

**MAHATMA GANDHI UNIVERSITY KOTTAYAM**



**CBCSS CURRICULUM AND SYLLABI FOR  
UNDER GRADUATE COURSE IN**

**PSYCHOLOGY  
(Model I)**

**May 2017**

**(With effect from 2017 onwards)**

# **Semester and Credit Curriculum and Syllabi**

**For**

## **B. Sc. PSYCHOLOGY**

Proposed by the Board of Studies Members and Syllabus Revision Committee

### **Members Board of Studies Psychology**

Dr. Immanuel Thomas (Chairperson)

Dr. Malini R.

Fr. Johnson Joseph

Dr. Seena M. Mathai

Dr. Neelima Ranjith

Ms. Syna Soosan Abraham

Dr. Vidhya Ravindranadan

### **Faculty members Syllabus Revision Committee**

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## **ACKNOWLEDGEMENTS**

There are many profound personalities whose relentless support and guidance made this syllabus restructuring 2017 a success. I take this opportunity to express my sincere appreciation to all those who were part of this endeavour for restructuring the syllabus U G Course in Psychology under Mahatma Gandhi University, Kottayam.

I express profound gratitude to the Honourable Vice-Chancellor, Pro- Vice Chancellor, Registrar, Members of the Syndicate, and Academic Council for their sincere co-operation and guidance for completion of this work. I place on record my whole hearted gratitude and appreciation to the members of the Faculty of Psychology and Board of Studies for their untiring efforts to prepare the syllabus. I also appreciate the efforts of members of the University academic section and other staff.

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**Dean- Faculty of Behavioural Sciences  
Mahatma Gandhi University  
Kottayam**

## **COURSES OFFERED UNDER THE B.Sc. PSYCHOLOGY PROGRAMME**

- PY1CRT01 Foundations and Methods of Psychology (Core)  
 PY1CMT02 Body Systems And Behaviour(Complementary I)  
 ST1CMT21 Basic Statistics (Complementary II)  
 PY2CRT04 Basic Cognitive Processes (Core)  
 PY2CMT05 Biological Basis of Behaviour (Complementary I)  
 ST2CMT22 Statistical Tools (Complementary II)  
 PY3CRT07 Living in the Social World (Core)  
 PY3CMT08 Neurophysiology of Behaviour- Paper III(Complementary I)  
 ST3CMT23 Probability and Probability Distributions (Complementary II)  
 PY3 P01 Psychology Practicals-I  
 PY4CRT10 Social Interactions and Human Behaviour (Core)  
 PY4CMT11 Biophysiology of Behaviour - Paper IV(Complementary I)  
 ST4CMT24 Statistical Inference Complementary-II)  
 PY4 P02 Psychology Practicals-II  
 PY5CRT13 Abnormal Behaviour (Core)  
 PY5CRT14 Foundations of Organizational Behaviour (Core)  
 PY5CRT15 Environmental Psychology and Human Rights  
 PY5 OP01 Basics of Counseling Psychology(Open Course)  
 PY5OP02 Life Skills Development(**Open Course**)  
 PY5 P03 Experimental Psychology (Practical)  
 PY5Pr01 Experiential learning Project  
 PY6CRT16 Psychology of Maladaptive Behaviour (Core)  
 PY6CRT17 Managing Behaviour in Organization (Core)  
 PY6CRT18 Child Development (Core)

### **Choice-based Core course (Any one to be chosen)**

- PY6 CBT01 Theory and Practice of Counselling (Core)  
 PY6CBT02 School Psychology  
 PY6CBT03 Human Resource Development  
 PY6CBT04 Health Psychology

### **Practicals and Project**

- PY6 P04 Psychological Assessment (Practical)  
 PY6PR02 Research Project

## B. Sc Psychology Credit-Semester Course Scheme

Semester	Common/Core/Complementary/Elective Courses	Course Code	Credits	Hours
Semester I	Common Course I- Paper I (English)		4	5
	Common Course I- Paper II (English)		3	4
	Common Course II- Paper I (Additional Language)		4	4
	Foundations and Methods of Psychology (Core)	PY1CRT01	4	7
	Body Systems And Behaviour(Complementary 1)	PY1CMT02	2	2
	Basic Statistics (Complementary II)	ST1CMT21	2	3
Semester II	Common Course I- Paper III (English)		4	5
	Common Course I- Paper IV (English)		3	4
	Common Course II- Paper II (Additional Language)		4	4
	Basic Cognitive Processes (Core)	PY2CRT04	4	7
	Biological Basis of Behaviour - Paper II (Complementary I)	PY2CMT05	2	2
	Statistical Tools (Complementary II)	ST2CMT22	2	3
Semester III	Common Course I- Paper V (English)		4	5
	Common Course II- Paper III (Additional Language)		4	5
	Living in the Social World (Core)	PY3CRT07	4	7
	Neurophysiology of Behaviour I- Paper III (Complementary I)	PY3CMT08	2	3
	Probability and Probability Distributions Paper III (Complementary II)	ST3CMT23	2	3
	Psychology Practical	PY3 P01	-	2
Semester IV	Common Course I- Paper VI (English)		4	5
	Common Course II- Paper IV (Additional Language)		4	5
	Social Interactions and Human Behaviour (Core)	PY4CRT10	4	7
	Biophysiology of Behaviour II- Paper IV (Complementary I)	PY4CMT11	2	3
	Statistical Inference- Paper IV (Complementary II)	ST4CMT24	2	3
	Psychology Practical	PY4 P02	1	2
Semester V	Abnormal Psychology (Core)	PY5CRT13	4	4
	Foundations of Organizational Behavior (Core)	PY5CRT14	3	3
	Environmental Psychology and Human Rights	PY5CRT15	4	4
	<b>Open Course (Any one)</b>			
	1. Basics of Counselling Psychology	PY5OP1	3	4
2. Life Skills Development	PY5OP2			

	<b>Practical</b> Experimental Psychology	PY5 P03	8	8
	Project 1	PY5 Pr01	2	2
<b>Semester</b>	<b>Common/Core/Complementary/Elective Courses</b>	<b>Course Code</b>	<b>Credits</b>	<b>Hours</b>
Semester VI	Psychology of Maladaptive Behaviour (Core)	PY6CRT16	4	4
	Child Development (Core)	PY6CRT17	4	4
	Managing Behavior in Organizations (Core)	PY6CRT18	4	4
	<b>Choice-based Core course (Any one)</b>			
	1.Theory and Practice of Counselling	PY6 CB1	3	3
	2 School Psychology	PY6 CB2		
	3. Human Resource Development	PY6 CB3		
	4. Health Psychology	PY6CB4		
	Practical Psychological Assessment	PY6 P02	8	8
	Project 2	PY6 Pr02	2	2
	<b>TOTAL</b>		<b>120</b>	<b>150</b>

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

**PYICMT01 Understanding Psychology**

**PYICMT02 Psychology Of Individual Differences**

**Expansion of the codes given to courses**

PY	Psychology
1,2,3,4,5,6	Semester numbers
CM	Complementary courses
CR	Core courses
OP	Open courses
CB	Choice Based Core Courses
T	Theory
P	Practical
Pr	Project

## PY1CRT01 FOUNDATIONS AND METHODS OF PSYCHOLOGY

**Credit: 4**

**Teaching Hours : 7**

### **Objectives:**

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

### **Module 1: Perspectives in Psychology**

What is Psychology? A working definition.

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

Schools of Psychology- Structuralism, Functionalism, Psychoanalysis, Behaviourism, Gestalt psychology, Modern Perspectives: Biological, Psychodynamic, Behaviouristic, Humanistic, Cognitive, Evolutionary, Socio-cultural. Branches of Psychology.

Critical thinking: Pseudo-psychology – Palmistry, Astrology, Graphology, Ouija board etc.

### **References:**

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

Baron, R.A. & Misra, G. (2014). *Psychology*, 5<sup>th</sup>ed. New Delhi: Pearson Education, Ch. 1.

### **Module 2: The Science of Psychology**

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

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

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

### **References:**

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

Baron, R. A. & Misra, G. (2014). *Psychology*, 5<sup>th</sup>ed. New Delhi: Pearson Education, Ch. 1.

### **Module 3: Sensation, Attention and Perception**

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

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

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

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

Critical thinking: Extra sensory perception, enhancing perceptual accuracy.

**References:**

- Baron, R. A., & Misra, G. (2014). *Psychology*, 5<sup>th</sup>ed. New Delhi: Pearson Education, Ch. 3.
- Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 3.
- Coon, D. (1998). *Introduction to psychology: Exploration and application*. USA: Brooks/Cole Publishing Co., Ch. 7.
- Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. California: Sage Publications Inc., Ch. 2, 3.
- Weiten, W. (2002). *Psychology: Themes and variations*, 5<sup>th</sup>ed. New York: Brooks/Cole Publishing Co., Ch. 4.

**Module 4: Consciousness**

States of mind: Nature of consciousness.

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

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

Critical thinking: Hypnosis: facts and myths

**References:**

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

**Module 5: Personality**

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

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

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

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

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

**References**

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

**Note – Activity based assignments and seminars**

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



**For additional reading:**

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

Kuppuswamy, B. (1990). *Elements of Ancient Indian psychology*, 3<sup>rd</sup> Ed. New Delhi: Konark Publishers Pvt. Ltd.

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

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

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

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

## PY1CMT02BODY SYSTEMS AND BEHAVIOUR

**Credit :2**

**Teaching Hours:2/week**

**Objective:**

To understand the biological foundations of behaviour

**Module 1: Introduction**

Physiological psychology and neuroscience. Digestive and respiratory system-**in brief functional relevance only.**

**Module 2: Sensory Systems**

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

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

**Module 3: Cardiovascular System**

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

**Module 4: Emotionality**

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

**Note – Activity based assignments and seminars**

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

**References:**

Ahluwalia, K. B. (1994) *Genetics*. 4<sup>th</sup> Print, Wiley Eastern Ltd.

Gardner; Eldon J. S, Michael J.S., & Peter; *Principles of Genetics* (4<sup>th</sup> ed. Wiley Eastern Ltd.

Guyton, A. *Medical Physiology* (8<sup>th</sup> ed.), W. B. Saunders' Co.

Leukal, F. (1985). *An Introduction to Physiological Psychology*. (1<sup>st</sup>ed.). New Delhi: CBS Publishers and Distributors.

Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3<sup>rd</sup> ed.) Prentice-Hall of India Pvt. Ltd.

Pinel, J.P. (2007). *Biopsychology*. India: Dorling Kindersley Pvt. Ltd.

Rosensweig, M.R., Breedlove, S. M., & Watson, N. V. (2004). *Biological Psychology*, (4<sup>th</sup>ed.). USA: Sinauer Associates, Inc.

Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3<sup>rd</sup> ed.). New York: Random House, Inc.

Complementary course: Basic Statistics shall be taken from B.Sc Statistics Syllabus

## PY2CRT04 BASIC COGNITIVE PROCESSES

**Credit: 4**

**Teaching Hours : 7**

**Objectives:**

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

**Module 1: Memory**

Definition: Encoding, storage and retrieval processes.

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

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

Retrieval cues: State dependent, context dependent.

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

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

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

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

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

**References**

- Baron, R. A. & Misra, G. (2014). *Psychology*, 5<sup>th</sup>ed. New Delhi: Pearson Education, Ch. 6.
- Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson, Ch. 6.
- Weiten, W. (2002). *Psychology: Themes and variations*, 5<sup>th</sup>ed. New York: Brooks/Cole Publishing Co., Ch. 7.

**Module 2: Cognitive processes**

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

Basic sources of error in reasoning -mood states, beliefs, confirmation bias, hind sight.

Problem solving – Steps, Barriers to effective problem solving, Strategies of problem solving - algorithms, heuristics, means to end analysis, backward search.

Creativity: Convergent and divergent thinking, Stages in creativity.

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

**References**

- Baron, R. A. & Misra, G. (2014). *Psychology*, 5<sup>th</sup>ed. New Delhi: Pearson Education, Ch. 7.

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

Weiten, W. (2002). *Psychology: Themes and variations*, 5<sup>th</sup>ed. New York: Brooks/Cole Publishing Co., Ch. 8.

### **Module 3: Motivation and Emotion**

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

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

### **Reference**

Baron, R. A. & Misra, G. (2014). *Psychology*, 5<sup>th</sup>ed. New Delhi: Pearson Education, Ch. 10.

### **Module 4: Intelligence**

Definition. Concept of IQ, EQ, Social and spiritual intelligence, Determinants of intelligence: heredity and environment.

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

Concept of IQ. Emotional intelligence

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

Extremes of intelligence- Mental retardation and giftedness.

### **References**

Baron, R. A. & Misra, G. (2014). *Psychology*, 5<sup>th</sup>ed. New Delhi: Pearson Education, Ch. 11.

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

Weiten, W. (2002). *Psychology: Themes and variations*, 5<sup>th</sup>ed. New York: Brooks/Cole Publishing Co., Ch. 9.

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

### **Module 5: Learning**

Definition. Basic forms of learning

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

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

Observational learning - Process and principles, Social and cognitive learning

Trial and error learning, Verbal learning, Latent learning, cognitive map, Insight learning.  
Application of learning principles: Behaviour modification techniques.

**References:**

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

**Note – Activity based assignments and seminars**

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

**For additional reading:**

- Aleem, S. (2012). *Theories of Personality*. Dorling Kindersly India Pvt. Ltd.  
Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*, 7<sup>th</sup>ed. New York: McGraw Hill Inc.  
Coon, D. (1983). *Introduction to Psychology: Exploration and application*. New York: West Publishing Co.  
Friedman, H. S. & Schustack, M. W. (2003). *Personality: Classic Theories and Modern Research*, 2<sup>nd</sup> ed.. Delhi: Pearson Education.  
Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.  
Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1993). *Introduction to psychology*, 7<sup>th</sup>ed. New Delhi: Tata McGraw Hill.  
Munn, N. L., Fernald, L. D., & Fernald, P. S. (1972). *Introduction to Psychology*, 3<sup>rd</sup>ed. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

## PY2CMT05 BIOLOGICAL BASIS OF BEHAVIOUR II

**Credit :2**

**Teaching Hours:2/week**

**Objective:**

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

**Module 1: Genetics, Mutations and Genetic disorders**

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

**Module 2: Physiological basis of sexual behavior, hunger and thirst**

Defining sexual behavior, Dynamics, hormones and its impact, external cues, the brain and sexual behavior. Role of Hypothalamus and amygdala(Physiological motives and emotion-fear and anger)

**Model 3: Physiology of Stress**

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

**Model 4: Physiology of sleep and arousal**

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

**Note – Activity based assignments and seminars**

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

**References:**

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

Complementary Course: Statistical Tools Paper II shall be taken from  
B.Sc Statistics Syllabus



## PY3CRT07 LIVING IN THE SOCIAL WORLD

**Credit:4**

**Teaching Hours: 7/week**

**Objectives:**

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

**Module I: Introduction to Social Psychology**

Social Psychology (Definition). Focus of social psychology.

Research methods in Social Psychology (very briefly) – Systematic observation, Survey, Correlation, Experimental method, Field experiment, Sociometry.

Socialization (Definition).

**References**

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 5-14,23-27.

Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp.2-11,18-24.

Singh, A. K. (2015). *Social Psychology*. Delhi: PHI learning Pvt. Ltd. pp. 169-170.

**Module II: Social Cognition**

Social Cognition (Definition). Schemas: Types. Priming. Self- fulfilling prophecy.

Heuristics - Types. Automatic processing.

Potential sources of error in social cognition (Briefly): Negativity bias, Optimistic bias, Overconfidence barrier, Planning fallacy, Counterfactual thinking, Thought suppression, Magical thinking, Terror management.

Affect and Cognition: How feelings shape thoughts and thought shapes feelings.

**References**

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 39-69.

Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 34-64.

Singh, A. K. (2015). *Social Psychology*. Delhi: PHI learning Pvt. Ltd. pp. 109-125.

**Module III: Social Perception**

Social perception: Nonverbal communication- Facial expressions, Gazes, Stares, Body language, Touching. Deception and Microexpressions.

Attribution: Theories of Attribution – Heider, Jones and Davis, Kelly, Shaver, Weiner. Basic sources of attribution errors. Applications of Attribution theory in understanding depression.

Impression formation (Definition). Impression management- tactics.

**References**

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 75 - 105.

Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 68-97.

Singh, A. K. (2015). *Social Psychology*. Delhi: PHI Learning Private Ltd. pp. 126-165

**Module IV: Attitudes and Social dissonance**

Attitudes- Definition and Types. Attitude formation: How attitudes develop?

Persuasion: How attitudes are changed? Resistance to persuasion (briefly).

Cognitive dissonance. Hypocrisy.

**References**

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 148-180.

Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 138-170.

**Module V: Stereotyping, Prejudice and Discrimination**

Prejudice, Stereotype, Discrimination-(Definition).

Stereotype- Nature and Origins of stereotyping (Briefly).

Prejudice- Origins of prejudice (Briefly), Techniques to reduce prejudice.

Discrimination: Prejudice in action (Briefly).

Consequences of discrimination based on religion, caste and gender in India.

**References**

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 188-221.

Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 174-207.

**Module VI: Interpersonal Attraction and Relationship**

Interpersonal attraction (Definition). Determinants of interpersonal attraction- Internal: Need to affiliate and the role of affect, External: Proximity and others' observable characteristics, and Interactive: Similarity of attitudes, values and personal characteristics, Mutual evaluations.

Romantic relationships: Forms of love- Passionate and Compassionate love, Sternberg's triangular theory of love.

**References**

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 226-257

Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 211-241

Singh, A. K. (2015). *Social Psychology*, Delhi: PHI Learning Pvt. Ltd. pp. 387- 408

**Activity based assignments**

Submit reports of monitored field visits to Family Courts/ NGO s dealing with women and children issues/ Adivasi settlements/ Old age homes/ Orphanages.

Observe the social behavior in various settings viz. Public places/ Social gatherings/ Institutions and submit a report.

Discuss various social phenomena of the psychological nature in the classroom, with special relevance to the contemporary Kerala society.

Analyze contemporary articles and newspapers of relevance.

**Additional References:**

Baron, R. A., & Branscombe, N. R. (2016). *Social Psychology* (14<sup>th</sup> ed.). Boston, MA: Pearson/Allyn and Bacon.

Baron, R. A. & Byrne, D. (2003). *Social Psychology* (10<sup>th</sup> ed). New Delhi: Pearson Education.

Myers, D. G. (2012). *Social Psychology* (11<sup>th</sup> ed.). New York: McGraw-Hill.

## PY3CMT08 NEUROPHYSIOLOGY OF BEHAVIOUR

**Credit :2**

**Teaching Hours:3/week**

### **Objective**

To help students understand brain behavior relationship

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

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

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

### **Module 2: The Anatomy of the Central Nervous system**

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

### **Module 3: The Anatomy of the Peripheral Nervous system**

Autonomic Nervous system, Sympathetic and Parasympathetic Nervous system

### **Module 4: The Hemispheres of the Neocortex**

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

### **Note – Activity based assignments and seminars**

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

### **References:**

Ahluwalia, K. B. (1994). *Genetics*. 4<sup>th</sup> Print, Wiley Eastern Ltd.

Gardner; Eldon J. S, Michael J. S., & Peter. *Principles of Genetics* (4<sup>th</sup>ed.). Wiley Eastern Ltd.

Guyton, A. *Medical Physiology* (8<sup>th</sup>ed.), W. B. Saunders' Co.

Leukal, F. (1985). *An Introduction to Physiological Psychology*. (1<sup>st</sup>ed.). New Delhi: CBS Publishers and Distributors.

Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3<sup>rd</sup>ed.) Prentice-Hall of India Pvt. Ltd.

Rosensweig, M.R., Breedlove, S. M., & Watson, N. V. (2004). *Biological Psychology*, (4<sup>th</sup>ed.). USA: Sinauer Associates, Inc.

Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3<sup>rd</sup>ed.). New York: Random House, Inc.

Pinel, J.P. (2007). *Biopsychology*. India: Dorling Kindersley Pvt. Lt

## PY3 P01 PSYCHOLOGY PRACTICALS-I

**Credit :**

**Teaching Hours:2/week**

**Objectives:**

- To introduce the basic concepts of experimental psychology
- To facilitate comprehension of the theoretical concepts through experiments
- To develop awareness of psychological instruments and techniques.
- To provide basic training in planning and conducting experiments.

Each student is required to conduct a *minimum of 5 experiments* out of the following should be compulsorily administered by each student and the record of experiments should be submitted for **evaluation at the end of the Fourth semester..**

**Psychophysical experiments:** Two point Threshold

**Illusions:** Horizontal-Vertical, Muller-Lyer,

**Depth perception**

**Attention:** Span, Division, Distraction, Set.

Complementary course: Probability and Probability Distributions shall be taken from B.Sc Statistics Syllabus

## PY4CRT10 SOCIAL INTERACTIONS AND HUMAN BEHAVIOUR

**Credit: 4**

**Teaching Hours: 7/week**

### Objectives:

- To understand the psychological processes behind human behaviour in a social setting
- Explain the psychological aspects of various social phenomena (Understand the psychological aspect of various social issues in the society and the nation)
- Implication of social psychology in everyday living
- To help the students to get an understanding on measuring human behaviour

### Module 1: Social Influence

Social influence, Social norms-Definition.

Conformity: Asch's research, Factors affecting conformity, Social roots of conformity, Resisting pressures to conform.

Compliance: Underlying principles and tactics.

Obedience: Milgram's experiment, Destructive obedience- Why it occurs and Resisting its effects.

Intense indoctrination (briefly).

### References

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 271-299.

Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 246-75.

Baron, R. A. & Byrne, D. (2003). *Social Psychology* (10<sup>th</sup> ed). New Delhi: Pearson Education. pp. 380- 382.

### Module 2: Prosocial Behaviour

Prosocial Behaviour – Definition

Motives for Prosocial Behaviour: Theories- Empathy-Altruism, Negative-state relief, Empathic joy, Competitive altruism, Kin selection theory.

Responding to an emergency- Five crucial steps determine helping versus not helping

Determinants of prosocial behaviour- External and Internal influences on helping behavior:

Situational factors, Emotions and Prosocial behavior, Empathy, Social Exclusion, Altruistic Personality.

### References

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 304-325.

Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 281- 302

### Module 3: Aggression

Aggression: Theoretical perspectives on Aggression

Determinants and Causes of aggression: Social, Cultural, Personal and Situational

Prevention and control of aggression

Media violence  
Child abuse - Types, causes

### References

- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 336-366.  
Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp.310-343.  
Baron, R. A. & Byrne, D. (2001). *Social Psychology* (8<sup>th</sup> ed). New Delhi: Prentice Hall of India Pvt Ltd. pp. 416-419

### Module 4: Groups and Individuals

Groups, Common-bond groups, Common-identity groups, Entitativity- Definition.  
Key components/Features of groups: Status, Roles, Norms and Cohesiveness.  
Why do people join a group?: Benefits and costs of joining.  
Effects of the presence of others: Social facilitation, Social Loafing, Effects of being in a crowd: Deindividuation.  
Decision making by groups- Decision making process, Downside of group decision making.

### References

- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 378-409.  
Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp.348-377.

### Module 5: Social Psychology and Legal system

Social influence and the Legal system.  
Social cognition and the Legal system: Eyewitness testimony.  
Influence of Prejudice and Stereotypes on the Legal system.

### References

- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson. pp. 418-429.  
Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Delhi: Pearson. pp. 402-405.

### Module 6: Measuring Human Behaviour

Psychological test (Definition). Characteristics of a good psychological test.  
Difference between Testing and Assessment.  
Classification of test (Briefly): Norm referenced and criterion- referenced. Speed test and power test, Individual and group tests, Verbal, nonverbal and performance tests, Intelligence, Personality, Aptitude, Attitude, Achievement.  
Uses and limitations of psychological test. Ethical issues in psychological testing. Report writing (very briefly).

### References

- Hussain, A. (2012). *Psychological Testing*. New Delhi: Pearson Edition. Ch. 1, 7, 8 & 9.  
Singh, A. K. (2010). *Tests, measurements and Research Methods in Behavioral Sciences*. New Delhi: Bharathi Bhawan. Ch.1, 2 & 23.



**Activity based assignments:**

Analysis of media reports on current issues.

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

Study tours to places where significant social interactions have taken place (conflicts/cooperation). Interviews with local people, qualitative analysis of documents (such as the media report/police report), discussions with experts (such as local MLA/Panchayat members/ Police officers) and/or personal impressions of students may be submitted.

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

Discuss various social phenomena of the psychological nature in the classroom, with special relevance to the contemporary Kerala society. Analyze contemporary articles and newspapers of relevance.

**Additional References:**

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Baron, R. A., & Branscombe, N. R. (2016). *Social Psychology* (14th ed.). Boston, MA: Pearson/Allyn and Bacon.
- Baron, R. A. & Byrne, D. (2003). *Social Psychology* (10<sup>th</sup> ed). New Delhi: Pearson Education.
- Flick, U. (2011). *Introducing Research Methodology*. New Delhi: Sage Publications.
- Jones, S & Forshaw, M. (2014). *Psychology Express: Research Methods in Psychology*. New Delhi: Pearson.
- Myers, D. G. (2012). *Social Psychology* (11th ed.). New York: McGraw-Hill.

## PY4CMT11 BIOPHYSIOLOGY OF BEHAVIOUR

**Credit :2**

**Teaching Hours:3/week**

### Objectives

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

### Module 1: The immune system and Psychoneuro-immunology

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

### Module 2: The Endocrine system and Psychoneuro-endocrinology

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

### Module 3: Mechanisms of Learning and Memory

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

### Module 4: Brain Chemistry, Drugs and Mental illness

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

#### Note – Activity based assignments and seminars

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

#### References:

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

## PY4 P02 PSYCHOLOGY PRACTICALS-II

**Credit :1**

**Teaching Hours:2/week**

**Objectives:**

To study experimentally the sensory experience and perceptual processes  
Experimentally prove how our perceptual process differs and affect our cognitive processes  
To observe and study the social psychological phenomenon in everyday life situations.

**Sensation and perception:** Colour Blindness, Localization of Sound, Visual Acuity, Snellen Chart

**Social Psychology Experiments:** Suggestibility, Compliance, Grapevine, Pro-Social Behaviour or any other available tests to assess the social behavior of individuals.

( The evaluation of the practicals of both third and semester will be done internally in hundred marks.)

Complementary Course: Statistical Inference shall be taken from  
B.Sc Statistics Syllabus

## PY5CRT13 ABNORMAL BEHAVIOUR

**Credit :4**

**Teaching Hours:4/week**

### **Objectives:**

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

### **Module 1: Abnormal Psychology: An overview**

The concept of normality and abnormality, Different Criteria. Historical views of abnormal behaviour: current status, classification systems-ICD, DSM, The evolution of DSM, The DSM 5 definition of mental disorder, DSM 5: major changes in classification. Merits and demerits of classification. Prevalence and incidence of mental disorders.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup>ed.) Pages 1-53

### **Module 2: Casual factors of Abnormal behaviour**

Causes and risk factors - Necessary, sufficient and contributory causes, feedback and circularity in abnormal behaviour, Diathesis-stress models, Viewpoints for understanding the causes of abnormal behavior -Biological view points and causal factors, Psychological view points, The Psychological causal factors, Socio-cultural view points and Sociocultural causal factors.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup>ed.).Pages: 54-99

### **Module 3: Anxiety Disorders**

Fear and anxiety; Anxiety Disorders -Specific Phobias, Social Phobias, Panic disorder, Agoraphobia, Generalized Anxiety Disorder and separation anxiety disorder. Causal factors: Biological and psychosocial causal factors. Treatment and outcome.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup>ed.)Pages:162-210

### **Module 4: Obsessive compulsive and related disorders**

Obsessive compulsive disorder, Body dysmorphic disorder, Hoarding disorder, Hair-pulling disorder(Trichotillomania).Causal factors: Biological, psychological, Treatment and outcome

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup>ed.)Pages:162-210

### **Module 5: Mood Disorders**

Mood Disorders: Types- Unipolar depressive disorders and Bipolar disorders, Prevalence.

Unipolar depressive disorders- Major depressive disorder- Different specifiers, Persistent depressive disorder (Dysthymic disorder), Premenstrual Dysphoric Disorder. Causal factors: Biological, Psycho social and Socio cultural factors. Treatment and outcome.

Bipolar and related disorders- Cyclothymic disorder, Bipolar I disorder, Bipolar II disorder, Causal factors: Biological, Psychological factors. Treatment and outcome

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup>ed.)Pages:211-261

**Module 6: Schizophrenia and delusional disorder**

Schizophrenia- Clinical picture, Subtypes of schizophrenia, Causal factors: Biological causal factors, Psychosocial and socio cultural causal factors. Treatment and Outcome

Delusional disorder- Clinical features, types, etiology, and treatment; Schizoaffective disorder.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup> ed.) Pages: 443-483

**References:**

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental*

*Disorders- DSM 5* (5<sup>th</sup> ed.), Washington D.C: American Psychiatric Publishing.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup> ed.), England:

Pearson Education Ltd.

Sadock, B.J., Sadock, V.A, & Ruiz, P. (2015). *Kaplan and Sadock's Synopsis of Psychiatry,*

*Behavioral Sciences / Clinical Psychiatry* (11<sup>th</sup> ed.). New Delhi: Wolter Kluwer.

## PY5CRT 14 FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR

**Credit :3**

**Teaching Hours:3**

### **Objectives:**

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

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

### **Module: 1 Introduction**

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

### **References**

Luthans, F. (1997). *Organizational Behavior*. (7<sup>th</sup>ed). New York: McGraw Hill International. Pp. 3-23.

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

### **Module: 2: Organizational Theory and design**

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

### **References**

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

Luthans, F. (1997). *Organizational Behavior*. (7<sup>th</sup>ed). New York: McGraw Hill International. Pp. 560-579.

### **Module: 3 Work Motivation: and Job design**

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

Job design- Job design and quality of work life, Job analysis- Job rotation and job Enlargement, Designing Job depth : Job enrichment, Total quality management and job design.

**References**

- Luthans, F. (1997). *Organizational Behavior*. (7<sup>th</sup>ed). New York: McGraw Hill International, Pp. 230-246.
- Singh, K. (2013). *Organizational Behaviour*. India: Dorling Kindersley Pvt. Ltd. Pp. 144-164, 264-276.

**Module: 4 Communication in Organization**

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

**References**

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

**Module: 5 Leadership in organization:**

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

**References**

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

**Module-6 Group and Team work**

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

**References**

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

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



**References**

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

## PY5CRT 15 ENVIRONMENTAL PSYCHOLOGY AND HUMAN RIGHTS

**Credit:4**

**Teaching Hours:3/week**

### Objectives

- To encourage students to do research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.
- To help students understand how their decisions and actions affect the environment, build knowledge and skills necessary to address complex environmental issues, as well as ways to take action that can keep our environment healthy and sustainable for the future. It encourages character building, and develop positive attitudes and values.
- To develop a sense of awareness among the students about the environment and its various problems and to help the students in realizing the interrelationship between man and the environment and helps to protect the nature and natural resources.
- To help the students to acquire the basic knowledge about the environment and the social norms that provide unity with environmental characteristics and create a positive attitude about the environment.
- To acquaint students with the nature and basic concepts of environmental psychology
- To synthesize diverse information relevant to human-environment relationships in the context of environmental psychology.

### Module I

#### Unit 1 :Multidisciplinary nature of environmental studies

Definition, scope and importance

**(2 hrs)**

Need for public awareness.

#### Unit 2 : Natural Resources :

Renewable and non-renewable resources : Natural resources and associated problems.

- a) **Forest resources** : Use and over-exploitation, deforestation, case studies.  
Timber extraction, mining, dams and their effects on forest and tribal people.
  - b) **Water resources** : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
  - c) **Mineral resources** : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
  - d) **Food resources** : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
  - e) **Energy resources**: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, Case studies.
  - f) **Land resources**: Land as a resource, land degradation, man induced landslides, soil erosion and desertification
- Role of individual in conservation of natural resources.
  - Equitable use of resources for sustainable life styles. **(10 hrs)**

**Unit 3: Ecosystems**

- Concept of an ecosystem
- Structure and function of an ecosystem
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the given ecosystem:- Forest ecosystem **(6 hrs)**

**Module II****Unit 1: Biodiversity and its conservation**

- Introduction
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India**(8 hrs)**

**Unit 2: Environmental Pollution**

- Definition  
Causes, effects and control measures of: -
- a. Air pollution
  - b. Water pollution
  - c. Soil pollution
  - d. Marine pollution
  - e. Noise pollution
  - f. Thermal pollution
  - g. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
  - Role of an individual in prevention of pollution
  - Pollution case studies
  - Disaster management: floods, earthquake, cyclone and landslides. **(8 hrs)**

**Unit 3: Social Issues and the Environment**

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act

- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness

(10 hrs)

### **Module III**

#### **Unit 1. Environmental psychology**

- What is Environmental Psychology
- Nature and Characteristics of Environmental Psychology

#### **Unit 2. Introduction to concepts in environmental psychology**

##### **Definition of:**

- Environmental perception
- Environmental cognition
- Environmental attitudes, beliefs, values & dispositions

(8 hrs)

### **Module IV**

#### **Unit1. Environment and Human Behaviour**

- Nature and Human Nature (Briefly)
- Theories of Environment-Behaviour Relationships(Briefly)-Arousal, Environmental Load, Adaptation Level and Ecological Approach.
- Personal space
- Territoriality
- Crowding

#### **Unit 2. Practice in environmental psychology**

- Changing Behavior to Save the Environment
- Environmental Impact Assessment(Briefly)

(12 hrs)

### **Module – V**

#### **Unit 1- Human Rights**

An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

## Unit-2 Human Rights and United Nations

Contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

**Human Rights in India** – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

## Unit-3 Environment and Human Rights

Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

**Conservation of natural resources and human rights:** Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthurirengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. **(8 Hrs)**

## REFERENCES

### Environmental Studies

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clanderson Press Oxford (Ref)
3. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
4. Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
8. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
11. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)

12. Rajagopalan. R, 2016.Environmental Studies from crisis and cure, Oxford University Press, Published (TB)
  13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
  14. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
  15. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (Ref)
  16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
  17. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)
- (M) Magazine (R) Reference (TB) Textbook

### **Human Rights**

1. Amartya Sen, The Idea Justice, New Delhi: Penguin Books, 2009.
2. Chatrath, K. J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998)
3. Law Relating to Human Rights, Asia Law House,2001.
4. Shireesh Pal Singh, Human Rights Education in 21<sup>st</sup> Century, Discovery Publishing House Pvt.Ltd, New Delhi,
5. S.K.Khanna, Children And The Human Rights, Common Wealth Publishers,1998. 2011.
6. Sudhir Kapoor, Human Rights in 21<sup>st</sup> Century,Mangal Deep Publications, Jaipur,2001.
7. United Nations Development Programme, Human Development Report 2004: Cultural Liberty in Today's Diverse World, New Delhi: Oxford University Press, 2004.

### **Environmental Psychology**

1. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). *Environmental Psychology* (5 ed.). Toronto: Harcourt Brace College Publishers.
2. Gifford, R. (2007). *Environmental psychology: Principles and practice* (4 ed.). Colville, WA: Optimal Books.

3. *Environmental Impact Assessment (EIA)* Retrieved from <http://www.moef.nic.in/division/introduction-8>

4. *Environmental Impact Assessment (EIA)*  
Retrieved from <http://www.moef.gov.in/citizen/specinfo/eia.html>

**Internal:****Field study**

- Visit to a local area to document environmental grassland/ hill /mountain
- Visit a local polluted site– Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc
- Study of simple ecosystem-pond, river, hill slopes, etc

(Field work equal to 5 lecture hours)

**PY5OP1 - BASICS OF COUNSELING PSYCHOLOGY (OPEN COURSE)****Credit :3****Teaching Hours:4/week****Objectives:**

To facilitate Students with nature and process of counselling and its meaning  
To expose the Students to different factors and applications of counselling  
To enable the Students to acquire sufficient knowledge in the area of counselling in order to apply in various walks of life.

**Module 1: Introduction**

What is Psychology, Working Definition of Psychology, Pseudo Psychology, Brief History of Modern Scientific Psychology, Branches of Psychology.

Reference: Baron,R.A&Misra, G.E. (2014). Psychology,5th Ed.New Delhi: Pearson education  
Ciccarelli, S.K.,&Meyer,G.E.(2008). Psychology, South Asia Ed.New Delhi: Pearson

**Module 2: Basic cognitive processes**

- Attention (features of attention), learning (principles)
- learning enhancementmethod): Classical and Operant Conditioning), Observational learning,
- Memory (sensory, short term, long term) Forgetting, Memory Improvement Techniques

Reference: Baron, R.A.,&Misra ,G.(2014). Psychology 5th Ed.New Delhi: Pearson Education  
Ciccarelli, S.K., Meyer,G.E(2008). Psychology, South Asia Ed.New Delhi: Pearson

**Module 3: Motivation& Emotion**

Motivation (Maslow, Goal expectancy, Yerkes Dodson), Classification of Motives (Primary and Secondary Motives)

Emotions (James Lange, Cannon Bard, Schatter Singer, facial feedback)

Reference: Ciccarelli, S.K Meyer,G.E.(2008). Psychology, south Asian Ed.New Delhi: Pearson

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



### **Module 4: Counseling**

Definition of Counseling, Skills, Phases of counseling (in stages explain interview, observation), Types (Directive, Non-Directive), Core Conditions of Counseling: Congruence, Unconditional Positive Regard, Empathy, Concept of Mental Health, Scope of Counseling, Difference between Psychotherapy and Counseling.

Reference: Rai,N&Sahajpal,P.(2013). Counseling & Guidance .3rd Ed.Tata MC Graw - Hill,New Delhi

Jones,R.N.(2012). Theory and Practice of Counseling and Therapy.5th Ed. New Delhi:Sage publications.

### **Module 5: Approaches to counseling:**

Psychoanalytic (Freud) Cognitive Approach, Behavioral Approach. Person Centered Counseling

### **Module 6: Counseling Techniques**

Psychoanalytic techniques: Dream analysis, hypnosis, and free association (in brief), Behavioral Modification Techniques: Systematic Desensitization, Flooding, and Contingency management. REBT, Reality

**References:** Jones,N.R.(2012). Theory and Practice of Counselling and Therapy.5th Ed.New Delhi: Sage Publications

Cuppuzzi, D and Stauffer,M.D.(2016). Counseling and Psychotherapy - Theories and Interventions.6th ed. American Counseling Association.

Cooper, J., Heron,The.E.&Heward,WL.(2007). Applied BehaviorAnalysis. New Jersey: Pearson Education

### **Note- Activity based Assignments and seminars**

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

### **References**

Baron,R.A.&Misra,G.(2014). Psychology,5th Ed.New Delhi: Pearson Education.

Ciccarelli, S.K., Meyer,G.E. (2008).Psychology, South Asian Ed.New Delhi: Pearson.

Coon,D.(1998). Introduction to psychology: exploration and application  
USA:Brooks/Cole publishing Co

Weiten, W.(2002). Psychology: Themes and Variations,5th Ed.New York: Brooks/Cole Publishing Co

Morgan,C.T., King.R.A., Weisz,J.R., & Schiller,J., (1993). Introduction to psychology 7th Ed.New Delhi:Tata MC Graw Hill.

Jones,N.R.(2012). Theory and Practice of counselling. 5th ed. New Delhi: Sage publications

Cuppuzzi, D and Stauffer,MD.(2016). Counseling and psychotherapy -Theories and interventions.6th ed. American counseling Association

Seligman, L&Reichenberg, L.W.(2014). Theories of counselling and psychotherapy-systems, strategies and skills.4th Ed. Delhi:PHI Learning.

**PY5OP2 LIFE SKILLS DEVELOPMENT****Credit :3****Teaching Hours:4/week****Objectives:**

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

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

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

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

**Module 1: Life Skills**

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

Activity1: Assessing own communication skills

Activity 2: Assessing own body language

**Module 2: Presentation skills**

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

Activity 1: Preparing a systematic presentation Activity 2: Assessing the delivery skills

Activity 3: Using mind skills to manage presenting material anxiety

**Module 3: Relationship skills**

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

Activity 1: Listening and understanding skills

Activity 2: Relationship skills

Activity 3: Building a friend

**Module 4: Critical thinking skills**

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

Activity 1: Make a plan for critical thinking

Activity 2: Conflict management

**References**

- Jones,R.N (2007) Life Coaching Skills- How to develop skilled clients. New Delhi, Sage Publications. Lewis,H (2000) Body Language- a guide to professionals. New Delhi, Response books.
- Kaul, A (2005) The effective presentation- Talk your way to success. New Delhi, Response Books. Lata,P. & Kumar,S. (2007) Communicate or Collapse. New Delhi, Prentice Hall India Pvt Limited Mishra,B.K ( 2008) Psychology- The study of Human Behaviour. New Delhi, Prentice Hall India Ltd. Sherfield,R.M., Montgomery,R.J., and Moody,P.G. ( 2009) Developing Soft Skills- Fourth edition. New Delhi, Pearson Education.
- Shephard,K (2005) Presenting at conferences, seminars and meetings. New Delhi, Response Books Sanghi,S (2007) Towards a personal excellence – Psychometric tests and self improvement techniques for managers. New Delhi, response Books.
- North House,P.G (2007) Leadership- Theory and Practice. New Delhi, Sage Publications.
- Caroselli,M. (2004) Quick Wits. New Delhi, Ane Books.
- The Training House.(2004) Games and simulations.New Delhi, Ane Books.

**PY5 P01 EXPERIMENTAL PSYCHOLOGY (Practical)****Credit :8****Teaching Hours:8/week****Objectives:**

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

Each student is required to conduct a *minimum of 10 experiments* out of the following should be compulsorily administered by each student and the record of experiments should be submitted for evaluation at the end of the semester.

One suitable experiment from *each of the following* sections is to be conducted. Include simple designs like before- after, 2 group experimental- control and correlational designs in order to familiarize the students with the concept of designs.

**Memory:** Immediate memory span

**Reaction time:** Simple, Choice

**Learning:** Massed Vs. Spaced, Rote Vs. Meaningful, Trial And Error, Maze Learning, Rational Learning.

**Transfer Of Learning:** Bilateral, Habit Interference, Level Of Aspiration, Knowledge Of Results

**Motor tests:** Tracing Test, Steadiness Test, Tweezer Dexterity, Finger Dexterity

**Cognitive Lab:** Problem Solving, Concept Formation, Multiple Choice, Stroop Effect

( Evaluation of the practicals will be done internally in hundred marks. The division of the marks are done in the following manner. Record- 20 Marks, Introduction and Procedure-20 Marks, Administration- 10 marks, Result and discussion- 20 Marks& Viva-30)

**PY5Pr01 EXPERIENTIAL LEARNING PROJECT****Credit :2****Teaching Hours:2/week**

Each student should submit **at least four case studies/ reports** for evaluation at the end of the semester.

**Internship and volunteering:** Mental health centers, old age homes, industries, special education, rehabilitation, de-addiction centers, pain and palliative care units. Students should do internship or volunteer work and submit case study/ reports for the same.

**Study tour** (visit to nationally reputed institutions) may be conducted and a report of the visit should be submitted for evaluation.

**Conduct qualitative research:** (Eg; systematic observation of child behavior / social behaviour). In such case, report/ presentation of the same can be evaluated.

**Training for additional skill development;** students can get training in relaxation techniques, techniques of stress management, communication skills, assertiveness training etc. In such case, report/ presentation of its application can be evaluated.

( Evaluation of the project will be done internally in hundred marks.)

## PY6CRT16 PSYCHOLOGY OF MALADAPTIVE BEHAVIOUR

**Credit :4**

**Teaching Hours:4/week**

### **Objectives:**

- To encourage the students to know the causal pattern and the different therapeutic techniques in the management of personality, somatic symptom and dissociative disorders
- To acquaint the students with the symptoms of childhood disorders, substance dependence and neurocognitive disorders

### **Module 1: Personality disorders**

Clinical features of personality disorders. Types of personality disorders-Cluster A- Paranoid, Schizoid and Schizotypal personality disorders; B- Histrionic, Narcissistic, Antisocial, Borderline, & Personality disorder; & C- Avoidant, Dependent and Obsessive-Compulsive Personality disorder. Causal factors in personality disorders: Biological, Psychological and Socio-Cultural. Treatments and Outcomes for personality disorders.

Sexual Variants and Sexual Abuse- The Paraphilias, Gender dysphoria, Sexual abuse- Childhood sexual abuse, Pedophilic disorder.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup> ed.) Pages: 327-422

### **Module 2: Somatic, Dissociative and Stress disorders**

Somatic symptom and related disorders- Somatic symptom disorder, Illness anxiety disorder, Conversion disorder (Functional neurological symptom disorder), Factitious Disorder.

Dissociative disorders- Depersonalization/Derealization disorder, Dissociative Amnesia and Dissociative fugue, Dissociative Identity disorder.

Causal factors: Biological, Psychological and Sociocultural factors. Treatment and outcome.

Stress and Stressors – Characteristics, factors predispose a person to stress, Biological responses, Psychoneuroimmunology; Trauma and Stress related Disorders- Adjustment disorder, PTSD, Causal factors, Prevention and Treatment.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup> ed.) Pages: 129-136, 143-161, 263-292

### **Module 3: Substance-Related Disorders**

Alcohol abuse and dependence - Clinical picture, prevalence and comorbidity, alcohol-related disorders. Drug abuse and dependence – Opioids, Hallucinogens, Cannabis, Caffeine, Nicotine, Inhalants, Sedatives, Stimulants; Biological, Psychosocial and Socio cultural causal factors, Treatment and outcome.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup> ed.) Pages: 367-403

**Module 4: Neurodevelopmental disorders**

Common disorders of childhood- Attention deficit hyperactivity disorder (ADHD), Oppositional Defiant disorder, Conduct disorder, Intellectual disability, Autism Spectrum disorders, Specific Learning disorder.

Causal factors, Treatment and outcome.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup> ed.) Pages: 508-581

**Module 5: Neurocognitive disorders**

Brain impairment in adults, Delirium, Major neurocognitive disorder (Dementia)-Parkinson's disease, Alzheimer's disease, Huntington's disease, Dementia due to Vascular disease, Dementia due to HIV infection; Traumatic brain injury; Amnesic disorder

Clinical picture, Treatment and Outcomes.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup> ed.) Pages: 482-507

**Module 6: Clinical Assessment and Diagnosis**

The basic elements of assessment, Types of assessment - Neurological Examination, Neuropsychological examination, Psychosocial Assessment- Interview, The Clinical Observation of behaviour, Psychological tests; Ethical issues in Assessment

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup> ed.) Pages: 100-127

## References:

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders- DSM 5* (5<sup>th</sup> ed.), Washington D.C: American Psychiatric Publishing.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). *Abnormal Psychology* (16<sup>th</sup> ed.), England; Pearson Education Ltd.

Sadock, B.J., Sadock, V.A, & Ruiz, P. (2015). *Kaplan and Sadock's Synopsis of Psychiatry, Behavioral Sciences / Clinical Psychiatry* (11<sup>th</sup> ed.). New Delhi: Wolter Kluwer.



## PSY6 CRT17 MANAGING BEHAVIOR IN ORGANIZATION

**Credit :4**

**Teaching Hours:4/week**

### **Objectives:**

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

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

### **Module1: Organizational Decision Making:**

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

### **References**

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

### **Module 2: Power conflict and negotiation:**

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

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

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

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

### **References**

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

### **Module 3: Organizational culture:**

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

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

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

### References

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

### Module 4: Managing Organizational Change and Development:

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

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

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

### References

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

### Module 5: Organizational Stress:

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

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

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

Employee counseling, Types of counseling.

### References

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

### Module 6: Social Responsibility and Ethics:

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

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

### References

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

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

### References

- Hellriegel&Slocum.(2004). *Organizational Behaviour*. Singapore: Thompson South-Western Publishers.
- Hitte, M. A., Miller, C. C., & Colella, A. (2006). *Organizational Behaviour*. New Delhi: WileyIndia.
- Luthans, F. (1996). *Organizational Behavior*. (7<sup>th</sup>ed). New York: McGraw Hill International.
- Luthans, F. (2007). *Organizational Behaviour*. (11<sup>th</sup>ed). New York: McGraw Hill International.
- McShane&Glinow. *Organizational Behaviour*, McGraw Hill Publication.
- Pierce, J. L., Gardner, D. G. (2002). *Management and Organizational Behaviour*. Noida: Thomson
- Robbins, S. P., Judge, T. A., & Sanghi, S. (2009). *Organizational Behavior*. Dorling Kindersley Pvt. Ltd.
- Sinha, J. B. P. (2008). *Cultural and Organizational Behaviour*. New Delhi: Sage
- Steers, R. M. (1991). *Introduction to Organizational Behaviour*. New York: Harper Collins.

**PY6CRT18 CHILD DEVELOPMENT****Credit: 4****Teaching Hours:4/week****Objectives:**

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

**Module 1: Introduction to Child Development**

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

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

**Module 2: Theories of development**

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

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

**Module 3: Prenatal Development**

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

Ref: Berk, L. E. pp 88-117, papalia,

**Module 4: Physical and Sensory Development**

Cephalocaudal and proximodistal pattern, Sequence of motor development; Gross motor and fine motor development.New born reflexes, Handedness.Perceptual development; touch, taste, smell, hearing, vision and intermodal perception (in brief). Physical growth, Brain development,factors affecting physical growth

Ref: Berk, L. E. pp 130-131, 147-169, 176, 203-204.196-212

**Module 5: Socio Emotional Development**

Language development, components of language, milestones and met linguistic awareness. Bilingualism

Development of emotional expression, basic emotions and self conscious emotions, emotional self regulation from infancy to adolescence..

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

**Module 6: Temperament and Moral Development**

Temperament, structure of temperament, Models of temperament; Thomas & Chess and Rothbart. Development of attachment, Bowlby's theory, security of attachment.

Moral development theories by Piaget and Kohlberg

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

**References**

Berk, L. E. (2010). *Child Development* (8<sup>th</sup> ed.). New Delhi: Prentice Hall.

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

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

Hurlock, E.B. (2009). *Child Development*; 6<sup>th</sup> ed. New Delhi: Tata McGraw Hill Edition,

Papalia, D.E. & Olds, S.W. (1994). *Human Development* (5<sup>th</sup> ed.) Tata McGraw Hill.

Santrock, J.W. (2007). *Child Development*, 13<sup>th</sup> ed. New Delhi: Tata McGraw Hill.

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

**Activity based Assignments**

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

**CHOICE BASED CORE COURSES****Credit :4****Teaching Hours:3/week****PY6CB01 THEORY AND PRACTICE OF COUNSELLING****Objectives:**

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

**Module 1: Introduction to Counselling**

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

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

**Module 2: Counselling Process**

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

Ref: Rao, N & Sahajpal, P. Pp. 84-113, Jones, R.N. Pp. 32 – 35

**Module 3: Approaches and techniques of Counselling**

Briefly explain the view of human nature, Role of counsellors, Goals and strengths and limitations of: Freud, Person centred counselling, Existential counselling and Gestalt counselling, -Techniques: Psychoanalysis(brief), client entered therapy, existential therapy, T.A.

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

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

**Module 4: Cognitive Behavioural approaches and techniques**

Briefly explain the view of human nature, Role of counsellors, Goals and strengths and limitations of: behavioural approach, cognitive approach, techniques: behavioural modification, systematic desensitization, social skill training, and cognitive therapy: REBT, Reality, CBT

REF: Ref: Gladding, S. T. Pp. 186- 218

**Module 5: Indian approaches in Counselling**

Indian approach of Yoga and meditation in counselling, type of yogic practices, stages of raja yoga, Indian model of healthy personality, Relaxation techniques: JPMR, hypnosis

Rao, n. & Sahajpal, p.

**Module 6: Special areas in Counselling**

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

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

**Note-Activity based assignments and seminars**

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

**References**

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

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

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

Rao,S.N. &Sahajpal P.(2013).*Counselling and Guidance*

## PY6CB02 SCHOOL PSYCHOLOGY

### Objective:

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

### Module 1:

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

### Module 2:

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

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

### Module 3:

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

Life skills education

### Module 4:

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

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

### Module 5: Practicum: Internship as School Psychologist

Objectives are to-

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

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

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



**References:**

- Christner, R. W., & Mennuti, R.B. (2009). *School-based mental health: A practitioner's guide to comparative practices*. NY: Routledge.
- Cooper J.O., Heron T. E., & Heward, W. L. (1990). *Applied Behaviour Analysis*. Prentice Hall.
- Di Giulio, R. C. ( 2007). *Positive Classroom Management: A Step-by-Step Guide to Helping Students Succeed*. Corwin Press.
- Karmel, L.J. (1970). *Measurement and evaluation in the schools*. London: The Macmillan Company.
- Khalsa, S. S. (2007). *Teaching Discipline & Self-Respect - Effective Strategies, Anecdotes, and Lessons for Successful Classroom Management*. Corwin Press.
- Kochhar, S.K. (2000). *Guidance and counselling in colleges and universities*. New Delhi: Sterling Publishers.
- Kottler, J. A., & Kottler, E. (2007). *Counseling Skills for Teachers, 2<sup>nd</sup> ed.* Corwin Press.
- Lee, C. (2007). *Resolving Behaviour Problems in your School: A Practical Guide for Teachers and Support Staff*. Paul Chapman Publishing.
- Reid, G. (2007). *Motivating Learners in the Classroom - Ideas and Strategies*. Paul Chapman Publishing.
- Rogers, B. (2007). *Behaviour Management- A Whole School Approach, 2<sup>nd</sup> ed.*. Paul Chapman Publishing.
- WHO. (1997). *WHO Programme on Mental Health: Life Skills in Schools. HO/MNH/PSF/93.7A Rev. 2*. Geneva: WHO, Division of Mental Health and Prevention of Substance Abuse.

**PY6 CB03 HUMAN RESOURCE DEVELOPMENT****Objectives:**

To introduce the principles and concepts of HRD.

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

**Module 1: Introduction to HRD**

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

**Module 2: Training and Development**

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

**Module 3: Career Planning and development**

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

**Module 4: Performance appraisal and Potential**

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

**Module 5: Employee counseling and mentoring**

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

**Module 6: Employee Empowerment**

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

**Note – Activity based assignments and seminars**

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

**References**

Deb, T. (2009). *Human Resource Development. Theories and Practice*. New Delhi: Anne Books.

Gupta, C. B. (1996). *Human Resource Management*. New Delhi: Sultan Chand.

Rao, S., & Rao, V.S. P. (1997). *Human Resource Management*. New Delhi: Konark Publishers.

## PY6 CB04 HEALTH PSYCHOLOGY

### **Objectives:**

To make awareness about the scope of health psychology and its role in achievement and maintenance of health.

To make awareness about of the stress and coping behavior of individuals in various life situations.

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

### **Module I: History and concepts.**

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

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

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

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

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

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

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

### **Module 5: Managing Lifestyle illness and terminal illness**

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

Psychological Factors in Degenerative Neurological diseases- Alzheimer's disease, Dementia and Problems of aging and adjustment.Psychological factors in Pain and Pain management.

### **References**

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

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

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

Mohan, J. &Sehgal, M. (2006).*Health Psychology: Recent Perspectives*

Roberts, R., Towell, T., & Golding, J. F. (2001).*Foundations of Health Psychology*.New York Palgrave Houndmills

Sarafino, E. P. (1998). *Health Psychology: Bio-psychosocial interactions* (2<sup>nd</sup> and 3<sup>rd</sup> ed.), John Wiley & Sons Inc.

Sheridan, C. L. &. Radmacher, S. A. (1992). *Health Psychology:Challenging the Biomedical Model*, John Wiley & Sons Inc., 1992

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

**PY6 P02 PSYCHOLOGICAL ASSESSMENT(Practical)****Objectives:**

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

Each student is required to conduct a minimum of 10 tests from the following sections and submit the record for evaluation at the end of the semester.

Introduce basic principles of psychological testing; Characteristics of psychological tests, Ethical application of psychological tests.

**Intelligence & cognitive skills:** SPM, Bhatia's battery, Mathew mental abilities etc.

**Personality:** EPQ, Big five inventory, Locus of control, type A/ B, 16 PF etc.

**Tests of interests, aptitude, attitude, creativity, adjustment, values etc.**

**Tests for children:** Seguin Form Board, VSMS, WISC (Indian), etc. can also be administered.

(The practicals will be valued both internally and externally.)

**PY6 PR02 RESEARCH PROJECT**

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

**Guidelines for the project work:**

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

The project will be valued both internally and externally.

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

**PY1CMT01 UNDERSTANDING PSYCHOLOGY**

**Semester 1**

**Objectives:**

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

**Module 1: Introducing Psychology**

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

**References**

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

**Module 2: Scope of Psychology**

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

**Reference**

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

**Module 3: Methods of psychological research**

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

**References**

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

**Module 4: Psychology in social settings**

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

## Reference

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

**Module 5: Psychological disorders**

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

## Reference

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

**PY1CMT02 PSYCHOLOGY OF INDIVIDUAL DIFFERENCES****Semester 2****Objectives:**

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

**Module1: Psychological Processes**

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

## Reference

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

**Module 2: Intelligence**

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

## Reference

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

**Module 3: Emotion & motivation**

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

## Reference

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

**Module4: Perspectives and concepts of personality**

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



Big Five, Humanistic perspective: Maslow hierarchy of needs and self actualization, Rogers: phenomenological perspective,

Reference

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

**Module 5: Theories of psychological development:**

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

References

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

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

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