UNIVERSITY OF KERALA

DRAFT

Revised Syllabus of
First Degree Programme in Psychology under
CBCS System

For 2020-21
Admission onwards
Programme Specific Outcomes

**PSO 1** : To Analyze human behavior on the basis of scientific enquiry and critical thinking

**PSO 2**: To Understand the psychological processes behind adaptive and maladaptive human behavior.

**PSO 3**: To Demonstrate moral and ethical responsibility with respect to social diversity.

**PSO 4**: To Understand human behavior in social, clinical and organizational setting through experimental and field study.

**PSO 5**: To Apply basic skills in psychological testing, experimentation, counselling communication, data analysis and report writing.
## Scheme & Course Structure and Syllabus
### First Degree Programme in Psychology
#### For 2020 Admissions Onwards

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**Complementary II – psychological statistics (4 courses)**

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*Letter codes are given according to choice of Additional language

**Letter codes are given according to the choice of open course
# SYLLABUS OF COMPLEMENTARY COURSES IN PSYCHOLOGY FOR OTHER CORE PROGRAMMES

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Course Outcomes

CSO 1: Discuss the origins of psychology and its development as a scientific field
CSO 2: Identify the various steps involved in a scientific investigation
CSO 3: Explain basic psychological processes of sensation, attention, perception and consciousness
CSO 4: Use scientific methods of Psychology to explain human behaviour
CSO 5: Critique unscientific claims of human behaviour and provide scientific explanations

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 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. 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.

Module 1: Introduction to modern psychology

Origins of psychology - Philosophical origin, Early Indian thoughts (the three Gunas, yoga and mind control, Ayurvedic concepts), Greek thoughts (Major ideas of Descartes, Locke), Biological origins (Darwin, Genetics)

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

Definition, Goals of psychology, Psychology as a science - Scientific method, Steps in a scientific investigation, Critical thinking.

Pseudo-psychology - Palmistry, Astrology, Graphology, Ouija board, Mentalism. Psychological explanations (Uncritical acceptance, Positive instances, Barnum Effect)

Different areas (branches) of Psychology – Clinical, Cognitive, Developmental, Forensic, Sports, Health, Educational, Social, Neuropsychology.
Module 2: Methods of psychology
Naturalistic observation, Case study, Survey, Interview, Introspection, Correlational methods.
Experimental method: Characteristics of experimental method: Variables (Independent Variable, Dependent Variable, Extraneous Variable), Lab and field experiments.
Data collection in psychology: Tests, interview, rating scales, questionnaires
Ethics in psychological research- deception, invasion of privacy, lasting harm

Module 3: Sensation, Attention and Perception
Sensation – Absolute threshold, Difference threshold, JND, Psychophysics and psychophysical methods.
Attention – Factors affecting attention: subjective and objective, Span of attention, Division of attention and Distraction of attention.
Perception – Perceptual organization: Gestalt principles, Perceptual defence, Subliminal perception, Depth perception- Monocular and binocular cues, Perceptual constancies, Illusions of size, shape and movement, Extra sensory perception.

Module 4: Consciousness
Waking states: controlled and automatic processing, self-awareness
Circadian rhythm
Changes in consciousness – Sleep, Dreams
Altered states- Hypnosis- facts and myths, hypnotic susceptibility, Meditation, Drug-altered consciousness.

References

Additional Reading List:
PG 1241 PSYCHOLOGICAL PROCESSES

Course Outcomes:

CSO 1: Describe key concepts, principles, and theories in Psychology
CSO 2: Interpret human behaviour in a scientific way
CSO 3: Use the basic concepts of psychological processes for self-awareness, self enhancement, and managing emotions.

Module 1: Learning  
Definition.
Classical conditioning: Elements, principles, higher order conditioning, generalization, discrimination.
Operant conditioning: Law of effect, reinforcement, punishment, shaping, chaining, stimulus control. Schedules of reinforcement – continuous and partial; fixed and variable, interval and ratio.

Social and cognitive learning: Observational learning - Process, principles and examples.
Insight learning, Latent learning - cognitive map.

Module 2: Memory
Definition
Encoding, storage and retrieval processes.

Sensory, short term and long term memories.
STM as Working memory.
Rehearsing information. Levels of processing.

Procedural memory. Declarative memory: Semantic and episodic.
Measuring memory: Recall, recognition, relearning. Explicit and implicit memories.


**Module 3: Cognitive processes**

Cognition

Components of thought: Images Concepts Language.

Mental Imagery, Types of concepts, Prototypes, Structure of language

Reasoning: deductive and inductive.


**Module 4: Motivation**

Motivation-motivational cycle-Need, drive, goal

Extrinsic and intrinsic motivation.

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.

**Module 5: Emotion**

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.
Activity to be done
Apply any learning theory to bring about a specific behaviour change

References
Additional Reading List:
Semester III: Foundation Course II  

Total Hours :72  
(Credits 3, Weekly Hours 4)

PG 1321 INFORMATICS

Course Outcomes

CSO 1. Identify the basic informatics skills relevant to the emerging knowledge in society
CSO 2. Identify the application of academic services software
CSO 3. Describe the issues related with cyber crime
CSO 4. Explain the effect of cyber addiction
CSO 5. Demonstrate the application of different digital psychological assessment

Module 1: Overview of Information Technology (20hrs)
Basics of computer networks & Internet, wireless technology, cellular wireless networks, introduction to mobile phone technology. Overview of Operating Systems, Basic concepts of IPR, copyrights and patents, plagiarism, introduction to use of IT in teaching and learning, academic services INFLIBNET, NICNET, BRNET, Elsevier,

Module 2: Social Informatics (20 hrs)
IT & Society- issues and concerns- digital divide, IT & development, the free software movement, IT industry: new opportunities and new threats, software piracy, cyber ethics, cybercrime, cyber threats, cyber security, privacy issues, cyber laws. Cyber addictions and its impact on physical and mental health. Guidelines for proper usage of computers, Internet and mobile phones. E-wastes and green computing.

Module 3: IT Applications in Different Fields (16 hrs)
E-Governance applications at national and state level, 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. Artificial Intelligence, Virtual Reality, Bio-Computing.
Module 4: IT Applications in the field of Psychology (16 hrs)


Activity based assignment:

• Collect and differentiate the contents of different educational software
• Conduct some psychological assessment in digital form.
• Conduct different statistical analyses through statistical packages

References


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


Peter Norton, Introduction to Computers, 6e,(Indian Adapted Edition), V. Rajaraman, Introduction to Information Technology, Prentice Hall

Vikas George Beekman, Eugene Rathswohl, Computer Confluence, Pearson
Semester III: Core Course III

Total Hours: 90

PG 1341 (Credits 4, Weekly Hours 5)

Psychology and Assessment of Individual Differences

Course Outcomes:

CSO 1: Identify basic concepts of individual differences
CSO2: Explain the systems and processes of intelligence and personality
CSO3: Illustrate measurement of intelligence and personality.
CSO4: Critique the theories of intelligence and personality
CSO5: Describe levels of measurement, reliability and validity in psychological testing.

Module 1: Individual differences 12 hours
Role of heredity and environment, Differences in interests, attitudes, aptitudes, values, level of aspiration, self concept, habits and psychomotor skills.

Module II: Intelligence and IQ testing 26 hours

Module III: Personality 26 hours
Definitions of Personality, Traits and types, Theories of personality: psychoanalytic theory-structure of personality, dynamics of personality, and personality development. Psychodynamic theories: Carl Jung, Alfred Adler, Karen Horney. Trait theories: Allport, Cattell, Eysenck Personality Assessment: Interview, Questionnaire, Projective tests-Rorschach inkblot test, Thematic Apperception Test.

Module IV: Psychometry 14 hours
Measurement, levels of measurement: nominal, ordinal, interval and ratio. Reliability (Test-retest, Alternative form, Split half). Validity (Content validity, Face validity, Criterion validity). Ethical issues in Psychological testing
Module V: Research in Psychology

Qualitative and Quantitative research, Steps in Psychological research: Research Proposal, Structure of the research report, Ethics in Psychological research.

References:


PG 1441 SOCIAL BEHAVIOUR

Course Outcome

- CS01: Discuss the journey of ‘emerging discipline’ of social psychology
- CS02: Identify the landmarks of social psychology
- CS03: Discuss the close line among social psychology and related disciplines
- CS04: Explain the psychological aspects of social perception, cognition, attitudes and prejudice
- CS05: Discuss self and its relation with the social identity

Module 1: Introduction 10 hrs
Definition of Social Psychology. Focus of social psychology, Land marks in the history of social psychology, Social Psychology and other related disciplines. Methods of social psychology (briefly)

Module 2: Social Perception 13 hrs
Attribution Theroeis: Correspondent inference, Kelley’s theory, Attribution errors. Applications in understanding depression and prejudice.
Impression formation/ impression management – tactics

Module 3: Social Cognition 13 hrs
feelings shape cognition. Combating errors in social cognition.

**Module 4 : Attitudes**

12 hrs


**Module 5 : Prejudice**

12 hrs


Techniques of countering the effects of prejudice.

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

**Module 6 : Self and Social Identity**

12 hrs

Components of self- self concept, subjective, objective and symbolic self awareness – Cultural influences on the self – Self Efficacy – Components of social identity : Gender, religion, caste.

Gender identity, gender stereotypes, transgender issues.

**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.
References

PG 1442  EXPERIMENTAL PSYCHOLOGY – I – PRACTICALS

Course Outcomes

CSO 1: To extend and clarify the knowledge in Psychology
CSO 2: To scientifically instantiate the experimental knowledge in Psychology
CSO 3: To infer the theoretical concepts through experiments
CSO 4: To execute and to scientifically report the experiments
CSO 5: To design a psychological experiment
CSO 6: To carryout psychological experiments

A minimum of 8 experiments out of the following should be compulsorily administered by each student.
Attention: Span, division, distraction, set
Visual acuity, snellen chart
Localization of sound
Memory: Span of memory
Sensation and Perception: Depth perception, Colour blindness
Illusions: Horizontal-Vertical, Muller-Lyer
Reaction time: simple, choice
Learning: massed vs. spaced, rote vs meaningful, trial and error, maze, rational learning
Transfer: Bilateral, Habit Interference
Mathews IAS rating scale

Each student is required to conduct a minimum of 8 experiments and submit the record of experiments for evaluation in 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 behaviour). In such a case, report/presentation of the same can be evaluated. It is desirable to conduct study tour and submit report.

References

Course Outcomes
CS01: Explain social behavior in the social setting
CS02: Elucidate the types of group and individual behavior in groups
CS03: Define social facilitation and the factors related to the same
CS04: Describe behavior in terms of crowd behavior and characteristics
CS05: Explain the psychological aspect of various social issues in the society and nation.

Module 1: Social influence

Module 2: Groups
Crowd: Definition and Characteristics, Classical theory of crowd behavior, Convergence of crowd behavior, Mob.

Module 3: Pro-social Behaviour

Module 4: Aggression
Theoretical perspectives. Determinants of aggression (social, personal, situational)
Module 5: Environmental and Social issues

11 hrs


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.

• Analyze group mind and group think

• 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

References


Course Outcomes

CSO1: Explain the basic concepts of Organizational Behaviour
CSO2: Use the knowledge of individual differences of personality, motivation and attitude for effective organizational behavior
CSO3: Implementation of techniques to enhance the individual potentials.

Module 1: Organization and organizational behaviour 10 hrs
Concept of organizational behavior, history of OB, Disciplines that contribute to the OB field, Challenges and opportunities for OB

Module 2: Individual Personality at work 13 hrs
Personality- The Myers-Briggs Type Indicator, The Big Five Personality Model, Other Personality Traits Relevant to OB. Personality – job fit.
Creativity in organization

Module 3 Motivation and Attitude at Work 20hrs
Attitude- Job Satisfaction- Causes Job Satisfaction, Impact of Job Satisfaction, Organizational commitment ,Organizational citizen ship behavior.
Module 4: Human Resource Development

Role of HRM in Organisations
Training – on job and off job training, soft skill training, Training need analysis (competency mapping).
Employee compensation and benefits- Piece rate Pay, Merit based Pay, Bonuses, Skill Based pay, Profit Sharing, Gain Sharing, Employee Stock Ownership Plans, Flexible Benefits, Employee Recognition Programme.

References


Suggested Practical Work
1. Visit organizations to understand structure
2. Assessment of Personality of leaders in different organisation
3. Assessment of Job satisfaction and work motivation
PG 1543 Counseling Psychology

Course Outcomes
CSO 1: Define Counseling
CSO 2: Differentiate between Counseling, Guidance and Psychotherapy
CSO 3: List the goals of Counseling
CSO 4: Explain the ethical considerations in Counseling
CSO 5: Describe the basic conditions required for counseling
CSO 7: Describe characteristics of effective counselors
CSO 8: Identify impediments to effective communication in counseling
CSO 9: Explain the stages of counseling
CSO 10: Describe the techniques used in counseling
CSO 11: Explain the theories of counseling
CSO 12: Describe the scope and application of counseling

Module 1 Introduction to Counseling
6 hours
Definition of Counseling, Relation of Counseling to Guidance and Psychotherapy
Goals of Counseling – Behavioral change, Positive mental health, Problem resolution, Personal effectiveness, Decision making
Ethics in Counseling – Putting Clients’ needs before one’s own, Ethical decision making, Right of Informed Consent, Confidentiality, Ethical issues in Assessment practice, Ethical aspects of Evidence-based practice, Dual relationships in Counseling Practice, Counselor Education and Training

Module 2 Process of Counseling
8 hours
Core conditions in Counseling - Empathy, Unconditional Positive Regard, Congruence
Personal characteristics of effective counselors
Impediments to communication in counseling – Counselor predispositions, Premature Advice-giving, Lecturing, Excessive questioning, Storytelling
Stages of Counseling – Initial Disclosure, In-depth Exploration, Commitment to Action
Module 3 Counseling Techniques 18 hours
Building the relationship, Counselor’s Nonverbal Messages, Active Listening, Structuring, Leading, Questioning, Concreteness, Use of feedback, Advanced Empathy, Immediacy, Confrontation, Interpretation, Reflection of feeling, Goal-setting, Facilitating problem-solving.

Module 4 Major Theories of Counseling 15 hours
Major concepts and Processes of Person-centered Counseling, Behavioural Counseling, Cognitive Counseling and Psychoanalytical Counseling (Ref: Patterson)

Module 5 Scope of Counseling 7 hours
Crisis Counseling, Child Counseling, Geriatric Counseling, Family Counseling, Career Counseling.

References:


Semester V : Core Course IX

Total Hours: 90

(Credits 3, Weekly Hours: 5)

PG 1544 Experimental Psychology- II- Practicals

Course Outcomes

CSO 1: To extend and clarify the knowledge in Psychology
CSO 2: To scientifically instantiate the experimental knowledge in Psychology
CSO 3: To scientifically instantiate the experimental knowledge in Psychology
CSO 4: To infer the theoretical concepts through experiments
CSO 5: To execute and to scientifically report the experiments
CSO 6: To carry out Psychological experiments.

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

- Level of Aspiration
- Knowledge of results
- Motor tests : tracing test, steadiness test, tweezer dexterity, finger dexterity
- Concept formation
- Problem Solving, Multiple choice test,
- Social suggestibility experiments: suggestibility, compliance, grape wine.
- Pro-social behaviour

Each student is required to conduct a minimum of 8 experiments and submit the record of experiments for evaluation at the end of the semester. A few suitable experiments are to be conducted by using simple designs like before-after two 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 behaviour/social behaviour) in such a case, report/presentation of the same can be evaluated. It is desirable to conduct study tour and submit report. An introspective report of the subject and observation report of the experimenter is desirable.

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.
References:


PG 1545 PSYCHOLOGICAL ASSESSMENT – I- PRATICALS

Course Outcomes

CSO1: Apply the psychological tests to understand himself/herself and other persons
CSO2: Carry out accurate interpretation of psychological test results
CSO4: Demonstrate the skills of testing and scientific reporting in psychology
CSO5: Execute various psychological tests and assessment tools
CSO6: Implement the psychological testing principles to work in the community

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 pattern
6. IAS Rating scale
7. Eysenck Personality Inventory
8. Extroversion-Introversion Inventory
9. MMPI
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
17. Occupational Personality Questionnaire
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.

**References:**


Open Courses For Non Psychology Students

1551.1 Understanding human behavior
1551.2 Psychology for personal effectiveness
1551.3 Yoga and stress management
1551.4 Psychology for academic enhancement
1551.5 Child Development

Semester V: Open Course

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

PG 1551.1 UNDERSTANDING HUMAN BEHAVIOUR

CSO 1 - Discuss the scientific nature of psychology
CSO 2 - Describe basic processes of attention and perception
CSO 3 - Explain various states of consciousness
CSO 4 - Describe emotional intelligence and IQ
CSO 5 - Explain Personality and Intelligence
CSO 6 - Critique approaches to personality
CSO 7 - Describe skills of nonverbal communication

Module 1 Introduction of Psychology

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. How do they work?
Developing critical thinking abilities.

Module 2 Perception, Consciousness

Definitions of Attention, Perception, Illusion.
Examples of illusion – Muller-Lyer, horizontal-Vertical, Ponzo, Moon.
How to enhance perceptual accuracy.
Altered States: Hypnosis-facts and myths, hypnotic susceptibility; Meditation; Drug-altered consciousness

**Module 3 Learning, Memory**  
10 hrs
Definition of learning
Definitions of Classical conditioning, Operant conditioning and Observational learning with one illustration each. Concept of behavior modification.
Definition of Memory
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.

**Module 4 Motivation, Emotion, Stress**  
10 hrs
How to cope with test anxiety.
Stress and reactions of stress.

**Module 5 Intelligence, Personality, Testing**  
10 hrs
Definition of Intelligence. Concept of IQ.
Definitions of Personality, Character, Temperament, Traits.
Two different approaches to personality:
Freud’s theory: Levels of consciousness, Id, Ego, Super ego, Idea of defense mechanisms with two/three examples.
Trait theory: General idea.
What is meant by a psychological test? An example each from intelligence and personality.
Module 6 Non-verbal Communication


References:
Semester V – Open Course

Total hours: 54
(Credit -2, Weekly Hours-3)

1551.2 Psychology For Personal Effectiveness

Course Outcomes

CSO 1: Determine skills needed for effective living
CSO 2: Identify the inner gifts, passion and purpose
CSO 3: Express authentic relationship with self and others for personal growth
CSO 4: Clarify inner and outer boundaries for expansion
CSO 5: Execute change in society for the betterment of humanity

Note for Instructors: This course is based on positive psychology, specifically Theme Centred Interaction (TCI), an applied humanistic psychology paradigm. TCI was developed in 1960's by Ruth Cohn, renowned German psychologist. TCI is one of the effective tool for personal and social transformation. A two day workshop will equip the instructors for an effective delivery of course content. The course would proceed with the help of experiential workshops, readings of selected texts & theoretical writings, review & analysis of films & literary stories and participative group work. Every student will be encouraged to maintain a diary of personal experiences and reflections. Across the duration of the course, students will be required to submit reflective writings about their participation in the course. The regular faculty must be trained in the area of personal growth/ counselling and possess requisite skills for dynamically and authentically facilitating the growth of students. Guest faculty can be invited in order to give specialized input into courses wherever required

Module 1 – Life Skills

10 Hours

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

Module 2 Self- awareness

12 Hours

Exploring the self- “Who am I?’ - SWOT Analysis - Values and world view imbibed in childhood period - Types of Self - Self Concept, Body Image, Self Esteem - Creativity and flow, Creative writing

Module 3 Interpersonal relationship

10 Hours

Effective communication –verbal and non -verbal – Interpersonal relationship –Factors affecting relationship- Techniques for improving interpersonal skills - Modes of working with people - Awareness of social media and its creative use
Module 4
Expanding boundaries 10 Hours
Concept of 4 factor model of TCI - Dynamic balancing and expansion of boundaries - Concept of imaginals and caterpillar cells

Module 5 12 Hours
Social transformation through personal transformation
A will to change, a decision to grow - Social meta morphosis through empowerment of imaginals - Social work, social action and psychosocial empowerment

References
Central Board of Secondary Education. Life Skills Education and CCE for Class IX and X. (http://www.cbse.nic.in/cce/life_skills_cce.pdf)
WHO handbook for Life Skills Education in schools.
PG 1551.3 YOGA AND STRESS MANAGEMENT

Course Outcomes

CSO 1: Explain the theoretical foundations of yoga
CSO 2: State the use of yoga as a tool for stress reduction
CSO 3: Carry out various yogic techniques

Module 1: Introduction

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

Module 2: Theoretical Foundations of Yoga

The eight components of Yoga (Patanjali): Yama - Niyama - Asana - Pranayama - Pratyahara - Dharana - Dhyana - Samadhi.
Four approaches to Yoga: Jnana Yoga - Karma Yoga - Bhakthi Yoga - Raja Yoga.
Chakras and their significance Five Koshas and their importance
Trigunas, Developing Satwa guna

Module 3: Stress


Module 4: Therapeutic aspects of Yoga

Yoga and stress management, Yoga as a desensitization tool, Yoga for Improving stress tolerance, Yoga and cognitive restructuring, Yoga and Physical health, and Yoga and Life style management.
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
PG 1551.4 PSYCHOLOGY FOR ACADEMIC ENHANCEMENT

Course Outcome
CSO 1: Explain the various aspects of cognition and learning
CSO 2: Identify different versions of memory and its application in the real life
CSO 3: Discuss the type of stresses one experiences in life.
CSO 4: Identify how people deal with life stress.
CSO 5: Discuss various motivational techniques which can be applied in the classroom situations

Module 1 Attention
Definition, Types of Attention, Factors influencing attention, Distraction of Attention, Span of attention.

Module 2: Learning & Problem solving
Learning, Transfer of learning and types – Classroom implications,
Factors affecting Learning- Factors associated with Learner, Factors associated with the type of learning experiences, Strategies to encourage motivation in learning
Outcomes of learning, Study Skills
Problem solving- steps, Strategies of Problem solving, Barriers to effective problem solving

Module 3: Memory
Encoding, Storage, Retrieval processes, Types of Memory, Levels of processing, factors influencing memory,
Forgetting – factors influencing forgetting
Strategies for improving memory – Use of Imagery, Method of Loci, Chunking, First letter technique, Trigram, Narrative method, PQRST

Module 4: Stress and Coping Strategies
Definition stress, Sources of Stress- Traumatic Events, Recent Life Events, Hassles Types-
Eustress, Distress, Environmental, Social and Psychological


**Module 5: Self Regulation**

8hrs

Types of goals and goal orientations, Procrastination and Time management, Dealing with emotions, distress tolerance, dealing with exam anxiety

**Reference:**


PG 1551.5 CHILD DEVELOPMENT

Course outcomes
CSO1: Explain the nature and characteristics of child development
CSO2: Describe the course of prenatal development
CSO3: Discuss the impact of genetic factors on development
CSO4: Illustrate the stages in physical, cognitive, emotional and social development

Module 1: Introduction 6 hrs
Developmental process and periods: Biological, Cognitive and Socio-emotional process, Periods of development
Developmental issues; Nature and nurture, Continuity and discontinuity, Early and later experience, Evaluating the developmental issues.

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

Module 3: Prenatal development and birth 10 hrs
Prenatal development: The course 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 10hrs

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
Course Outcomes

CSO1: Apply the psychological tests to understand himself/herself and other persons

CSO2: Carry out accurate interpretation of psychological test results

CSO4: Demonstrate the skills of testing and scientific reporting in psychology

CSO5: Execute various psychological tests and assessment tools

CSO6: Implement the psychological testing principles to work in the community

Each student is required to conduct a minimum of 5 tests and submit the record for evaluation at the end of the semester. The list includes tools that measure interest, aptitude, attitude, creativity, adjustment, values, health, well-being, basic tools for child assessment etc.

1. Finger Dexterity
2. Tweezer Dexterity
3. Manual Dexterity
4. General Aptitude Test
5. Differential Aptitude Test
6. Vocational Interest Inventory
7. Personal Adjustment Inventory
8. Spirituality Scale
9. Seguin Form Board
10. VSMS
11. Test of Creativity
12. Beck Depression Inventory
13. Beck Anxiety Scale
14. Emotional intelligence Scale
15. General Health Scale
16. Quality of Life Scale
17. Job Satisfaction Scale
18. 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.

References:
Semester VI : Core Course XII  
Total Hours : 72  
(Credit 4: Weekly Hours :4)

PG 1642: DEVELOPMENTAL PSYCHOLOGY

Course Outcomes:
CSO1: Explain the nature and characteristics of life span development
CSO2: Differentiate theories of development.
CSO3: Describe the course of development in stages
CSO4: Focus on the field of Gerontology and design programs for the welfare of the aged.

Module 1: Introduction of life span development  
Importance of life span development
Historical perspective
Characteristics of life span perspective
Nature of development
Cross sectional and longitudinal approaches in developmental study.

Module 2: Theories of development  
Theories by Freud, Erikson, Piaget (Sensori-motor stage, Pre-operational stage, Concrete operational stage and Formal operational stage)), Vygotsky, Information processing theory, Behavioural social, cognitive ethological and Ecological theories

Module 3: Prenatal Development  
Stages of Prenatal development: Germinal period – Embryonic period – Fetal period
Prenatal diagnostic tests
Effects of teratogens
Neonatal health and responsiveness
Consequences of low birth weight
Module 4: Physical Development and Aging

Cephalocaudal and Proximodistal pattern
New born – reflexes, perception (vision, hearing, other senses, intermodal perception)
Gross and fine motor skills, handedness
Physical development in puberty
Changes in early and middle adulthood

Module 5: Late Adulthood

Physical, psychological and cognitive changes in late adulthood, Developmental tasks of late adulthood
Theories of aging: Activity theory, Socio-emotional selectivity theory, Selective optimization with compensation theory.
Geriatrics and Gerontology (definition)
Older adults in society: Stereotyping older adults, policy issues in an ageing society

Module 6: Socio-Emotional Development

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

Activities
Visit anganvadis or play schools to develop an understanding of child development and submit report
Visit old age homes to understand the core needs of the elderly and the community support available to them.

References
PG 1643 ORGANIZATIONAL BEHAVIOUR

Course Outcomes
CSO1: Identify effective Communication in Organization
CSO2: Illustrate theories of leadership in groups
CSO3: Confirm the importance of workplace Counseling
CSO4: Determine the correlates of organizational culture change and development.

Module 1: Managing Communication in Organization 10 hrs
Importance of interpersonal communication - The communication process. Direction of communication - Downward communication, Upward communication, Lateral communication, Barriers to effective communication . Transactional Analysis – Ego states, Types of interaction, Strokes, Games

Module 2: Leadership 12hrs

Module 3: Stress and workplace counseling 12hrs

Module 4: Organizational Culture 10hrs
Concept of Organizational Culture- Role, Creating and Sustaining Culture, Creating a Positive Organizational Culture.
Module 5: Organizational Change and Organizational Development 10 hrs

Concept of organizational change, Resistance to change, Organizational development – Characteristics –Objectives – Organizational learning

References

Suggested Practical Work

• Visit of Organisations to understand organizational culture of the organization, Past Organisational Changes and Resistance to Change
• Develop a module on communication skill improvement and take a session on it in any organisation.
• Assessment of leadership style from secondary data
Semester VI: Core Course XIV

Total Hours: 108
(Credits 4, Weekly Hours 6)

ABNORMAL PSYCHOLOGY

Course Outcomes
CSO 1: Enumerate historical developments related to concept of abnormality
CSO 2: Describe classificatory systems
CSO 3: Explain the concept of stigma associated with mental illness
CSO 4: Explain various psychosocial factors contributing to abnormal conditions
CSO 5: List the features of personality disorders
CSO 6: Describe features of clinical disorders

Module 1 Introduction to Abnormal Behaviour
18 hours
Views on Normality and Abnormality. Define Abnormal Psychology. Stigma associated with Mental Illness.
Classificatory Systems – DSM and ICD – (expansions of terms; basic difference between the systems)
Historical understanding of abnormal behaviour
Modern Perspectives - Biological, Psychodynamic, Behaviourist, Humanistic-existential, Cognitive-Behavioural, Diathesis-Stress- Risk and Protective Factors - Resilience, Vulnerability and Coping

(Note: With reference to the following modules, only the clinical features and/or characteristics of the disorders need to be taught)

Module 2 Clinical features of Anxiety, Dissociative and Somatic Disorders
20 hours
Specific Phobias, Social Phobia, Generalised Anxiety Disorder, Panic Disorder
Obsessive Compulsive Disorder
Dissociative Identity Disorders, Dissociative Amnesia, Depersonalization/Derealization
Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder
Module 3 Clinical features of Mood Disorders  
Major Depressive Disorder  
Bipolar Disorder – I and II  
Dysthymia and Cyclothymia  

Module 4 Clinical features of Psychotic Spectrum Disorders  
Schizophrenia  
Delusional Disorder  

Module 5 Clinical features of Personality Disorders  
Cluster A – Paranoid, Schizoid, Schizotypal  
Cluster B – Antisocial, Borderline, Histrionic, Narcissistic  
Cluster C – Anxious, Dependent, Obsessive Compulsive  

Module 6 Clinical features of Neurodevelopmental disorders  
Intellectual Disabilities, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder,  
Conduct Disorder, Specific Learning Disorder  

References:  
Elective Courses For Psychology Students

**PG 1661.1** Psychology of Adolescence

**PG 1661.2** Yoga and Self-empowerment techniques

**PG 1661.3** Child Development

**PG 1661.4** Psychology for Academic Enhancement

**PG 1661.5** Psychology for Personal Effectiveness

Semester VI: Elective Course  
Total Hours: 54  
(Credits 2, Weekly Hours 3)

**PG 1661.1 PSYCHOLOGY OF ADOLESCENCE**

Course Outcomes

CSO 1. Identify the changes occurring during adolescence

CSO 2. Describe the cognitive, emotional and moral development in adolescence

CSO 3. Explain the self, identity and personality development in adolescence

CSO 4. Discuss gender roles and sexuality in adolescence

CSO 5. Discuss the social contexts of development in adolescence

CSO 6. Describe problem behaviours likely to be exhibited during adolescence

Module 1: Introduction  
(4 hrs)

Historical Perspective on adolescence: Early history, 20th and 21st centuries, stereotyping of adolescents, a positive view of adolescence

Current status of adolescents in India.

Developmental processes. Development transitions

Module 2: Cognitive, Emotional and Moral Development in Adolescence  
(14 hrs)

Cognitive development: Piaget’s theory, Vygotsky’s view. Social cognition-Adolescent egocentrism, Perspective Taking

Emotional Development: The emotions of adolescence; Hormones, experience and emotions; Emotional competence.

**Module 3: Self, identity and personality development**

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

Personality development– traits, temperament

**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 behaviours in adolescent males, Gender-role transcendence.

Developing a sexual identity, Adolescent Sexual problems, Sexual Literacy and Sex education.

**Module 5: Social Contexts of Development**

Families: Reciprocal socialization, Parenting styles, Parent – adolescent conflict, Autonomy and attachment

Relationship with sibling: Sibling roles, Birth order


Achievement: Achievement motivation processes, Time management, Obstacles to achievement.

Use of Media, computer and the internet.

**Module 6: Problems in adolescence**

Exploring problems of adolescence-Biopsychosocial approach, Developmental Psychopathology approach. Stress and coping, resilience

Risk taking behaviour among adolescents, Eating disorders, Drug abuse, Antisocial behaviour, Juvenile delinquency, Teenage pregnancy, Depression and Suicide.

Prevention and Intervention.
References:


PG 1661.2 YOGA AND SELF-EMPOWERMENT TECHNIQUES

Course Outcomes
CSO1: Discuss the origin and the emergence of yoga and relaxation techniques
CSO2: Critique the different types of relaxation techniques
CSO3: Describe the procedure and applications of different self empowerment techniques such as Yoga asanas, meditation, JPMR, GSPR, Autogenics, Yoganidra and Pranayama

Module 1: Introduction to Self empowerment Techniques 10 hrs

Module 2: Relaxation 10 hrs
Jacobson’s progressive Muscle Relaxation- Theory and Procedure, Applications of JPMR
Guided Somato Psychic Relaxation - Theory and Procedure, Applications of GSPR
Autogenics (self relaxation) - Procedure
Yoganidra - Theory and Procedure, Applications of yoga nidra

Module 3 Pranayam/Breathing Exercises 12hrs
Simple Breathing exercises, Types of Pranayama-Kapalbhathi, Anulomaviloma, Ujjai, Sitali, Cithkari, Bhashthrika

Module 4 Meditation 10hrs
Simple meditation- Japa meditation, Zen Meditation, Cosmic energy meditation

Module 5 Yoga and Yoga Asanas 12hrs
Components of yoga. Basic asanas: Sooryanamaskar, Child pose, Sarvasana/Corpse pose,
Paschimothanasan, Inclined Plain

Bhujangasan

Reference:

Activity based assignments
1. Visit any two of the yoga training centre and submit a report
2. Submit the introspective report of all the techniques practiced in this course as a record
Semester VI : Elective Course (Total Hours:54) (Credits:2, Weekly Hours:3)

PG 1661.3 CHILD DEVELOPMENT

Course outcomes
CSO1: Explain the nature and characteristics of child development
CSO2: Describe the course of prenatal development
CSO3: Discuss the impact of genetic factors on development
CSO4: Illustrate the stages in physical, cognitive, emotional and social development

Module 1: Introduction 6 hrs
Developmental process and periods: Biological, Cognitive and Socio-emotional process, Periods of development
Developmental issues; Nature and nurture, Continuity and discontinuity, Early and later experience, Evaluating the developmental issues.

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

Module 3: Prenatal development and birth 10 hrs
Prenatal development: The course of prenatal development, Teratogens and hazards to prenatal development, Prenatal care, Cultural believes about pregnancy, Normal prenatal development.
Birth. The birth process, Assessing the new born, Low birth weight, and preterm infants
The postpartum period: Physical adjustment, Emotional and Psychological adjustment, Bonding

Module 4: Physical development and Health 10 hrs
Body growth and changes: Growth pattern: infancy and child hood, puberty
The brain: Brain Physiology, Infancy, Childhood and adolescence.
Module 5: Motor, Sensory and Perceptual Development

Module 6: Cognition Language and moral development
Piaget’s Theory of cognitive Development: Process of development, Sensory motor stage, Preoperational; stage, Concrete operational stage Formal operational stage.
Language development: Infancy Early childhood
Moral development Kohlberg’s theory

Reference
Semester VI – Elective Course

Total hours: 54
(Credit -2, Weekly Hours-3)

1661.4 Psychology For Personal Effectiveness

Course Outcomes

CSO 1: Determine skills needed for effective living
CSO 2: Identify the inner gifts, passion and purpose
CSO 3: Express authentic relationship with self and others for personal growth
CSO 4: Clarify inner and outer boundaries for expansion
CSO 5: Execute change in society for the betterment of humanity

Note for Instructors: This course is based on positive psychology, specifically Theme Centred Interaction (TCI), an applied humanistic psychology paradigm. TCI was developed in 1960’s by Ruth Cohn, renowned German psychologist. TCI is one of the effective tool for personal and social transformation. A two day workshop will equip the instructors for an effective delivery of course content. The course would proceed with the help of experiential workshops, readings of selected texts & theoretical writings, review & analysis of films & literary stories and participative group work. Every student will be encouraged to maintain a diary of personal experiences and reflections. Across the duration of the course, students will be required to submit reflective writings about their participation in the course. The regular faculty must be trained in the area of personal growth/ counselling and possess requisite skills for dynamically and authentically facilitating the growth of students. Guest faculty can be invited in order to give specialized input into courses wherever required.

Module 1 – Life Skills

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

Module 2 Self- awareness

12 Hours
Exploring the self- “Who am I?” - SWOT Analysis - Values and world view imbibed in childhood period - Types of Self - Self Concept, Body Image, Self Esteem - Creativity and flow, Creative writing

Module 3 Interpersonal relationship

10 Hours
Effective communication –verbal and non -verbal – Interpersonal relationship –Factors affecting
relationship - Techniques for improving interpersonal skills - Modes of working with people - Awareness of social media and its creative use

Module 4 Expanding boundaries  
10 Hours
Concept of 4 factor model of TCI - Dynamic balancing and expansion of boundaries - Concept of imaginals and caterpillar cells

Module 5  
12 Hours
Social transformation through personal transformation
A will to change, a decision to grow - Social meta morphosis through empowerment of imaginals - Social work, social action and psychosocial empowerment

References
Central Board of Secondary Education. Life Skills Education and CCE for Class IX and X. (http://www.cbse.nic.in/cce/life_skills_cce.pdf)
WHO handbook for Life Skills Education in schools.
PG 1661.5 PSYCHOLOGY FOR ACADEMIC ENHANCEMENT

Course Outcome
CSO 1: Explain the various aspects of cognition and learning
CSO 2: Identify different versions of memory and its application in the real life
CSO 3: Discuss the type of stresses one experiences in life.
CSO 4: Identify how people deal with life stress.
CSO 5: Discuss various motivational techniques which can be applied in the classroom situations

Module 1 Attention
Definition, Types of Attention, Factors influencing attention, Distraction of Attention, Span of attention.

Module 2 Learning & Problem solving
Learning, Transfer of learning and types – Classroom implications,
Factors affecting Learning- Factors associated with Learner, Factors associated with the type of learning experiences, Strategies to encourage motivation in learning
Outcomes of learning, Study Skills
Problem solving- steps, Strategies of Problem solving, Barriers to effective problem solving

Module 3 Memory
Encoding, Storage, Retrieval processes, Types of Memory, Levels of processing, factors influencing memory,
Forgetting – factors influencing forgetting
Strategies for improving memory – Use of Imagery, Method of Loci, Chunking, First letter technique, Trigram, Narrative method, PQRST
Module 4 Stress and Coping Strategies

10 hrs

Definition stress, Sources of Stress- Traumatic Events, Recent Life Events, Hassles Types- Eustress, Distress ,Environmental, Social and Psychological


Module 5 Self Regulation

8 hrs

Types of goals and goal orientations, Procrastination and Time management,

Dealing with emotions, distress tolerance, dealing with exam anxiety

Reference:


SYLLABUS OF COMPLEMENTARY COURSES IN PSYCHOLOGY FOR OTHER CORE PROGRAMMES

I. Complementary courses for Bcom TTM

Syllabus of complementary course in psychology for B.Com Commerce & Tourism and Travel Management (TTM)

Semester I – Complementary Course

Total hours :54
(Credit -2, Weekly Hours-3)

PG 1131.1
Social psychology

Course Outcomes
CSO 1: Describe the basic social psychological concepts and relevant methods
CSO 2: Identify skills pertaining to evaluating the realities in social situations.
CSO 3: Express the social influence processes particularly the influence of others on individual behaviour and performance
CSO 4: Explain the social affective processes including people’s harming and helping behaviours

Module I Introduction to social psychology 10 Hours
social psychology - Definition –Factors influencing social interaction- methods of social psychology- Observational method-correlational method- experimental method- socialization process

Module II Social Cognition 10 Hours
Mental shortcuts- schema, prototype, heuristics and stereotypes –sources of errors in social cognition- impression formations and impression management – attribution - theories of attribution – theory of correspondent inference, Kelley’s theory of casual attribution
Module III Attitude 10 Hours

Module IV Social influences 12 Hours
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 V Prosocial Behaviour and Aggression 12 Hours

References
PG 1231.1 – Communication and Interpersonal Skills

Course Outcomes
CSO 1: State the verbal and nonverbal processes of communication.
CSO 2: Clarify psychological barriers to effective communication
CSO 3: Demonstrate appreciation of cultural variations in verbal and non-verbal communication.
CSO 4: Interpret the nuances of communication gap in interpersonal relationships in social contexts.
CSO 5: Express listening and communicating competence.
CSO 7: Identify the importance of positive relational attitudes

Module I Basic Concepts in Communication
Nature and process of communication, principles of communication - Towards communication competence, communication skills – articulating the message, active listening skills, giving and receiving feedback, perception checking - Choosing appropriate channel and medium of communication, benefits and challenges of technology mediated communication

Module II Communication Styles
Verbal and Non-verbal - The implication of appropriate communication - Nonverbal communication: Proxemics, Posture, Facial expression, Eye Contact, Paralanguage, Movement, Silence - Understanding dynamics of interpersonal communication - assertiveness

Module III Communication Barriers and Breakdowns
Psychological barriers in communication, self-talk and self-concept - drives affecting communication, communication apprehension - Identifying personal barriers and overcoming barriers for effective communication.- Learning how to make communication effective and meaningful - Cultural differences in communication in a multicultural context.
Module IV Interpersonal Relationship

Factors affecting relationship- Techniques for improving interpersonal skills - aspects of relationship maintenance - Modes of working with people - Awareness of social media and its creative use - attachment styles - troubled relationships - loneliness

Module V The Making and Breaking of Relationships

Understanding the dynamics of broken and flourishing relationships - Practicing positive relational attitudes like self-acceptance, gratitude, forgiveness - Emotional calm and somatic awareness - Creating future flourishing communities

References


PG 1331.1 - Personality Development

Course Outcomes

CSO 1: Demonstrate a self-reflexive relationship with themselves to deal with future challenges
CSO 2: Illustrate different skills needed for effective living
CSO 3: Examine biological and environmental influences on personality development
CSO 4: Critically describe Psychodynamic Humanistic and Behaviouristic approaches to personality
CSO 5: Discuss meaning and conceptual approaches to happiness and well-being.
CSO 6: Infer the pathways through which positive emotions and positive traits contribute to happiness and well-being.

Module I Self-awareness

Exploring the self- “Who am I?” - SWOT Analysis - Values and world view imbibed in childhood period - Types of Self - Self Concept, Body Image, Self Esteem - Creativity, Creative writing

Module II Life Skills

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

Module III Personality

Concept and Definition of personality - Factors in the Development of Personality (heredity and environment) - Assessment of personality – theoretical perspectives of personality – psychodynamic theory of Sigmund Freud – social Learning theory of Albert Bandura – Humanistic theory of Abraham Maslow and Carl Rogers - Basic concepts of Transactional Analysis (TA) and Theme Centred Interaction (TCI)

Module IV Happiness and well-being

Happiness: Concept and definitions  Happiness and the facets of life: Gender, love, marriage, close
relationships and others. Happiness across the life span: Happiness and well-being across culture and nationalities Psychology of flow

**Module V Emotions, personality traits and well-being**

Positive emotions (hope, optimism, gratitude) and well-being
Cultivating positive emotions
Positive traits: Personality, emotions, and biology
Positive beliefs and illusions

**References**

Central Board of Secondary Education. Life Skills Education and CCE for Class IX and X. (http://www.cbse.nic.in/cce/life_skills_cce.pdf)

WHO handbook for Life Skills Education in schools.


Semester IV – Complementary Course  

Total hours :54  
(Credit -2, Weekly Hours-3)  

PG 1431.1 - Organizational Behaviour  

Course Outcomes  
CSO 1: Examine group dynamics in an organisational setup.  
CSO 2: Determine conflict and peace making strategies in organisation.  
CSO 3: Differentiate leadership processes on the basis of themes.  
CSO 4: Describe conceptual and theoretical bases of work motivation.  
CSO 5: Identify the relationship between performance, job attitude and organizational outcomes.  

Module I Group Behaviour  
10 Hours  
Nature, functions and types of groups - Group Structure: Role differentiation, Status differentiation, Norms formation and group cohesiveness - Factors affecting group performance: Homogeneity of group, stability of membership, Group size, Social facilitation, Social loafing  

Module II Conflict and peace making  
10 Hours  
Nature of conflicts, development of conflicts, social dilemma, Misperceptions, perceived injustice, Resolving intergroup conflict: Intergroup contact; Promoting intergroup cooperation; Conflict management strategies: Collaborating, competing, accommodating, avoiding & compromising  

Module III Leadership  
10 Hours  
Qualities of leaders, types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader - Leaders versus managers, Themes in Leadership: positional power, the leader, the led, the influence process, the situation, Leader emergence versus leader effectiveness.  

Module IV Employee motivation  
12 Hours  
Nature of Work motivation, Five key concepts (Behaviour, performance, ability, situation and motivation), Role of self-esteem, intrinsic motivation and need for achievement in the development of motivation. - Theories of Work motivation: Content theory (Maslow, Herzberg), Goal Setting theory  

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Module V Job Attitude

Positive Organizational Behaviour, Brief Introduction to Organizational Commitment, Organizational Citizenship Behaviour, Work Values, brief introduction to the concept of organizational culture.

References
II. Complementary Courses for B.A English and B.A Philosophy-General Psychology

SYLLABUS OF COMPLEMENTARY COURSES IN PSYCHOLOGY
FOR FIRST DEGREE PROGRAM IN B.A. ENGLISH AND PHILOSOPHY

Total 54 Hours

Semester: I  weekly hours:3 credits:2

PG1131: FOUNDATIONS OF PSYCHOLOGY

Course Outcomes
CSO 1: Demonstrate knowledge and understanding in the selected content areas of psychology and understand the nature of psychology as a discipline
CSO 2: Use concepts, and major theories of the discipline to account for psychological phenomena.
CSO 3: Explain major modern perspectives of psychology
CSO 4: Carry out basic studies to address different psychological questions and hypotheses using appropriate research methods
CSO 5: Explain the biological evidence for psychological claims

Module 1: Introduction to Psychology

Module 2: Modern Perspectives in Psychology
Biopsychological, Psychodynamic, Behavioral, Humanistic, Cognitive, Developmental, Evolutionary and Socio cultural perspectives.

Module 3: Methods of Studying Behavior
Module 4: Biological Bases of Behavior


References
PG 1231: BASIC PSYCHOLOGICAL PROCESSES

Course Outcomes
CSO 1: Use critical thinking effectively
CSO 2: Express creative thinking
CSO 3: Execute the theoretical knowledge and understanding of psychology effectively in day to day life
CSO 4: Explain the basic process involved in learning, motivation and emotion.
CSO 5: Illustrate the basic concepts involved in consciousness.

Module 1: Learning

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

Module 3: Emotions

Module 4: Consciousness

References
PG 1331: COGNITIVE PROCESSES

Course Outcomes

CSO 1: Use reasoning to recognize, develops, defend, and criticize arguments.
CSO 2: Represent day to day problems effectively.
CSO 3: Implement psychological principles to promote personal development
CSO 4: Use the concepts, language and major theories of the discipline to account for psychological phenomena.
CSO 5: Use skills to improve memory.

Module 1: Cognition

Module 2: Memory and Forgetting

Module 3: Language and Thought
Basic elements and structure of language – Development of language – Language and thought – Theories of language acquisition - Other ways to communicate: non-verbal communication. Sign language, Bilingualism.
Module 4: Sensation, Attention and Perception


References


PG 1431: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Course Outcomes
CSO 1: Describe the diversity in human behavior.
CSO 2: Explain how individual differences influence beliefs, values and interactions with others, intelligence and personality of an individual.
CSO 3: Use knowledge of personality and intelligence in formulating career choices.
CSO 4: Critique the basic theories of intelligence and personality.
CSO 5: Identify the basic concepts in stress and health.
CSO 6: Use skills to manage stress and lead a healthy way of life.

Module 1: Individual Differences

Module 2: Intelligence
Meaning and definition - Theories: Two factor theory, Group factor theory - Sternberg’s triarchic theory, Gardner’s seven intelligences – Cattell’s theory of fluid and crystallized intelligence. Individual differences in intelligence: role of heredity and environment in intelligence – intellectual disability - 
Module 3: Personality

Module 4: Stress, Coping and Health

References
III. Complementary courses for B.A Journalism, Mass communication and Video production-General Psychology

SYLLABUS OF COMPLEMENTARY COURSES IN PSYCHOLOGY
FOR FIRST DEGREE PROGRAM IN B.A. JOURNALISM, MASSCOMMUNICATION AND VIDEO PRODUCTION

Semester: I  weekly hours: 5 credits: 4

PG1131.1: FOUNDATIONS OF PSYCHOLOGY

Course Outcomes
- CSO 1: Demonstrate knowledge and understanding in the selected content areas of psychology and understand the nature of psychology as a discipline
- CSO 2: Use concepts, and major theories of the discipline to account for psychological phenomena.
- CSO 3: Explain major modern perspectives of psychology
- CSO 4: Carry out basic studies to address different psychological questions and hypotheses using appropriate research methods
- CSO 5: Explain the biological evidence for psychological claims
- CSO 6: Illustrate the basic concepts involved in consciousness.

Module 1: Introduction to Psychology

Module 2: Methods of Studying Behavior
Module 3: Biological Bases of Behavior

Module 4: Consciousness

Module 5: Motivation and Emotion

References
Semester: II  
weekly hours: 5 credits: 4

PG 1231.2: BASIC PSYCHOLOGICAL PROCESSES

Course Outcomes

CSO 1: Use critical thinking effectively
CSO 2: Explain the basic process involved in learning, memory, motivation and emotion.
CSO 3: Execute the theoretical knowledge and understanding of psychology effectively in
day to day life.
CSO 4: Use knowledge of personality and intelligence in formulating career choices.
CSO 5: Critique the basic theories of intelligence and personality.
CSO 6: Use the psychological principles to promote personal development.

Module 1: Sensation, Attention and Perception
Sensation: Transduction – sensory thresholds habituation and sensory adaptation –Attention:
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 –
Perceptual Illusions: The Hermann Grid – Muller Lyer Illusion – the moon illusion – illusions of
motion – other factors influencing perception: perceptual set or expectancies - Extra sensory
perception.

Module 2: Learning
Definition – Classical conditioning: Basic principles and applications-Operant conditioning: Basic
principles and applications–Observational learning: nature and principles – Cognitive learning.

Module 3: Memory and Forgetting
Memory: Definition- The memory processes: encoding, storage and retrieval. Models of memory:
The Atkinson & Shiffrin model – Types of memory: Working memory – Memory for factual
information: episodic and semantic memory – Procedural memory. Forgetting: Ebbinghaus curve

Module 4: Intelligence

Module 5: Personality

References
PG1646 PROJECT

Course Outcomes

CSO 1: To implement the research methods in Psychology.
CSO 2: To carry out fundamentals of Research Plan in Psychology
CSO 3: To use the basic knowledge of steps in scientific investigation.
CSO 4: To illiterate the basic knowledge of project writing.

Guidelines

1. Project can be an exploratory study, which may be qualitative or quantitative in nature
2. The size of the sample can be limited to the minimum required to arrive at reliable conclusion.
3. The Study should focus on one dependent variable only
4. The recommended statistical procedures are univariate technique like Correlation, t-test, chi-square, and one way ANOVA. Multivariate analysis shall be avoided.
5. Project should comprise of 3 chapter's
   - Chapter I introduction
   - Chapter II Method
   - Chapter III Analysis & Interpretation
6. The number of pages shall be limited to a maximum of 40 excluding reference and appendix
7. Introductory Chapter should have introduction, Review, Statement of the Problem and Need and Significance of the Study (10-15 pages)
8. Method- should have Sample, Tools, Data Collection procedure, Statistical Analysis used (10-15 pages)
9. Analysis should have Results, Discussion, Conclusions, Limitations, Suggestions. (10-20 Pages
10. The font shall be Time New Roman, size 12, typed in Double space
11. The Maximum font size for subtitles shall be 14.
12. The printed report should contain Acknowledgement by the candidates, Certificates signed by supervising faculty and HOD and Declaration by the candidates.