

FOUNDATIONS AND METHODS OF PSYCHOLOGY

Objectives:

To understand the basics of various schools in psychology

To develop scientific attitude and critical thinking capacity in students

To provide basic knowledge about systems and processes like sensation perception and attention To enable the student to understand the process of knowledge building in psychology and to familiarize the students with the methods in psychology

To familiarize the student with classic researches and their methods

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

Module 1: Introduction to Psychology

20 Hrs

Psychology: A working definition. Nature of psychological knowledge: Scientific method and critical thinking. Empirical approach. Goals of psychology. Origins of psychology.

Philosophical origins: Early Indian thoughts- the three Gunas, mind control and Greek thoughts- Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics.

Brief history of modern scientific psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Humanistic approach, Cognitive approach.

Different areas (branches) of Psychology

Module 2: Methods of scientific investigation in psychology

22 Hrs

Steps in a scientific investigation.

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

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

Module 3: Data and data analysis in psychology

22 hrs

Qualitative and quantitative data, Methods of data collection (Interview, questionnaires, psychological tests, rating scales), Data analysis (statistical analysis: descriptive and inferential).

Module 4: Sensation, Perception and Attention

28 Hrs

Sensation, Absolute threshold. Difference threshold. JND. Psychophysics and psychophysical methods, Perceptual organization. Gestalt principles. Perceptual defense. Subliminal perception. Depth perception: Monocular and binocular cues. Perceptual constancies. Extra sensory perception.

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

Module 5: Consciousness

16 Hrs

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

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

Books for Study:

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

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

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

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

Additional Reading List:

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

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

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

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

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

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

Semester I: Complementary Course I

Total Hours : 54

ZO 1131

(Credits 2, Weekly Hours 3)

BRAIN AND BEHAVIOUR

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

Module 1: Introduction

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

12 hrs

Module 2: The neuron

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

12 hrs

Module 3: The central nervous system

None –neural material in the CNS – Meanings, blood supply, the blood-brain barrier, cerebrospinal fluid.

Spinal chord- monosynaptic reflex, polysynaptic reflex – brain and reflex action.

Structural overview of the brain – the hind brain, mid-brain and forebrain- hypothalamus – cortex- basal ganglia- thalamus- limbic system.

The brain in action: sensory and motor processing.

20 hrs

Module 4: Cortical localization

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

10 hrs

Reference:

Hilgard & Atkinson, Introduction to Psychology

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

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

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

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

Complementary Course to First Degree Programmer for Psychology

I Semester- Complementary Course 1

STATISTICAL METHODS FOR PSYCHOLOGY I

ST 1131 :

Credits:2

Weekly Hours :3

Module 1

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

Module II

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

Module III

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

Module IV

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

Module V

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

References

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

PSYCHOLOGICAL PROCESSES

Objectives:

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

Module 1: Learning

24 Hrs

Definition. Classical conditioning: Elements, principles, higher order conditioning, generalization, discrimination.

Trial and error learning. One trial learning.

Operant conditioning: Law of effect, reinforcement, punishment, shaping, chaining, stimulus control. Schedules of reinforcement, partial reinforcement effect

Social and cognitive learning: Observational learning. Process and principles. Modeling. Televised aggression. Latent learning, cognitive map, Insight learning.

Module 2: Memory

24 Hrs

Encoding, storage and retrieval processes. Sensory, short term and long term memories. Working memory. Rehearsing information. Levels of processing. Memory organization: Network model. Procedural memory. Declarative memory: Semantic and episodic. Measuring memory: Recall, recognition, relearning. Explicit and implicit memories. Memory construction.

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

Module 3: Cognitive processes

24 Hrs

Components of thought: Images and Concepts. Types of concepts. Prototypes. Language. Structure of language. Reasoning: deductive and inductive. Problem solving- Steps. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Insightful solutions. Barriers to effective problem solving. Creativity. Features of creative thinking. Convergent and divergent thinking. Stages of creative thought. Creativity tests. Brainstorming.

Module 4: Motivation

18 Hrs

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

Module 5: Emotion

18 Hrs

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

Books for Study:

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

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

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

Additional Reading List:

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

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

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

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

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

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

BIOLOGICAL BASIS OF SENSORY PROCESSES

Objectives :

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

Module 1: The Visual system

Light : hue, brightness and saturation

Structure of the eye: retina, rods and cones – visual pathways Functioning of the eye – visual defects

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

Module 2: Auditory system

Nature of sound- frequency, pitch and amplitude- Harmonics

Anatomy of the auditory system – Coding auditory information – localization of sound

Module 3: Gustatory system

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

Module 4: Olfactory system

Receptors – coding for smell – categorizing odours

Module 5: Cutaneous senses

Neural coding for touch, pressure and temperature Kinesthetics – coding position and movement

Labyrinthine sense – semicircular canals and vestibular sacs

Module 6 : Pain

Receptors – Pain pathways – codes for pain – chronic pain – Melzack- Wall theory – Pain suppression circuit – Treating pain – Puzzle of pain suppression

References

Hilgar & Atkinson. Introduction of Psychology.

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

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

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

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

Complementary Course to First Degree Programme for Psychology

II Semester- Complementary Course IV

STATISTICAL METHODS FOR PSYCHOLOGY II

ST 1231.5 :

Credits:3

Weekly Hours :3

Module I

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

Module II

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

Module III

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

Module IV

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

Module V

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

References

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

INFORMATICS

Aim of the Course

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

Objectives of the Course

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

Module 1: Overview of Information Technology

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

Module 2: Social Informatics

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

Module 3: IT Applications

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

Module 4: IT Applications in Psychology

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

Essential Reading

Technology in Action, Pearson

V. Rajaraman, Introduction to Information Technology, Prentice Hall

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

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

Additional References

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

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

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

Barbara Wilson, Information Technology: The Basics, Thomson Learning

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

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

Web Resources:

www.fgcu.edu/support/office2000

www.openoffice.org *Open Office Official web site*

www.microsoft.com/office *MS Office web site*

www.lgta.org *Office on-line lessons*

www.learnthenet.com *Web Primer*

www.computer.org/history/timeline

www.computerhistory.org

<http://computer.howstuffworks.com>

www.keralaitmission.org

www.technopark.org

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

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

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

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

**PSYCHOLOGY AND ASSESSMENT OF INDIVIDUAL
DIFFERENCES**

Objectives:

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

Module 1: Individual differences 20 hrs

- Role of heredity and environment.
- Differences in interests, attitudes, aptitudes, values, level of aspiration, self concept, habits and psychomotor skills.
- Causes of individual differences.

Module 2: Intelligence and IQ testing 26 Hrs

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

Module 3: Personality 27 Hrs

- Concept of personality.
- Modern theories: Psychodynamic approaches. Major ideas of Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, Early childhood experience, Psychosexual stages of development, Oedipus complex.
- Neo-Freudians: Jung- Collective unconscious, archetypes, model of personality. Adler- Striving for superiority, power motivation. Horney- Basic anxiety, styles, feminist turn in psychoanalysis. Trait theories: General approach. Allport: Cardinal, central and secondary traits. Cattell: Source and surface traits, 16 PF. Eysenck: dimensions of personality. Big five factors.

Module 4: Psychological assessment 17 Hrs

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

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

Books for Study:

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

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

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

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

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

Additional Reading List:

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

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

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

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

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

PHYSIOLOGY OF MOTIVATION

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

Module 1: Physiological basis of sleep

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

Module 2: Physiological basis of eating

Feeding centers in the brain – hypothalamus
Eating signals – on- and –off signals
Mouth –stomach- intestine- Metabolic factors – Thermostatic theory – Lipostatic theory.
Obesity – Specific hungers

Module 3: Physiological basis of drinking

Hypothalamic control – Osmotic and volemic thirst – receptors – signaling the brain regulating drinking behavior – off signal – The lateral hypothalamic syndrome.

Module 4: Physiological basis of sexual behavior

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

Reference

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

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

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

Complementary Course to First Degree Programme for Psychology

III Semester – Complementary Course VI

STATISTICAL METHODS FOR PSYCHOLOGY III

ST 1331.5:

Credits:3

Weekly hours :3

Module I

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

Module II

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

Module III

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

Module IV

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

Module V

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

Reference

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

SOCIAL BEHAVIOUR

Objectives :

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

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

Module 1 : Introduction 10 hrs

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

Module 2 : Social Perception 12 hrs

Non-verbal communication : Focal expressions, gazes, stares. 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 3 : Social Cognition 12 hrs

Schemas Self fulfilling prophecy (illustrations in Indian setting). Heuristics. Priming. Automatic processing. Potential sources of error in social cognition: automatic vigilance, optimistic bias, counterfactual thinking, magical thinking, illusory correlation. Affect in social cognition: How thoughts shape feelings and feelings shape cognition. Combating errors in social cognition.

Module 4 : Attitudes 10 hrs

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

Persuasion : Resistance to persuasion (briefly)

Module 5 : Prejudice 10 hrs

Nature, Prejudice and discrimination. Why prejudice persists? Discrimination – Explicit and implicit. Stereotypes. Role of media in maintaining stereotypes and prejudice.

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

Techniques of countering the effects of prejudice.

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

Activity based assignments:

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

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

Analyse contemporary articles and newspapers of relevance.

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

Books for Study

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

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

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

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

EXPERIMENTAL PSYCHOLOGY – 1 PRACTICALS

Objectives:

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

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

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

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

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

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

Reference.

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

PHYSIOLOGY OF EMOTION AND COGNITION

Objectives:

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

Module 1: Neural Basis of Emotion

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

Module 2: Clinical Aspects of Emotion

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

Module 3: Physiology of Learning

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

Module 4: Physiology of Memory

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

Reference

Kalat, J.W. Biological Psychology CA: Wadsworth

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

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

Complementary Course to First Degree Programme for Psychology

IV Semester- Complementary Course VIII

STATISTICAL METHODS FOR PSYCHOLOGY IV

ST 1431.5:

Credits:3

Weekly hours:3

Module I

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

Module II

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

Module III

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

Module IV

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

Module V

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

Reference

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

SOCIAL PSYCHOLOGICAL PROCESSES

Objectives :

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

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

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

Module 1 : Self and Gender 12 hrs

Components of social identity : Gender, religion, caste.

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

Module 2: Social influence 13 hrs

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

Module 3 : Groups 10 hrs

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

Module 4 : Pro-social Behaviour 13 hrs

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

Module 5 : Aggression 12 hrs

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

Module 6 : Environmental and Social issues 12 hrs

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

Activity based assignments:

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

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

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

Books for study

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

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

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

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

INDIVIDUAL IN ORGANIZATION

Objectives:

To equip the students to understand about:

- a) Individual aspects of employees.
- b) Assessment and analysis of individual aspects
- c) Implementation of techniques to enhance the individual potentials.

Module 1: Introduction 8 hrs

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

Module 2: Personality 8 hrs

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

Module 3: Job Satisfaction 10 hrs

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

Module 4: Decision Making in Organizations 10 hrs

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

Module 5: Theoretical Aspects of Employee Motivation 8 hrs

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

Module 6: Techniques for Application 10 hrs

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

References

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

INTRODUCTION TO MALADAPTIVE BEHAVIOR

Objectives:

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

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

To familiarize the students with models of treatment and prevention

Module 1 12 hrs

Introduction, Scope, History, Views on normality and abnormality.

Module 2 15 hrs

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

Module 3 15 hrs

Diagnosis: Classificatory systems- DSM and ICD

Assessment: Interviews, Case histories, Psychometric tools: MMPI, WAIS, WISC, TAT, and Rorschach

Module 4 15 hrs

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

Module 5 15 hrs

Somatoform disorders and Dissociative disorders.

Somatoform disorders: Characteristics and causes of: Somatization, Pain, Conversion, Hypochondriasis, Body Dysmorphic Disorder.

Dissociative disorders: Dissociative Amnesia, Fugue, Dissociative Identity Disorder, Depersonalization.

Book for study

Carson, R.C, Butcher, J.N. & Mineka, S. (2007). *Abnormal Psychology and Modern Life* (13th ed.). New Delhi: Pearson Education Private limited.

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

Reference:

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

Comer, R.J. (1996). *Fundamentals of Abnormal Psychology*. New York: W.H. Freeman and Co.

PSYCHOLOGICAL ASSESSMENT - I

Objectives:

To nurture the ability in students to understand himself/herself and other persons

To develop the skills of testing and scientific reporting in psychology

To familiarize the students to various psychological tests and assessment tools

To generate an interest in working of the community with a psychological outlook

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

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

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

Reference.

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

EXPERIMENTAL PSYCHOLOGY – II
PRATICAL

Objectives :

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

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

Level of aspiration

Knowledge of results

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

Problem solving, concept formation, multiple choice test, localization of sound

Social suggestibility experiments: suggestibility, compliance, grape wine, pro-social behavior

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

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

Reference.

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

PSYCHOLOGICAL ASSESSMENT - II

Objectives:

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

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

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

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

Reference.

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

HUMAN DEVELOPMENT

Objectives

To familiarize the students with theories and process of development

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

Module 1 : Introduction of life span development 12 hrs

Importance of life span development

Historical perspective

Characteristics of life span perspective

Nature of development

Cross section and longitudinal approaches in developmental study.

Module 2 : Theories of development 12 hrs

Theories by Freud, Erikson, Piaget, Vygotsky

Information processing

Behavioral social, cognitive ethological and Ecological theories

Module 3 : Prenatal Development 12 hrs

Germinal period – embryonic period – fetal period

Prenatal diagnostic test

Effects of teratogens

Neonatal health and responsiveness

Consequences of low birth weight

Module 4 : Physical Development and Aging 12 hrs

Cephalocaudal and proximodistal pattern

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

Height and weight in infancy and childhood

Gross and fine motor skills, handedness

Physical development in puberty

Changes in early, middle and late adulthood

Theories of aging

Module 5 : Cognitive Development 12 hrs

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

Module 6 : Socio-Emotional Development 12 hrs

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

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

Book for study

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

Reference

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

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

ORGANIZATIONAL BEHAVIOUR

Objectives:

To equip the students to understand about:

- a) Formation of organization.
- b) Assessment and analysis of organizational aspects.
- c) Implementation of techniques to deal the organization effectively.

Module 1: Foundations of Group Behaviour 12 hrs

Defining and Classifying Groups, Stages of Group Development, Group Properties, Norms and Status, Size, Cohesiveness, Group Decision Making Techniques.

Module 2: Leadership 12 hrs

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

Module 3: Organizational Structure 12 hrs

What is an Organizational Structure? Common Organizational Designs, New Design Options, Why do Structure Differ? Organizational Designs and Employee Behaviour.

Module 4: Organizational Culture 12 hrs

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

Module 5: Organizational Change 12 hrs

Forces for Change, Planned Change, Resistance to Change, Lewin's Three-Step Model, Kotter's Eight-Step Plan, Creating a Culture for Change, Stimulating a Culture of Innovation, Creating Learning Organization.

Module 6: Organizational Development 12 hrs

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

References

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

MALADAPTIVE BEHAVIOR AND INTERVENTION

Objectives:

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

To familiarize the students with models of treatment and prevention

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

Module 1 10 hrs

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

Module 2 14 hrs

Schizophrenia: Characteristics, types and causes.

Delusional disorders: Characteristics, types, and causes.

Module 3 14 hrs

Personality disorders: Characteristics, types and causes.

Module 4 14 hrs

Substance dependence disorders: Alcohol Dependence and Substance Dependence (LSD and Cannabis).

Module 5 14 hrs

Childhood and Adolescent Disorders:

Mental Retardation, Autism, Attention Deficit Hyperactivity Disorder, Conduct Disorder, Learning Disorders.

Module 6 14 hrs

Therapeutic Approaches: Psychodynamic, Behavioral, Cognitive-behavioral

Module 7 10 hrs

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

Book for study

Carson, R.C, Butcher, J.N. & Mineka, S. (2007). *Abnormal Psychology and Modern Life* (13th ed.). New Delhi: Pearson Education Private limited.

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

Reference:

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

Fundamentals of Abnormal Psychology. New York: W.H. Freeman & Co.

OPEN COURSE FOR NON PSYCHOLOGY STUDENTS

PG 155.1 TO 1551.8

PG 1555.1 Understanding human behavior

PG 1551.2 Child Development

PG 1551.3 Yoga and dress Management

PG 1551.4 Life skill Development

PG1551.5 Sports Psychology

PG 1551.6 Health Psychology

PG 1551.7 Psychology in the class room

PG 1551.8 Child Development

UNDERSTANDING HUMAN BEHAVIOUR

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

Objectives :

To generate interest in psychology

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

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

Module 1 : Introduction of Psychology

8 hrs

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

Module 2 : Perception, Conciousness

8 hrs

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

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

Module 3 : Learning Memory

10 hrs

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

Encoding, storage and retrieval process. Sensory, short term and long term memories. Chunking. Rehearsing information. False memory, childhood amnesia, flash bulb memory.

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

Module 4 : Motivation, Emotion, Stress

10 hrs

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

Module 5 : Intelligence, Personality, Testing

10 hrs

Concept of IQ, Mental retardation and giftedness

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

Module 6 : Non-verbal Communication

8 hrs

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

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

Activity based assignments:

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

Reference :

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

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

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

Semester V: Open Course

Total Hours: 54

PG 1551.2

(credits 2, Weekly Hours 3)

CHILD DEVELOPMENT

Objectives

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

To provide student with an awareness about the various stages in physical, cognitive, emotional and social development

Module 1: Introduction 6 hrs

Developmental process and periods: Biological, Cognitive and socio- emotional process, periods of development

Developmental issues; Nature and nature, continuity and discontinuity, early and later experience, evaluating the developmental issues.

Module 2: Biological processes physical and perceptual development 8 hrs

Genetic foundations: The genetic processes, genetic principles, chromosome and gene linked abnormalities.

Reproductive challenges and choices: Prenatal diagnostic tests, infertility and reproductory technology, adoption

Module 3: Prenatal development and birth 10 hrs

Prenatal development: The cause of prenatal development, teratogens and hazards to prenatal development, prenatal care, cultural believes about pregnancy, normal prenatal development.

Birth. The birth process, assessing the new born, low birth weight, and preterm infants

The postpartum period: Physical adjustment, emotional and Psychological adjustment, bonding

Module 4: Physical development and Health 10 hrs

Body growth and changes: Growth pattern, infancy and child hood, puberty

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

Module 5: Motor, Sensory and Perceptual Development

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

Module 6: Cognition Language and moral development 10 hrs

Piaget's Theory of cognitive Development: Process of development, sensory motor stage, preoperational; stage, concrete operational stage formal operational stage.

Language development: Infancy Early childhood

Moral development Kohlberg's theory

Reference

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

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

Semester V: Open course

Total hours : 54

PG 1551.3

(Credit 2, Weekly hours 3)

YOGA AND STRESS MANAGEMENT

Module 1: Introduction 6 hrs

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

Module 2: Theoretical Foundations of Yoga 10 hrs

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

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

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

Module 3: Stress 8 hrs

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

Module 4: Therapeutic aspects of Yoga 10 hrs

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

Module 5: Spiritual therapeutic techniques in various religious texts 10 hrs

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

Module 6: (Theory &Practicals) 10 hrs

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

References

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

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

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

Semester VI: Open Course

Total Hours: 54

PG 1551.4

(credits 2, Weekly Hours 3)

LIFE SKILLS DEVELOPMENT

Objectives:

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

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

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

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

Module 1: Life Skills

12 hrs

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

Activity 1: Assessing own communication skills

Activity 2: Assessing own body language

Module 2 : Presentation skills

14 hrs

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

Activity 1: Preparing a systematic presentation

Activity 2: Assessing the delivery skills

Activity 3: Using mind skills to manage presenting material anxiety

Module 3: Relationship skills

14 hrs

Skills for listening and showing understanding. Skills for choosing and starting a relationship. Skills for managing shyness. Skills for developing intimacy. Assertiveness skills. Anger management skills. Coping with emotions and change. Leadership skills. Stress management.

Activity 1: Listening and understanding skills.

Activity 2 : Relationship skills

Activity 3 : Building a friend

Module 4: Critical thinking skills

14 hrs

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

Activity 1: Make a plan for critical thinking

Activity 2: Conflict management

References

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 Collaps. New Delhi: Prentice Hall India Pvt Limited

Misthra, 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: Pearson Education.

Shephard, K (2005) Presenting at conferences, 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 Theory 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.

SPORTS PSYCHOLOGY

Objectives

To provide an overview about the field of sports psychology

To familiarize the different application principles and techniques in the field of sports

Module 1: Introduction to Sports Psychology 6 hrs

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

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

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

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

Module 3: Motivation and Self Confidence in Sports 10 hrs

Introduction – Models of Self Confidence : Bandura’s Theory of Self –Efficacy – Herter’s Competency Motivation Theory –Developing Self Confidence Through Self – Talk – Categories of Self –Talk –Selecting Self –Talk Statement – Specific Uses of Self –Talk- Constructing Self – Affirmation Statements.

Gender and Self Confidence.

Module 4: Goal Setting in Sports 8 hrs

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

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

Team Approach to Setting Goals

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

Introduction – Definition: Arousal , Stress and Anxiety

The Relationship among Arousal, Anxiety and Athletic Performance

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

Module 6: Coping Strategies in Sports

10 hrs

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

References

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

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

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

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

Semester V: Open Course

Total Hours: 54

PG 1551.6

(credits 2, Weekly Hours 3)

HEALTH PSYCHOLOGY

Objectives:

To make aware of the scope of health psychology and its role in achievement and maintenance of health

To make aware of the stress and coping behavior of individuals in various life situations

To make aware of the role of psychology in general health and chronic health problems

Module 1: History and Concepts 10 hrs

Need and Significance of Health Psychology Historical and Conceptual basis of Health Psychology. Health Behavior and Health Models. Biomedical Science and Health Psychology. Doctor- Patient communication and relationship in the context of Health psychology

Module 2: Stress 10 hrs

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

Module 3: Lifestyle Illness and Terminal Illness 12 hrs

Psychological factors in Cancer, Diabetes, Coronary Heart Disease and Asthma.

Psychological Factors in Degenerative Neurological Diseases – Alzheimer's, Dementia and Problems of aging and adjustment

Module 4: Health and Behavior Change 12 hrs

Health Compromising Behaviours: Alcohol use and abuse, smoking, unhealthy sexual behaviour, jealousy, rumor spreading.

Health Enhancing behaviours: Exercise, Yoga, Eating and health, positive thinking.

Module 5: Management of Chronic Illness 10 hrs

Quality of life, emotional responses to Chronic Illness, Personal Issues in Chronic Disease, Coping with Chronic Illness, Rehabilitation and Chronic Illness, Psychological intervention and Chronic Illness.

Books for Study:

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

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

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

Reference:

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

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

PSYCHOLOGY IN THE CLASSROOM

Objective:

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

Module 1 6 hrs

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

Module 2 10 hrs

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

Module 3 10 hrs

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

Module 4 10 hrs

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

Module 5 10 hrs

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

Module 6 8 hrs

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

Book for study

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

Reference:

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

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

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

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

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

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

EDUCATIONAL PSYCHOLOGY

Objectives:

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

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

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

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

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

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

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

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

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

Module 5: Standardized tests and Class room Assessment **11 hrs**

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

References

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

OPEN COURSE FOR PSYCHOLOGY STUDENTS

PG 1651.1 TO 1652.1

- PG 1661.1** Psychological analysis of film and culture
- PG 1661.2** Psychology of Adolescence
- PG 1661.3** Indian Psychology
- PG 1661.4** Life skill Development
- PG 1661.5** Yoga and Stress Management
- PG1661.6** Sports Psychology
- PG 1661.7** Psychology of Advertising and Marketing Research
- PG 1661.8** Psychology of Communication and Media
- PG 1661.9** Health Psychology
- PG 1661.10** Psychology in the class room
- PG 1661.11** Child Development

PSYCHOLOGICAL ANALYSIS OF FILM AND CULTURE

Objectives:

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

Module 1

12 Hrs

Art and psychology : Introduction

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

Module 2

20 Hrs

Psychoanalysis and art : Freud- Analyzing the author. Illustration: Freudian work on Dostoevsky

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

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

Module 3

15 Hrs

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

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

Demonstrations

7 hrs

References

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

PSYCHOLOGY OF ADOLESCENCE

Objectives:

To help the student to understand the different changes occurring adolescence and the different factors affecting the changes.

To familiarize the student about the different factors the influence adolescent development and transition, together with the problem behaviours likely to be exhibited during this stage.

Module 1: Introduction

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

Module 2: Physical Development & Health

Puberty : Determinants of puberty, Growth spurt, Sexual maturation, Secular trends in puberty, Psychological dimensions.

Exploring adolescent health: Risks, Leading causes of death, Nutrition and eating disorders- anorexia, bulimia – Exercise, Sports, Sleep, Stress and coping. 8 hrs

Module 3: Soci- 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, Development changes in identity,

Identity and social contexts, Identity and intimacy

The emotions of adolescence, Hormones, experience and emotions, Emotional competence.

Personality traits, temperament. Domains of moral development: Moral thought,

Moral behavior, Moral feeling: Moral personality, Contexts of moral development, Values.

16 hrs

Module 4: Gender and Sexuality

Biological, social and cognitive influences on gender, Gender stereotypes, similarities and differences, Gender-role classification: Masculinity, femininity, and androgyny, Traditional masculinity and problem behaviors in adolescent males, Gender-role transcendence.

Developing a sexual identity, obtaining information about adolescent sexuality, Sexual literacy, Sources of sex information, Sex education in schools. 8 hrs

Module 5: Social Contexts of Development

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

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

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

Work: Advantages and disadvantages of part-time work in adolescence, Working while going to college. Technology, computer and the internet. 7 hrs

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. 7 hrs

References

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

Semester VI: Elective Course
PG 1661.3

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

INDIAN PSYCHOLOGY

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

Module 1: Introduction

11 hrs

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

Module 2: Sensation and Perception

8 hrs

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

Module 3: Learning and memory

8 hrs

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

Module 4: Motivation and emotions

10 hrs

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

Module 5: Personality and personality Development

9 hrs

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

Module 6: Abnormal behavior and its treatment.

8 hrs

Indian classification of abnormal behavior- therapeutic techniques.

References:

B. Kuppaswamy : Elements of Ancient Indian Psychology. Delhi: Konark Publishers Ltd
K. Ramakrishna Rao (Ed) Handbook of Indian Psychology. Delhi Foundation Books.

Jadunath Sinha: Indian Psychology (3 Volumes). Delhi Motilal Banarasidass Publishers (P) Ltd.
Dr. Sundaran. Manorogachikilsa Ayurvedathil.

Semester VI: Elective Course
Hours: 54

Total

PG 1661.4

(credits 2, Weekly Hours 3)

LIFE SKILLS DEVELOPMENT

Objectives:

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

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

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

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

Module 1: Life Skills

12 hrs

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

Activity 1: Assessing own communication skills

Activity 2: Assessing own body language

Module 2 : Presentation skills

13 hrs

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

Activity 1: Preparing a systematic presentation

Activity 2: Assessing the delivery skills

Activity 3: Using mind skills to manage presenting material anxiety

Module 3: Relationship skills

13 hrs

Skills for listening and showing understanding. Skills for choosing and starting a relationship. Skills for managing shyness. Skills for developing intimacy. Assertiveness skills. Anger management skills. Coping with emotions and change. Leadership skills. Stress management.

Activity 1: Listening and understanding skills.

Activity 2 : Relationship skills

Activity 3 : Building a friend

Module 4: Critical thinking skills

16 hrs

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

Activity 1: Make a plan for critical thinking

Activity 2: Conflict management

References

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 Collaps. New Delhi: Prentice Hall India Pvt Limited

Misthra, 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: Pearson Education.

Shephard, K (2005) Presenting at conferences, 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 Theory 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.

Semester V: Elective course

Total hours : 54

PG 1661.5

(Credit 2, Weekly hours 3)

YOGA AND STRESS MANAGEMENT

Module 1: Introduction

6 hrs

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

Module 2: Theoretical Foundations of Yoga

10 hrs

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

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

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

Module 3: Stress

8 hrs

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

Module 4: Therapeutic aspects of Yoga

10 hrs

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

Module 5: Spiritual therapeutic techniques in various religious texts

10 hrs

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

Module 6: (Theory &Practicals)

10 hrs

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

References

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

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

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

SPORTS PSYCHOLOGY

Objectives

To provide an overview about the field of sports psychology

To familiarize the different application principles and techniques in the field of sports

Module 1: Introduction to Sports Psychology 6 hrs

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

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

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

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

Module 3: Motivation and Self Confidence in Sports 10 hrs

Introduction – Models of Self Confidence : Bandura’s Theory of Self –Efficacy – Herter’s Competency Motivation Theory –Developing Self Confidence Through Self – Talk – Categories of Self –Talk –Selecting Self –Talk Statement – Specific Uses of Self –Talk- Constructing Self – Affirmation Statements.

Gender and Self Confidence.

Module 4: Goal Setting in Sports 8 hrs

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

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

Team Approach to Setting Goals

Module 5: Arousal, Stress and Anxiety in Sports

10 hrs

Introduction – Definition: Arousal , Stress and Anxiety

The Relationship among Arousal, Anxiety and Athletic Performance

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

Module 6: Coping Strategies in Sports

10 hrs

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

References

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

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

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

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

Semester VI: Elective Course
PG 1661.7

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

PSYCHOLOGY OF ADVERTISING AND MARKETING RESEARCH

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

Module 1: Introduction 8 hrs

Why advertising?

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

Module 2: Planning and campaigns 6 hrs

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

Module 3: Psychological Factors in Advertising 11 hrs

Attentional and Perceptual Factors in advertising

Motivational Factors in advertising

Emotional Factors in advertising

Cognitive Factors in advertising

Persuasion in advertising

Sex in advertising

Entertainments and advertising.

Module 4: Psychological strategies in Advertising 10 hrs

Targeting

Branding

Imaging

Choice of media

Psychology of advertising design

Advertising effectiveness

Module 5: New Psychological Tactics and trends in Advertising 10 hrs

Behavioral Targeting

Subliminal advertising

Accelerated communications

Neuromarketing : What's it all about ?

Temptation Turn –off Tactics.

The Swearg Effect.

Module 6: Marketing Research 9 hrs

The Marketing research Process.

Designing Opinion and Interest Surveys

Other Primary Sources of Data : Interviews ; Mystery shopping ; Focus group;

Projective techniques; Product tests; Diaries & Omnibus Studies

Secondary Sources of Data (desk research)

References

Advertising –Cohen

Advertising Psychology and Research - Hepner

Advertising – Warner, et al

Fundamentals of advertising – Chunna wallah

Advertising Made Simple – Thomos Jefkins

Effective advertising – Leon Quera

Advertising and the Mind of the Consumer: by Max Sutherland, Alice K. Sylvester

Emotion in Advertising : Theoretical and Practical Explorations by Agres, Edell, & Dubitsky.

Persuasion in Advertising. BY John O'Shanghnessy, Nicholas Jackson O' Shaughnessy.

Modern Advertising by Calkins & Holden.

Semester VI: Elective Course

Total Hours: 54

PG 1661.8

(credits 2, Weekly Hours 3)

PSYCHOLOGY OF COMMUNICATION AND MEIDA

Objective : One of the best expanding and prestigious professional fields with huge employment potential is media. This course provides the students who wish to take up media as their career with basic insight into the psychological foundations of India.

Module 1: Introduction :

6 hrs

Definition of Communication –scope –communication process

Variable of Communication Source -Message- Channel – Receiver Feedback

Verbal and nonverbal Communication.

Module 2 Basic models of communication

8 hrs

Shannon & Weaver – Lasswell – Berlo

Types of communication interpersonal- Group –Mass communication

Mass communication – Characteristics of print, Radio, Television, Film

Module 3 Advanced models of communication

10 hrs

Two- step flow of communication – Opinion leaders- Characteristics – Diffusion of innovation –Roger and Shoemaker's model of communication

Gate keeping models- White's gatekeeper's models, Galtung and Ruge's model of selective gate keeping – Models of communication.

Module 4 : Market communication

9 hrs

Concept – Characteristics Reinforcement – Sleeper effect

Organisational communication

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

Module 5: Media Psychology in Context

10 hrs

Research Methods in Media Psychology

Psychological Effects and Influences of Media

The Effects of Media Violence

Prosocial Effects of Media

Advertising

Module 6: Development Issues in Media Psychology

11 hrs

Young Children and Television

Media and Adolescence

The Social Psychology of the Media

Representations of Social Groups

The Psychology of the Media Audience

Genres: News and Current Affairs, Audience Participation and Reality TV, Soaps,

The Future of Media Psychology, The Internet

References

David Berlo : The Process of Communication

Uma Narula : Mass Communication Theory and Practice

Denis Mequial and Windhal : Communication models

Denis Mequial : Media Performance

Denis Mequial : Communication

Ithias de Solo Pool (ed). Hand book of Communication

John Wright: Communication Theory

David Giles Media Psychology

Semester VI: Elective Course

Total Hours: 54

PG 1661.9

(credits 2, Weekly Hours 3)

HEALTH PSYCHOLOGY

Objectives:

To make aware of the scope of health psychology and its role in achievement and maintenance of health

To make aware of the stress and coping behavior of individuals in various life situations

To make aware of the role of psychology in general health and chronic health problems

Module 1: History and Concepts 10 hrs

Need and Significance of Health Psychology Historical and Conceptual basis of Health Psychology. Health Behavior and Health Models. Biomedical Science and Health Psychology. Doctor- Patient communication and relationship in the context of Health psychology

Module 2: Stress 10 hrs

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

Module 3: Lifestyle Illness and Terminal Illness 12 hrs

Psychological factors in Cancer, Diabetes, Coronary Heart Disease and Asthma.

Psychological Factors in Degenerative Neurological Diseases – Alzheimer's, Dementia and Problems of aging and adjustment

Module 4: Health and Behavior Change 12 hrs

Health Compromising Behaviours: Alcohol use and abuse, smoking, unhealthy sexual behaviour, jealousy, rumor spreading.

Health Enhancing behaviours: Exercise, Yoga, Eating and health, positive thinking.

Module 5: Management of Chronic Illness 10 hrs

Quality of life, emotional responses to Chronic Illness, Personal Issues in Chronic Disease, Coping with Chronic Illness, Rehabilitation and Chronic Illness, Psychological intervention and Chronic Illness.

Books for Study:

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

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

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Reference:

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

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

PSYCHOLOGY IN THE CLASSROOM

Objective:

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

Module 1 **6 hrs**

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

Module 2 **10 hrs**

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

Module 3 **10 hrs**

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

Module 4 **10 hrs**

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

Module 5 **10 hrs**

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

Module 6 **8 hrs**

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

Book for study

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

Reference:

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

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

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

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

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

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

CHILD DEVELOPMENT**Objectives**

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

To provide student with an awareness about the various stages in physical, cognitive, emotional and social development

Module 1: Introduction 6 hrs

Developmental process and periods: Biological, Cognitive and socio- emotional process, periods of development

Developmental issues; Nature and nature, continuity and discontinuity, early and later experience, evaluating the developmental issues.

Module 2: Biological processes physical and perceptual development 8 hrs

Genetic foundations: The genetic processes, genetic principles, chromosome and gene linked abnormalities.

Reproductive challenges and choices: Prenatal diagnostic tests, infertility and reproductory technology, adoption

Module 3: Prenatal development and birth 10 hrs

Prenatal development: The cause of prenatal development, teratogens and hazards to prenatal development, prenatal care, cultural believes about pregnancy, normal prenatal development.

Birth. The birth process, assessing the new born, low birth weight, and preterm infants

The postpartum period: Physical adjustment, emotional and Psychological adjustment, bonding

Module 4: Physical development and Health 10 hrs

Body growth and changes: Growth pattern, infancy and child hood, puberty

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

Module 5: Motor, Sensory and Perceptual Development

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

Module 6: Cognition Language and moral development 10 hrs

Piaget's Theory of cognitive Development: Process of development, sensory motor stage, preoperational; stage, concrete operational stage formal operational stage.

Language development: Infancy Early childhood

Moral development Kohlberg's theory

Reference

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

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

SYLLABI OF
COMPLEMENTARY COURSE IN PSYCHOLOGY
FOR OTHER CORE PROGRAMMES

1. Complementary Courses for B.com-**SOCIAL PSYCHOLOGY**
2. Complementary Courses for B.A. English and B.A Philosophy-**GENERAL PSYCHOLOGY**

Modified syllabus of B.Com TTM

Semester I : Complementary course I :

SOCIAL BEHAVIOUR AND SOCIAL RELATIONS

PG 1131.1

**TOTAL HOURS: 54
CREDITS 2 : WEEKLY HOURS 3**

Objectives

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

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

Module I **10 hrs**

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

Module II **10 hrs**

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

Module III **10 hrs**

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

Module IV **12 hrs**

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

Module V **12 hrs**

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

Reference

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

Modified syllabus of B.Com TTM

Semester II :Complementary course II :

SOCIAL COGNITION AND MOTIVATION

PG 1231.1

TOTAL HOURS: 54

CREDITS : 3 WEEKLY HOURS 3

Objectives

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

To enable the student to understand behavior in social setting

Module I 10 hrs

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

Module II 11 hrs

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

Module III 10 hrs

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

Module IV 13 hrs

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

Module V 10 hrs

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

Reference

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

Modified syllabus of B.Com TTM

Semester III: Complementary course III :

SOCIAL INFLUENCES

PG 1331.1

TOTAL HOURS: 54

CREDITS : 3 WEEKLY HOURS 3

Objectives

To equip the students with the knowledge social development

To make aware of the coping behavior of individuals in social situations

Module I 12 hrs

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

Module II 11 hrs

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

Module III 12 hrs

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

Module IV 10 hrs

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

Module V 9 hrs

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

Reference

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

Modified syllabus of B.Com TTM

Semester IV: Complementary course IV:

APPLIED SOCIAL PSYCHOLOGY

PG 1431.1

TOTAL HOURS: 54

CREDITS : 3 WEEKLY HOURS 3

Objectives

To update and expand basic social skills relevant to the emerging knowledge society

To Promote on under taking of the application of psychological principles in society

Module I 11 hrs

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

Module II 11 hrs

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

Module III 12 hrs

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

Module IV 10 hrs

Applying social psychology: Social psychology in health care, organizations and environment.

Module V 10 hrs

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

Reference

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

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

PG: 1131

Total : 54

Semester –I

weekly hours : 3 credit : 2

Objectives

To make the student understand various schools of psychology

To familiarize the student with research method

To Provide Basic Knowledge regarding biological bases of behaviour

Module 1: Introduction to Psychology 15 hrs

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

Major subfields of Psychology – Applications of psychology.

Module 2: Perspectives in Psychology 15 hrs

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

Module 3: Methods of Studying Behavior 11 hrs

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

Module 4: Biological Bases of Behavior 13 hrs

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

Books for study:

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

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

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

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

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

BASIC PSYCHOLOGICAL PROCESSES

PG: 1131

Total : 54

Semester – II COMPLEMENTARY COURSE

weekly hours : 3 credit : 2

Objectives

To generate interest in psychology

To provide basic knowledge about systems and process like motivation

To familiarize the students with various learning theories

Module 1: Learning: 12 hrs

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

Module 2: Motivation: 15 hrs

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

Module 3: Emotions: 12 hrs

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

Module 4: Consciousness: 15 hrs

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

Books for study:

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

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

Kosslyn. S.M (2006). *Psychology in context*, (3rd ed.). New Delhi: Pearson Education.

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

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

COGNITIVE PROCESSES

PG: 1131

Total : 54

Semester – III COMPLEMENTARY COURSE

weekly hours : 3 credit : 2

Objectives

To generate interest in psychology

To make familiarize the student with the basic systems and process in psychology

To provide an awareness an attention and preparation

Module 1: Cognition

12 hrs

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

Module 2: Memory and Forgetting

16 hrs

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

Forgetting: Theories – interference theory-Retrieval inhibition theory-Methods to study memory: free recall and recognition–Sentence verification–Priming–Neuro imaging– Strategies to improve memory.

Module 3: Language

11 hrs

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

Module 4: Perception

15 hrs

Attention: Nature – types of attention – Factors affecting attention **Sensation:** thresholds – JND – psychophysical scaling – signal detection theory **Perception:** Definition – Gestalt principles of perception – Perception of form, pattern or objects: figure and ground, contour-Principles of perceptual grouping: similarity, proximity, continuity, closure, law of common fate, law of simplicity, law of pragnanz–Perception of depth or distance: monocular cues and binocular cues–Perceptual constancies: size, shape, orientation, brightness-Illusion: Types of illusions – Extra sensory perception.

Books for study:

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

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

Kosslyn. S.M (2006). *Psychology in context*, (3rd ed.). New Delhi: Pearson Education.

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

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

PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

PG: 1431

Total : 54

Semester – IV COMPLEMENTARY COURSE

weekly hours : 3 credit : 2

Objectives

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

Module 1: Individual Differences

16 hrs

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

Module 2: Personality

20 hrs

Definition-determinants of personality: biological determinants psychological determinants – social and cultural determinants - Approaches to personality: Psychoanalytic: Sigmund Freud, Neo-Freudians. Humanistic: Rogers, Maslow. Trait approach: Allport. Type approach: The Big five factors. Behavioral and Social learning approaches: Bandura.

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

Module 3: Intelligence

18 hrs

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

Books for study:

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

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

Kosslyn. S.M (2006). *Psychology in context*, (3rd ed.). New Delhi: Pearson Education.

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

PG1646

PROJECT

Objectives

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

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

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

The Study should focus on one dependent variable only

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

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

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

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

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

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

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

The Maximum font size for subtitles shall be 14.

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