral—Social cognitive—Ethological and Ecological theories. Eclectic orientation.

Module 3. Prenatal Development

Germinal period-embryonic period-Fetal period. Prenatal diagnostic tests. Effects of teratogens. Neonatal health and responsiveness. Consequences of low birth weight.

Module 4. Physical Development and Aging

Cephalocaudal and proximodistal pattern. Newborn-- reflexes--perception (vision, hearing, other senses, and intermodal perception). Height and weight in infancy and childhood, Gross and fine motor skills, handedness. Physical development in puberty.

Module 5. Cognitive Development

Stages of cognitive development--sensory motor stage--object permanence--pre-operational stage--intuitive thought--concrete operations--conservation--formal operations. Language development. Phonology--morphology--syntax--semantics—pragmatics. How language develops--babbling--two-word utterance--advances in early, middle and late childhood--metalinguistic awareness.

Module 6. Socio-Emotional Development

Functionalist view of emotion--regulation of emotion--development of emotion through infancy, childhood, adolescence and adulthood. Describing and classifying temperament--Chess and Thomas, Kagan, Rothbart and Bates. 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 identity--moral characters--exemplars.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspects of behavior.

Contd...

References

- Berk, L.E. (2006). *Child development* (7th Ed.) Pearson Education Inc.
- Hurlock, E.B (2005) *Child Development*; Tata McGraw Hill Publishing Co.
- John W. Santrock,; A topical approach to Life-span Development' 3rd ed..*
- Papalia, D.E. & Olds, S.W.(1994).*Human Development*(5th Ed.). Tata McGraw Hill Publishing Co.
- Santrock,J.W. (2007). Child Development. (11 th Ed.) New Delhi:Tata Mc Graw-Hill*

PSY 5 C 6 ABNORMAL BEHAVIOR

Objectives: -To acquaint the students with the history and meaning of abnormal behaviour
 -To develop in them awareness about classification systems
 -To acquaint the students with the basic minor disorders
 -To have an understanding regarding the causal pattern and treatment of disorders

Module 1. Abnormal Psychology: An overview – The concept of normality and abnormality, Different criteria, Concept of healthy personality, Historical view of abnormal behavior, Abnormal behavior: Current status, Classification systems-ICD, DSM, Merits and demerits of classification.

Module 2. Causal factors in Abnormal Psychology- Causes and risk factors, Biological viewpoints, Psychosocial viewpoints: Major perspectives, Socio-cultural viewpoint.

Module 3. Stress disorders- Reaction to common life stressors- Adjustment disorders, Reaction to severe life stressors- Acute and Post-traumatic stress disorders, Treatment and prevention of stress disorders.

Module 4. Anxiety disorders- Phobic disorders, Panic disorder and agoraphobia, Generalized anxiety disorder, Obsessive-compulsive disorder, Causal factors- Biological, Psychological and Socio-cultural factors, Treatment and outcomes, Psychological therapies.

Module 5. Somatoform and dissociative disorders- Somatization disorder- Hypochondriasis- Pain disorder- Conversion disorder- dissociative amnesia and fugue- dissociative identity disorder- Depersonalization disorder- Causal factors- Biological, Psychological and Socio-cultural factors- Treatment and outcomes.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

REFERENCES:

1. Carson, R.C., Butcher, J.N. & Mineka, S. (2000). *Abnormal Psychology and Modern Life*. (11th ed). New York:Alley & Bacon.
2. Sarason, I.G. & Sarason, B.R. (2006). *Abnormal Psychology*, Prentice Hall

PSY 5 D 1 FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR (Elective)

Objectives:

To familiarize and learn concept of human organizations and behavior in organizations.

To introduce topics like Leadership, Motivation, Power, Conflict, Negotiation, in organizations and to learn strategies to Manage organizations more effectively.

Module-1 Introduction

Defining OB. Relationship to other field. The behavioral approach to management. Organisation as socio technical system. Brief history of OB. Philosophies and approaches to management process - (In brief)

Scientific, administrative and beauracratic management.

The Hawthorne studies-transition in thought and practice.

The behavioral school of management thought and practice-early contributions, human relations model, and the behavioral science influence (In brief)

Module-2: Organizational structure and design:

Classical organizational theory: Bureaucratic Model, Modern view of Bureaucracies.

Centralization and decentralization- Flat, and tall structure, departmentation, line/staff concept of organization. Modern Organizational theory: Organization as open system, information processing view; project, matrix, horizontal, network designs.

Module-3 Work Motivation:

Meaning and definition. Theories of work motivation: content theories: Manifest need theory, learned need, hierarchy of needs, ERG theory, two factor theory, self determination theory. Process theories: Vroom expectancy theory, Potter-Lawler Model. Contemporary theories of Work Motivation: Equity theory, attribution theory, other emerging theories of work motivation.

Module-4 Communication in Organisation:

Importance, processes of communication. Communication within organization: Downward, Upward, lateral. Interpersonal communication: Formal Vs Informal, communication media, technology, non-verbal communication. Barriers of effective communication: organizational and Individual. Overcoming communication barriers: Communication audits, Communication cultures, individual actions.

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Module-5 Leadership in organization:

Definition, Characteristics, Skills and Roles, leadership processes

Theories of leadership: Leader centric, interactive relationship, contingency theories, NT-Styles.

Module-6 Group and Team work

Type, Structure, Teams and groups diversity- consensus, dilemma, types of teams, building teams in Indian organizations.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

References

1. Luthans, F. (1997). *Organizational Behavior*. (7th ed). New York: McGraw Hill International
2. Luthans, F. (2007). *Organizational Behavior*. (11th ed). New York: McGraw Hill International
3. Pierce, J. L., Gardner, D. G. (2002). *Management and Organizational Behavior*. Noida: Thomson
4. Hitte, M. A., Miller, C. C., & Colella, A. (2006). *Organizational Behavior*. New Delhi: WileyIndia.
5. Sinha, J. B. P. (2008). *Cultural and Organizational Behavior*. New Delhi: Sage
6. Steers, R. M. (1991). *Introduction to Organizational Behavior*. New York: Harper Collins.

PSY 5 P 1 EXPERIMENTAL PSYCHOLOGY (practical)

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

Each student is required to conduct a minimum of 10 experiments and submit the record of experiments for evaluation at the end of the semester. (Demonstration experiments need not be reported.)

Experiments for Demonstration purpose only

Illusions: Horizontal-Vertical, Muller-Lyer , Visual acuity, Snellen chart
 Attention: Span, division, distraction, set . Memory: Span of memory

A minimum of 10 experiments out of the following should be compulsorily administered by each student. (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.)

Sensation and perception: Depth perception, colour blindness
 Reaction time: simple, choice Learning: massed vs. spaced, rote vs. meaningful, trial and error, maze, rational learning
 Transfer: bilateral, habit interference, Level of aspiration, Knowledge of results
 Motor tests: tracing test, steadiness test, tweezer dexterity, finger dexterity
 Problem solving, concept formation, multiple choice test, localization of sound
 Social suggestibility experiments: suggestibility, compliance, grapevine, prosocial behaviour

For internal evaluation purposes, activity based assignments that help the student learn from real life situations can be used. (Eg, Assignment on the systematic observation of child behaviour/ some social behaviour). In such a case, report/ presentation of the same can be evaluated.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

PSY 6 C 7 PSYCHOLOGY OF MALADAPTIVE BEHAVIOUR

Objectives: -

To acquaint the students with the symptoms of major psychological disorders

To encourage the students to know the causal pattern and the different therapeutic techniques in the management of personality and major psychological disorders

Module 1. Personality disorders: Clinical features of personality disorders, Types of personality disorders- Paranoid, Schizoid, Schizotypal, Histrionic, Narcissistic, Antisocial, Borderline, Avoidant, Dependent, Obsessive-compulsive, Passive-aggressive, Depressive personality disorder- Causal factors in personality disorders- Biological, Psychological and Socio-cultural, Sexual development and orientation disturbances.

Module 2. Substance-related disorders: Alcohol abuse and dependence, Clinical picture, Causal factors, Treatment and outcomes, Drug abuse and dependence, Opium and its derivatives, Barbiturates, Amphetamines, Cocaine, Hallucinogens, Marijuana, Caffeine and nicotine, Factors affecting drug abuse, Treatment and outcomes.

Module 3. Mood disorders: Mania and depression, Unipolar and bipolar disorders, schizoaffective disorders, Causal factors in mood disorders, Biological, Psychological, and Socio-cultural factors, Treatment and outcomes.

Module 4. Schizophrenia and delusional disorder, The clinical picture in schizophrenia, Subtypes of schizophrenia- Paranoid, Catatonic, Disorganized, Residual and undifferentiated type, Causal factors in schizophrenia- Biological, Psychological, and Socio-cultural factors, The clinical picture in delusional disorder, Causal factors in delusional disorder, Treatment and outcomes.

Module 5. Assessment- Types of assessment- Neuropsychological examination, Psychological assessment- Interview- The clinical observation of behavior- Psychological tests- The use of psychological tests in personnel screening.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

References:

- Carson, R.C., Butcher, J.N., Mineka, S. (2000). *Abnormal Psychology and Modern Life*. (11th ed). New York: Allyn & Bacon.
- Sarason I.G. & Sarason, B.R. (2006) *Abnormal Psychology*. Prentice Hall

PSY6 D2 MANAGING BEHAVIOR IN ORGANIZATION (Elective)

Objectives:

To familiarize and learn concept of human organizations and behavior in organizations.

To introduce topics like Leadership, Motivation, Power, Conflict, Negotiation, in organizations and to learn strategies to Manage organizations more effectively.

Module-1 Organizational Decision Making:

Nature of decision making: What are decision making, decision characteristics, types of decisions. Decision making process and managerial practices: A systematic approach to decision making process, contingency approach to decision making

Problems in decision making process: misunderstanding a situation, rushing the decision Making process. Improving decision making process: Improving the roles of individual, structured group decision making process. Models of Individual decision making: Classical, Behavioral decision making models, Individual decision making process.

Control and involvement-oriented approach to decision making.

Module-2 Power conflict and negotiation:

Definition, bases of power, power tactics, Indian perspectives on power. Power in action.

Conflict: transition in conflict thought, conflict process. Conflict management: Negotiation, Johari window.

Module-3 Organizational culture:

What is organizational culture: definition, cultural typologies, Culture is a descriptive term, Do organizations have uniform culture, Strong vs. Weak cultures, culture vs. formalization, Organizational culture vs. National culture

What do cultures do? Culture's functions, culture as a liability.

Creating and Sustaining Culture: How a culture Begins, Keeping a culture Alive.

How employees learn culture: Rituals, Material symbols, language

Module-4 Managing Organizational Change and Development:

Concept, forces of change, managing planned change, Changing structure, changing technology, changing the physical setting, changing people. Resistance to change:

Individual resistance, organizational resistance, overcoming resistance to change, the politics of change. Approaches to managing organizational change: Lewin's three-step Model Organizational Development: OD values, OD interventions. Key issues of management change: Innovation, Creating a Learning organization.

Module-5 Organizational Stress:

Work place stress: Meaning of Job Stress-Definition Burnout, Background of stress.

Causes of Stress: Individual, Group, Organizational, Extra organizational Stress.

Effect of Job Stress: Physical, Psychological, Behavioral problems. Coping Strategies: Individual, organizational.

Contd...

Module-6 Social Responsibility and Ethics:

Nature of social responsibility: Law and social responsibility, Historical perspectives, social responsibility organizational stake holders. Diverging Views on social responsibility. The nature of Managerial Ethics: Sources of ethics, moral development, Managerial ethics. Ethical and unethical managerial Behavior: Ethical standard and Managerial dilemma, Does ethical behavior make a financial difference? Ethics and Ethical behavior in Organization: Sexual harassment, pay and promotion discrimination, Employee privacy issue.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

References

1. Luthans, F. (1996). *Organizational Behavior*. (7th ed). New York: McGraw Hill International
2. Luthans, F. (2007). *Organizational Behavior*. (11th ed). New York: McGraw Hill International
3. Pierce, J. L. , Gardner, D. G. (2002). *Management and Organizational Behavior*. Noida: Thomson
4. Hitte, M. A., Miller, C. C., & Colella, A. (2006). *Organizational Behavior*. New Delhi: WileyIndia.
5. Sinha, J. B. P. (2008). *Cultural and Organizational Behavior*. New Delhi: Sage
6. Steers, R. M. (1991). *Introduction to Organizational Behavior*. New York: Harper Collins.
7. Robbins, S. P. (1996). *Organizational Behavior*. New Delhi: Printice Hall.
8. Bratton, J. (2007). *Work and Organizational Behavior*. New York: Palgrave MacMillion.

PSY 6 Oa HUMAN RESOURCE DEVELOPMENT

(Open course for Psychology)

Objectives:

To introduce the principles and concepts of HRD.

To learn how to implement HRD programmes to improve the effectiveness of organizations through self development of employees at all levels.

Module-1 Introduction to HRD

Concept of HRD- Difference between HRD and HRM- Objectives – Mechanisms and Assumptions of HRD- Need and significance of HRD in India. Principles and approaches of HRD- Challenges and ethics of HRD

Module-2 Training and Development

Concept of Training, Definition, Types, Objectives, Methods, Evaluating effectiveness of training. Concept of management development: Objectives, principles and Strategies of development.

Module-3 Career Planning and development

Career planning: Nature, Definition, Characteristics, Objectives of Career planning. Career development: Nature, Definition, characteristics, Objectives, Importance, Principles, Theories, Strategies Career development, Career Strategies: Nature, Concept, Process.

Module-4 Performance appraisal and Potential

Appraisal: Definition, Performance appraisal model, objectives of performance appraisal, elements of performance appraisal, Purposes, uses, Designing of performance appraisal, performance appraisal process, appraisal interview, methods of performance appraisal, types of performance appraisal.

Module-5 Employee counseling and mentoring

Employee counseling: Concepts, objectives, Skills of employee counseling

Theoretical approaches, Types of EC, Counseling process, measures of effective EC.

Employee coaching: Concept, definition, objectives, types of EC, Process of EC, Coaching techniques.

Mentoring: Concept, Definition, objectives, Characteristics of Mentoring

Matching of Mentor and Mentee,

Principles, Dynamics, Qualities and roles, types of mentoring, functions of mentoring, mentoring process.

Contd...

Module-6 Employee Empowerment

Definition, objectives and prerequisites of EE, types, process, Strategies of Employee empowerment.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

References

1. Deb, T. (2009). Human Resource Development. Theories and Practice. New Delhi: Anne Books.
2. Gupta, C. B. (1996). Human Resource Management. New Delhi: Sultan Chand.
3. Rao, S., & Rao, V.S. P. (1997). Human Resource Management. New Delhi: Konark Publishers.

**PSY 6 Ob THEORY AND PRACTICE OF COUNSELLING
PSYCHOLOGY (open course for Psychology)**

Objectives

To enable the student to explore the different theories of counselling psychology.

To enable the student to acquire sufficient Knowledge in the areas of Practices and Techniques of counselling psychology.

Module 1. What is counseling?

Who are counsellors and helpers? What are basic counseling skills? Helpers and clients as diverse persons. The relationship. The helping process.

Module 2. Theories of counselling

Structure for relating counselling theories. Psychodynamic theory, Behaviorist theory, Humanist Theory, Cognitive Theory.

Module 3. Practices of Counselling

Directive counselling. Non-directive Counselling .Conditioning-systematic. Desensitization-behaviour modification. Indian Contribution-Yoga-Mediation.

Module 4. Techniques of Counselling

Client-Centered Therapy. Rational Emotive Therapy. Transactional Analysis. Reality Therapy.

Module 5. The Guidance and Counselling Services.

The Admission Service. The orientation Service. The Counselling Service. Placement Service.

Module 6. Guidance for Problem Children.

Causes of Problematic behaviour. Care of Problem Children. Abnormalities in childhood. Physical Defects and Abnormalities.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

Contd...

REFERENCES

1. Cupuzzi, D. (2007) Counselling and Psychotherapy Theories and Intervention New Delhi: Dorling Kindersley (India) Pvt. Ltd.
2. Downing, L. N. (1975) Counselling Theories and Techniques. Nelson- Hall, Chicago.
3. Jones, N.R (1995) The Theory and Practice of Counselling Second Edition, Holt, Rinehart and Winston Ltd., New York.
4. Ram Nath Sharma and Rachana Sharma. (2004) Guidance and Counselling in India. New Delhi: Nice Printing Press.
5. Woolfe, R, Dryden, W. Strawbridge, S(2003) Hand Book of Counselling Psychology, New Delhi: Sage Publications
6. Jones, R.N (2008) Basic Counseling Skills-A helper's manual. New Delhi: Sage Publishers

PSY 6 P 2 PSYCHOLOGICAL ASSESSMENT: Pratical-2**Objectives:**

- To develop the ability to understand self and others.
- To familiarize with psychological instruments and tools
- To generate interest in the analysis of psychological data
- To develop the skills of testing and scientific reporting in psychology
- To generate interest in working in the community with a psychological outlook

Each student is required to conduct a minimum of 10 tests and submit the record for evaluation at the end of the semester. The list includes tools that measure intelligence (SPM, Bhatia's battery, Mathew mental abilities etc.), personality, memory, interest, aptitude, attitude, creativity, adjustment, values, Basic tools for child assessment (Seguin Form Board, VSMS etc.), Locus of control etc.

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.

Additionally, for skill development, students can be trained in relaxation techniques, techniques of stress management, communication skills, assertive training etc.

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

PSY 6 O 1 **BASICS OF COUNSELLING PSYCHOLOGY**

Objectives

To facilitate the students with the nature and process of counseling and its meaning.

To expose the student to the different factors of application of counselling.

To enable the student to acquire sufficient knowledge in the area of counselling in order to apply in various walks of life.

Module 1. Introduction to Psychology

What is psychology? A working definition. What is not Psychology. Pseudo psychologies. Brief history of modern scientific psychology. Branches of psychology.

Module 2. Basic psychological processes

Attentional processes (In Brief) Factors affection attention. Span, division And distraction of attention.

Perceptual processes(In Brief) Perceptual organizations. Illusion.

Perceptual styles. Perceptual defense.

Learning (In Brief) Classical and operant conditioning.(with illustrations, application of learning principles)

Motivation (In Brief) Types of motives primary and secondary motives, affiliation, achievement, power motives and hierarchy of motives.

Module 3. Counseling . The art and science of helping

What is counseling? Who are counselors and helpers? What are basic counseling skills? Helpers and clients as diverse persons. The helping relationship. The helping process. Goals in counseling. Relationship of counseling with Psychotherapy, clinical psychology and mental health.

Counseling interview – structured - Unstructured.Phases of counselling .

process – Different phases – Termination- feedback

Module 4. Approaches to Counseling and Helping

Schools of counseling and helping -> Three schools:-a) Psycho dynamics.

b) Humanistic. c) Cognitive – behavioral school. Approaches to counselling

and helping -> Six approaches (In Brief) :- a) Classical psychoanalysis. b)

Analytical

therapy. c) Person- centered therapy. d) Gestalt therapy. e) Rational emotive

therapy. f) Cognitive therapy.

Contd...

Module 5 Techniques of Counselling Client-Centered Therapy. Rational Emotive Therapy. Transactional Analysis. Reality Therapy. (Illustrate with case examples)

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

REFERNCES

- David Cupuzzi (2007) Counselling and Psychotherapy Theories and Interventions New Delhi. Dorling Kindersley (India) Pvt. Ltd.
- Downing, Lester N. (1975) Counselling Theories and Techniques. Chicago. Nelson- Hall.
- Jones , R.N (2008) Basic Counseling Skills-A Helpers Manual. New Dehli: Sage Publications.
- Nelson R Jones (1995) The Theory and Practice of Counselling New York: Holt, Rinehart and Winston Ltd.,
- Ram Nath Sharma and Rachana Sharma.(2004) Guidance and Counselling in India. New Delhi: Nice Printing Press.
- Woolfe, R, Dryden, W. Strawbridge, S(2003) Hand Book of Counselling Psychology, New Delhi: Sage Publications.

PSY 6 O 2 PSYCHOLOGY OF ADVERTISING AND MARKETING RESEARCH

Course 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?

Evolution of advertising – Socio economic effects of advertising – Types of advertisements – Various phases of advertising – Advertising agency system – Market research – vocational aspects of advertising.

Module 2: Planning and campaigns

Media selection – newspapers – Magazines –

Radio – Television – Direct mail – outdoor advertising – Hoarding – Bus panels – Spectacular – bulletins.

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

Behavioral Targeting

Subliminal advertising

Accelerated communications

Neuromarketing: What's it all about?

Temptation Turn-off Tactics:

The Swear**g Effect

Module 6: Marketing Research

The Marketing research Process.

Designing Opinion and interest Surveys

Other Primary Sources of Data : Interviews; Mystery shopping; Focus groups; 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 – Thomas 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

PSY 6 O 3 LIFE SKILL DEVELOPMENT

Objectives:

- ✓ To develop abilities for adaptive and positive behaviour, that enables individuals to deal effectively with the demands and challenges of everyday life.
- ✓ To form the foundation of life skills education for the promotion of mental well being, and healthy interaction and behaviour.
- ✓ 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.

Module 1: Life Skills

What is a life skill? Concept of Life styles, Communication and action skills. Verbal communication skills, vocal communication skills, body language- traits and attitudes, mind skills, rules skills, perception skills, self talk skills, visual images skills, explanation skills, expectation skills, realistic goals skills, time management skills, Self awareness

Activity 1: Assessing own communication skills

Activity 2: Assessing own body language

Module 2: Presentation skills

Planning, structuring and delivering a presentation, effective use of language and audio visual aids, developing delivery skills, communication skills, managing performance anxiety, relaxation techniques, Interviews and Group discussions.

Activity 1: Preparing a systematic presentation

Activity 2: Assessing the delivery skills

Activity 3: Using mind skills to manage presenting material anxiety

Module 3: Relationship skills

Relationship skills, skills for listening and showing understanding, skills for choosing and starting a relationship, skills for managing shyness, skills for developing intimacy, assertiveness skills, skills for anger management, coping with emotions and stress, attitude formation , leadership skills.

Activity 1: Listening and understanding skills

Activity 2: Relationship skills

Activity 3: Building a friend

Module 4: Critical thinking skills

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

Activity 1: Make a plan for critical thinking

Activity 2: Conflict management

References

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.

Lata,P. & Kumar,S. (2007) Communicate or Collapse. New Delhi, Prentice Hall India Pvt Limited

Mishra,B.K (2008) Psychology- The study of Human Behaviour. New Delhi, Prentice Hall India Ltd.

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

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

Sanghi,S (2007) Towards a personal excellence – Psychometric tests and self improvement techniques for managers. New Delhi, response Books.

North House,P.G (2007) Leadership- Thevry and Practice. New Delhi, Sage Publications.

Caroselli,M. (2004) Quick Wits. New Delhi, Ane Books.

The Training House. (2004) Games and simulations. New Delhi, Ane Books.

PSY 6 O 4 PERSONAL EFFECTIVENESS

Objectives

- To familiarize the concepts of psychology.
- To develop skills in application of psychological principles
- To develop personal efficacy of the individual

Module 1. Introduction to psychology. Perception ,attention, intelligence, personality, motivation, group dynamics.

Module 2. Perception:-perceptual organization, figure and ground perception. Application in various professional fields. Attention :- Concentration, Span, Division, Memory. Application of various techniques in professional fields

Module 3. Intelligence:-Concept, Intelligence Quotient (IQ), Emotional Quotient(EQ), Spiritual Quotient(SQ), Social Maturity, Multiple Intelligence. Assessment and Interpretation.

Module 4. Motivation and group dynamics:- Concepts, Achievement motivation, Self esteem, Self confidence, Communication Skills, Transactional styles, Problem Solving, Decision Making, Crisis Management.

Note: Concepts are discussed only for familiarizing the subjects, but more importance is given to testing/assessment/demonstration & interpretation.

References

- Wallace, H.R and Masters, A.N(2001). Personal Development for Work and Life
Australia : Thomson
Haris, T.A (1986)I am Ok, You Are Ok. London : Penguin
Pareek, U.(1996). Training Instruments for HRD and OD Jaipur Tata McGrew Hill

PSY 605 PSYCHOLOGICAL ANALYSIS OF FILM, LITERATURE AND OTHER CULTURAL PRODUCTS

Objectives:

To enable the student to understand the psychology behind art, film and other cultural products

To impart basic methodological skill to the student in understanding analyzing creative works and cultural products

To familiarize the students with classic works in the analysis of art forms

To enable the student to explain various social phenomena and social psyche through the analysis of cultural products

Module 1

Art and psychology: Introduction

Creativity. Theories of creativity. Divergent thinking, Sublimation, recent approaches. Stages of creativity.

Preliminary principles of perception, cognitive psychology, psychoanalysis, structuralism and post structuralism.

Module 2

Methodology of analysis: Narrative analysis, content analysis, visual interpretation. Qualitative interpretation

Psychology and literature: Freud: Analysing the author. Illustration: Freudian work on Dostoevsky. Lacan: Analysing the text. Recent trends. Important illustrations from English and Malayalam literature.

Module3

Analysing popular culture- Adorno. Unifying themes in folktales-Bruno Bettelheim. Althusser-Ideological State Apparatus. Barthes: Myth's function of naturalizing the history.

Film analysis. Psychology of film perception- phi phenomenon. Psychoanalytic metaphors in film perception- scopophilia, voyeurism, identification, internalization, projection and other mechanisms. Fetish in films. Psychological film theories: Metz-identification, fetish; Johnston-feminist perspective; Mulvey- woman as the subject of gaze.

Psychoanalysis and film interpretation. Perceptual, cognitive and cultural factors. 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.

Module 4

Understanding other art forms psychologically: Psychology of performing arts, Psychology of music perception, Psychology of ritualistic arts

Module 5

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

Impact of cultural products on behaviour. Impact of globalization: Cultural homogenization through cultural products

Essential Reading List:

Eagleton, T. (1996). *Psychoanalysis in Literary Theory: An Introduction*, second edition. Oxford: Blackwell

Felman, S. (Ed.). (1982). *Literature and psychoanalysis. The question of reading: Otherwise*. Baltimore, MD: Johns Hopkins University Press.

Freud, S. (1953). *Art and Literature*. In The Standard Edition of the Complete Psychological Works. London: The Hogarth Press.

Kakar, S. (1997). *Culture and Psyche*. Delhi: Oxford University Press

Kristeva, J. (1980). *Desire in Language: A Semiotic Approach to Literature and Art*. Oxford: Blackwell.

Monaco, (2000). *How to Read a Film*, 4th edn. New York: Oxford University Press.

Storey, J. (1993). *An Introduction to Cultural Theory and Popular culture*. London: Harvester Wheatsheat.

Joseph, S. (2005). *Psychocultural analysis of popular films in Malayalam*. Unpublished M. Phil dissertation, University of Calicut.

Supplementary reading list:

Althusser, L. (1999). Ideology and Ideological State Apparatuses. In Jessica Evans and Stuart Hill (Eds.). *Visual Culture: The Reader* (pp. 100-138). London: Sage.

Barthes, R. (1999). Myth Today. In Jessica Evans and Stuart Hill (Eds.). *Visual Culture: The Reader* (pp. 51-58). London: Sage.

Flitterman-Lewis, S. (2000). *Psychoanalysis, Film and Television*. Retrieved January 15, 2005, from jcomm.uoregon.edu/~cbybee/j388/psych.html

Johnston, C. (1976). Women's Cinema as Counter-Cinema. In B. Nichols (Ed.) *Movies and Methods Vol. I* (pp. 208-222). London: University of California Press Ltd.

Kakar, S. (1989). *Intimate Relations: Exploring Indian Sexuality*. Chicago: University of Chicago Press.

Kakar, S. (1997). *Culture and Psyche*. Delhi: Oxford University Press.

Levi-Strauss, C. (1963). *Structural Anthropology*. London: Penguin.

Mulvey, L. (1985). Visual Pleasure and Narrative Cinema. In B. Nichols (Ed.) *Movies and Methods Vol. II* (pp. 303-314). London: University of California Press Ltd.

Ossella, C. and Ossella, F. (2004). Young Malayali Men and Their Movie Heroes. In R. Chopra, C. Ossella and F. Ossella (Eds.). *South Asian Masculinities - Context of Changes, Sites of Continuity*. (pp. 244-263). New Delhi: Women Unlimited.

Rowena, J. (2002) *Reading Laughter: The Popular Malayalam Comedy Films of the Late 80s and Early 90s*. Unpublished Doctoral Thesis, Central Institute of English and Foreign Languages, Hyderabad.

Žižek, S. (1989). *The sublime object of ideology*. New York: Verso.

Additional reading list:

- Bettelheim, Bruno. (1997). *The uses of enchantment: The meaning and importance of fairy tales*. New York: Vintage.
- Bettleheim, B. (1989). *The Uses of Enchantment-The meaning and Importance of Fairy Tales*. Toronto: Vintage Books
- Bowie, M. (1991). *Lacan*. London: Fontana Press.
- Eco, U. (1988). Casablanca: Cult movies and Inter-textual collage. In David Lodge (Ed.) *Modern Criticism and Theory: A Reader* (pp. 121-139). New York: Longman.
- Freud, S. *The Joke and its Relation to the Unconscious. The Standard Edition of the Complete works*.
- Freud, S. (1900/1953). *The Interpretation of Dreams*. London: Penguin Books.
- Freud, S. (1905/1953). *Three Essays on the Theory of Sexuality*. London: Penguin Books.
- Freud, S. (1923/1996). Psychopathic Characters on the Stage. In J. Lechte (Ed.), *Writing and Psychoanalysis* (pp. 117-121). London: Arnold.
- Freud, S. (1928/1996). Dostoevsky and Parricide. In *Penguin Freud Library, 14*. London: Penguin Books.
- Freud, S. 'Creative Writers and Daydreaming' (1907) in *Art and Literature PFL vol. 14*
- Freud, S. 'Fetishism' (1927) in *Three Essays on the Theory of Sexuality Penguin Freud Library*.
- Freud, S. 'The Uncanny' (1919) in *Freud Penguin Library, vol.14, Art & Literature*.
- Lacan, Jacques. (1966). *Ecrits* (Vol. I). Paris: Editions du Seuil.
- Luke, Helen M. (2000). *Dark wood to white rose: Journey and transformation in Dante's Divine Comedy*. New York: Parabola Books.

PSY 606 PSYCHOLOGY OF ADOLESCENTS

Module 1. Introduction

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

Module 2. Physical Development & Health

Puberty: Determinants of puberty, Growth spurt, Sexual maturation, Secular trends in puberty, Psychological dimensions. Exploring adolescent health: Risks, Leading causes of death, Nutrition and eating disorders-anorexia, bulimia-- Exercise, Sports, Sleep. Stress and coping

Module 3. Socio- emotional Processes

Adolescent egocentrism, Perspective taking. The self: Self- understanding, Self- esteem and Self-concept. Identity: Erikson's ideas on identity, four statuses of identity, Developmental 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

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

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. Schools: Size and climate of schools, 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

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

References

Mahmud,J.,(2005) *Developmental psychology* ,Efficient Offset Printers

Papalia,D.E.,Olds, S.W.,&Feldman, R.D.(1992) *Human Development* (9th ed.)Tata McGraw Hill Publishing Co.

Santrock,J.W.,(1998) *Adolescence* Tata McGraw Hill Publishing Co.

PSY 6 O 7 YOGA AND STRESS MANAGEMENT

The value of Yoga is accepted the world over. In most of the western universities Yoga is a sought after course. Yoga is considered as one of the most effective systems of stress management. But, unfortunately Yoga does not find even a marginal place in the academic curriculum of the land of its origin. This course offers to bridge that gap at the undergraduate level.

Module 1: Introduction

Relevance of Yoga in Modern Life

Misconceptions about Yoga - Secular Nature of Yoga.

Module 2: Theoretical Foundations of Yoga

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

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

Principles of Rajayoga - Chakras and their significance

Five Koshas and their importance

Module 3: Stress

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

Yoga and stress management

Yoga as a desensitization tool

Yoga for Improving stress tolerance

Yoga and cognitive restructuring

Yoga and Physical health

Yoga and Life style management

Module 4: (Practicals)

Basic Asanas (Postures)

Basic Pranayama techniques

Module 6: (Theory & Practical)

Basic Relaxation techniques - Yoha Nidra and other techniques

Simple meditation techniques.

References

Light on Yoga by B. K. S. Iyengar
Kriya Yoga - Swami Satyananda Saraswathi
Raja Yoga: Swami Vivekananda
Patanjali's Yoga Sutras Commentary by I. K. Taimni.

PSY 608 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

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

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

Module 3. Learning and memory

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

Module 4. Motivation and emotions

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

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

6. Abnormal behaviour and its treatment.

Indian classification of abnormal behaviour - therapeutic techniques.

References:

1. B. Kuppaswamy: *Elements of Ancient Indian Psychology*; Konark Publishers Ltd., Delhi.
2. K. Ramakrishna Rao (Ed) ; *Handbook of Indian Psychology*, Foundation Books, Delhi
3. Jadunath Sinha: *Indian Psychology* (3 Volumes); Motilal Banarsidass Publishers (P) Ltd., Delhi.
4. Dr. Sundaran : *Manorogachikilsa Ayurvedathil*.

PSY 609 SPORTS PSYCHOLOGY

Objectives

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

MODULE I: INTRODUCTION TO SPORTS PSYCHOLOGY

Definition of Sports. 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 II: THE SOCIO-PSYCHOLOGICAL NATURE OF SPORTS AND GAMES:

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, Sport as a Social System.

MODULE III: MOTIVATION AND SELF CONFIDENCE IN SPORTS

Introduction -Models of Self Confidence: Bandura's Theory of Self-Efficacy-Harter's Competency Motivation Theory-Developing Self Confidence Through Self-Talk: Categories of Self-Talk-Selecting Self-Talk Statements-Specific Uses of Self-Talk-Constructing Self-Affirmation Statements.Gender and Self Confidence

MODULE IV: GOAL SETTING IN SPORTS

Basic Types of Goals and Their Effectiveness: Outcome Goals-Performance Goals-Process Goals.Principles of Effective Goal Setting: Make Goals Specific, Measurable, Observable-Clearly Identify Time Constraints- Use Moderately Difficult Goals- Write Goals and Regularly Monitor Progress.

Team Approach to Setting Goals

MODULE V: AROUSAL, STRESS AND ANXIETY IN SPORTS

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 VI: COPING STRATEGIES IN SPORTS

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

References:

Cox, R. H. (2002) Sport Psychology: Concepts and Applications. 5th ed.. Mc Graw Hill.
Wann, D. L., (1997) Sport Psychology, Prentice Hall, Inc.
Alderman, R. B. (1974). Psychological Behaviour in Sports, W. B. Saunders Company, Philadelphia
Sharma & Sharma . Advanced Educational Psychology, Atlantic Publishers, New Delhi

PSY 6 O 10 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 I History and concepts

Need and Significance of Health Psychology. Historical and Conceptual basis of Health Psychology. Quality of Life in relation to health-wellness state and illness state

Module 2 Psychobiology of Health

Biomedical Science and Health Psychology. Mental Health .Illness as an expression of emotional needs, Stress, Coping and Management. Role of psychological process in Somatoform disorders.

Module 3 Health and Behavior Change

Health Behaviour and Health Models. Health Compromising Behaviour: Alcohol use and abuse, smoking, sexual behaviour, Jealousy, Rumor spreading. Health Enhancing techniques: Exercise, Yoga, Eating and health, positive thinking, skill development.

Module 4 Society and Health

Culture ,Social class, Gender and attitude in relation to Health. Social relationships – Support system, social networking, friendships service availability and utilization Doctor- Patient communication and relationship in the context of Health psychology.

Module 5 Managing Lifestyle illness and terminal illness

Psychological factors in Cancer , Diabetes ,Coronary Heart Disease and Asthma. Psychological Factors in Degenerative Neurological .Disease – Alzhmers, Dementia and Problems of aging and adjustment. Psychological factors in Pain and Pain management.

References

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

Jitendra Mohan Meena Sehgal Health Psychology Recent Perspectives J.K. Singh for Abhijeet , Delhi, 2006.

Linda Brannon, Jess Feist Health Psychology An Introduction to Behaviour and Health (4th Edition) Wadsworth Thomson Learning, 1999.

Edward P. Sarafino

Health Psychology Bio-psychosocial interactions

2nd & 3rd Edition John Wiley & Sons Inc, 1998.

Charles L.Sheridan, Saly A. RadmacherHealth Psychology challenging the Biomedical Model John Wiley & Sons Inc., 1992

Dematteo,Robin,M., Martin,RL Health Psychology., Pearson Education, 2007.

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

Marks, (2008). Health Psychology. Thory Practices. Delhi: Sage.

Marks, D; Murray, M; Evans, B; Willig, C; Woodwall, C; Syskes, C(2008) Health Psychology.Sage, New Delhi

**SYLLABI OF
COMPLIMENTARY COURSES IN PSYCHOLOGY
FOR OTHER CORE PROGRAMMES**

**SYLLABI OF
COMPLIMENTARY COURSES IN PSYCHOLOGY
FOR OTHER CORE PROGRAMMES**

Complimentary course :

For **B.A English -**

And

BASIC PSYCHOLOGICAL PROCESSES
(Semester I)

For **B.A Economics**

PSY 1 B1 BASIC PSYCHOLOGICAL PROCESSES

Objectives:

To generate interest in psychology

To familiarize the students with the concepts of basic psychological processes

To understand the basics of various theories in psychology

To provide basic knowledge about systems and processes like attention, learning and memory

Module 1: Introducing psychology

What is psychology: A working definition. What is not psychology?

Origin of psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics. Branches of psychology. Scope of psychology. Brief history of modern scientific psychology: Structuralism, Functionalism, behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach (in brief).

Module 2: Experimentation and critical thinking in Psychology

Psychology as a science. Goals of scientific enterprise. Steps in scientific investigation. Methods of psychology. : Naturalistic observation, case study, survey, co relational studies, experimental method. Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control – placebo effect, experimental effect, double blind procedure, lab and field experiment.

How to evaluate claims of human behaviour ? Pseudo – psychologies – palmistry, astrology, graphology, Ouija board etc. How do they work? How to evaluate popular psychology news? Developing critical thinking abilities

Module 3: Sensation and Perception

Absolute threshold. J N D. Perceptual defense. Subliminal perception. Perceptual set. Perceptual organization. Gestalt principles. Depth perception : monocular and binocular cues. Perceptual styles. Perceptual constancies. Color perception – color theories (in brief). Illusions of different types .Habituation

Attention – factors affecting attention – subjective and objective factors. Phenomena associated with attention – span of attention, division of attention, distraction of attention. Extra sensory perception – critical view. Enhancing perceptual accuracy.

Module 4: Consciousness

States of mind: Nature of consciousness, Changes in consciousness: dream and sleep. Stages of sleep. Altered states: Hypnosis- facts and myths, meditation, drug induced states. (applications)

Module 5: Learning

Definition. Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Illustrations (child, developmental, school).

Applications. Trial and error learning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect. Applications: Contingencies in schools, Premack principle. behaviour modification. (Other illustrations: conditioning pets, conditioning in industries, in business, children, and adults). Verbal learning.

Social and cognitive learning: Observational learning. Process and principles. Latent learning, cognitive map, Insight learning. (applications)

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspects of behavior. Discuss various errors and inaccuracies in perception, need for critical thinking in perception, how behavior is learned and shaped.

References:

- Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education.
- Boozin, R., & Bower, G.H. (1991). *Psychology today-An Introduction*, 7th ed. New York: McGraw Hill Inc.
- Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co.
- Kuppuswamy, B. (1990). *Elements of Ancient Indian psychology*, 3rd Ed. New Delhi: Konark Publishers Pvt. Ltd.
- Lee. J A (2010) *The Scientific Endeavour*. New Delhi. Pearson

- Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New delhi: Prentice Hall of India.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7th ed. New Dehi: Tata McGraw Hill.
- Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.

For additional reading:

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

**SYLLABI OF
COMPLIMENTARY COURSES IN PSYCHOLOGY
FOR OTHER CORE PROGRAMMES**

Complimentary course :

For **B.A English -**

And

BASIC COGNITIVE PROCESSES
(Semester II)

For **B.A Economics**

PSY 2 B 2 BASIC COGNITIVE PROCESSES

Objectives:

To generate interest in psychology

To familiarize the students with the concepts of basic cognitive processes

To understand the basics of various theories in psychology

To provide basic knowledge about systems and processes like cognition, intelligence and personality

Module 1: Memory

Encoding, storage and retrieval processes. Sensory, short term and long term memories. Chunking. Working memory. Levels of processing. Implicit and explicit memory. Semantic, episodic and procedural memory. State dependent memory. Memory construction. Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory. Measuring memory: recall, recognition, relearning, redintegration.

Forgetting: Curve of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia. (In Brief)

Strategies for remembering: rehearsal, elaboration, organization. (Mnemonics)

Module 2: Cognitive processes

Components of thought: Images and Concepts. Structure of language. Language and thought. Reasoning: deductive and inductive. Problem solving- Steps. Barriers to effective problem solving. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving.

Creativity. Convergent and divergent thinking, Stages in creativity. Decision making.

Contd...

Module 3: Motivation and Emotion

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

Elements of emotional experience. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis.(applications)

Module 4: Intelligence

Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, and Cattell. Triarchic approach. Multiple intelligences.

Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness (briefly). Determiners of intelligence: heredity and environment. Emotional intelligence.

Module 5: Personality

Self. Concept of personality. Determinants of personality.

Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes. Limitations.

Modern theories (In brief). Psychodynamic approaches. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development, Neo Freudian Approaches- Jung, Adler, Horney. (In Brief) Trait theories- Allport, Cattell. (In Brief) Eysenck (In Brief)

Note – Activity based assignments and seminars

Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.

References:

- 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.
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- Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7th ed. New Delhi: Tata McGraw Hill.
- Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.

Contd...

For additional reading:

Friedman, H. S. & Schustack, M.W. (2003). *Personality: Classic Theories and Modern Research*, 2nd ed.. Delhi: Pearson Education.