

**FATIMA MATA NATIONAL COLLEGE
(AUTONOMOUS)
KOLLAM**



SCHEME & SYLLABUS OF

B.Sc. Psychology

2015 Admission Onwards



COURSE CODE & TITLE OF COURSE

Courses	Course Code	Course Title	Instructional Hours per Week	Credits
SEMESTER I				
Language Course I	15UEN111.1	Listening and Speaking Skills	5	4
Language Course II	15UML/HN/FR111.1	Additional Language 1	4	3
Foundation Course I	15UEN121	Writing on contemporary issues	4	2
Core Course I	15UPG141	Foundations and Methods of Psychology	6	4
Complementary Course I	15UZO131	Brain and Behaviour	3	2
Complementary Course II	15UST131.5	Statistical Methods for Psychology I	3	2
		Total	25	17
SEMESTER II				
Language Course III	15UEN211.1	Reading skills	5	4
Language Course IV	15UEN212.1	Modern English Grammar & Usage	4	3
Language Course V	15UML/HN/FR211.1	Additional Language II	4	3
Core Course II	15UPG241	Psychological Processes	6	4
Complementary Course III	15UZO231	Biological Basis of Sensory Processes	3	3
Complementary Course IV	15UST231.5	Statistical Methods for Psychology II	3	3
		Total	25	20

SEMESTER III				
Language Course VI	15UEN311.1	Writing & Presentation Skills	5	4
Language Course VII	15UML/HN/FR311.1	Additional Language III	5	4
Foundation Course II	15UPG321	Psychological Informatics	4	3
Core Course III	15UPG341	Experimental Psychology I (Practicals)	5	4
Complementary Course V	15UZO331	Physiology of Motivation	3	3
Complementary Course VI	15UST331	Statistical Methods for Psychology III	3	3
		Total	25	21
SEMESTER IV				
Language Course VIII	15UEN411.1	Reading in Literature	5	4
Language Course IX	15UML/HN/FR411.1	Additional Language IV	5	4
Core Course IV	15UPG441	Social Behaviour	3	3
Core Course V	15UPG442	Experimental Psychology- II (Practicals)	6	4
Complementary Course VII	15UZO431	Physiology of Emotion and Cognition	3	3
Complementary Course VIII	15UST431	Statistical Methods for Psychology IV	3	3
		Total	25	21

SEMESTER V				
Core Course VI	15UPG541	Social Psychological Processes	4	4
Core Course VII	15UPG542	Human Development	3	3
Core Course VIII	15UPG543	Health Psychology	3	3
Core Course IX	15UPG544	Abnormal Psychology	3	3
Core Course X	15UPG545	Psychological Assessment - I (Practicals)	6	4 (To Sem. VI)
Open Course		Open Course	3	2
Project		Project	3	-
		Total	25	15
SEMESTER VI				
Core Course XI	15UPG641	Psychological Assessment-II (Practicals)	6	4
Core Course XII	15UPG642	Psychology of Individual Differences	5	4
Core Course XIII	15UPG643	Organizational Behaviour	4	4
Core Course XIV	15UPG644	Psychology in the Class room	4	4
Elective Course	15UPG661.1	Life Skills Development	3	2
Project	15UPG646	Project	3	4
		Total	25	22 + 4
OPEN COURSES				
Open Course	15UPG551.1	Child Development	3	2
Open Course	15UPG551.2	General Psychology	3	2
Open Course	15UPG551.3	Psychological Analysis of Film and Culture	3	2
Open Course	15UPG551.4	Yoga and Stress Management	3	2
Open Course	15UPG551.5	Sports Psychology	3	2
Open Course	15UPG551.6	Psychology of Advertising and Marketing Research	3	2
Open Course	15UPG551.7	Psychology of Adolescence	3	2
Open Course	15UPG551.8	Positive Psychology	3	2

ELECTIVE COURSES				
Elective Course	15UPG661.1	Life Skills Development	3	2
Elective Course	15UPG661.2	Indian Psychology	3	2
Elective Course	15UPG661.3	Yoga and Stress Management	3	2
Elective Course	15UPG661.4	Sports Psychology	3	2
Elective Course	15UPG661.5	Psychology of Advertising and Marketing Research	3	2
Elective Course	15UPG661.6	Psychology of Adolescence	3	2
Elective Course	15UPG661.7	Psychology of Communication and Media	3	2
Elective Course	15UPG661.8	Positive Psychology	3	2

CONTINUOUS EVALUATION (CE)

1. Attendance:

Students who secure a minimum of 75% attendance in the aggregate for all the Courses of a semester taken together alone will be allowed to register for End Semester Evaluation. Others have to repeat the semester along with the next batch, unless they could make up the shortage of attendance through condonation. However the award of Grade for attendance in CE shall be made course-wise. Condonation of shortage of attendance to a maximum of 10 days in a semester subject to a maximum of two times during the whole period of a Degree Programme shall be granted by the College on valid grounds. This condonation shall not be considered for awarding marks for CE. Benefits of attendance for a maximum of 10 days in a semester shall be granted to students who participate/attend University Union activities, meetings of the University Bodies and Extra Curricular Activities, on production of participation/attendance certificate by the University Authorities/Principals as the case may be. But in such cases, condonation will be considered for award of marks for CE.

The Boards of Studies (in each subject) shall design all the Courses and syllabi for each Course in that subject offered in the First Degree Programme.

Attendance(Max. marks 5):

The allotment of marks for attendance shall be as follows:

Attendance less than 75%	1 Mark
75% & less than 80%	2 Marks
80% & less than 85%	3 Marks
85% & less than 90%	4 Marks
90% & above	5 Marks

2. Assignments or Seminars: (Max. marks 5)

Each student shall be required to do one assignment or one seminar for each Course. Valued assignments shall be returned to the students. The seminars shall be organized by the teacher/teachers in charge of CE and the same shall be assessed by a group of teachers including the teacher/ teachers in charge of that Course. Assignments/Seminars shall be evaluated on the basis of their quality. The teacher shall define the expected quality of an assignment in terms of structure, content, presentation etc. and inform the same to the students. Due weight shall be given for punctuality in submission. Seminar shall be similarly evaluated in terms of structure, content, presentation, interaction etc.

3. Tests: (Max. marks 15)

For each Course there shall be two (average of two) tests during a semester.

Valued answer scripts shall be made available to the students for perusal within 10 working days from the date of the test.

END SEMESTER EVALUATION (ESE):

End Semester Evaluation of all the Courses in all the semesters shall be conducted. The results of the ESE, which shall not exceed 45 days from the last day of the examination.

Grading System

Both CE and ESE will be carried out using Indirect Grading system on a 7-point scale.

Consolidation of Grades

The maximum mark for a Course (ESE theory) is 75. The duration of ESE is 3hours.

The marks of CE shall be consolidated by adding the marks of Attendance, Assignment/ Seminar and Test paper respectively for a particular Course.

A	Attendance	5 marks
B	Assignment/Seminar	5 marks
C	Test Paper	15 marks
	Total	25

Total marks for the ESE of Practical is 75. The components of ESE of Practical have to be set by the Chairmen, Boards of Studies, concerned. The marks for the components of Practical for Continuous Evaluation shall be as shown below.

A	Attendance	5 marks
B	Record	5 marks
C	Test	10 marks
D	Performance, Punctuality and Skill	5 marks
	Total	25

The marks of a Course are consolidated by combining the marks of ESE and CE (75+25).

A minimum of 40% marks (E Grade) is required for passing a Course with a separate minimum of 40% (E Grade) for Continuous Evaluation and End Semester Evaluation.

Overall Grade in a Programme

Percentage of marks	CCPA	Letter Grade
90 and above	> or = 9	A+ outstanding
80 to < 90	8 to < 9	A Excellent
70 to < 80	7 to < 8	B Very Good
60 to < 70	6 to < 7	C Good
50 to < 60	5 to < 6	D Satisfactory
40 to < 50	4 to < 5	E Adequate
Below 40	< 4	F Failure

The Marks of the Courses taken over and above the minimum prescribed Credits, shall not be counted for computing CCPA.

For the successful completion of a Programme and award of the Degree, a student must pass all Courses satisfying the minimum Credit requirement and must score a minimum CCPA of 4.00 or an overall grade of E.

Pattern of Questions

Question Type	Total Number of Questions	Number of Questions to be answered	Marks for each Questions	Total Marks
Very short answer type (One word to Maximum of 2 sentences)	10	10	1	10
Short answer (Not to exceed one paragraph)	11	7	2	14
Short essay (Not to exceed 120 words)	5	3	7	21
Long essay	4	2	15	30
Total	30	22		75

Promotion to Higher Semesters: Students who complete the semester by securing the minimum required attendance and who register for the EndSemester Evaluation conducted by the College of each semester alone shall be promoted to the next higher semester.

Re-appearance of Failed Students: "Students who fail shall have to re-appear for the ESE of the same along with the next regular batch of students." Candidates who fail to score 'E' grade in the ESE in any of the Course/Courses have to reappear for the ESE of the Course / Courses concerned with next regular batch of students. The number of chances or such appearances is limited to 5 and the same have to be done within a period of 12 continuous semesters including the semester in which they have first appeared.

No student shall be eligible for the award of the Degree unless he/she has successfully completed a Programme of not less than 6 semesters duration and secured at least 120 Credits (excluding Credits for Social Service/Extension Activities) as prescribed by the Regulations.

Course Structure for B.A/B.Sc. Degree Programmes

Study Components	Number of Courses	Credits/ Course	Total Credits
Language Courses			
a) English	5	3-4	19
5b) Additional Language	4	3.-4	14
Foundation Course	2	2-3	5
Core Course	12-15	2-4	46-52
Complementary Course	8-10	2-3	22-28
Project/Dissertation	1	4	4
Open Course	1	2	2
Elective Course	1	2	2

SEMESTER I

Language Course I

15UEN111.1: LISTENING AND SPEAKING SKILLS

No. of credits: 4

No. of instructional hours per week: 5 (Total 90 hrs.)

AIMS

1. To familiarize students with English sounds and phonemic symbols.
2. To enhance their ability in listening and speaking.

OBJECTIVES

On completion of the course, the students should be able to

1. listen to lectures, public announcements and news on TV and radio.
2. engage in telephonic conversation.
3. communicate effectively and accurately in English.
4. use spoken language for various purposes.

COURSE OUTLINE

Module 1

Pronunciation-Phonemic symbols - consonants - vowels - syllables - word stress - strong and weak forms.

Module 2

Listening Skills - difference between listening and hearing - active listening - barriers to listening - academic listening - listening for details - listening and note-taking - listening to talks and descriptions - listening to announcements - listening to news programmes.

Module 3

Speaking Skills - interactive nature of communication - importance of context - formal and informal - set expressions in different situations - greeting - introducing - making requests - asking for / giving permission - giving instructions and directions - agreeing / disagreeing - seeking and giving advice - inviting and apologizing - telephonic skills - conversational manners.

Module 4

Dialogue Practice

(Students should be given ample practice in dialogue, using core and supplementary materials.)

COURSE MATERIAL

Modules 1 - 3

Core reading: Listening and Speaking, Cambridge University Press, India Pvt Ltd, 2010

Further reading:

1. Marks, Jonathan. English Pronunciation in Use. New Delhi: CUP, 2007.
2. Lynch, Tony. Study Listening. New Delhi:CUP, 2008.
3. Kenneth, Anderson, Tony Lynch, Joan MacLean. Study Speaking. New Delhi: CUP, 2008.

Module 4:

Core reading: Dramatic Moments: A Book of One Act Plays. Orient Black Swan, 2013.

The following One-act plays are prescribed:

1. Saki - The Death Trap
2. Philip Moeller - Helena's Husband
3. Serafin and Joaquin Alvarez Quinters - Sunny Morning: A Comedy of Madrid
4. Margaret Wood - Day of Atonement

Reference:

Jones, Daniel. English Pronouncing Dictionary 17th Edition. New Delhi: CUP, 2009.

Language Course II (Additional Language I)

15UML111.1: മലയാള കവിത

No. of credits: 3

No. of instructional hours per week: 4

പുസ്തകം : കാവ്യപഥം

(കോളേജ് പ്രസിദ്ധീകരണം)

പഠനോദ്ദേശ്യം : മലയാള കവിതയെ സംബന്ധിച്ച് സാമാന്യജ്ഞാനം നൽകുക. പഠിതാക്കളിൽ കാവ്യഭിരുചി വളർത്തുക. ആസ്വാദനത്തിനും വിശകലത്തിനും സജ്ജരാക്കുക.

പാഠ്യപദ്ധതി :

മൊഡ്യൂൾ ഒന്ന് (18 മണിക്കൂർ)

1. ചെറുശ്ലോകം - വേണുഗാനം
(രാഗങ്ങളോരോന്നേ ഗോകുലനായകൻ...
മുതൽ അവസാനം വരെ)
2. എഴുത്തച്ഛൻ - പാർത്ഥസാരഥീവർണ്ണന
3. വടക്കൻ പാട്ട് - ഉണ്ണിയാർച്ചയുടെ അപേക്ഷ
4. കുമാരനാശാൻ - കരുണ (ആദ്യത്തെ 100 വരി)

മൊഡ്യൂൾ രണ്ട് (18 മണിക്കൂർ)

5. പി.കുഞ്ഞിരാമൻ നായർ - കൊടുത്തു മുടിഞ്ഞ മാവ്
6. ചങ്ങമ്പുഴ - രമണൻ (രംഗം - 5 മുഴുവൻ)
7. വൈലോപിള്ളി - കൃഷ്ണാഷ്ടമി
8. ഇടശ്ശേരി - കറുത്ത ചെട്ടിച്ചികൾ

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

9. വയലാർ - രാവണപുത്രി
10. ഒ.എൻ.വി - പാഥേയം
11. സുഗതകുമാരി - തുലാവർഷപ്പച്ച
12. അയ്യപ്പപ്പണിക്കർ - പകലുകൾ രാത്രികൾ

മൊഡ്യൂൾ നാല് (18 മണിക്കൂർ)

13. കടമ്മനിട്ട രാമകൃഷ്ണൻ - കടമ്മനിട്ട
14. ബാലചന്ദ്രൻ ചുള്ളിക്കാട് - ഗസൽ
15. പി.പി. രാമചന്ദ്രൻ - ലൈബ്രേറിയൻ മരിച്ചതിൽപ്പിന്നെ
16. റഫീക്ക് അഹമ്മദ് - തോരാമഴ

- 17. എസ്. ജോസഫ് - പെങ്ങളുടെ ബൈബിൾ
- 18. വി.എം. ഗിരിജ - ജീവജലം

സഹായകഗ്രന്ഥങ്ങൾ

- 1. ആധുനിക സാഹിത്യ ചരിത്രം
പ്രസ്ഥാനങ്ങളിലൂടെ - ഡോ.കെ.എം.ജോർജ്ജ് (എഡിറ്റർ)
- 2. കൈരളിയുടെ കഥ - എൻ. കൃഷ്ണപിള്ള
- 3. മലയാള കവിതാസാഹിത്യ ചരിത്രം - ഡോ.എം. ലീലാവതി
- 4. കവിയും കവിതയും രണ്ടാം വാല്യം - പി.നാരായണക്കുറുപ്പ്
- 5. കവിയരങ്ങ് - കെ.എസ്. നാരായണപിള്ള
- 6. കുമാരനാശാന്റെ കാവ്യപ്രപഞ്ചം - മലയാളവിഭാഗം,
കേരള സർവ്വകലാശാല
- 7. ഖണ്ഡകാവ്യ പ്രസ്ഥാനം - എം.വി. പണിക്കർ
- 8. ചങ്ങമ്പുഴ കൃഷ്ണപിള്ള - എൻ.മുകുന്ദൻ
- 9. ചങ്ങമ്പുഴ കൃഷ്ണപിള്ള
നക്ഷത്രങ്ങളുടെ സ്നേഹ ഭാജനം - എം.കെ.സാനു
- 10. കുമാരനാശാന്റെ രചനാശിൽപ്പം - എം.എം. ബഷീർ
- 11. കാല്പനികത - ഹൃദയകുമാരി
- 12. ആധുനിക മലയാളസാഹിത്യം - പി.കെ. പരമേശ്വരൻ നായർ
- 13. ഇടശ്ശേരിക്കവിത - മേലത്തു ചന്ദ്രശേഖരൻ
- 14. സിംബലിസം മലയാളകവിതയിൽ - ഡോ.കെ.എം. വേണുഗോപാൽ
- 15. ആധുനികത മലയാളകവിതയിൽ - ഡോ.എൻ.അജയകുമാർ
- 16. കേരളകവിതയിലെ കലിയും ചിരിയും - പ്രസരാജൻ
- 17. ഉത്തരാധുനികത - ബി.ഉണ്ണികൃഷ്ണൻ
- 18. മലയാളകവിതാപഠനങ്ങൾ - സച്ചിദാനന്ദൻ
- 19. മലയാളകവിതയിലെ
ഉയർന്നശിഷ്ടകൾ - ഡോ.എം.എൻ. രാജൻ
- 20. കടമ്മനിട്ടയിലെ കവി - ഡോ.കെ.എസ്.രവികുമാർ
- 21. ദലിത് പഠനം സ്വത്വം,സംസ്കാരം
സാഹിത്യം - ഡോ. പ്രദീപൻ പാമ്പിരിക്കുന്ന്
- 22. ആധുനിക മലയാള കവിതയിലെ
സ്ത്രീപക്ഷസമീപനങ്ങൾ - ഡോ.പി.ഗീത
- 23. പാഠങ്ങൾ പഠനങ്ങൾ - സച്ചിദാനന്ദൻ
- 24. കവിതവായനയും പ്രതികരണവും - എൻ.രാജൻ
- 25. കവിതയിലെ പുതുവഴികൾ - നെല്ലിക്കൽ മുരളീധരൻ

Language Course II (Additional Language I)

15UHN111.1: PROSE AND GRAMMAR

No. of credits: 3

No. of instructional hours per week: 4

Aim of the Course / Objectives

The aim of the course is to sensitize the students to the aesthetic and cultural aspects of literary appreciation and analysis. To introduce Modern Hindi prose to the students and to understand the cultural, social and moral values of modern Hindi prose. To understand the theory and practice of Hindi Grammar.

Module I

Prose (Prescribe a prose collection)

Module 2

Grammar

Parts of speech – varna – Noun – Lingavachan, karak – Pronoun – Adjective – Verb – Tense, voice Grammar Practice – Sentence Correction – Change of Tense – ‘Ne’ rule.

Prescribed Textbooks

1. Pose (Detailed) - Gadya Prabha Edited by Dr. Alok Gupta
Published by Rajpal and sons
Kasmiri Gate, Delhi-6.

Lessons to be studied

1. Tyagamoorthy Nirala - Sivapoojan Sahay
2. Bharatheey Sanskriti - Rajendra Prasad
3. Holi aur Onam - Dr. N.E.V. Iyer
4. Ve Bahaduri se Bike - Harisankar Parsay
5. Sukh - Kaseenath Singh
6. Nadiya gahari naav purani - Amritlal Vegad
2. Grammar - Vyavaharik Hindi Vyakaran
By Dr. H. Parameswaran
Radhakrishna Prakasan, Delhi

Topics to be studied

Varna, Sangya - Ling-vachan-karak, Sarvanam, Visheshan, kriya – kaal – kaal ke prakar – ne prathyay and vachya only.

Course II (Additional Language I) **15UHN111.1: Communication skills in French**

No. of credits: 3

No. of instructional hours per week: 4

AIMS:

The aim of the course is to emphasis on conversational French and to develop the communication skills of the students.

OBJECTIVES:

1. To familiarise the students with a modern foreign language.
2. To familiarise the students with the sounds of French.
3. To encourage students to use French for basic communication in everyday situation.
4. To acquaint students with the basics of writing simple sentences and short compositions.

SYLLABUS:

NAME OF TEXT: **CONNEXIONS** – Niveau 1 By Régine Mérieux and Yves Loiseau

Publisher : Didier

Module 1 : Parler de soi

Unit 1 : Bonjour !

Unit 2 : Rencontres

Unit 3 : 100% questions

Reference books :

1. Le Nouveau Sans Frontières Vol I by Philippe Dominique
2. Panorama Vol I by Jacky Girardet
- 3 Cours de langue et de civilisation française Vol I (Mauger Bleu)

Foundation Course I

15UEN121: WRITINGS ON CONTEMPORARY ISSUES

No. of credits: 2

No. of instructional hours per week: 4 (Total 72 hrs.)

AIMS

1. To sensitize students to the major issues in the society and the world.
2. To encourage them to read literary pieces critically.

OBJECTIVES

On completion of the course, the students should be able to

1. have an overall understanding of some of the major issues in the contemporary world.
2. respond empathetically to the issues of the society.
3. read literary texts critically.

COURSE OUTLINE

Module I: Globalization and its Consequences

Essays: (1) “The Globalized World” – AvinashJha.

(2) “Globalization and Education: Third World Experience” – AmitBhaduri.

Poem: “Unending Love” - Rabindranath Tagore

Module II: Environmental Issues

Essay: “Forests and Settlements” - RomilaThapar Poems:

(1) “God’s Grandeur” - G.M.Hopkins

(2) “The World is too Much with Us” – Wordsworth

Module III: Human Rights

Essay: “Thinking about Human Rights” - ManishaPriyam, Krishna Menon&Madhulika Banerjee

Poem: “London” - William Blake

Fiction: Untouchable [an extract] – Mulk Raj Anand

Module IV: The Gender Question

Essays: "Gender, Culture and History" – ManishaPriyam, Krishna Menon&Madhulika Banerjee

Fiction: "The Elder Sister" – M. T. Vasudevan Nair

COURSE MATERIAL

Modules 1 - 4

Core reading: Meeting the World: Writings on Contemporary Issues. Pearson, 2013.

Core Course I

15UPG141: FOUNDATIONS AND METHODS OF PSYCHOLOGY

No. of credits: 4

No. of instructional hours per week: 6

Module 1: Introduction to Psychology

(20 Hrs)

Psychology: A Working Definition. Nature of Psychological Knowledge: Scientific Method and Critical Thinking. Empirical Approach. Goals of Psychology. Origins of Psychology.

Philosophical Origins

Early Indian Thought- The Three Gunas,

Mind Control

Greek Thoughts-

Major Ideas of Descartes, Locke.

Biological Origins: Darwin, Genetics.

Brief History of Modern Scientific Psychology in the Timeline Format: Structuralism, Functionalism, Behaviorism, Gestalt Psychology, Psychoanalysis, Humanistic Approach, Cognitive Approach.

Different Areas (Branches) of Psychology.

Module 2: Methods of Scientific Investigation in Psychology

(22 Hrs)

Steps in a Scientific Investigation.

Methods of Psychology: Naturalistic Observation, Case Study, Survey, Interview, Introspection, Correlation Methods. Experimental Method: Factors and Characteristics of

Experimental Method. Placebo Effect. Lab and Field Experiments.

Variables (Independent Variable, Dependent Variable, Extraneous Variable),

Ethics in Psychological Research- Deception, Invasion of Privacy, Lasting Harm.

Module 3: Data and Data Analysis in Psychology (22 hrs)

Qualitative and Quantitative Data,

Methods of Data Collection (Interview, Questionnaires, Psychological Tests, Rating Scales), Data Analysis (Statistical Analysis: Descriptive and Inferential).

Module 4: Sensation, Attention and Perception (28 Hrs)

Sensation, Absolute Threshold. Difference Threshold. JND. Psychophysics and Psychophysical Methods.

Attention. Factors Affecting Attention- Subjective and Objective. Span of Attention, Division of Attention and Distraction of Attention.

Perceptual Organization. Gestalt Principles. Perceptual Defense. Subliminal Perception. Depth Perception: Monocular and Binocular Cues. Perceptual Constancies.

Extra Sensory Perception (ESP).

Module 5: Consciousness (16 Hrs)

Waking States of Consciousness: Biological Rhythms. Changes in Consciousness: Dream and Sleep. Dream Theories.

Altered States: Hypnosis- Facts and Myths, Hypnotic Susceptibility; Meditation; Drug-Altered Consciousness (Briefly).

Books for Study:

Coon, D. & Mitterer, J.O. (2007). Introduction to psychology: Gateways

to mind and behavior, (11th ed.). (Indian Edition). New Delhi: Thomson Wadsworth.

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

Smith, B.D. (1998). PSYCHOLOGY Science and understanding. New York: Mc Graw Hill. Anastasi, A., & Urbina, S. (1997). Psychological testing. USA: Prentice Hall.

Additional Reading List:

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

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

Gross, R. D. (1990). Key Studies in Psychology. London: Hodder & Stoughton.

Kuppuswamy, B. (1990). Elements of Ancient Indian Psychology, 3rd Ed. Konark Publishers Pvt. Ltd, New Delhi.

Mishra, B. K. (2008). Psychology: The Study of Human Behaviour. New Delhi: Prentice Hall.

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

Complementary Course I
15UZO131: BRAIN AND BEHAVIOUR

No. of credits: 2

No. of instructional hours per week: 3

Objectives:

This Course familiarizes the students of psychology with the most essential fundamental physiological events.

Module 1: Introduction

Brain and Behaviour –Physiological physiology and Neuroscience –
Techniques in Neurophysiology: Brain imaging-CT Scan, MRI, PET,
rCBF, EEG, Lesioning and Stimulation

Module 2: The Neuron

The Neuron -Structure , function and types of neurons - Nerve impulse
–recording the Nerve impulse-electrical change-all or none law-chemical
characteristics or resting potential and nerve impulses- electrical and
excitability events- generator and graded potential. The synaps- Synaptic
Transmission.

Module3: The central Nervous system

Brief structural view, classification, function and psychology of ANS, PNS
effect. Brain and spinal chord-reflex behavior- reflexmodel–Anatomy
of reflex- psychology of reflex, reflex complexity.

The human Brain –structural outline-general plan of Brain Structure-
importance of Brain Structure, function of major parts of Brain- cerebral
cortex- corpus striatum-thalamus-hypothalamus-mid brain-pons- cer-
ebellam - medulla-cranial nerve functions- anatomy of cerebral cortex
Non Neural material in the CNS –Meninges, blood supply, the blood
brain barrier, cerebro spinal fluid, neuroglia.

Moduleb 4 Neuro transmitters and drug action

Major Neuro transmitters in the Brain, psycho active drugs.

Reference

Hilgard & Atkinson. Introduction to Psychology.

Kalat,J.W. Biological Psychology.

Levinthal, C.F. Introduction to Psychological Psychology.

Schneider, A, M., and Tarshis, B. An Introduction to Psychological Psy-
chology. New York:Random House.

Weiten, W.(2008) Psychology: themes and Variations, 7 thed. New York:
Brooks/Cole Publishing Co.

Complementary Course II
15UST131.5: Statistical Methods for Psychology I

No. of credits: 2

No. of instructional hours per week: 3

Module1 Statistics -Introduction (12 hours)

- 1 Meaning of Statistics, Functions of Statistics, Need and Importance of statistics in Psychology
- 2 Prerequisites for studying Statistics-Essential Mathematical fundamentals-solving linear equations, Theory of indices, Ratios.
- 3 Types of variables employed in measurements-discrete and continuous variables, quantitative and qualitative variables
- 4 Scales of measurement- Nominal, ordinal, interval and ratio scale with suitable examples from Psychological data.

Module 2 Primary data and secondary data (8 hours)

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

Module 3 Census and sampling methods (10 hours)

- 1 Merits and demerits of census and sampling methods.
- 2 Methods of sampling and Non-random sampling, Non-random sampling methods-Quota Sampling & Convenience Sampling
- 3 Random sampling methods-Simple Random Sampling-Lottery method & Random Number Table method, Stratified sampling, Systematic sampling, Multi-stage sampling or Cluster Sampling.
- 4 Selection of appropriate sampling method, merits and demerits of different sampling methods.

Module 4 Classification & Tabulation

(12 hours)

- 1 Meaning and objectives of Classification,
- 2 Types of Classification-geographical Classification, chronological Classification, qualitative Classification and quantitative Classification.
- 3 Meaning and objectives of Tabulation, formation of discrete and continuous frequency distribution
- 4 Cumulative frequency tables and cumulative percentage frequency distribution

Module 5. Diagrammatic & Graphical representation of data

(12 hours)

- 1 Diagrammatic representations-Bar diagrams, Pie diagram, Pictograms and Cartograms.
- 2 Graphical representation frequency distribution-histogram, frequency polygon, frequency curve and ogives.

References

1. Aron A, Aron R & Coups E. J(2006): Statistics for psychology(4th ed.), Pearson Education, New Delhi.
2. Garret E Henry(2004): Statistics in psychology and Education(11th ed.), Paragon International publishers, New Delhi.
3. Gravetter F J & Wallnau L B(2000): Statistics for the Behavioral Sciences(5th ed.), Wadsworth-Thomson learning, Singapore.
4. Heiman W Carry(2000): Basic Statistics for the Behavioral Sciences(3th ed.), Houghton Mifflin Company, New York.
5. Mangal S K.(2002), Statistics in psychology and Education(2th ed.), Prentice-Hall of India, Private Limited, New Delhi.
6. Minium W Edward, King M Bruce & Bear Gordon(2001) Statistical reasoning in psychology and Education(3th ed.), John Wiley & Sons, Inc., New York.
7. Yule Udny & Kendal M.G(1991). An introduction to Theory of Statistics(14th ed.), Universal Book Stall, New Delhi.

SEMESTER II

Language Course III

15UEN211.1: READING SKILLS

No. of credits: 4

No. of instructional hours per week: 5 (Total 90 hrs)

AIMS

1. To make students competent in advanced reading skills like skimming, scanning and reading for meaning and pleasure.
2. To make them familiar with the concepts of extensive and intensive reading.
3. To help them increase their active and passive vocabulary.
4. To help them broaden their mental vision.

OBJECTIVES

On completion of the course, the students should be able to

1. Identify various text types and comprehend them.
2. Apply reading techniques like skimming and scanning to understand the main arguments and themes and distinguish supporting details.
3. Use and comprehend a reasonable vocabulary and reinforce their language proficiency.
4. Have a broader outlook resultant from the exposure to the study of fine specimens of reading.

COURSE OUTLINE

Module 1

Intensive reading - reading for information - application of scanning and skimming – silent and loud reading - various techniques - advantages and disadvantages. (Pull Out - Reading Tips)

Module 2

Introducing students to different text types – poetry (Henry IV, Nobody, I Am, Musee des Beaux Arts, Paradise Lost, Heaven, Kubla Khan, Message Clear)

Drama (Loot, Macbeth, Happy Days)

Module 3

Introducing students to different text types - prose – fictional - (Alice in Wonderland, Nineteen Eighty Four, Catch -22, Animal Farm, The Sacred and Profane Love Machine)

Nonfictional – (Civilized Man, Our Bodies Ourselves)

Module 4

Extensive reading – reading for pleasure and knowledge (Poem – Father and Son, The Poplar Field, Going Going, Anthem for Doomed Youth, A Refusal to Mourn, Ulysses, Andrea del Sarto)

Drama (Chicken Soup with Barley, A Night Out, The Importance of Being Earnest)

Prose –Fictional – (Sons and Lovers, Emma, Middlemarch, Down There on a Visit, Bleak House, The Picture of Dorian Gray)

Non –fictional – (Churchill’s Speech, Russell’s Autobiography)

COURSE MATERIAL

Modules 1 – 4

Core reading: Reading Between the Lines. Cambridge University Press, India Pvt Ltd, 2010

Further reading:

1. Brown, Katherine and Susan Hood. Academic Encounters: Life in a Society. New Delhi: CUP, 2006.
2. Longman Essential Activator. London: Pearson Longman, 2009.
3. Glendinning, Eric H and Beverly Holmstrom. Study Reading. South Asian Edition. CUP, 2008.
4. Oxford Dictionary of Collocations in English, Oxford University Press, 2009.
5. Wainwright, Gordon. How to Read Faster and Recall More. Macmillan India Ltd, 2008.
6. McCarthy, Michael et al. English Collocation in Use. CUP, 2007.

Reference:

Mayor, Michael, et al, Ed. Longman Dictionary of Contemporary English. 5th Edition. London: Pearson Longman Ltd, 2009.

Language Course IV

15UEN212.1: MODERN ENGLISH GRAMMAR AND USAGE

No. of credits: 3

No. of instructional hours per week: 4 (Total 72 hrs)

AIMS:

1. To help students have a good understanding of modern English grammar.
2. To enable them produce grammatically and idiomatically correct language.
3. To help them improve their verbal communication skills.
4. To help them minimise mother tongue influence.

OBJECTIVES:

On completion of the course, the students should be able to

1. Have an appreciable understanding of English grammar.
2. Produce grammatically and idiomatically correct spoken and written discourse.
3. Spot language errors and correct them.

COURSE CONTENTS

Module 1:

- Words - parts of speech – nouns – pronouns - adjectives - verbs - adverbs – prepositions – conjunctions - determinatives.
- Sentence as a self-contained unit – various types of sentence – simple – compound – complex – declaratives – interrogatives – imperatives – exclamatives.
- Basic sentence patterns in English - constituents of sentences – subject – verb - object - complement – adverbials.
- Phrases - various types of phrases - noun, verb, adjectival and prepositional phrases.

Module 2:

- Nouns - different types - count and uncount – collective - mass - case - number – gender.
- Pronoun - different types - personal, reflexive - infinite-emphatic – reciprocal

- Adjectives - predicative - attributive - pre- and post-modification of nouns.
- Verbs - tense-aspect - voice -mood - Concord - types of verbs – transitive - intransitive-finite - non-finite
- Helping verbs and modal auxiliaries - function and use.

Module 3:

- Adverbs - different types - various functions - modifying and connective.
- Prepositions - different types - syntactic occurrences - prepositional phrases - adverbial function.
- Conjunctions - subordinating and coordinating - Determinatives - articles - possessives - quantifiers
- Clauses - main and subordinate clauses - noun clauses - relative clauses - adverbial clauses - finite and non-finite clauses - analysis and conversion of sentences – Active to Passive and vice versa – Direct to Indirect and vice versa – Degrees of Comparison, one form to the other.

Module 4:

- Written Composition – précis writing – outline story – Comprehension

COURSE MATERIAL

Modules 1 - 4 Core Reading: Concise English Grammar by Prof. V. K. Moothathu. Oxford University Press, 2012.

Further Reading:

1. Leech, Geoffrey et al. English Grammar for Today: A New Introduction. 2nd Edition. Palgrave, 2008.
2. Carter, Ronald and Michael McCarthy. Cambridge Grammar of English. CUP, 2006.
3. Greenbaum, Sidney. Oxford English Grammar. Indian Edition. Oxford University Press, 2005.
4. Sinclair, John ed. Collins Cobuild English Grammar. Harper Collins Publishers, 2000.
5. Driscoll, Liz. Common Mistakes at Intermediate and How to Avoid Them. CUP, 2008.

6. Tayfoor, Susanne. Common Mistakes at Upper-intermediate and How to Avoid Them.CUP, 2008.
7. Powell, Debra. Common Mistakes at Advanced Level and How to Avoid Them.CUP, 2008.
8. Burt, Angela. Quick Solutions to Common Errors in English. Macmillan India Limited,2008.
9. Turton. ABC of Common Grammatical Errors. Macmillan India Limited, 2008.
10. Leech, Geoffrey, Jan Svartvik. A Communicative Grammar of English. Third Edition. New Delhi: Pearson Education, 2009.

Direction to Teachers: The items in the modules should be taught at application level with only necessary details of concepts. The emphasis should be on how grammar works rather than on what it is. The aim is the correct usage based on Standard English and not conceptual excellence.

Language Course V (Additional Language II)

15UML211.1: ഗദ്യസാഹിത്യം

No. of credits: 3

No. of instructional hours per week: 4

മൊഡ്യൂൾ ഒന്ന് (18 മണിക്കൂർ)

നോവൽ

മലയാള നോവൽ പ്രസ്ഥാനത്തിന്റെ ഉത്ഭവ- വികാസപരിണാമങ്ങളെപ്പറ്റി സാമാന്യമായി മനസ്സിലാക്കുക. ഒരുനോവൽ വിശദമായി പഠിക്കുക

1. എം.മുകുന്ദൻ - ഒരു ദളിത് യുവതിയുടെ കദനകഥ

മൊഡ്യൂൾ രണ്ട് (18 മണിക്കൂർ)

ചെറുകഥ

മലയാള ചെറുകഥയുടെ വികാസപരിണാമങ്ങളെപ്പറ്റിയുള്ള സാമാന്യജ്ഞാനം.

ആഖ്യാന തന്ത്രങ്ങളുടെ വൈചിത്ര്യം. പ്രമേയത്തിലും രൂപശില്പത്തിലും സംഭവിച്ച മാറ്റങ്ങൾ

1. സി.വി. കുഞ്ഞിരാമൻ - ആത്മഹത്യ ചെയ്യാൻ എനിക്ക് മതിയായ കാരണമില്ലയോ?

- 2. കാരൂർ - പൊതിച്ചോറ്
- 3. ലളിതാംബിക അന്തർജ്ജനം - മനുഷ്യപുത്രി
- 4. കെ.സരസ്വതിയമ്മ - രമണി
- 5. എം.ടി - ബന്ധനം
- 6. സക്കരിയ - പത്രം
- 7. ടി.പത്മനാഭൻ - ദാസൻ
- 8. അഷ്ടമൂർത്തി - വീഡിയോ ചിത്രങ്ങൾ
- 9. സിതാര - അഗ്നി
- 10. ബി.മുരളി - ഐ.സി.യു

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

ഉപന്യാസം, പഠനം, അനുഭവം

സാഹിത്യവും സാഹിത്യേതരവുമായ 4 രചനകൾ പഠിക്കണം

- 1. എം.എൻ. വിജയൻ - മാനുഷം
- 2. സുകുമാർ അഴീക്കോട് - പ്രഭാഷണകല
- 3. കെ.പി.അപ്പൻ - മധുരം നിന്റെ ജീവിതം (ആദ്യഭാഗം)
- 4. സാനാജോസഫ് - അടുകളകൾ തിരിച്ച് പിടിക്കുക

റഫറൻസ് ഗ്രന്ഥങ്ങൾ

- 1. സമ്പൂർണ്ണ മലയാള സാഹിത്യ ചരിത്രം - എഡിറ്റർ പന്മന രാമചന്ദ്രൻ നായർ
- 2. കൈരളിയുടെ കഥ - എൻ. കൃഷ്ണപിള്ള
- 3. ആധുനിക സാഹിത്യ ചരിത്രം
പ്രസ്ഥാനങ്ങളിലൂടെ - ഡോ.കെ.എം. ജോർജ്ജ്
- 4. മലയാളനോവൽ സാഹിത്യ ചരിത്രം - ഡോ.കെ.എം.തരകൻ
- 5. മലയാള ചെറുകഥാ സാഹിത്യചരിത്രം - ഡോ.എം.എം.ബഷീർ
- 6. നോവൽ സാഹിത്യം - കെ.സുരേന്ദ്രൻ
- 7. നോവൽ സ്വരൂപം - കെ.സുരേന്ദ്രൻ
- 8. നോവൽ സിദ്ധിയും സാധനയും - പി.കെ.ബാലകൃഷ്ണൻ
- 9. നോവൽ സാഹിത്യപഠനങ്ങൾ - ഡോ. ഡി.ബഞ്ചമിൻ
- 10. ആധുനിക നോവൽ ദർശനങ്ങൾ - കെ.എം. തരകൻ
- 11. ചെറുകഥാ പ്രസ്ഥാനം - എം.പി. പോൾ
- 12. ചെറുകഥ ഇന്നലെ, ഇന്ന് - എം. അച്യുതൻ
- 13. ചെറുകഥ - വാക്കുവഴിയും - കെ.എസ്.രവീകുമാർ
- 14. നോവൽ പഠനങ്ങൾ - ഡോ.പന്മന രാമചന്ദ്രൻ നായർ
- 15. ചെറുകഥാ പഠനങ്ങൾ - ഡോ.പന്മന രാമചന്ദ്രൻ നായർ

- | | |
|---------------------------------|------------------------|
| 16. കഥയും ഫാൻസിയും | - ഡോ.വത്സലൻ വാതുശ്ശേരി |
| 17. കഥയിലെ ആത്മീയസഞ്ചാരങ്ങൾ | - ഡോ.ഇ. രമാഭായി |
| 18. കഥ അനുഭവവും ആഖ്യാനവും | - ഡോ.കെ.പി.അപ്പൻ |
| 19. കഥയും ഭാവുകത്വപരിണാമവും | - ഡോ.കെ.എസ് രവികുമാർ |
| 20. ഏകാന്തനഗരങ്ങൾ | - ഡോ.പി.കെ രാജശേഖരൻ |
| 21. ഭാരതപര്യടനം | - കുട്ടികൃഷ്ണമാരാർ |
| 22. മധുരം നിന്റെ ജീവിതം | - കെ.പി.അപ്പൻ |
| 23. ശീർഷാസനം | - എം.എൻ.വിജയൻ |
| 24. കവിതയും മനഃശാസ്ത്രവും | - എം.എൻ.വിജയൻ |
| 25. അടുകളുകൾ തിരിച്ചു പിടിക്കുക | - സാനാ ജോസഫ് |

Language Course V (Additional Language II)

15UHN211.1: Fiction and Literary Analysis

No. of credits: 3

No. of instructional hours per week: 4

Aims of the Course / Objectives

The aim of the course is to guide the students to the world of Hindi Fiction (Novel & Short Story). To develop enthusiasm in Literary and aesthetic approaches. To understand various aspects and dimensions of literature.

Module 1

Short story (Prescribe a short story collection)

Module 2

Novel (Prescribe a novel of post eighties)

Module 3

Literary Analysis

The meaning and definitions of literature – Types of literature – Literature and film – Literature and Mass Communication Media – Print media – Electronic media etc.

Literary criticism

Models of Literary Criticism – Short story – Poetry – Novel – Drama – Film etc.

Prescribed Textbooks

1. Short story collection (Non-Detailed) Kahani Sankalan
Edited by Dr. Sushama Dubey & Dr. Rajkumar
Published by Vani Prakashan
21 – A, Dariagang, New Delhi-2

Stories to be studied

1. Gunda - Jayasankar Prasad
2. Kafan - Premchand
3. Raja Nirbansiya - Kamaleswar
4. Sikka Badal Gaya - Krishna Sobti
2. Novel (Non Detailed) - ABCD
by Ravindra Kaliya
Published by Vani Prakasan
New Delhi-2
3. Literary Analysis - Sahithya Vivechan
by Jayanthi Prasad Nautiyal
published by Kitab Ghar Prakasan
Dariya Ganj, Delhi

(Chapters 3, 4, 5, 6 and 9 should be omitted)

Language Course V (Additional Language II)

15UFR211.1: Translation and communication in French

No. of credits: 3

No. of instructional hours per week: 4

AIMS:

The aim of the course is to facilitate the use of translation for more communication.

OBJECTIVES:

1. To ameliorate the level of language proficiency
2. To analyse the translated texts.
3. To enhance the ability to translate to the target language.

SYLLABUS:

NAME OF TEXT: **CONNEXIONS** – Niveau 1 By Régine Mérieux and Yves Loiseau

Publisher : Didier

Module 2 : Echanger

Unit 4 : Enquête

Unit 5: Invitations

Unit 6: A table !

Reference books:

1. Le Nouveau Sans Frontières Vol I by Philippe Dominique
2. Panorama Vol I by Jacky Girardet
3. Cours de langue et de civilisation française Vol I (Mauger Bleu)

Core Course II**15UPG241: PSYCHOLOGICAL PROCESSES**

No. of credits: 4

No. of instructional hours per week: 6

Module 1: Learning**(20 Hrs)****Definition.****Classical Conditioning: Elements, Principles, Higher Order Conditioning, Generalization, Discrimination.****Operant Conditioning: Law of Effect, Reinforcement, Punishment, Shaping, Chaining, Stimulus Control. Schedules of Reinforcement, Partial Reinforcement Effect.**

Module 2: Memory (22 Hrs)

Stages of Memory- Encoding, Storage and Retrieval Processes. Sensory, Short Term and Long Term Memories.

Working Memory. Rehearsing Information. Levels of Processing.

Memory Organization: Network Model.

Procedural Memory.

Declarative Memory: Semantic and Episodic.

Measuring Memory: Recall, Recognition, Relearning. Explicit and Implicit Memories. Memory Construction.

Forgetting: Curve of Forgetting. Theories of Forgetting, Types of Forgetting.

Strategies for Improving Memory.

Module 3: Cognitive Processes (22 Hrs)

Components of Thought: Images and Concepts. Types of Concepts. Prototypes.

Language. Structure of Language.

Reasoning: Deductive and Inductive.

Problem Solving- Steps. Strategies of Problem Solving: Algorithms, Heuristics, Means to End Analysis, Backward Search. Insightful Solutions. Barriers to Effective Problem Solving.

Creativity. Features of Creative Thinking. Convergent and Divergent Thinking. Stages of Creative Thought. Creativity Tests. Brainstorming.

Module 4: Intelligence and IQ Testing (22 Hrs)

Definitions and Meaning of Intelligence.

Theories: Spearman, Thurstone, Cattell, Sternberg. Multiple Intelligences.

Concept of IQ. Evolution of Intelligence Testing: Stanford-Binet, Wechsler Scales. Culture Fair Tests.

Determiners of Intelligence.

Module 5: Motivation and Emotion

(22 Hrs)

Need, Drive, Incentive.

Primary and Secondary Motives.

Levels of Arousal. Yerke's-Dodson Law.

Learned Motives: Affiliation, Achievement and Power Motive.

Extrinsic and Intrinsic Motivation

Maslow's Need Hierarchy.

Definitions of Emotion. Elements of Emotional Experience.

Theories of Emotion (Briefly): James-Lange Theory, Cannon-Bard Theory, Schachter- Singer Theory.

Emotional Intelligence.

Books for Study:

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

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

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

Additional Reading List:

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

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

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

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

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

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

Complementary Course III

15UZO231: BIOLOGICAL BASIS OF SENSORY PROCESSES

No. of credits: 3

No. of instructional hours per week: 3

Objectives

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

Module 1: The Visual System

Light: hue, brightness and saturation

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

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

Module 2 Auditory system

Auditory system, structure- Auditory pathways- Auditory localization – coding Auditory informations- theories of Audition.

Nature of sound – frequency, pitch, and amplitude – Harmonics

Module 3 Gustatory system

Nature of Chemoreceptors -Structure of taste buds – neural pathways- coding for taste

Module 4 Olfactory system

Receptors- coding for smell – Categorising odours

Module 5 Cutaneous system

Neural coding for touch, pressure and temperature kinesthetics- coding position and movement

Labyrinthine sense semicircular canals and vestibular sacs

Module 6 pain

Receptors- pain pathways-cods for pain- chronic pain-MelZack-Wall theory -Pain suppression circuit- treating pain puzzle of pain suppression

Reference

Hilgard & Atkinson. Introduction to Psychology.

Kalat, J.W. Biological Psychology.

Levinthal, C.F. Introduction to Psychological Psychology.

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

Weiten, W.(2008) Psychology: themes and Variations, 7 thed. New York: Brooks/Cole Publishing Co.

Complementary Course IV

15UST231.5: Statistical Methods for Psychology II

No. of credits: 3

No. of instructional hours per week: 3

Module 1 Measures of Central Tendency (10 hours)

- 1.1 Meaning and importance of Measures of Central Tendency, Properties of a good average, Weighted A.M
- 1.2 A.M, median & mode- Computation for raw, ungrouped and grouped data
- 1.3 When to use mean, median and mode. Comparison of these measures.
- 1.4 Graphical determination of median and mode

Module 2 Partition Values & percentile rank (8 hours)

- 2.1 Computation of Quartiles, quintiles, Deciles & Percentiles
- 2.2 Percentile rank: definition, computation and utility of percentile and percentile rank. (Centile rank)

Module 3 Measures of Variability (Dispersion) (12 hours)

- 3.1 Meaning and importance of Measures of Variability, properties of a good Measure of Variability

- 3.2 Absolute measures of variability - Range, mean deviation, Quartile deviation & Standard deviation-Computation, use, and Comparison
- 3.3 Relative measures of variation-Coefficient of Range, Coefficient of Quartile Deviation(Q.D), Coefficient of variation(C.V)-computation and use

Module 4 Moments, Skewness & Kurtosis (10 hours)

- 4.1 Moments-raw and central Moments, Basic concepts and definition.
- 4.2 Skewness-Definition, measures of skewness-Karl Pearson's coefficient of skewness, Bowley's coefficient of skewness, measure of skewness based on third moment.
- 4.3 Kurtosis-Definition, measure of kurtosis based on fourth central Moment & Quartiles (Simple Numerical problems).

Module 5. correlation Analysis (14 hours)

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

References

1. Aron A, Aron R & Coups E. J (2006): Statistics for psychology (4th ed.), Pearson Education, New Delhi.
2. Garret E Henry (2004): Statistics in psychology and Education (11th ed.), Paragon International publishers, New Delhi.
3. Gravetter F J & Wallnau L B (2000): Statistics for the Behavioral Sciences (5th ed.), Wadsworth-Thomson learning, Singapore.
4. Heiman W Carry (2000): Basic Statistics for the Behavioral Sciences (3th ed.), Houghton Mifflin Company, New York.
5. Mangal S K. (2002), Statistics in psychology and Education (2th ed.), Prentice-Hall of India, Private Limited, New Delhi.
6. Minium W Edward, King M Bruce & Bear Gordon (2001) Statistical reasoning in psychology and Education (3th ed.), John Wiley & Sons, Inc., Nework.
7. Yule Udney & Kendal M.G (1991). An introduction to Theory of Statistics (14th ed.), Universal Book Stall, New Delhi.

SEMESTER III

Language Course VI

15UEN311.1: WRITING AND PRESENTATION SKILLS

No. of credits: 4

No. of instructional hours per week: 5 (Total 90 hrs)

AIMS

1. To familiarize students with different modes of general and academic writing.
2. To help them master writing techniques to meet academic and professional needs.
3. To introduce them to the basics of academic presentation
4. To sharpen their accuracy in writing.

OBJECTIVES

On completion of the course, the students should be able to

1. understand the mechanism of general and academic writing.
2. recognize the different modes of writing.
3. improve their reference skills, take notes, refer and document data and materials.
4. prepare and present seminar papers and project reports effectively.

COURSE OUTLINE

Module 1

Writing as a skill – its importance – mechanism of writing – words and sentences - paragraph as a unit of structuring a whole text – combining different sources – functional use of writing – personal, academic and business writing – creative use of writing.

Module 2

Writing process - planning a text – finding materials - drafting – revising – editing - finalizing the draft .

Module 3

Writing models – essay - expansion of ideas/proverbs – dialogue - letter writing – personal letters - formal letters - CV – surveys – questionnaire - e-mail – job application - report writing. Academic writing - writing examinations - evaluating a text - note-making- paraphrasing – summary writing - planning a text – organizing paragraphs – introduction – body – conclusion – rereading and rewriting - accuracy.

Module 4

Presentation as a skill - elements of presentation strategies – audience – objectives – medium – key ideas - structuring the material - organizing content - audio-visual aids – handouts - use of power point - clarity of presentation - non-verbal communication - seminar paper presentation and discussion.

COURSE MATERIAL

Modules 1 – 4 Core reading:

Write Rightly. Cambridge University Press, India Pvt Ltd, 2012

Further reading:

1. Robert, Barraas. Students Must Write. London: Routledge, 2006.
2. Bailey, Stephen. Academic Writing. Routledge, 2006.
3. Hamp-Lyons, Liz, Ben Heasley. Study Writing. 2nd Edition. Cambridge University Press, 2008.
4. Ilona, Leki. Academic Writing. CUP, 1998.
5. McCarter, Sam, Norman Whitby. Writing Skills. Macmillan India, 2009.
6. Jay. Effective Presentation. New Delhi: Pearson, 2009.

Reference:

Mayor, Michael, et al, Ed. Longman Dictionary of Contemporary English. 5th Edition. London: Pearson Longman Ltd, 2009.

Language Course VII (Additional Language III)

15UML311.1: ദൃശ്യകലാസാഹിത്യം

No. of credits: 4

No. of instructional hours per week: 5

പഠനോദ്ദേശ്യം : ദൃശ്യകലാ സംസ്കാരത്തിന്റെ സമ്പന്നതയെക്കുറിച്ചുള്ള അറിവ് വിദ്യാർത്ഥികൾ നേടേണ്ടതുണ്ട്. കഥകളി, തുള്ളൽ, നാടകം, സിനിമ എന്നീ ദൃശ്യകലകളെയും അവയ്ക്ക് ആധാരമായ സാഹിത്യപഠനങ്ങളെയും വിദ്യാർത്ഥികൾക്ക് പരിചയപ്പെടുത്തുകയാണ് ലക്ഷ്യം.

മൊഡ്യൂൾ ഒന്ന് (36 മണിക്കൂർ)

ആട്ടക്കഥ, തുള്ളൽ സാഹിത്യം

കഥകളിയുടെ ഉത്ഭവവികാസ പരിണാമങ്ങൾ, പ്രധാന ആട്ടക്കഥാകൃത്തുക്കൾ തുള്ളൽ പ്രസ്ഥാനം

- സാമാന്യ പരിചയം
- 1. ഉണ്ണായിവാദ്യർ - നളചരിതം ആത്മക്കഥ (നാലാംദിവസം) (രണ്ടാം സ്വയം വരത്തിനെത്തിയ നളനെ ദമയന്തി കാണുന്നഭാഗം വരെ)
- 2. കുഞ്ചൻ നമ്പ്യാർ - കല്യാണസൗഗന്ധികം തുള്ളൽ (ഹനുമാൻ - ഭീമ സംവാദം)

മൊഡ്യൂൾ രണ്ട് (36 മണിക്കൂർ)

നാടക സാഹിത്യം

മലയാള നാടക പ്രസ്ഥാനം

- സാമാന്യവലോകനം
- 1. മലയാള ശാകുന്തളം - എ.ആർ.രാജരാജവർമ്മ (നാലാം അങ്കം)
- 2. തോപ്പിൽ ഭാസി - അളിയൻ വന്നത് നന്നായി

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

തിരക്കഥാപഠനം

ചലച്ചിത്രനിർമ്മിതിയിൽ തിരക്കഥയ്ക്കുള്ള പ്രാധാന്യത്തെക്കുറിച്ച് സാമാന്യജ്ഞാനം.

എം.ടി. വാസുദേവൻ നായർ - ഒരു വടക്കൻ വീരഗാഥ

റഫറൻസ് ഗ്രന്ഥങ്ങൾ

- 1. കേരള സാഹിത്യ ചരിത്രം - ഉള്ളൂർ
- 2. സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ - ഡോ.കെ.എം.ജോർജ്ജ്

3. കൈരളിയുടെ കഥ - എൻ.കൃഷ്ണപിള്ള
4. കുഞ്ചൻ നമ്പ്യാർ വാക്കും സമൂഹവും - കെ.എൻ.ഗണേഷ്
5. നാട്യശാസ്ത്രം - ഭരതമുനി
6. കഥകളി - ജി.കൃഷ്ണപിള്ള
7. കഥകളിരംഗം - കെ.പി.എസ്. മേനോൻ
8. കഥകളിയും സാഹിത്യവും - മാടശ്ശേരി
9. കഥകളി വിജ്ഞാന കോശം - അയ്യപ്പൻ കൃഷ്ണകൈമൾ
10. നളചരിതം വ്യാഖ്യാനം - എം.എച്ച്. ശാസ്ത്രികൾ
11. കഥകളി മഞ്ജരി - ഡോ.എസ്.കെ നായർ
12. ആത്മകഥ - പി.കൃഷ്ണൻ നായർ
13. ദി ആർട്ട് ഓഫ് ലിറ്ററേച്ചർ ഓഫ് കഥകളി - ഡോ.എസ്.കെ. നായർ
14. സിനിമയുടെ ലോകം - അടൂർ ഗോപാലകൃഷ്ണൻ
15. ആധുനിക മലയാള സിനിമ - കെ.പി. രാമൻ കുട്ടി
16. സിനിമയുടെ വഴിയിൽ - ഐ.ഷമുഖദാസ്
17. സഞ്ചാരിയുടെ വീട് - ഐ.ഷമുഖദാസ്
18. കഥയും തിരക്കഥയും - എ.ജി. രാജ്കുമാർ
19. സിനിമയും മലയാളസാഹിത്യവും - മധു ഇറവകര
20. മലയാള സിനിമ - സിനിക്
21. ചലച്ചിത്രത്തിന്റെ പൊരുൾ - വിജയകൃഷ്ണൻ
22. ചലച്ചിത്ര സമീക്ഷ - വിജയകൃഷ്ണൻ
23. സിനിമയുടെ രാഷ്ട്രീയം - രവീന്ദ്രൻ
24. കാഴ്ചയുടെ അശാന്തി - രവീന്ദ്രൻ
25. സിനിമയെ കണ്ടെത്തൽ - എം.എഫ്.തോമസ്
26. മലയാള സിനിമ അരനൂറ്റാണ്ട് - (എഡി) കെ.ജയകുമാർ
27. എം.ടി. കല, കാലം, വ്യക്തി - (എഡി) കെ.ജയകുമാർ
28. എം.ടി. കഥയും പൊരുളും - (എഡി) എം.എം. ബഷീർ
29. എം.ടി.യുടെ സർഗ്ഗപ്രപഞ്ചം - കേരളദാഷാഇൻസ്റ്റിറ്റ്യൂട്ട്
30. നാടകദർപ്പണം - എൻ.എൻ. പിള്ള
31. നാടകം ഒരു പഠനം - സി.ജെ.തോമസ്
32. ഉയരൂ യവനിക - സി.ജെ.തോമസ്
33. നാടക പഠനങ്ങൾ - എഡിറ്റർ പന്മന രാമചന്ദ്രൻ നായർ
34. എം.ടി.കല,കാലം,സ്വത്വം - ഡോ.എ.എസ്. പ്രതീഷ്

Language Course VII (Additional Language III)

15UHN311.1: Drama, One Act Plays and Technical Terminology

No. of credits: 4

No. of instructional hours per week: 5

Aim of the Course / Objectives

The aim of the course is to appreciate the literary and stylistic elements of Hindi Drama and One Act plays. To understand the distinct features of Hindi Drama. To understand Hindi as the National and official language of India. To overcome multilingual problems and its implications. To familiarize the technical terms used in offices.

Module 1

Drama – Prescribe a Drama (Post Sixties)

Module 2

One Act plays (Prescribe a collection of one act play)

Module 3

Technical Terminology (Prescribe a text book)

Translation of Technical terms – official terms
(English to Hindi and Hindi to English)

Prescribed Textbooks

1. Drama (Detailed)
 - Ek aur Dronacharya
By Shankar Shesh
Published by Parameswari Prakashan,
Preeth Vihar, Delhi
2. One Act Plays
(Detailed)
 - Panch Rang
Edited by Dr. Jagathpal Sharma
Published by Navodaya Sales,
New Delhi

Lessons to be studied

1. Lekshmi ka Swagath - Upendranath Ashk
2. Reed ki Haddi - Jagadeesh Chandra Mathur
3. Bahut Bada Saval - Mohan Rakesh

4. Technical Terminology - 'Paribhashik Sabdavali'
Edited by Dr. Satheesh kumar G.
Chairman (BOS)

Language Course VII (Additional Language III) 15UFR311.1: Literature in French

No. of credits: 4

No. of instructional hours per week: 5

AIMS:

The aim of the course is to acquaint students with French literature with consistent emphasis on grammar and vocabulary.

OBJECTIVES:

1. To enhance literary sensibility
2. To introduce students to the world of French literature.

SYLLABUS:

NAME OF TEXT: **CONNEXIONS** – Niveau 1 By Régine Mérieux and Yves Loiseau

Publisher : Didier

Module 3 : Agir dans l'espace

Unit 7 : Rallye

Unit 8 : chez moi

Unit 9 : Les vacances

The following poems to be studied:

1. Le Pont Mirabeau - Guillaume Apollinaire
2. Déjeuner du Matin - Jacques Prévert
3. Le Pélican - Robert Desnos
4. Noël - Théophile Gautier
5. Chanson d'Automne - Paul Verlaine
6. Pour faire le portrait d'un oiseau – Jacques Prévert

Reference books :

1. Le Nouveau Sans Frontières Vol I by Philippe Dominique
2. Panorama Vol I by Jacky Girardet
3. Cours de langue et de civilisation française Vol I (Mauger Bleu)
4. A bouquet of French poems (Polyglot house) by Prof. T.P Thamby

Foundation Course II

15UPG321: PSYCHOLOGICAL INFORMATICS

No. of credits: 3

No. of instructional hours per week: 4

Module 1: Overview of Information Technology (10 Hrs)

Basics of Information Technology

Basic Concepts of IPR, Copyrights and Patents, Plagiarism, Introduction to Use of IT in Teaching and Learning, Case Study of Educational Software, Academic Services -INFLIBNET, NICNET, BRNET.

Module 2: IT Applications in Psychology (12 Hrs)

Important Academic Websites in Psychology: Website of APA, Amoeba Web, APS, Behavior.net, Psych Web. Computerized Psychology Tests, Use of Computers in Psychology – Testing, Experimentation, Intervention, Cyber Threat, Cyber Crime, Cyber Security. Data Entry and Data Coding with Statistical Packages- WARP, AMOS, SPSS.

Module 3: Basics of Psychological Testing (22 Hrs)

Psychological Test, Components of a Good Test- Standardization, Reliability and Validity- Types of Reliability and Validity. Norms, Normative Sample, Types of Norms- Percentiles, Age Norms, Grade Norms, Standard Scores. Sampling, Standard Scores.

Module 4: Overview of Research Project (10 Hrs)

Chapters in a Research Project- Introduction, Review of Literature, Methodology, Results and Discussion, References. Writing for Behavioral and Social Sciences (APA Format), The Publication Process.

Books for Study

Evans, A., Martin, K. & Poatsy, M.A. (2014). Technology in Action (11th Edn.), Pearson.

V. Rajaraman,(2004). Introduction to Information Technology, Prentice Hall, New Delhi.

Benjamin, S.G. (2008). Informatics (2nd Edn.), GEM Publication, Thiruvananthapuram.

Publication Manual of APA, 6th Edition

Singh, A.K., Psychological Testings and Research Methodologies.

Core Course III

15UPG341: EXPERIMENTAL PSYCHOLOGY – I

No. of credits: 4

No. of instructional hours per week: 5

A minimum of 8 experiments out of 10 should be compulsorily administered by each student.

1. Immediate Memory Span
2. Retention as a Function of Meaning
3. Massed Vs Spaced Learning
4. Habit Interference
5. Division of Attention

6. Distraction of Attention
7. Set in Attention
8. Span of Attention
9. Paired Associate Learning
10. 'Asch's Test for Conformity

References:

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

Complementary Course V

15UZ0331: PHYSIOLOGY AND MOTIVATION

No. of credits: 3

No. of instructional hours per week: 3

Objectives

This Course familiarizes the students of psychology with important underlying human behavior..

Module 1: Physiological Basis of Sleep

Stages of sleep-paradoxical sleep- neural factors in sleep- neural control of paradoxical and slow wave sleep- the need for paradoxical sleep, sleep disorders- Insomnia, SADS, and Narcolepsy.

Module 2: Physiological Basis of eating

Feeding center in the brain – Hypothalamus – Eating signals- on and off signals

Mouth—Stomach –intestine-Metabolic factors – thermostatic theory –lipostatic theory.

Obesity- Specific Hungers

Module 3: Physiological Basis of drinking

Hypothalamic control-Osmotic and Volimic thirst – thirst receptors-signaling the brain- regulating drinking behavior –Off signal-The lateral

hypothalamic Syndrome.

Module 4: Physiological Basis of sexual behavior

Defining sex - dynamic of sexual behavior - External control - External cues - brain and sexual behavior, hormones and sexual behavior.

Reference

Kalat, J.W. Biological Psychology.

Levinthal, C.F. Introduction to Psychological Psychology.

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

Complementary Course VI **15UST331.5: Statistical Methods for Psychology III**

No. of credits: 3

No. of instructional hours per week: 3

Module 1: Regression Analysis (10 hours)

- 1.1 Significance of the study of Regression, difference between Regression and Correlation Analysis.
- 1.2 Regression equations- Regression equations of Y on X & X on Y.
- 1.3 Regression coefficients- Properties, Relation between Correlation coefficient and Regression coefficients.
- 1.4 Regression and prediction.

Module 2: Association (8 hours)

- 2.1 Concepts of Attributes, Notations & Terminology combination of attributes, class frequencies, order of classes, number of class-frequencies, positive and negative attributes
- 2.2 Difference between Correlation and Association, Difference between Association and Disassociation
- 2.3 Consistency of data, Methods of studying Association-Yule's coefficient of Association, Coefficient of colligation (Simple Numerical problems).

Module 3: Probability (12 hours)

- 3.1 Probability- basic concepts and definition, classical and frequen-

cy definitions. 3.2 Mathematical Expectation :Basic concepts and definition, properties (without proof).

- 3.3 Random variable, Probability Distributions-Basic concepts, definitions and properties.

Module 4: Normal distribution (14 hours)

- 4.1 Normal distribution- definition, characteristics and applications
- 4.2 Normal curve- in terms of skewness and kurtosis, use of the table of Normal curve,
- 4.3 Standard Normal distribution, Concept of standard errors of measurement. Standard scores-Z-score, T-score, Stanine score & Converting raw scores into comparable standard normalized scores.

Module 5. Sampling distribution (10 hours)

- 5.1 Definitions of statistic, parameter, sampling distribution and standard error.
- 5.2 Sampling distribution of sample mean (without proof)
- 5.3 Definition and use of tables- chi-square, t and F- statistic
- 5.4 Estimation- point and interval estimation- basic concepts and definition. point and interval estimates of population mean (without derivation)

References

1. Aron A, Aron R & Coups E. J (2006): Statistics for psychology (4th ed.), Pearson Education, New Delhi.
2. Garret E Henry (2004): Statistics in psychology and Education (11th ed.), Paragon International publishers, New Delhi.
3. Gravetter F J & Wallnau L B (2000): Statistics for the Behavioral Sciences (5th ed.), Wadsworth-Thomson learning, Singapore.
4. Heiman W Carry (2000): Basic Statistics for the Behavioral Sciences (3th ed.), Houghton Mifflin Company, New York.
5. Mangal S K. (2002), Statistics in psychology and Education (2th ed.), Prentice-Hall of India, Private Limited, New Delhi.
6. Minium W Edward, King M Bruce & Bear Gordon (2001) Statistical reasoning in psychology and Education (3th ed.), John Wiley & Sons, Inc., Nework.
7. Yule Udney & Kendal M.G (1991). An introduction to Theory of Statistics (14th ed.), Universal Book Stall, New Delhi.

SEMESTER IV

Language Course VIII

15UEN411.1: READINGS IN LITERATURE

No. of credits: 4

No. of instructional hours per week: 5 (Total 90 hrs)

AIMS

1. To sensitize students to the aesthetic, cultural and social aspects of literature.
2. To help them analyze and appreciate literary texts.

OBJECTIVES

On completion of the course, the students should be able to:

1. Understand and appreciate literary discourse.
2. Look at the best pieces of literary writing critically.
3. Analyze literature as a cultural and interactive phenomenon.

Module 1

What is literature – literature and context – genres – literature and human values – creative use of language – inculcation of aesthetic sense. Poetry – what is poetry – different types of poetry – poetic diction – figurative language – themes – stanza – rhyme.

Module 2

Drama. Scope and definition – different types – one act plays - structure – dialogue – characters – action.

Module 3

Prose What is prose – different types – personal – impersonal – technical.

Module 4: Fiction.

What is fiction – different types – plot – characters – setting – point of view – short story – its characteristics.

COURSE MATERIAL

Module 1

Core reading: Readings in Literature. Department of Publications, University of Kerala. Poems prescribed:

1. William Shakespeare: To Be or Not to Be (Hamlet, Act III, Scene 1)
2. William Blake: The Tiger
3. William Wordsworth: Lucy Gray
4. Alfred Lord Tennyson: Tithonus
5. Milton: On His Blindness
6. Rabindranath Tagore: Leave This Chanting (Poem 11 from Gitanjali)
7. John Keats: Ode to Autumn
8. Ted Hughes: Full Moon and Little Frieda.

Module 2

Core reading: Vincent Godefroy - Fail not our Feast [from Dramatic Moments: A Book of One Act Plays. Orient Black Swan, 2013]

Module 3

Core reading: Readings in Literature. Department of Publications, University of Kerala.

Essays prescribed:

1. Robert Lynd: The Pleasures of Ignorance
2. Martin Luther King: I Have a Dream
3. Stephen Leacock: The Man in Asbestos
4. Isaac Asimov: The Machine That Won the War.
5. E.R. Braithwaite: To Sir, with Love [extract]

Module 4

Core reading: Stories for Life, Indian Open University.

Stories prescribed:

- (i) Catherine Mansfield: A Cup of Tea.
- (ii) O Henry: The Last Leaf.
- (iii) Rabindranth Tagore: The Postmaster.
- (iv) Oscar Wilde: The Happy Prince.

(v) Ernest Hemingway: A Day's Wait

(vi) Further reading

1. A Concise Companion to Literary Forms. Emerald, 2013.
2. Abrams, M. H. A Glossary of Literary Terms.
3. Klarer, Mario. An Introduction to Literary Studies. Second edition. Routledge, 2009.

Direction to Teachers

The introduction to various genres is intended for providing basic information and no conceptual analysis is intended.

Language Course IX (Additional Language IV)

15UML411.1: വിനിയമം, സർഗ്ഗാത്മക രചന, ഭാഷാവബോധം

No. of credits: 4

No. of instructional hours per week: 5

പഠനോദ്ദേശ്യം : (i) ആശയവിനിയമത്തിന്റെ വിവിധ ഘടകങ്ങളും പ്രക്രിയകളും വിദ്യാർത്ഥികൾക്ക് പരിചയപ്പെടുത്തുക. ആശയവിനിയമ സിദ്ധാന്തങ്ങളെക്കുറിച്ചും ആശയവിനിയമ മാതൃകകളെക്കുറിച്ചും അവബോധമുണ്ടാക്കുക.

(ii) ഭരണകാര്യങ്ങൾ മാതൃഭാഷയിലൂടെ നിർവഹിക്കപ്പെടണം എന്ന കാര്യം ഇന്ന് പൊതുവേ അംഗീകരിക്കപ്പെട്ടിട്ടുണ്ട്. മലയാളം ഭരണഭാഷയാകുമ്പോൾ ഉണ്ടാകുന്ന പ്രശ്നങ്ങളെക്കുറിച്ച് വിദ്യാർത്ഥികളെ ബോധവൽക്കരിക്കുക.

(iii) എഴുത്തുകാരുടെ രചനാനുഭവങ്ങൾ വിദ്യാർത്ഥികൾക്ക് പരിചയപ്പെടുത്തുക. സർഗ്ഗാത്മകരചനയ്ക്ക് വിദ്യാർത്ഥികളെ പ്രാപ്തരാക്കുക.

(iv) പദം, വാക്യം, ചിഹ്നം എന്നിവ തെറ്റുകൂടാതെ പ്രയോഗിക്കുന്നതിലൂടെ ഭാഷാശുദ്ധി നിലനിർത്തുക. വിവർത്തനത്തിൽ പ്രായോഗിക പരിശീലനം നൽകുക.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ ഒന്ന് (18 മണിക്കൂർ)

വിനിയമവും മാധ്യമങ്ങളും

വിനിയമം - നിർവ്വചനം - ആശയവിനിയമ പ്രക്രിയ - വ്യവസ്ഥാപനം, നിർവ്വയവസ്ഥാ

പനം, ആശയവിനിമയ പ്രക്രിയയുടെ ഘടകങ്ങൾ, ആശയ വിനിമയ മാതൃകകൾ - വിവിധതരം ആശയവിനിമയങ്ങൾ - വിവിധതരം മാധ്യമങ്ങൾ - അച്ചടി, റേഡിയോ, ടെലിവിഷൻ, സിനിമ, ഇന്റർനെറ്റ് തുടങ്ങിയ നവമാധ്യമങ്ങൾ - ഇവയുടെ സവിശേഷതകൾ - മാധ്യമങ്ങളും സമൂഹവും

വിശദപഠനത്തിന്

മാദ്ധ്യമം : മൗലികതയും നിരാകരണവും - ഡോ. എ. ശ്രീധരൻ, നാഷണൽ ബുക്ക് സ്റ്റാൾ (താഴെപ്പറയുന്ന രണ്ടു ലേഖനങ്ങൾ മാത്രം)

- 1. മാനവ ആശയവിനിമയം - തത്ത്വവും പ്രയോഗവും
- 2. ആശയ വിനിമയം - സിദ്ധാന്തവും പ്രയോഗവും

മൊഡ്യൂൾ രണ്ട് (18 മണിക്കൂർ)

ഭരണഭാഷ മലയാളം

ഭരണഭാഷ - നിർവ്വചനം - ഭരണനിർവ്വഹണം മാതൃഭാഷയിലൂടെ ആകേണ്ടതിന്റെ ആവശ്യകത - മലയാളം ഭരണഭാഷയാകുമ്പോൾ സ്വീകരിക്കേണ്ട മുന്നൊരുക്കങ്ങൾ ഭരണഭാഷയ്ക്കുണ്ടായിരിക്കേണ്ട ഗുണങ്ങൾ - നിയതാർഥ ബോധകം, ആർജ്ജവം, സുതാര്യത സരളം, ലഘുവാക്യങ്ങൾ, ആശയത്തെക്കുറിച്ചുള്ള അസന്ദിഗ്ദ്ധത മുതലായവ - വിവിധ സർക്കാർ വകുപ്പുകളുടെ സാങ്കേതിക പദാവലികൾ.

പഠനപ്രവർത്തനം

ഇംഗ്ലീഷിലുള്ള സർക്കാർ ഉത്തരവുകളും നടപടിക്രമങ്ങളും മലയാളത്തിലേക്കു മാറ്റാനുള്ള പരിശീലനം.

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

സർഗ്ഗാത്മകരചന

സർഗ്ഗാത്മകത - നിർവ്വചനം - സർഗ്ഗാത്മകതയുടെ ഉറവിടം - വിവിധ കാഴ്ചപ്പാടുകൾ - കാവ്യപ്രചോദനത്തെക്കുറിച്ചുള്ള ദാർശ്വീക സങ്കല്പം - പ്രതിഭയെക്കുറിച്ചുള്ള രാജശേഖരന്റെ അഭിപ്രായം - ഭാവയിത്രി, കാരയിത്രി - ഭാവനയെപ്പറ്റി കോളറിഡ്ജ് - പ്രഥമഭാവനയും ദ്വിതീയ ഭാവനയും - ഫാന്റസിയും ഇമാജിനേഷനും തമ്മിലുള്ള വ്യത്യാസം - വേർഡ്സ്പർത്തിന്റെ കാവ്യനിർവ്വചനം - സർഗ്ഗാത്മകരചനയിലേക്കു നയിക്കു സാഹചര്യങ്ങൾ - ജന്മവാസനയും അനുഭവവും - രചനയുടെ വിവിധ ഘട്ടങ്ങൾ.

പ്രായോഗിക പരിശീലനം

കവിത, കഥ, ലഘുനാടകം ഹ്രസ്വചിത്രങ്ങൾക്കുള്ള തിരക്കഥ, ഫീച്ചർ തുടങ്ങിയവയുടെ രചനാപരിശീലനം വിദ്യാർത്ഥികൾക്ക് നൽകേണ്ടതാണ്. ആവശ്യമെങ്കിൽ വിദ്യാർത്ഥികളെ ഗ്രൂപ്പുകളായി തിരിക്കാവുന്നതാണ്.

വിദേശപഠനത്തിന്

- 1. സർഗ്ഗാത്മകത - ഡോ.കെ.എം. കോശി
(സാഹിത്യവിജ്ഞാന പ്രവേശിക)
- 2. വാക്കുകളുടെ ശില്പം - എം.കെ. സാനു
(കാവ്യതത്ത്വപ്രവേശിക)
- 3. എന്റെ കവിതയെപ്പറ്റി - സുഗതകുമാരി
(ഇരുൾചിറകുകളുടെ ആമുഖം)
- 4. കാമികന്റെ പണിപ്പുര - എം.ടി.വാസുദേവൻ നായർ
(ഒരുക്വമ ജനിക്കുന്നു എന്ന അനുഭവക്കുറിപ്പ് മാത്രം)

മൊഡ്യൂൾ നാല് (18 മണിക്കൂർ)

ഭാഷാവബോധം

തെറ്റായ രൂപത്തിൽ എഴുതപ്പെടുന്ന വാക്കുകളും അവയുടെ ശരിയായ രൂപങ്ങളും - വാക്യരചനയിൽ സാധാരണ വരുന്ന പിഴവുകളും അവ തിരുത്തുന്നതിനുള്ള മാർഗ്ഗനിർദ്ദേശങ്ങളും - പ്രധാനപ്പെട്ട ചിഹ്നങ്ങളും അവയുടെ പ്രയോഗ സാഹചര്യങ്ങളും.

പ്രായോഗിക പരിശീലനം

ഇംഗ്ലീഷിൽ നിന്ന് മലയാളത്തിലേക്കും മലയാളത്തിൽ നിന്ന് ഇംഗ്ലീഷിലേക്കുമുള്ള വിവർത്തനം - ഗദ്യം, പദ്യം, ശൈലികൾ, പഴഞ്ചൊല്ലുകൾ, സാങ്കേതിക പദങ്ങൾ മുതലായവയുടെ വിവർത്തനം.

സഹായകഗ്രന്ഥങ്ങൾ

- 1. മാധ്യമം : മൗലികതയും നിരാകരണവും - ഡോ.എം.എൻ. ശ്രീധരൻ,
നാഷണൽ ബുക്ക് സ്റ്റാൾ
- 2. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും - എം.വി.തോമസ്,
കേരള സാംസ്കാരിക പ്രസിദ്ധീകരണ വകുപ്പ്
- 3. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും - പലർ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
- 4. മാധ്യമവിചിന്തനം - ഡോ.കെ.വി.തോമസ്,
ഡോ.മാത്യു ജെ.മുട്ടത്തു,
ലിപി പബ്ലിക്കേഷൻസ്
- 5. മലയാളവും ഇന്റർനെറ്റും - സുനീത ടി.വി,
ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്
- 6. സൈബർ മലയാളം - (എഡി) സുനീത ടി.വി,
കറന്റ് ബുക്സ്, തൃശൂർ
- 7. ഭാഷയും ഭരണഭാഷയും - ഡോ. എഴുമാറ്റൂർ രാജരാജവർമ്മ,
ഇൻഫർമേഷൻ ആന്റ്
പബ്ലിക്കേഷൻ വകുപ്പ്,

- | | |
|--------------------------------|--|
| | കേരള സർക്കാർ |
| 8. ഭരണ ശബ്ദാവലി | - കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട് |
| 9. വ്യത്യാസപത്രപ്രവർത്തനം | - സ്വദേശാഭിമാനി രാമകൃഷ്ണപിള്ള, മാജുബെൻ പബ്ലിക്കേഷൻസ് |
| 10. ലിനിക്കൽ ബാലഡ്സിന്റെ ആമുഖം | - വില്യം വേർഡ്സ്വർത്ത്, വിവ: ഡോ.തോന്നയ്ക്കൽ വാസുദേവൻ, എം.എൻ.വിജയൻ സാസ്ക്കാരിക വേദി |
| 11. സാഹിത്യവിദ്യ | - കുട്ടികൃഷ്ണമാരാർ, മാരാർ സാഹിത്യ പ്രകാശം, കോഴിക്കോട്. |
| 12. കാമികന്റെ പണിപ്പുര | - എം.ടി.വാസുദേവൻ നായർ, ഡി.സി.ബുക്സ് |
| 13. ഉയരു യവനിക | - സി.ജെ.തോമസ്, മാജുബെൻ പബ്ലിക്കേഷൻസ്, തിരുവനന്തപുരം |
| 14. കാവ്യസ്വരൂപം | - എസ്.ഗുപ്തൻനായർ, ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട് |
| 15. കഥയുടെ ന്യൂക്ലിയസ്സ് | - ഡോ.വത്സലൻ വാതുശ്ശേരി, ഒലിവ് പബ്ലിക്കേഷൻസ്, കോഴിക്കോട് |
| 16. ഇരുൾചിറകുകൾ | - സുഗതകുമാരി |
| 17. ഗദ്യശില്പം | - സി.വി.വാസുദേവഭട്ടതിരി, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട് |
| 18. തെറ്റും ശരിയും | - പ്രൊഫ.പന്ഥന രാമചന്ദ്രൻ നായർ, കറന്റ് ബുക്സ്, കോട്ടയം |
| 19. തെറ്റില്ലാത്ത മലയാളം | - പ്രൊഫ.പന്ഥന രാമചന്ദ്രൻ നായർ, കറന്റ് ബുക്സ്, കോട്ടയം |
| 20. ഭാഷാശുദ്ധി സംശയപരിഹാരങ്ങൾ | - പ്രൊഫ.പന്ഥനരാമചന്ദ്രൻ നായർ |
| 21. ഭാഷാശുദ്ധിയും ഭരണഭാഷയും | - ഡോ.വിളക്കുടിരാജേന്ദ്രൻ, പ്രിയദർശിനി പബ്ലിക്കേഷൻസ് |
| 22. മലയാളശൈലി | - കുട്ടികൃഷ്ണമാരാർ, മാരാർ സാഹിത്യ പ്രകാശം, കോഴിക്കോട് |
| 23. തായ്മൊഴി | - എം.എൻ.കാരശ്ശേരി |
| 24. ഭരണഭാഷാപ്രശ്നങ്ങൾ | - എം.വി.തോമസ്, |

- കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
25. വിവർത്തനവിചാരം - ഡോ.എൻ.ഇ.വിശ്വനാഥയ്യർ,
കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
26. തർജ്ജമയുടെ താക്കോൽ - സി.വി. വാസുദേവഭട്ടതിരി,
ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്
27. നല്ല മലയാളം - സി.വി.വാസുദേവഭട്ടതിരി,
ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്
28. http://en.wikipedia.org/wiki/media_influence
29. http://en.wikipedia.org/wiki/creative_writing
30. [http://www.du.ae.in/du/course creative-writing.pdf](http://www.du.ae.in/du/course%20creative-writing.pdf).

Language Course IX (Additional Language IV)

15UHN411.1: Poetry, Translation and Communicative Hindi

No. of credits: 4

No. of instructional hours per week: 5

Aim of the Course / Objectives

The aim of the course is to introduce the student to the world of Hindi Poetry Ancient and Modern. To sensitize the student to the aesthetic aspects of literary appreciation and analysis.

Systematic study of the theory, description and application of translation. To develop students skill in communicative Hindi.

Module 1

Poetry – Prescribe a poetry collection (Ancient and Modern)

Module 2

Translation (Prescribe a text book)

Translation definition – Importance of Translation – Field of Translation – Types of Translation – Literary, Non Literary Translation – Translation of English passage to Hindi.

Module 3

Communicative Hindi (Prescribe a textbook)

Procedure for the development of communicative skills of students. Use of Hindi language in different situations – in Home, in College, in Banks, in Hospitals, in Railway Stations in Book Shops etc. Names of Animals, Birds, Trees, Plants, diseases, vegetables, professions, kitchen utensils, etc.

Prescribed Textbooks

1. Poetry Collection - Hindi Kavya Sopan
(Detailed) Edited by Sathyaprakash Misra
Published by Lokbharathi, New Delhi

Poems to be studied

1. Kabeer – Sakhi – 1 to 8
2. Soordas – Pad – 1to 3
3. Bihari – Doha – 1to 4
4. Nadi ke Dweep – Agyey
5. Desh Gaan – Sarveswar Dayal Saksena
6. Proud Shiksha – Dhoomil

2. Translation (Detailed) - Anuvad
Edited by Dr. M.S. Vinayachandran
Published by Lokbharathi Prakasan,
New Delhi

(Chapter 2, 3 and 6 should be omitted. From chapter 4 Anuvad ke Prakar, Portions upto karyalayeen anuvad should be studied, Chapter -7 Translation. First 5 passages should be studied)

3. Communicative Hindi - Bolchaal ki Hindi
By Dr. Suseela Gupta,
Lokbharati Prakashan, Elahabad-1

(Conversations in Home, College, Bank, Hospital, Railway Station and Book shop should be studied. Names of Animals, Birds, Trees, Plants, Diseases, Professions, Vegetables, Kitchen utensils, Spices and Eatables should be studied.

Language Course IX (Additional Language IV)

15UFR411.1: Culture and Civilization

No. of credits: 4

No. of instructional hours per week: 5

AIMS:

This course is intended to familiarize the students with French culture and civilization with specific reference to Kerala culture.

OBJECTIVES:

1. To acquaint the students with French culture and civilization.
2. To comprehend, compare and understand better the civilization of one's native place.

SYLLABUS:

NAME OF TEXT: **CONNEXIONS** – Niveau 1 By Régine Mérieux and Yves Loiseau

Publisher : Didier

Module 4 : Se situer dans le temps

Unit 10 : Au jour le jour

Unit 11 : Roman

Unit 12 : Je te retrouverai

Articles on Kerala culture with special emphasis on festivals, tourist centres and cuisine.

Reference books :

1. Le Nouveau Sans Frontières Vol I by Philippe Dominique
2. Panorama Vol I by Jacky Girardet

Cours de langue et de civilisation française Vol I (Mauger Bleu)

Core Course IV

15UPG441: SOCIAL BEHAVIOUR

No. of credits: 3

No. of instructional hours per week: 3

Module 1 : Introduction (10 hrs)

Definition of Social Psychology. Focus of Social Psychology. Origin and Development. Methods of Social Psychology (Briefly)

Module 2 : Social Perception (12 hrs)

Non-Verbal Communication: Facial Expressions, Gazes, Stares. Body Language, Touching, Micro Expressions, Cognitive Factors.

Attribution Theories : Correspondent Inference, Kelley's Theory, Attribution Errors.

Applications in Understanding Depression and Prejudice.

Impression Formation/ Impression Management – Tactics

Module 3 : Social Cognition (12 hrs)

Schemas

Self Fulfilling Prophecy (Illustrations in Indian Setting). Heuristics. Priming. Automatic Processing.

Potential Sources of Error in Social Cognition: Automatic Vigilance, Optimistic Bias, Counterfactual Thinking, Magical Thinking, Illusory Correlation.

Affect in Social Cognition: How Thoughts Shape Feelings and Feelings Shape Cognition. Combating Errors in Social Cognition.

Module 4 : Attitudes (10 hrs)

Definition, Nature, Components, Functions.

Attitude Formation. Attitude and Behavior (Briefly) LaPiere's Study.

Attitude Measurement – Likert, Thurstone, Bogardus, Osgood.

Persuasion : Resistance to Persuasion (Briefly)

Module 5 : Prejudice

(10 hrs)

Nature, Prejudice and Discrimination. Why Prejudice Persists?

Discrimination – Explicit and Implicit.

Stereotypes. Role of Media in Maintaining Stereotypes and Prejudice.

Origin of Prejudice. Role of Prejudice in Communal Issues.

Prejudice Based on Gender: its Nature and Effects. Hostile and Benevolent Sexism in Indian Society. Domestic Violence.

Books for Study:

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

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

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

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

Core Course V

15UPG442: EXPERIMENTAL PSYCHOLOGY- II

No. of credits: 4

No. of instructional hours per week: 6

A minimum of 8 experiments out 10 should be compulsorily administered by each student.

1. Level of Aspiration

2. Grapevine

3. Problem Solving

4. Knowledge of Results

5. Tweezer Dexterity

6. Recall and Recognition

7. Finger Dexterity

8. Suggestion

9. Inverted Alphabet Printing

10. Religious Attitude Scale

References:

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

Complementary Course VII 15UZO431: Physiology of Emotion and Cognition

No. of credits: 3

No. of instructional hours per week: 3

Objectives

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

Module 1:Neural Basis of Emotion

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

Module 2:Clinical aspects of Emotion

Emotional breakdown - Visceral breakdown - teaching the body to deal with stress- cognitive breakdown – Affective disorder.

Module 3: Physiology of Learning

Early learning discoveries –learning and the nervous system-Cortex-Lashley's work- Hippocampus- learning outside Hippocampus- Synaptic basis of learning, coordination of two hemispheres- Function of corpus callosum.

Module 4: physiology of Memory

Consolidation – Anatomical stress- arousal hypothesis- paradoxical sleep- chemical basis-LTM- Retrograde amnesia in humans- memory in brain damaged humans- retrieval theory- Weak storage theory- Forgetting.

Reference

Kalat, J.W. Biological Psychology.

Levinthal, C.F. Introduction to Psychological Psychology.

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

Complementary Course VIII

15UST431.5: Statistical Methods for Psychology IV

No. of credits: 3

No. of instructional hours per week: 3

Module 1. Testing of hypothesis- Large sample tests (15 hours)

- 1.1: Procedure of Testing hypothesis, Null and alternative hypothesis, simple and composite hypothesis, type I and type II errors
- 1.2 Level of significance, power of the test, Two- tailed and one-tailed tests of significance.
- 1.3 One-sample test- Testing significance of mean (when population variance is a) known and b) unknown), testing significance of proportion
- 1.4 Two-sample test- Testing significance of difference between two Means (when population variances are a) known and b) unknown), Testing significance of difference between proportions.

Module 2 Small sample tests (15 hours)

- 2.1 One-sample test – a) Normal test- Testing significance of mean (when population variance is known), b) Student's t test- Testing significance of mean (when population variance is unknown) & testing correlation coefficient
- 2.2 Two-sample test – a) Normal test- Testing significance of difference between two means (when population variances are known),
b) Student's t test- Testing significance of difference between two means

(when population variances are unknown), testing correlation coefficients of two populations

2.3 testing significance of means of two dependent set of observations (paired t-test)

Module 3 χ^2 (Chi-square) tests- (10 hours)

3.1 Testing of goodness of fit

3.2 Testing independence of attributes

3.3 Testing homogeneity and coefficient of contingency.

Module 4 Non-parametric tests (8 hours)

4.1 When to use parametric and Non-parametric tests

4.2 Sign test

4.3 Wilcoxon Matched-Pairs Signed Ranks Test

4.4 Median Test

4.5 Mc-Nemar test

Module 5. Analysis of Variance (ANOVA) (6 hours)

5.1 Meaning Definition and assumptions of ANOVA

5.2 Model and analysis of variance- one way analysis (only concepts, derivation not required).

5.3 Model and analysis of variance- two way analysis (only concepts, derivation not required).

References

1. Aron A, Aron R & Coups E. J (2006): Statistics for psychology (4th ed.), Pearson Education, New Delhi.
 2. Garret E Henry (2004): Statistics in psychology and Education (11th ed.), Paragon International publishers, New Delhi.
 3. Gravetter F J & Wallnau L B (2000): Statistics for the Behavioral Sciences (5th ed.), Wadsworth-Thomson learning, Singapore.
 4. Heiman W Carry (2000): Basic Statistics for the Behavioral Sciences (3th ed.), Houghton Mifflin Company, New York.
 5. Mangal S K. (2002), Statistics in psychology and Education (2th ed.), Prentice-Hall of India, Private Limited, New Delhi.
 6. Minium W Edward, King M Bruce & Bear Gordon (2001) Statistical reasoning in psychology and Education (3th ed.), John Wiley & Sons, Inc., Nework.
- Yule Udney & Kendal M.G (1991). An introduction to Theory of Statistics (14th ed.), Universal Book Stall, New Delhi.

Core Course VI
15UPG541: SOCIAL PSYCHOLOGICAL PROCESSES

No. of credits: 4

No. of instructional hours per week: 4

Module 1 : Self and Gender (12 hrs)

Components of Social Identity : Gender, Religion, Caste.

Gender Identity, Gender Stereotypes, Transgender Issues.

Gender Discrimination in India: Family, Workplace, Public Space, Politics.

Why Gender Equality is not Achieved in India?

Module 2: Social Influence (13 hrs)

Conformity, Asch's Experiment. Factors Affecting Conformity: Norms
Compliance:

Underlying Principles and Tactics. Cialdini's Work. Obedience. Milgram's
Experiment.

Module 3 : Groups (10 hrs)

Groups : Nature and Functions. Social Facilitation, Social Loafing.

Decision Making in Groups. Group Think.

Module 4 : Pro-Social Behaviour (13 hrs)

Responding to Emergency. Steps. Classic Studies and Experiments.
The Helpers and Those Who Receive Help (Briefly).

Explaining Prosocial Behavior: Empathy Altruism Model, Negative Stage
Relief Model, Empathic Joy Hypothesis, Genetic Determinism.

Module 5 : Aggression (12 hrs)

Theoretical Perspectives. Determinants of Aggression (Social, Personal,
Situational)

Media Violence and its Effects.

Child Abuse and Domestic Violence.

Ragging : Causes and Consequence.

Prevention and Control of Aggression.

Module 6 : Environmental and Social Issues (12 hrs)

The Urban Environment and Social Behavior.

The Concept of Personal Space. Nature and Effects of Crowding, Environmental Stress. Psychological Aspects of Poverty in India: Causes and Consequences.

Books for Study

Baron, R.A., & Byrne. D (2002). Social Psychology, 7th &10th edns., Pearson Education, New Delhi.

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

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

**Core Course VII
15UPG542: HUMAN DEVELOPMENT**

No. of credits: 3

No. of instructional hours per week: 3

Module 1 : Introduction to Life Span Development (12 hrs)

Importance of Life Span Development

Historical Perspective

Characteristics of Life Span Perspective

Nature of Development

Cross Section and Longitudinal Approaches in Developmental Studies.

Module 2 : Theories of Development (12 hrs)

Theories by Freud, Erikson, Piaget, Vygotsky

Information Processing

Behavioral, Social, Cognitive, Ethological and Ecological Theories

Module 3 : Prenatal Development (12 hrs)

Germinal Period – Embryonic Period – Fetal Period

Prenatal Diagnostic Tests

Effects of Teratogens
Neonatal Health and Responsiveness
Consequences of Low Birth Weight

Module 4 : Physical Development and Aging (12 hrs)

Cephalocaudal and Proximodistal Pattern
New Born – Reflexes, Perception (Vision, Hearing, Other Senses, Intermodal Perception)

Height and Weight in Infancy and Childhood

Gross and Fine Motor Skills, Handedness

Physical Development in Puberty

Changes in Early, Middle and Late Adulthood

Theories of Aging

Module 5 : Cognitive Development (12 hrs)

Stages of Cognitive Development – Sensory Motor Stage- Object Permanence, Preoperational Stage-Intuitive Thought, Concrete Operations –Conservation, Formal Operations.

Module 6 : Socio-Emotional Development (12 hrs)

Attachment and Love-Theories of Attachment, Care Giving and Attachment

Moral Development – Piaget's and Kohlberg's Theory – Stages – Social Conventional

Reasoning – Basic Processes – Resistance to Temptation – Self Control – Empathy – Role of Emotion - Moral Personality – Moral Identify – Moral Characters – Exemplars.

Book for Study:

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

References:

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

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

Core Course VIII

15UPG543: HEALTH PSYCHOLOGY

No. of credits: 3

No. of instructional hours per week: 3

Module 1 Basics of Health Psychology (8 Hrs)

Need and Significance.

Quality of Life in Relation to Health-Wellness State and Illness State.

Health Behavior and Health Models.

Biomedical Science and Health Psychology.

Illness as an Expression of Emotional Needs.

Module 2: Stress (8 Hrs)

Stress and Reaction to Stress.

Pressure, Frustration, Conflict. How to Manage Them.

General Adaptation Syndrome.

Techniques for Stress Management.

Module 3: Lifestyle, Chronic and Terminal Illness (16 Hrs)

Quality of Life.

Emotional Responses to Chronic Illness.

Personal Issues in Chronic Disease,

Coping with Chronic Illness, Rehabilitation and Chronic Illness.

Psychological Interventions.

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

Psychological Factors in Degenerative Neurological Diseases- Alzheimer's, Dementia and Problems of Ageing and Adjustment.

Module 4: Health and Behavior Change (8 Hrs)

Health Compromising Behaviors: Alcohol use and Abuse, Smoking, Unhealthy Sexual Behavior (HIV/AIDS).

Health Enhancing Behaviors: Exercise, Yoga, Eating and Health, Positive Thinking.

Module 5: Counseling in Health Psychology (7 Hrs)

Counseling- Definition-Related Terms- Guidance, Advice, Direction
Goals of Counseling, Role of a Counselor

Counseling Approaches: Directive, Non-Directive and Eclectic

Characteristics of an Effective Counselor, Counselor Relationship

Ethics in Counseling.

Module 6: Essential Counseling Skills to Work in Health and Allied Fields. (7 Hrs)

Observing, Attending, Listening, Responding, Questioning, Diagnosing, Expressing Genuineness, Respect, Empathy, Paraphrasing, Summarizing, Reflection of Feelings, Self-Disclosure, Initiating, Evaluating.

Books For Study:

Dematteo, Robin, M., & Martin, R. L. (2007). Health Psychology., Pearson Education. Taylor, E. (2006). Health psychology. New Delhi: McGraw Hills inc.

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

References:

Mohan, J. & Sehgal, M. (2006). Foundations of Health Psychology. Palgrave Houndmills, New York.

Brannon, L. & Feist, J. (1999). Health Psychology: Recent Perspectives. J.K.Singh for Abhijeet, Delhi.

Charles L.Sheridan, Saly A. Radmacher. (1992). Health Psychology: An Introduction to Behaviour and Health (4th Edition) Wadsworth Thomson Leaning.

Health Psychology: Challenging the Biomedical Model John Wiley & Sons Inc.

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

Rao, N. (1994). Counselling and Guidance. Tata McGraw Hill, New Delhi.

Core Course IX
15UPG544: ABNORMAL PSYCHOLOGY

No. of credits: 3

No. of instructional hours per week: 3

Module 1: Introduction (12 Hrs)

Scope, History of Abnormal Psychology,
Views on Normality and Abnormality.

Module 2: Perspectives on Abnormal Behavior (15 Hrs)

Psychodynamic, Behavioristic, Humanistic-Existential, Cognitive-Behavioral, and Diathesis-Stress Model.

Module 3: Diagnosis and Classification (15 Hrs)

DSM IV-TR. Assessment: Interviews, Case Histories, Psychometric Tools and Qualitative Methods.

Module 4: Anxiety Disorders (15 Hrs)

Characteristics and Causes of:
Generalized Anxiety Disorder, Obsessive-Compulsive Disorder (OCD),
Panic Disorder, Phobias, Somatoform Disorders, Dissociative Disorders.
Treatment and Management.

Module 5: Mood Disorders (15 Hrs)

Characteristics and Causes. Unipolar and Bipolar Mood Disorder, Suicide.
Treatment and Management.

Module 6: Schizophrenia (12 Hrs)

Characteristics, Types and Causes. Treatment and Management.

Module 7: Personality Disorders (12 Hrs)

Personality Disorders: Characteristics, Types and Causes.
Substance Dependence Disorders: Types and Causes. Treatment and Management.

Module 8: Childhood and Adolescent Disorders (12 Hrs)

Pervasive Developmental Disorders, Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder and Conduct Disorder. Eating Disorders.

Mental Retardation: Characteristics and Causes.

Treatment and Management.

Book for study

Carson, R.C, Butcher, J.N. & Mineka, S. (1995). Abnormal Psychology and Modern Life, 10th Edition. Sue and Sue. (1990). Understanding Abnormal Behaviour. Houghton Mifflin Co.

References:

Kring, A.M., Davison, G.C., Neale, J.M., & Johnson, S.L. (2007). Abnormal Psychology (10th ed.). London: Wiley & Sons, Inc.
Alloy, L. B., Riskind, J. H., & Manos, M. J. (2005). Abnormal Psychology: Current Perspectives (9th Ed.). New York: McGraw Hill.

Core Course X

15UPG545: PSYCHOLOGICAL ASSESSMENT - I

No. of credits: 4

No. of instructional hours per week: 6

Out of the following, a minimum of 5 tests should be compulsorily administered by the students.

1. Type A/B Behavior
2. Social Intelligence
3. General Wellbeing
4. Locus of Control
5. Long Term Memory
6. Emotional Maturity Scale
7. EPQ
8. IAS Rating Scale

References:

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

PROJECT

For each First Degree Programme there shall be a Project work.

The Project work can be done either individually or by a group not exceeding five Students. However, Viva-Voce based on the Project work shall be conducted individually.

The topics shall either be allotted by the supervising teacher or be selected by the students in consultation with the Supervising teacher.

The report of the Project shall be submitted to the Department in duplicate before the completion of the Sixth semester. There shall be no Continuous Assessment for Project work.

A Board consisting of one External Examiner, one Internal Examiner, and the HOD will evaluate the report of the Project work.

**Open Course
15UCH551.1: CHILD DEVELOPMENT**

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Introduction**(10 Hrs)**

Developmental Processes and Periods: Biological, Cognitive and Socio-Emotional Process, Periods of Development.

Developmental Issues; Nature and Nurture, Continuity and Discontinuity, Early and Later Experience, Evaluating the Developmental Issues.

Module 2: Prenatal Development and Birth (12 hrs)

Prenatal Development: The Course of Prenatal Development, Teratogens and Hazards to Prenatal Development, Prenatal Care, Cultural Beliefs About Pregnancy, Normal Prenatal Development.

Birth: The Birth Process, Assessing the New Born, Low Birth Weight, and Preterm Infants.

The Postpartum Period: Physical Adjustment, Emotional and Psychological Adjustment, Bonding.

Module 3: Physical Development and Health (10 Hrs)

Body Growth and Changes: Growth Pattern, Infancy and Childhood, Puberty

The Brain: Brain Physiology, Infancy, Childhood and Adolescence.

Module 4: Motor, Sensory and Perceptual Development (10 Hrs)

The Dynamic System Views, Reflexes, Gross Motor Skills, Fine Motor Skills, Handedness, Sensation and Perception-Vision Hearing ,Other Senses.

Module 5: Cognition, Language, Social, and Moral Development (10 Hrs)

Piaget's Theory of Cognitive Development : Process of Development, Sensory Motor Stage, Preoperational Stage, Concrete Operational Stage and Formal Operational Stage.

Language Development : Infancy Early Childhood Moral Development Kohlberg's Moral Development Theory.

References:

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

Papalia, D. E. (2004). Human development, 9th edition. New Delhi: MC Grow-Hill.

Open Course

15UCH551.2: GENERAL PSYCHOLOGY

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Introduction to Psychology.

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

Module 2: Perception, Consciousness.

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

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

Module 3: Learning, Memory.

Definitions of Classical Conditioning, Trial and error learning, Operant conditioning and Observational learning with one illustration each. Concept of behaviour modification.

Encoding, storage and retrieval processes. Sensory, short term and long term memories. Chunking. Rehearsing information. False memory, childhood amnesia, flashbulb memory.

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

Module 4: Motivation, Emotion, Stress.

Extrinsic and Intrinsic Motivation. How to cope with Test Anxiety.

Elements of Emotional Experience. Principle of Lie Detector. Concept of Emotional Intelligence. Stress and Reaction to Stress.

Module 5: Intelligence, Personality, Testing.

Concept of IQ, Mental retardation and giftedness. Self. Concept of personality. Character, temperament and traits. Two different approaches to

personality: 1. Freud's theory: Levels of consciousness, Id, Ego, Super ego, Idea of defense mechanisms with two/three examples. 2. Trait theory: General idea.

What is meant by a psychological test? An example each from intelligence and personality.

Module 6: Non-verbal Communication.

Non-verbal Communication: Facial expressions, Gazes, Stares. Body Language, Touching. Microexpressions.

References:

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

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

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

Open Course 15UCH551.3: PSYCHOLOGICAL ANALYSIS OF FILM AND CULTURE

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Art and Psychology: Introduction.

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

Module 2: Psychoanalysis and Art.

Freud- Analyzing the author. Illustration: Freudian work on Dostoevsky. Film analysis. Psychology of film perception- phi phenomenon. Psychoanalytic metaphors in film perception- scopophilia, voyeurism, identifica-

tion, internalization, projection and other mechanisms. Fetish in films. Psychoanalysis and film interpretation. Psychological film theories: Metz-identification, fetish; Mulvey- woman as the subject of gaze.

Module 3: Psychology of Indian Popular Film:

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

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

Reading List:

Hayward, S. (2006). *Cinema Studies: The Key Concepts*, 3rd Ed. New York: Routledge. Dix, A. (2010). *Beginning Film Studies*. New Delhi: Viva Books.

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

Joseph, S. (2005). *Psychocultural Analysis of Popular Films in Malayalam*. M. Phil dissertation, University of Calicut.

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

Silverman, D. (2006). *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction*. New Delhi: Sage Publications.

Supplementary Reading List:

Metz, C. (1982). *The imaginary Signifier: Psychoanalysis and the Cinema*. Bloomington: Indiana University Press. Kakar, S. (1997). *Culture and Psyche*. Delhi: Oxford University Press.

Flitterman-Lewis, S. (2000). *Psychoanalysis, Film and Television*. Retrieved January 15, 2005, from jcomm.uoregon.edu/~cbybee/j388/psych.html Monaco, (2000). *How to Read a Film*, 4th edn. New York: Oxford University Press.

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

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

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

Freud, S. (1928/1996). Dostoevsky and Parricide. In Penguin Freud Library, 14. London: Penguin Books.

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

Open Course

15UCH551.4: YOGA AND STRESS MANAGEMENT

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Introduction

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

Module 2: Theoretical Foundations of Yoga

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

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

Principles of Rajayoga - Chakras and their significance.

Five Koshas and their importance.

Module 3: Stress

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

Module 4: Therapeutic aspects of Yoga

Yoga and stress management.

Yoga as a desensitization tool.

Yoga for Improving stress tolerance.
Yoga and cognitive restructuring.
Yoga and Physical health.
Yoga and Life style management.

Module 5: Practicals

Basic Asanas (Postures). Basic Pranayama techniques.

Module 6: Theory & Practicals

Basic Relaxation techniques - Yoga Nidra and other techniques. Simple meditation techniques.

References

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

Open Course

15UCH551.5: SPORTS PSYCHOLOGY

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Introduction to Sports Psychology.

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

Module 2: The Socio-Psychological Nature of Sports and Games.

The Nature Of Games: Competitive Games, Games of chance, Games of Pretense and Games of Vertigo. The Nature of Sports: Sports as a Game Occurrence- The Institutionalization of Games into Sports. Sports as a Social Institution- Sports as a Social System.

Module 3: Motivation and Self Confidence in Sports.

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

Gender and Self Confidence.

Module 4: Goal Setting in Sports.

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

Team Approach to Setting Goals.

Module 5: Arousal, Stress and Anxiety in Sports.

Introduction- Definition: Arousal, Stress and Anxiety The Relationship among Arousal, Anxiety and Athletic Performance Emotions and Mood-Selye's Concept of Stress- The Stress Process- The Multidimensional Nature of Anxiety- Measurement of Anxiety Module 6: Coping Strategies in Sports Introduction-Conceptual Frame Work for Coping Strategies-Measurement of Coping Skills-Factors that Enhances the Generalizability of Coping- Coping Strategies used by Elite Athletes-Progressive Relaxation- Autogenic Training- Meditation- Biofeedback Training.

References:

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

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

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

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

Open Course
15UCH551.6: PSYCHOLOGY OF ADVERTISING AND
MARKETING RESEARCH

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Introduction.

Why Advertising?

Evolution of Advertising – Socio Economic effects of Advertising – Types of Advertisements – Various phases of Advertising – Advertising Agency System – Market Research – Vocational aspects of Advertising.

Module 2: Planning and Campaigns.

Media selection – Newspapers – Magazines – Radio – Television – Direct mail – Outdoor Advertising – Hoarding – Bus Panels – Spectacular – Bulletins.

Module 3: Psychological Factors in Advertising.

Attentional and Perceptual Factors in Advertising Motivational Factors in Advertising Emotional Factors in Advertising Cognitive Factors in Advertising Persuasion in Advertising Sex in Advertising Entertainments and Advertising.

Module 4: Psychological Strategies in Advertising.

Targeting.

Branding Imaging.

Choice of media.

Psychology of Advertising Design.

Advertising Effectiveness.

Module 5: New Psychological Tactics and Trends in Advertising.

Behavioral Targeting.

Subliminal Advertising.

Accelerated Communications.

Neuromarketing: What's it all about?

Temptation Turn-off Tactics.

The Swearg Effect.

Module 6: Marketing Research

The Marketing Research Process.

Designing Opinion and Interest.

Surveys.

Other Primary Sources of Data: Interviews; Mystery shopping; Focus groups; Projective Techniques; Product Tests; Diaries & Omnibus Studies.

Secondary Sources of Data (desk research).

References:

Advertising – Cohen.

Advertising Psychology and Research – Hepner.

Advertising – Warner, et al.

Fundamentals of advertising – Chunna wallah.

Advertising Made Simple – Thomos Jefkins.

Effective advertising – Leon Quera.

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

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

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

Modern Advertising by Calkins & Holden.

Open Course

15UCH551.7: PSYCHOLOGY OF ADOLESCENCE

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Introduction.

The Historical Perspective, Stereotyping of Adolescents, Current Status of Adolescents in India, Early and Late Adolescence. Developmental Transitions.

Module 2: Physical Development & Health.

Puberty: Determinants of Puberty. Growth Spurt. Sexual Maturation, Secular Trends in Puberty. Psychological Dimensions.

Exploring Adolescent Health: Risks, Leading causes of Death, Nutrition and Eating Disorders-Anorexia, Bulimia- Exercise, Sports, Sleep. Stress and Coping.

Module 3: Socio-Emotional Processes

Adolescent Egocentrism. Perspective Taking. The self: Self- understanding, Self- Esteem and Self-Concept.

Identity: Erikson's Ideas on Identity, Four Statures of Identity. Developmental changes in Identity. Identity and Social Contexts. Identity and Intimacy.

The Emotions of Adolescence. Hormones, Experience and Emotions, Emotional Competence. Personality Traits, Temperament. Domains of Moral Development: Moral Thought. Moral Behavior, Moral Feeling. Moral Personality, Contexts of Moral Development. Values.

Module 4: Gender and Sexuality.

Biological, Social and Cognitive influences on Gender, Gender Stereotypes, Similarities and Differences, Gender-role Classification: Masculinity, Femininity, and Androgyny, Traditional Masculinity and Problem behaviors in Adolescent Males, Gender-role Transcendence. Developing a Sexual Identity, Obtaining Information about Adolescent Sexuality, Sexual literacy, Sources of Sex information, Sex Education in Schools.

Module 5: Social Contexts of Development.

Families: Reciprocal socialization, Parenting Styles, Parent-Adolescent Conflict, Autonomy and Attachment, Sibling Roles, Birth Order, Working Parents. Exploring Peer Relations: Peer Group Functions, Family- Peer linkages, Friendship, Romantic Love and its Construction.

Schools: Size and Climate of Schools, Interaction with Teachers.

Achievement: The importance of Achievement in Adolescence, Time Management, Obstacles to Achievement. Work: Advantages and Disadvantages of Part-time Work in Adolescence, Working while going to college. Technology, Computer and the Internet.

Module 6: Problem Behaviors.

Risk taking behavior among Adolescents, Drug Abuse, Antisocial behavior, Juvenile Delinquency, Teenage Pregnancy, Depression and Suicide. Interrelation of Adolescent problems and Prevention / Intervention.

References

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

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

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

Open Course

15UCH551.8: POSITIVE PSYCHOLOGY

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Positive Psychology- Concepts.

Eastern and Western Perspectives. Happiness, Flow, Hope and Optimism, Positive Traits and Motives, Positive Self, Positive Relationship and Positive Change.

Module 2: Developing Strengths and Living well in a Cultural Context.

Living well at every Stages of Life. Resilience in Childhood, Positive Youth Development, the Life Tasks of Adulthood, Successful Ageing.

Module 3: Positive Emotional States.

Module 4: Happiness.

The me/we Balance, Individualism, Collectivism, Building better Communities. Emotion focussed Coping, Emotional Intelligence, Socio Emotional Selectivity and Emotional Story Telling.

References:

Carr, A. (2008). Positive psychology - The science of happiness and human strengths. London: Rout ledge.

Bornstein, M. H., Davison, L, Keyes, CM. & Moore, K.A (Eds) (2003). Well being - Positive development across the life course. London: Lawrence Erlbaum associates.

Snyder, C.R. & Lopez, S.J (2007). Positive psychology - The scientific and practical explorations of human strengths. Thousand Oaks: Sage Publications.

SEMESTER VI

Core Course XI

15UPG641: PSYCHOLOGICAL ASSESSMENT – II

No. of credits: 4

No. of instructional hours per week: 6

Out of the following, a minimum of 5 tests should be compulsorily administered by each student.

1. Short Term Memory
2. Marriage Attitude Scale
3. Bhatia's Intelligence Scale
4. Emotional Intelligence
5. Vineland Social Maturity Scale
6. Bell's Adjustment Inventory
7. 16 PF
8. Ergograph

References:

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

Core Course XII
15UPG642: PSYCHOLOGY OF
INDIVIDUAL DIFFERENCES

No. of credits: 4

No. of instructional hours per week: 5

Module 1: Individual Differences (20 hrs)

Role of Heredity and Environment.

Differences in Interests, Attitudes, Aptitudes, Values, Level of Aspiration, Self Concept, Habits and Psychomotor Skills.

Causes of Individual Differences.

Module 2: Personality (32 Hrs)

Concept of Personality.

Modern Theories:

Psychodynamic Approaches: Major Ideas of Freud's Theory: Levels of Consciousness, Structure of Personality, Defense Mechanisms with Descriptions and Examples, Early Childhood Experience, Psychosexual Stages of Development, Oedipus Complex.

Neo-Freudians: Jung- Collective Unconscious, Archetypes, Model of Personality. Adler-Striving for Superiority, Power Motivation. Horney-Basic Anxiety, Styles.

Trait Theories: General Approach. Allport: Cardinal, Central and Secondary Traits. Cattell: Source and Surface Traits, 16 PF. Eysenck: Dimensions of Personality. Big Five Factors.

Learned Helplessness.

Module 3: Psychological Assessment (20 Hrs)

Psychological Testing. Assessment of Intelligence (Individual and Group Tests, Verbal and Non-Verbal), Personality (Objective and Projective), Aptitude, and Interest. Fundamentals on Administering a Test.

Module 4: Psychology in Society (18 Hrs)

The Social Science Aspect of Psychology.

Need for an Interdisciplinary Approach.

Relevance of Psychology in Understanding and Solving Contemporary Issues at Personal and Social Levels.
Need of Indigenous Approach.

Books for Study:

- Coon, D. & Mitterer, J. O. (2007). Introduction to psychology: Gateways to mind and behavior, (11th ed.). New Delhi: Thomson Wadsworth.
Weiten, W. (2008). Psychology: Themes and variations, (7th ed.). New York: Brooks/Cole Publishing Co.
Smith, B.D. (1998). PSYCHOLOGY Science and understanding. New York: Mc Graw Hill.
Mangal, S.K. (2010). Essentials of Educational Psychology. New Delhi: PHI learning.
Anastasi, A., & Urbina, S. (1997). Psychological testing. USA: Prentice Hall.

Additional Reading List:

- McBurney, D. H. (2001). Research Methods. Thomson Wadsworth Publishing Co., London.
Kuppuswamy, B. (1990). Elements of Ancient Indian Psychology, (3rd ed.). Konark Publishers Pvt. Ltd., New Delhi.
Friedman, H. S., & Schustack, M.W. (2003). Personality: Classic Theories and Modern Research, (2nd Ed.), Pearson Education, New Delhi.

Core Course XIII
15UPG643: ORGANIZATIONAL BEHAVIOUR

No. of credits: 4

No. of instructional hours per week: 4

Module 1: Introduction to Organizational Behavior (OB): (8Hrs)

Definition and Meaning of OB,
Disciplines that Contribute to the OB Field,
Challenges and Opportunities for OB, Models of OB.

Module 2: Foundations of Organizational Structure: (8 Hrs)

What is an Organizational Structure?

Common Organizational Designs, New Design Options,

Why do Structure Differ?

Organizational Designs and Employ Behaviour.

Module 3: Personality: (8 Hrs)

The Myers-Briggs Type Indicator,

The Big Five Personality Model,

Other Personality Traits Relevant to OB.

Managerial Skills (Interpersonal).

Module 4: Foundations of Group Behavior: (8 Hrs)

Defining and Classifying Groups,

Stages of Group Development,

Group Properties: Norms and Status, Size, Cohesiveness,

Group Decision Making Techniques.

Module 5: Basic Approaches to Leadership: (8 Hrs)

What is Leadership?

Trait Theories, Behavioural Theories, Contingency Theories: Fielder Model Situational Leadership Theory.

Module 6: Organizational Culture: (8 Hrs)

What is Organizational Culture? What Culture Does?,

Creating and Sustaining Culture, How Employees Learn Culture?,

Creating an Ethical Organizational Culture, Creating a Positive Organizational Culture,

Spirituality and Organizational Culture.

Module 7: Human Resources Policies and Practices: (6 Hrs)

Selection Practices,

Training and Development Programs,

Performance Evaluation.

Book for Study

Robbins, S. P. (2008). Organizational Behaviour, 13th Edition, PHI Learning (P) Ltd., New Delhi.

Parikh, M., & Gupta, R (2012). Organizational Behavior, McGraw Hills, New Delhi.

Core Course XIV

15UPG644: PSYCHOLOGY IN THE CLASS ROOM

No. of credits: 4

No. of instructional hours per week: 4

Module 1: Educational Psychology: (12 Hrs)

Meaning and Definition, Nature, Scope, and Functions.
Human Growth and Development- Maturation and Learning.

Module 2: Cognitive Development and Learning: (12 Hrs)

Theories of Piaget, Vygotsky, Gardner - Educational Implications.

Module 3: Factors Affecting Classroom Behavior: (14 Hrs)

Strategies for Enhancing Learning.

Factors Influencing Memory,

Factors Affecting Attention,

Interest - Meaning and Nature, Habits- Meaning, Nature and Development,

Development of Effective Thinking, Methods of Developing Creativity Among Children, Factors Affecting Problem Solving,

Techniques of Motivation in Classroom Situation.

Module 4 Mental Health: (10 Hrs)

Nature and Characteristics of Mentally Healthy Person, Adjustment, Frustration and Conflict

Behavior Problem- meaning and concept,

Socio Cultural Factors in Learning – Cultural Differences- Socio Economic Status, Ethnicity, language.

Module 5 Exceptional Children

(14 Hrs)

Types and Characteristics of:

The Gifted Child, the Backward Child, Juvenile Delinquent, Physically Disabled Children, Mentally Disabled or Retarded Children, Learning Disabled Children, Emotionally Disturbed Children.

Module 6 Effective Classroom Control and Management: (10 Hrs)

The Physical Environment, Creating a Positive and Emotionally Safe Classroom Environment for Learning.

Communication in the Class Room - Speaking Listening Skills and Non-verbal Communications.

Book for Study:

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

References:

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

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

Panda, K.C. (2004). Educational of Exceptional Children. Vikas Publishing House, New Delhi.

Sharma, R. & Sharma, R. K. (2003) Advanced Educational Psychology. Atlantic Publishers, New Delhi.

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

Elective Course

15UPG661.1: LIFE SKILLS DEVELOPMENT (Elective)

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Introduction to Life Skills: (12 Hrs)
Definition, Types, Importance,
Verbal and Non- Verbal Behavior

Module 2: Intra-Personal Skills: (14 Hrs)
Self Esteem- Self Efficacy, Self awareness, Time Management, Goal Setting.
Confidence in Public Speaking- Relaxation Skills. Management of Anxiety. Brain Storming.

Module 3: Inter-Personal Skills (14 Hrs)
Communication Skills, Relationship Management Skills, Presentation Skills,
Assertiveness Skills, Listening and Understanding Skills.

Module 4: Therapeutic Intervention Skills (14 Hrs)
Suicidal Prevention. Self Destructive Behavior.
Juvenile Delinquency.
Psychological Marker. Coping Skills.

References

Jones, R. N. (2007). Life Coaching Skills- How to Develop Skilled Clients. Sage Publications, New Delhi.

Lewis, H. (2000). Body Language- A Guide to Professionals. New Delhi: Response Books, New Delhi.

Kaul, A. (2005). The Effective Presentation- Talk Your Way to Success, Response Books, New Delhi.

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

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

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

Shephard, K (2005). Presenting at Conferences, Seminars and Meetings. Response Books, New Delhi.

Sanghi, S. (2007). Towards A Personal Excellence – Psychometric Tests and Self Improvement Techniques for Managers. Response Books, New Delhi.

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

Elective Course

15UPG661.2: INDIAN PSYCHOLOGY (Elective)

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Introduction.

Indian Psychology as the Science of living Sources of Indian Psychological Concepts

Scope and methods: Role of intuition and Subjective experience -Yoga and Tantra techniques The concept of Consciousness - the Principle of Chit - States of Consciousness the Self, Mind and senses Altered States of Consciousness.

Module 2: Sensation and Perception.

Relationship between Sense Organs and Objects - illusion -transcendental perception.

Module 3: Learning and Memory.

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

Module 4: Motivation and Emotions.

Nature and kinds of motives - raga, dvesha and moha - Gita's theory of

action - the concept of purushartha - the concepts of attachment and non-attachment.

Module 5: Personality and Personality Development.

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

Module 6: Abnormal behaviour and its Treatment.

Indian classification of abnormal behaviour - therapeutic techniques.

References:

B. Kuppuswamy: Elements of Ancient Indian Psychology. Delhi: Konark Publishers Ltd.

K. Ramakrishna Rao (Ed). Handbook of Indian Psychology. Delhi: Foundation Books.

Jadunath Sinha: Indian Psychology (3 Volumes). Delhi: Motilal Banarsidass Publishers (P) Ltd.

Dr. Sundaran. Manorogachikilsa Ayurvedathil.

Elective Course
15UPG661.3: YOGA AND STRESS
MANAGEMENT (Elective)

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Introduction.

Relevance of Yoga in Modern Life.

Misconceptions about Yoga - Secular Nature of Yoga.

Module 2: Theoretical Foundations of Yoga.

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

Four approaches to Yoga: Jnana Yoga - Karma Yoga - Bhakthi Yoga - Raja Yoga. Principles of Rajayoga - Chakras and their significance Five Koshas and their importance.

Module 3: Stress.

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

Module 4: Therapeutic aspects of Yoga.

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

Module 5: Basic Asanas (Postures).

Basic Pranayama techniques. (Practicals)

Module 6: Basic Relaxation techniques

Yoga Nidra and other techniques. Simple meditation techniques. (Theory & Practical)

References

Light on Yoga - B. K. S. Iyengar.

Kriya Yoga - Swami Satyananda Saraswathi.

Raja Yoga- Swami Vivekananda.

Patanjali's Yoga Sutras Commentary - I. K. Taimni.

Elective Course**15UPG661.4: SPORTS PSYCHOLOGY (Elective)**

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Introduction to Sports Psychology.

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

Module 2: The Socio-Psychological Nature of Sports and Games.

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

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

Module 3: Motivation and Self Confidence in Sports.

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

Module 4: Goal Setting in Sports.

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

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

Team Approach to Setting Goals

Module 5: Arousal, Stress and Anxiety in Sports.

Introduction- Definition: Arousal, Stress and Anxiety The Relationship among Arousal, Anxiety and Athletic Performance

Emotions and Mood- Selye's Concept of Stress- The Stress Process- The Multidimensional Nature of Anxiety- Measurement of Anxiety

Module 6: Coping Strategies in Sports.

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

References:

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

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

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

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

Elective Course
15UPG661.5: PSYCHOLOGY OF ADVERTISING
AND MARKETING RESEARCH (Elective)

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Introduction.

Why Advertising?

Evolution of Advertising - Socio economic effects of Advertising - Types of Advertisements - Various phases of Advertising - Advertising Agency System - Market Research - Vocational aspects of Advertising.

Module 2: Planning and campaigns.

Media Selection - Newspapers - Magazines - Radio - Television - Direct mail - Outdoor Advertising - Hoarding - Bus panels - Spectacular - Bulletins.

Module 3: Psychological Factors in Advertising.

Attentional and Perceptual Factors in Advertising Motivational Factors in Advertising Emotional Factors in Advertising Cognitive Factors in advertising Persuasion in Advertising Sex in Advertising Entertainments and Advertising

Module 4: Psychological strategies in Advertising.

Targeting Branding Imaging Choice of media.

Psychology of advertising design Advertising effectiveness.

Module 5: New Psychological Tactics and trends in Advertising.

Behavioral Targeting Subliminal Advertising Accelerated Communications Neuromarketing: What's it all about? Temptation Turn-ofT Tactics. The Swearg Effect.

Module 6: Marketing Research

The Marketing Research Process.

Designing Opinion and Interest Surveys Other Primary Sources of Data: Interviews; Mystery shopping; Focus groups; Projective techniques; Product tests; Diaries & Omnibus Studies Secondary Sources of Data (desk research).

References:

Advertising – Cohen Advertising Psychology and Research – Hepner.

Advertising – Warner, et al.

Fundamentals of advertising – Chunna wallah Advertising.

Made Simple – Thomos Jefkins.

Effective advertising – Leon Quera.

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

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

Persuasion in Advertising. by John O'Shanghnessy, Nicholas Jackson O'Shaughnessy. Modern Advertising by Calkins & Holden.

Elective Course
15UPG661.6: PSYCHOLOGY OF
ADOLESCENCE (Elective)

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Introduction.

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

Module 2: Physical Development & Health.

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

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

Module 3: Socio-emotional Processes.

Adolescent egocentrism. Perspective taking. The self: Self- understanding, Self- esteem and Self-concept.

Identity: Erikson's ideas on identity, four statuses of identity. Developmental changes in identity, Identity and social contexts. Identity and intimacy.

The emotions of adolescence, Hormones, experience and emotions, Emotional competence. Personality traits, temperament. Domains of moral development: Moral thought. Moral behavior. Moral feeling. Moral personality, Contexts of moral development. Values.

Module 4: Gender and Sexuality.

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

Module 5: Social Contexts of Development.

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

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

Schools: Size and climate of schools, Interaction with teachers. Achievement: The importance of achievement in adolescence. Time management. Obstacles to achievement. Work: Advantages and disadvantages of part-time work in adolescence, Working while going to college. Technology, computer and the internet.

Module 6: Problem Behaviors.

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

References:

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

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

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

Elective Course 15UPG661.7: PSYCHOLOGY OF COMMUNICATION AND MEDIA (Elective)

No. of credits: 2

No. of instructional hours per week: 3

Module 1 : Introduction.

Definition of Communication - Scope - Communication Process.

Variables of Communication: Source - Message - Channel - Receiver - Feedback

Verbal and Nonverbal Communication.

Module 2: Basic models of communication.

Shannon & Weaver - Lasswell – Berlo.

Types of communication: interpersonal - Group - Mass Communication.

Mass Communication - Characteristics of print. Radio, Television, Film.

Module 3 : Advanced models of communication.

Two-step flow of communication - Opinion leaders - Characteristics - Diffusion of innovations - Roger and Shoemakers model of Communication.

Gatekeeping models - White's gatekeeper model, Galthuing and Ruge's model of selective gatekeeping - Models of Communication.

Module 4: Market communication.

Concept - Characteristics Reinforcement - Sleeper Efleet Organisational Communication.

Newcomb's Balance Theory - Congruity - Dissonance - Social Judgment Model.

Module 5: Media Psychology in Context.

Research Methods in Media Psychology.

Psychological Effects and Influences of Media.

The Effects of Media Violence.

Prosocial Effects of Media.

Advertising.

Module 6: Developmental Issues in Media Psychology.

Young Children and Television.

Media and Adolescence.

The Social Psychology of the Media.

Representations of Social Groups.

The Psychology of the Media Audience.

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

The Future of Media Psychology, The Internet.

References:

David Berlo: The process of Communication.
Uma Narula: Mass Communication Theory and Practice..
Denis Mequial and Windhal: Communication models.
Denis Mequial: Media Performance.
Denis Mequial: Communication.
Ithias de Solo Pool (ed.): Handbook of Communication.
John Wright: Communication Theory.
David Giles. Media Psychology.

Elective Course

15UPG661.8: POSITIVE PSYCHOLOGY (Elective)

No. of credits: 2

No. of instructional hours per week: 3

Module 1: Positive Psychology- Concepts.

Eastern and western perspectives. Happiness, flow, hope and optimism, positive traits and motives, positive self, positive relationship and positive change.

Module 2: Developing Strengths and Living well in a Cultural Context.

Living well at every stages of life. Resilience in childhood, positive youth development, the life tasks of adulthood, successful ageing.

Module 3: Positive Emotional States.

Module 4: Happiness.

The me/we balance, individualism, collectivism, building better communities. Emotion focussed coping, emotional intelligence, socio emotional selectivity and emotional story telling.

References:

Carr, A. (2008). Positive psychology - The science of happiness and human strengths. London: Rout ledge.
Bornstein, M. H., Davison, L, Keyes, CM. & Moore, K.A (Eds) (2003). Well being - Positive development across the life course. London: Lawrence

Erlbaum associates.

Snyder, C.R. & Lopez, S.J (2007). Positive psychology - The scientific and practical explorations of human strengths. Thousand Oaks: Sage Publications.

Core Course **15UPG646: PROJECT**

No. of credits: 4

No. of instructional hours per week: 3

For each First Degree Programme there shall be a Project work.

The Project work can be done either individually or by a group not exceeding five Students. However, Viva-Voce based on the Project work shall be conducted individually.

The topics shall either be allotted by the supervising teacher or be selected by the students in consultation with the Supervising teacher.

The report of the Project shall be submitted to the Department in duplicate before the completion of the Sixth semester.

A Board consisting of one External Examiner, one Internal Examiner, and the HOD will evaluate the report of the Project work.