

**UNIVERSITY OF KERALA**

**Revised Syllabus of  
First Degree Programme in Psychology under  
CBCS System**

**For 2020-21  
Admission onwards**

## **Programme Specific Outcomes**

**PSO 1 :** To Analyse 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 fieldstudy.

**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

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

**Core Courses – Psychology (14 Courses)**

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

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

Semester	Course code	Course title	Credits	Weekly Hours
I	ENI111	Language course I- English I	4	5
	*1111	Language Course II – Additional Language I	3	4
	EN1121	Foundation Course I	2	4
	PG1141	Core Course I- Foundations and Methods of Psychology	4	6
	ZO1131	Complementary Course I- Brain and Behavior	2	3
	ST1131	Complementary Course II- Statistical Methods for Psychology –I	2	3
	Total		7	25
	EN1211	Language Course III- English II	4	5
	EN1212	Language Course IV- English II	3	4

II	*1211	Language Course V- Additional Language II	3	4
	PG1241	Core Course II- Psychological Process II	4	6
	ZO1231	Complementary Course III- Sensory Physiology	3	3
	ST231	Complementary Course IV- Statistical Methods for Psychology –II	3	3
	Total		20	25

III	EN1311	Language course VI- English IV	4	5
	*1311	Language Course VII – Additional Language III	4	5
	PG1321	Foundation Course II – Informatics	3	4
	PG1341	Core Course III- Psychology and Assessment of Individual differences	4	5
	ZO1331	Complementary Course V – Physiology of Motivation	3	3
	ST1331	Complementary Course VI- Statistical Methods for Psychology -III	3	3

	Total		21	25
IV	EN1411	Language Course VIII- English V	4	5
	*1411	Language Course IX- Additional Language IV	4	5
	PG1441	Core Course IV- Social Behaviour	3	4
	PG1442	Core Course V- Experimental Psychology – I Practical	4	5
	ZO1431	Complementary Course VII- Physiology of Emotion and Cognition	3	3
	ST1431	Complementary Course VIII- Statistical Methods for Psychology -IV	3	3
	Total		21	25
	V	PG1541	Core Course VI- Social Psychological Processes	4
PG1542		Core Course VII-Individual in Organization	3	3
PG1543		Core Course VIII-Counselling Psychology	4	3

	PG1544	Core Course IX-Experimental Psychology –II-practical	3	5
	PG1545	Core Course X- Psychological Assessment I	3	5
	**1551	Open Course	2	3
		Project		3
	Total		19	25
VI	PG1641	Core Course XI- Psychological Assessment II- Practicals	4	5
	PG1642	Core Course XII-Developmental Psychology	4	4
	PG1643	Coe Course XIII- Organizational Behaviour	4	4
	PG1644	Core Course XIV Abnormal Psychology	4	6
	PG1661	Elective Course	2	3
	PG1646	Project	4	3
	Total		22	25

\*Letter codes are given according to choice of Additional language

\*\*Letter codes are given according to the choice of open course

**SYLLABIUS OF COMPLEMENTARY COURSE IN PSYCHOLOGY FOR OTHER CORE PROGRAMMES**

1. Complementary courses for BCom Tourism and Travel Management

Semester	Course Code	Course Title	Credits	Weekly Hours
I	PG 1131.1	Social Psychology	4	4
II	PG 1231.1	Communication and Interpersonal skills	4	4
III	PG 1331.1	Personality Development	4	4
IV	PG 1431.1	Organisational Behaviour	4	4
	Total		16	16

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

Semester	Course code	Course Title	Credits	Weekly Hours
I	PG. 1131	Foundations of Psychology	2	3
II	PG. 1231	Basic Psychological Processes	2	3
III	PG. 1331	Cognitive Processes	2	3
IV	PG. 1431	Psychology of Individual Differences	2	3
	Total		8	12

## Scheme of Evaluation

### Theory Papers

Assessment	Marks
<b>External</b>	80

<b>Division of Marks in Question Paper-External</b>					
Section		Total no. of questions	No.of questions to be attempted	Marks for each question	Total
A	I	5	5	1	5
	II	5	5	1	5
B	III	12	8	2	16
C	IV	9	6	4	24
D	V	4	2	15	30
Maximum					80
Assessment		Marks			
<b>Internal</b>		20			

<b>Division of Marks – Internal</b>	
Component	Marks
Attendance	5
Record submission	5
Test paper	10
Maximum	20

### Practical paper

Assessment	Marks
<b>External</b>	80

Division of Marks- External	
Component	Marks
Introduction,Aim,Procedure,Table	16
Administration	16
Result and Discussion	16
Record	16
Viva	16
Maximum	80

Assessment	Marks
<b>Internal</b>	20

Division of marks-Internal	
Component	Marks
Attendance	5
Record submission	5
Test paper	10
Maximum	20

### Project

Assessment	Marks
<b>External</b>	80

Division of Marks-External	
Components	Marks
Project	40
Viva	40
Maximum	80

Assessment	Marks
<b>Internal</b>	20 By Supervising teacher based on commitment,punctuality,involvement,quality of work etc of the student

**Semester I: Core Course I**

**Total Hours:108**

**(Credits 4, Weekly Hours 6)**

**PG 1141 FOUNDATIONS AND METHODS OF PSYCHOLOGY**

**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**

**36 Hours**

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****18 Hours**

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****36 Hours**

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****18 Hours**

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.

**Books for Study:**

Baron, R. A. & Misra, G. (2016) Psychology (5<sup>th</sup> ed). Pearson India Educational Services Pvt Ltd

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

Weiten, W. (2008). Psychology: Themes and variations, 7<sup>th</sup> 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.

**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`**

**24 Hours**

Definition.

Classicalconditioning: 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**

**24 Hours**

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.

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

**Module 3: Cognitive processes**

**24 Hours**

Cognition

Components of thought: Images Concepts Language.

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

Reasoning: deductive and inductive.

Problem solving - Steps. Strategies: algorithms, heuristics, means-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 Hours**

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**

**18 Hours**

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

#### **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.

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

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

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

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

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

**Semester 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**

**20 Hours**

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 Hours**

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 Hours**

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 Hours**

Important academic websites in psychology: website of APA, Amoeba Web, APS, behavior.net, Psych Web. Psychological assessment through digital form – Testing, Experimentation, Intervention, Data entry and data coding with statistical Packages (SPSS,R-programming )

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:**

Alexis & Mathews Leon, Fundamentals of Information Technology, Leon Education, Barbara Wilson, Information Technology: The Basics, Thomson learning

Evans, A., ITL ESL, Lamport, L., Etter, D., Laudon, K. C., Rogers, G. & Handel, R. Informatics-Technology in Action. Pearson

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

John Ray, 10 Minute Guide to Linux, PHI, ISBN 81-203-1549-9 Ramesh Bangia, Learning Computer Fundamentals, Khanna Book Publishers

Leon, A.& Leon, M. Computers Today, Leon Vikas.

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**

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

**PG 1341 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**

Definition. Determiners of intelligence, 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. Individual and group test, verbal and non verbal test, Culture fair tests.

**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****12 Hours**

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

**References:**

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

Baron, R. A., & Misra, G. (2018). Psychology (5<sup>th</sup> ed). Noida: Pearson India Education Services.

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.

Singh, A. K. (2015). Tests, Measurement and Research Methods in Behavioural Sciences. New Delhi: Bharathi Bhavan Pub.

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.

**Semester IV : Core Course IV**

**Total Hours :72**

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

**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 Hours**

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 Hours**

Communication : Skills for effective communication, Speaking effectively, Effective listening. Non-verbal communication : Facial expressions, gazes, stares. Body language, touching, Micro expressions, cognitive factors.

AttributionTheorieis : Correspondent inference, Kelley’s theory, Attribution errors.

Applications in understanding depression and prejudice.

Impression formation/ impression management – tactics

**Module 3 : Social Cognition**

**13 Hours**

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

errors in social cognition.

**Module 4 : Attitudes**

**12 Hours**

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

**Module 5 : Prejudice**

**12 Hours**

Nature, Prejudice and discrimination. Why prejudice persists? Discrimination – Explicit and implicit. Stereotypes. Role of media in maintaining stereotypes and prejudice. Origins of prejudice. Role of prejudice in communal issues. (Illustrations and analyses of Indian/Kerala cases)

Techniques of countering the effects of prejudice.

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

**Module 6 : Self and Social Identity**

**12 Hours**

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.

## Reference

- Baron, R.A., and Byrne. D (2006). *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
- Crisp, R J and Rhiannon N, Turner, *Essential Social Psychology*, Sage Publications.

**Semester IV : Core Course V**

**Total Hours: 90**

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

**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, snallen chart

Localization of sound

Memory : Span of memory

Sensation and Perception : Depth perception, Colour blindness

Illusions : Horizontal-Vertical, Muller-Lyer

Reaction time: simple, choice

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

Transfer : Bilateral, Habit Interference

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**

1. Rajamanickam. 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.

**Semester V : Core Course VI**

**Total Hours:54**

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

**PG 1541 SOCIAL PSYCHOLOGICAL PROCESSES**

**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**

**10 Hours**

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

**Module 2 : Groups**

**11 Hours**

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

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

**Module 3 : Pro-social Behaviour**

**11 Hours**

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

**Module 4 : Aggression**

**11 Hours**

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

Media violence and its effects. Ragging : causes and consequence. Prevention and control of aggression.

**Module 5 : Environmental and Social issues**

**11 Hours**

The urban environment and social behavior. The concept of personal space. Nature and effects of crowding, Impact of social media on society, environmental stress.

Psychological aspects of poverty in India: Causes and consequences.

### **Activity based assignments:**

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

### **Reference**

- Baron, R.A., and Byrne. D (2006). *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
- Crisp, R J and Rhiannon N, Turner, *Essential Social Psychology*, Sage Publications

**Semester V; Core Course VII**

**Total Hours:54**

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

**PG 1542 Individual in organization**

**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 Hours**

Concept of organizational behavior, history of OB, Disciplines that contribute to the OB field, Challenges and opportunities for OB

Organizational Structure: Common Organizational Designs – Simple structure, Bureaucracy, Matrix Structure. New Design Options – Virtual Organization, Boundaryless Organization, Leaner Organization

**Module 2: Individual Personality at work**

**13Hours**

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**

**20 Hours**

Motivation- Theoretical Aspects of Employee Motivation. Self Determination Theory, Goal Setting Theory, MBO, Self Efficacy Theory, Reinforcement Theory, Equity Theory. Application - The Job Characteristics Model, Job Rotation, Job Enrichment, Job Sharing, Telecommuting, Employee Involvement Programme -Participative Management.

Attitude- Job Satisfaction- Causes Job Satisfaction, Impact of Job Satisfaction. Organizational commitment ,Organizational citizen ship behavior.

**Module 4: Human Resource Development**

**11Hours**

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**

- Dessler,G. , & Varkkey,B. (2011). Human resource management (12<sup>th</sup> edn). New Delhi: Pearson Education.
- Robbins, S.P. (2013). Organizational Behaviour, 15th Edition, New Delhi: PEARSON.
- Luthans, F. (2013). Organizational Behavior, 12th Edition, New Delhi: McGraw Hill Education Parikh, M., & Gupta, R (2012). Organizational Behaviour, New Delhi: McGraw Hill Education
- Newstorm,J.W.(2007). Organizational Behavior. Human Behavior at Work, 12<sup>th</sup> edition, New Delhi: Tata McGraw Hill Education
- Sharma, R.A. (2000) Organizational Theory and Behaviour,2<sup>nd</sup> ed. New Delhi: Tata McGraw Hill Publishing Company Limited.

## **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

**Semester V: Core Course VIII**

**Total Hours: 54**

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

**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:**

Patterson, Lewis, E. (1999). *Counseling Process*. (5th ed). USA: Thomson Asia Pvt.Ltd.

Shertzer, B. E. & Stone, S, C. (1980). *Fundamentals of Counseling, 3<sup>rd</sup> ed*. Boston: Houghton Mifflin.

Jones, R. N. (2008). *Counselling Skills - A Helper's Manual*. (2<sup>nd</sup> ed). London: Sage Publications.

Brammer L.M. & Shostrom E.L *Therapeutic Psychology- Fundamentals of Counselling and Psychotherapy*, Prentice Hall.

Jones, R. N. (2001). *Theory and practice of counseling and therapy*. New Delhi: Sage publication.

Ivey, A.E. & Ivey, M.B. (2007). *Intentional interviewing and Counseling*. (6 Ed) USA: Thomson Brooks / Cole.

Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy*. (8<sup>th</sup> ed.), United Sates: Thomson Books

Gladding, G. T. (2011). *Counseling- A Comprehensive Profession*.(6<sup>th</sup> ed.) New Dehi: Dorling Kindersley India Pvt.Ltd

Rao, N. S. & Shajpal, P. (2013). *Counseling & Guidance*. (3rd ed). New Delhi: Tata McGraw Hill Publishers

**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.

### **References**

1. Rajamani. M.(2005). Experimental Psychology with Advanced Experiments. New Delhi. Concept Publishing Company.

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.

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

**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.

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.

## **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**

**8 Hours**

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**

**8 Hours**

Definitions of Attention, Perception, Illusion.

Examples of illusion – Muller-Lyer, horizontal-Vertical, Ponzo, Moon.

How to enhance perceptual accuracy.

Consciousness. Biological rhythms. States of consciousness: Waking, Dream and Sleep.

Altered States: Hypnosis-facts and myths, hypnotic susceptibility; Meditation; Drug-altered consciousness

#### **Module 3 Learning, Memory**

**10 Hours**

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 Hours**

Definition of motivation. Motivation cycle. Extrinsic and intrinsic motivation.

How to cope with test anxiety.

Definition of emotion. Elements of emotional experience. Principle of lie detector. Concept of emotional intelligence.

Stress and reactions of stress.

#### **Module 5 Intelligence, Personality, Testing**

**10 Hours**

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**

**8 Hours**

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

Micro expressions.

#### **References :**

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

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

## 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 imaginings and caterpillar cells

**Module 5 Social transformation through personal transformation****12 Hours**

A will to change , a decision to grow - Social meta morphosis through empowerment of imaginings - 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](http://www.cbse.nic.in/cce/life_skills_cce.pdf))

WHO handbook for Life Skills Education in schools.

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

Kuebel M.A (2016). Living Learning – Third Edition. Kottayam: Ripples Forum for Creative Interventions.

Abraham. T and Scharer. M (2018). The Butterfly Effect. Kottayam: Ripples Forum for Creative Interventions.

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

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

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

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

**Semester V : Open course**

**Total hours:54**

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

**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**

**6 Hours**

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

**Module 2: Theoretical Foundations of Yoga**

**10 Hours**

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.

Chakras and their significance Five Koshas and their importance

Trigunas, Developing Satwa guna

**Module 3: Stress**

**8 Hours**

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 Hours**

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 Hours**

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

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

**10 Hours**

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.

Swami Vivekananda (2004) Raja yoga revised, Cosmo Publications: New Delhi.

Taimini, I. K. (2012) The Yoga Sutras of Patanjali: Commentary on the Raja yoga sutras, Harper Collins Publications: New Delhi.

**Semester V: Open Course**

**Total Hours: 54**

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

**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**

**10 Hours**

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

**.Module2: Learning & Problem solving**

**12 Hours**

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**

**12 Hours**

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**

**12 Hours**

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

Coping with stress – Task oriented coping, emotion focussed, ego defensive coping,Stress Management techniques- Cognitive Behavioural Techniques, Biofeedback, Relaxation Techniques, Exercise.

**Module 5: Self Regulation**

**8 Hours**

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

**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.

Anitha Woolfolk (2004), *Educational Psychology*, Ninth edition, Pearson Education Inc.

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

**Semester V : Open Course**

**(Total Hours:54)**

**(Credits:2,WeeklyHours:3)**

**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 Hours**

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 Hours**

Genetic foundations: The genetic processes, Genetic principles, Chromosome and gene Linked abnormalities.

Reproductive challenges and choices: Prenatal diagnostic tests, infertility and reproductive technology, Adoption

**Module 3: Prenatal development and birth**

**10 Hours**

Prenatal development: The course of prenatal development, Teratogens and hazards to prenatal development, Prenatal care, Cultural beliefs about pregnancy, Normal prenatal development.

Birth. The birth process, Assessing the new born, Low birth weight, and preterm infants

The postpartum period: Physical adjustment, Emotional and Psychological adjustment, Bonding

**Module 4: Physical development and Health**

**10 Hours**

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

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

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

**10 Hours**

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 Hours**

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**

Santrock, 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 VI: Core Course XI**

**Total Hours: 90**

**(Credits 4 Weekly Hours 5)**

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

**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.**

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.

**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**

**12 Hours**

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**

**12 Hours**

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**

**12 Hours**

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**

**12 Hours**

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**

**12 Hours**

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**

**12 Hours**

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.

### **Activities**

Visit anganwadis 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**

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

Berk.E.L (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.

Hurlock,E.B.(1980) Developmental Psychology: A life-span Approach.NewYork:McGraw Hill.



## **Module 5: Organizational Change and Organizational Development 12 Hours**

Concept of organizational change, Resistance to change

Organizational development –Characteristics –Objectives – Organizational learning

### **References**

- Luthans, F. (2013). Organizational Behavior, 12th Edition, New Delhi: McGraw Hill Education (I).
- Newstorm, J.W. (2007). Organizational Behavior. Human Behavior at Work, 12<sup>th</sup> edition, New Delhi: Tata McGraw Hill Education
- Parikh, M., & Gupta, R (2012). Organizational Behaviour, New Delhi: McGraw Hill Education.
- Robbins, S.P. (2013). Organizational Behaviour, 15th Edition, New Delhi: PEARSON.
- Sharma, R.A. (2000) Organizational Theory and Behaviour, 2<sup>nd</sup> ed. New Delhi: Tata McGraw Hill Publishing Company Limited.

### **Suggested Practical Work**

- 1) Visit of Organisations to understand organizational culture of the organization, Past Organisational Changes and Resistance to Change
- 2) Develop a module on communication skill improvement and take a session on it in any organisation.
- 3) Assessment of leadership style from secondary data

**Semester VI: Core Course XIV**

**Total Hours: 108**

**(Credits 4, Weekly Hours 6)**

**PG 1644 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**

**20 hours**

Major Depressive Disorder

Bipolar Disorder – I and II

Dysthymia and Cyclothymia

**Module 4 Clinical features of Psychotic Spectrum Disorders**

**15 Hours**

Schizophrenia

Delusional Disorder

**Module 5 Clinical features of Personality Disorders**

**20 hours**

Cluster A – Paranoid, Schizoid, Schizotypal

Cluster B – Antisocial, Borderline, Histrionic, Narcissistic

Cluster C – Anxious, Dependent, Obsessive Compulsive

**Module 6 Clinical features of Neurodevelopmental disorders**

**15 Hours**

Intellectual Disabilities, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Conduct Disorder, Specific Learning Disorder

**References:**

Sadock, B. J., Sadock, V. A. & Ruiz, P. (2015). *Synopsis of Psychiatry* (11<sup>th</sup> ed.). Wolters Kluwer (India) Pvt. Ltd.

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

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

### **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 Hours**

Historical Perspective on adolescence: Early history, 20<sup>th</sup> and 21<sup>st</sup> 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 Hours**

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.

Moral development: Domains – Moral Thought (Kohlberg’s stages), Moral Behaviour, Moral Feeling, Moral personality. Contexts of moral development – Parenting, school. Values, religion and spirituality.

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

**6 Hours**

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**

**10 Hours**

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**

**10 Hours**

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

Relationship with sibling: Sibling roles, Birth order

Peer relation, Friendship, Loneliness, Romantic love and its construction.

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

Use of Media, computer and the internet.

### **Module 6: Problems in adolescence**

**10 Hours**

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: -**

Santrock, J.W. (2011). Adolescence, 12<sup>th</sup> ed. India: Tata McGraw Hill Publishing Co

Papalia, D.E, Olds, S.W., & Feldman, R.D. (1992). Human Development, Ninth Edition, Tata Hill Publishing Co

Mahmud, J. (2005). Development psychology, Efficient Offset Printers.

**Semester VI: Elective Course**

**Total Hours: 54**

**(Credit 2, Weekly Hours3)**

**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 Hours**

Relaxation training- progressive Muscular relaxation and meditation, Types of relaxation- Progressive muscle relaxation-Passive muscle relaxation- meditation-visualization/imagery- autogenic relaxation-yoga-exercise- Tai chi-Massage-Breathing Relaxation, Yoga Principles.

**.Module 2: Relaxation**

**10 Hours**

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**

**12 Hours**

Simple Breathing exercises, Types of Pranayama-Kapalbhati, Anulomaviloma, Ujjai, Sitali, Cithkari, Bhastrika

**Module 4 Meditation****10 Hours**

Simple meditation- Japa meditation, Zen Meditation, Cosmic energy meditation

**Module 5 Yoga and Yoga Asanas****12 Hours**

Components of yoga. Basic asanas: Sooryanamaskar, Child pose, Sarvasana/Corpse pose, Paschimothanasan, Inclined Plain ,  
Bhujangasan

**Reference:**

- 1, Mc Neil, D.W. & Lawrence, S.M.(2002). *Relaxation Training. Encyclopedia of Psychotherapy (Vol.2)*. Boston: Academic Press.
- 2, Schafer, W. (2000). *Stress management (4<sup>th</sup> ed)*. New Delhi: Wadsworth learning, Inc.
- 3, Sreedhar, K. P.(1996). *Guided Somatic-Psychic Relaxation*. Trivandrum: Department of Psychology.
- 4, Iyengar, B. K. S. (2011). *Light on yoga*, Harper Collins Publishers: New Delhi.

**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 Hours**

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 Hours**

Genetic foundations: The genetic processes, Genetic principles, Chromosome and gene Linked abnormalities.

Reproductive challenges and choices: Prenatal diagnostic tests, infertility and reproductive technology, Adoption

**Module 3: Prenatal development and birth**

**10 Hours**

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 Hours**

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

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

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

**10 Hours**

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 Hours**

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**

Santrock, 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.

### 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 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 imaginings 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 imaginings - 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](http://www.cbse.nic.in/cce/life_skills_cce.pdf))

WHO handbook for Life Skills Education in schools.

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

Kuebel M.A (2016). Living Learning – Third Edition. Kottayam: Ripples Forum for Creative Interventions.

Abraham. T and Scharer. M (2018). The Butterfly Effect. Kottayam: Ripples Forum for Creative Interventions.

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

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

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

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

**Semester VI: Elective Course**

**Total Hours: 54**

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

**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**

**10 Hours**

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

**.Module2: Learning & Problem solving**

**12 Hours**

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**

**10 Hours**

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, PQRS

#### **Module 4 Stress and Coping Strategies**

**12 Hours**

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

Coping with stress – Task oriented coping, emotion focussed, ego defensive coping, Stress Management techniques- Cognitive Behavioural Techniques, Biofeedback, Relaxation Techniques, Exercise.

#### **Module 5 Self Regulation**

**10 Hours**

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

#### **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.

Anitha Woolfolk (2004), *Educational Psychology*, Ninth edition, Pearson Education Inc.

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

**SYLLABUS OF COMPLEMENTARY COURSE IN PSYCHOLOGY FOR OTHER  
CORE PROGRAMMES**

**I. Complementary courses for Bcom TTM**

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

**Semester I – Complementary Course**

**Total hours :72**

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

**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:**

**12 Hours**

Social psychology - Definition –Factors influencing social interaction- methods of social psychology- Observational method-correlational method- experimental method- socialization process

**Module II Social Cognition**

**15 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****15 Hours**

Attitude- ABC model of attitude –Nature and functions of attitude –Attitude formation - Measurement of attitudes – theory of planned behaviour- Attitude change – impression formation and impression management.

**Module IV Social influences****15 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****15 Hours**

Prosocial Behavior: Motives for Prosocial Behaviour, Responding to an Emergency, External and Internal Influences on Helping Behaviour - Aggression: theoretical perspectives on aggression – instinct theory, biological theory, drive theory and social learning theory. Causes of aggression-prevention and control of aggression.

**Reference**

- Baron, R.A., & Branscombe, N.R. (2012). *Social Psychology* (13th ed). New Delhi: Pearson Education.
- Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology, 12th ed.* New Delhi: Pearson Education.
- Baron, R.A., & Byrne, D. (2002). *Social Psychology, 10th ed.* New Delhi: Pearson Education
- Myers, D.G. (2006). *Social Psychology*. New Delhi: Tata McGraw Hill Inc.

**Semester II – Complementary Course**

**Total hours :72**

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

**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**

**15 Hours**

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**

**15 Hours**

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**

**15 Hours**

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**

**15 Hours**

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**

**12 Hours**

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**

- Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in*. (14th ed.). USA: Wadsworth Cengage Learning
- Adler, R.B & Proctor, R.F (2009). *Communication Goals and Approaches*. Wadsworth Cengage Learning, India
- Argyle, M. (1975). *Bodily communication*. London: Methuen & Co. Ltd.
- Civinkly, J. M. (Ed.) (1974). *Messages: A reader in human connection*. New York: Random House.
- Gudykunst, W. B. (Ed.) (2003). *Cross-cultural and intercultural communication*. Thousand Oaks, CA: Sage Publications.
- Rosenberg, M. B. (2012). *Living nonviolent communication: Practical tools to connect and communicate skillfully in every situation*. Boulder, CO: Sounds True.
- Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science*, 13, 81-84
- Durkin, K. (1995). *Developmental Social Psychology: From Infancy to Old Age*. MA: Blackwell Publishing

**Semester III – Complementary Course**

**Total hours :72**

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

**PG 1331.1 - Personality Development**

**Course Outcomes**

CSO 1: Demonstate 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**

**15 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, Creative writing.

**Module II Life Skills**

**15 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 III Personality**

**15 Hours**

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**

**15 Hours**

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**

**12 Hours**

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](http://www.cbse.nic.in/cce/life_skills_cce.pdf))

WHO handbook for Life Skills Education in schools.

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

Sage Publications.

Feist, J., Feist, G.J. & Herman, T.A.R.W. (2018). Theories of Personality. Tata Mc Graw Hill

Friedman, H. S., & Schustack, M. W. (2006). Personality: Classic theories and modern research.

New Delhi, India: Pearson.

Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. New Delhi, India: Pearson.

Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK:

Routledge.

Carducci, B. J. (2009). The psychology of personality: Viewpoints, research & application. Hong

Kong: Wiley-Blackwell.

David, S. A., Boniwell, I., & Ayers, A. C. (2013). The Oxford handbook of happiness. Oxford:

Oxford University Press.

Kuebel M.A (2016). Living Learning – Third Edition. Kottayam: Ripples Forum for Creative

Interventions.

**Semester IV – Complementary Course**

**Total hours :72**

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

## **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**

**15 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**

**15 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**

**15 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**

**15 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.

### **Module V Job Attitude**

**12 Hours**

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

**References:**

Aamodt, M. G. (2016). *Industrial/Organizational psychology: An applied approach*. Boston: Cengage Learning.

Muchinsky, P. M., & Culbertson, S. S. (2016). *Psychology applied to work*. Summerfield, NC: Hypergraphic Press.

Pareek, U., & Gupta, R. K. (2010). *Organizational behaviour*. New Delhi: Tata McGraw Hill.

Sinha, J. B. P. (2008). *Culture and organizational behavior*. New Delhi, India: Sage Publications.

Baron, R.A., & Branscombe, N.R. (2012). *Social Psychology* (13 th ed). New Delhi: Pearson Education.

Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology*, 12 th ed. New Delhi: Pearson Education.

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

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

Total 54 Hours

Semester: I

Credits:2 Weekly hours:3

#### 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

15 Hours

The field of Psychology - Definition – Goals of Psychology. Origins of Psychology. Biological origins: Darwin, Genetics - Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke – structuralism – functionalism – gestalt school – psychoanalysis-behaviorism. Major subfields of Psychology – Applications of psychology.

##### Module 2: Modern Perspectives in Psychology

12 Hours

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

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

12 Hours

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

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

15 Hours

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

##### References

1. Ciccarelli SK & White JN (2018). Psychology, 5th Edn. Prentice Hall: NY
2. Baron, R.A. & Misra, G. (2016). Psychology, fifth edn. New Delhi: Pearson India Educational Services Pvt Ltd.

3. Coon, D. & Mitterer, J.O. (2007). Introduction to psychology: Gateways to mind and behavior, (11th ed.). (Indian Edition). New Delhi: Thomson Wadsworth.
4. Weiten, W. (2013). Psychology: Themes and variations, 9th ed. New York: Brooks/Cole Publishing Co.
5. Kosslyn. S.M (2006). Psychology in context, 3rd edn. New Delhi: Pearson Education.

**Semester II**

**Total 54 hours**

**Credits: 2 Weekly hours: 3**

**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**

**12 Hours**

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

**Module 2: Motivation**

**15 Hours**

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**

**12 Hours**

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 – Subjective experience of emotion.

**Module 4: Consciousness.**

**15 Hours**

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.

**References**

1. Ciccarelli, S.K. & White, J.N. (2018). Psychology, 5th Ed. Prentice Hall: NY
2. Baron, R.A. & Misra, G. (2016). Psychology, 5 Edn. New Delhi: Pearson India Educational Services Pvt. Ltd.
3. Coon, D. & Mitterer, J.O. (2007). Introduction to psychology: Gateways to mind and behavior, (11th Ed.). (Indian Edition). New Delhi: Thomson Wadsworth.
4. Weiten, W. (2013). Psychology: Themes and variations, 9th Ed. New York: Brooks/Cole Publishing Co.
5. Kosslyn. S.M (2006). Psychology in context, 3rd Ed. New Delhi: Pearson Education.



**Semester: III**

**Total Hours: 54**

**Credits: 2 Weekly hours: 3**

**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**

**12 Hours**

Definition–Basic elements of thought: concepts, prototypes - 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**

**15 Hours**

Memory: Definition- The memory processes: encoding, storage and retrieval. Models of memory: The Atkinson & Shiffrin model – Types of memory: Working memory – Memory for factual information: episodic and semantic memory – Procedural memory. Forgetting: Ebbinghaus curve of forgetting – Theories of forgetting: Trace-Decay theory, encoding failure theory - interference theory-Retrieval inhibition theory - Methods to study memory: recall - recognition – relearning – Sentence verification–Neuro imaging– Strategies to improve memory.

**Module 3: Language and Thought**

**12 Hours**

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**

**15 Hours**

Sensation: Transduction – sensory thresholds habituation and sensory adaptation –Attention: Nature – types of attention – Factors affecting 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.

**References**

1. Ciccarelli, S.K. & White, J.N. (2018). Psychology, 5th Ed. Prentice Hall: NY

2. Baron, R.A. & Misra, G. (2016). Psychology, fifth ed. New Delhi: Pearson India Educational Services Pvt. Ltd.
3. Coon, D. & Mitterer, J.O. (2007). Introduction to psychology: Gateways to mind and behavior, (11th ed.). (Indian Edition). New Delhi: Thomson Wadsworth.
4. Weiten, W. (2013). Psychology: Themes and variations, 9th ed. New York: Brooks/Cole Publishing Co.
5. Kosslyn. S.M. (2006). Psychology in context, 3rd edn. New Delhi: Pearson Education.

**Semester: IV**

**Total 54 Hours**

**Credits: 2 Weekly hours: 3**

**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**

**12 Hours**

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

**Module 2: Intelligence**

**15 Hours**

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 - 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. – Creativity: Nature and characteristics – convergent and divergent thinking - Emotional intelligence.

**Module 3: Personality**

**12 Hours**

Definition-determinants of personality: biological determinants psychological determinants – social and cultural determinants - Approaches to personality: Psychoanalytic approach: Sigmund Freud. Humanistic approach: Rogers, Maslow. Trait approach: Allport – Cattell - Eysenck. The Big five factors. Cognitive-Behavioral approaches: Skinner – Bandura's social learning theory. Assessment of personality: Observation – situational tests – questionnaires – Rating scale – interview – Projective technique.

**Module 4: Stress, Coping and Health**

**15 Hours**

Definition of stress – Nature of stress - stressors – environmental stressors: catastrophes – major life changes – hassle. Psychological stressors: pressure – uncontrollability – frustration – conflict. Social factors in stress: poverty, job stress – culture. Responding to stress: emotional responses –

physiological responses: the fight or flight responses, General Adaptation Syndrome and Brain body pathways – behavioral responses. Effects of stress on psychological functioning – effects of stress on physical health - Coping with stress: problem focused coping – emotion focused coping – meditation as a coping mechanism – culture and coping – religion and coping – social support and coping.

## **References**

1. Ciccarelli, S.K. & White, J.N. (2018). Psychology, 5th Edn. Prentice Hall: NY
2. Baron, R.A. & Misra, G. (2016). Psychology, fifth edn. New Delhi: Pearson India Educational Services Pvt. Ltd.
3. Coon, D. & Mitterer, J.O. (2007). Introduction to psychology: Gateways to mind and behavior, (11th ed.). (Indian Edition). New Delhi: Thomson Wadsworth.
4. Weiten, W. (2013). Psychology: Themes and variations, 9th Ed. New York: Brooks/Cole Publishing Co.
5. Kosslyn. S.M (2006). Psychology in context, 3rd Ed. New Delhi: Pearson Education.
6. Mangal, S.K. (2007). Essentials of Educational Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.

## **PG1646 PROJECT**

### **Course Outcomes**

CSO 1: To implement the research methods in Psychology.

CSO2: To carry out fundamentals of Research Plan in Psychology

CSO 3 :To use the basic knowledge of steps in scientific investigation.

CSO 4 :To illustrate 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( 10-15pages)
8. Method- should have Sample, Tools, Data Collection procedure, Statistical Analysis used (10-15pages)
9. Analysis should have Results, Discussion, Conclusions, Limitations, Suggestions. (10-20 Pages)
10. The font shall be Time New Roman, size 12, typed in Double space
11. The Maximum font size for subtitles shall be 14.
12. The printed report should contain Acknowledgement by the candidates, Certificates signed by supervising faculty and HOD and Declaration by the candidates.