MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS, KOTTAYAM

CHOICE BASED COURSE – CREDIT – SEMESTER CURRICULUM AND SYLLABI

FOR

UNDER GRADUATE COURSE

IN

PSYCHOLOGY

(to be effective from 2011 admission onwards)
MAHATAMA GANDHI UNIVERSITY

Semester and credit Restructured Curriculum
And Syllabi

For

Under graduate program

In

PSYCHOLOGY

Proposed by the board of studies members:

Dr. Razeena Padmam
Dr. M. K. Mathew
Mrs. Malini R.
Dr. P. G. Saji
NAME OF THE COURSES TO BE DONE IN B.A.
PSYCHOLOGY PROGRAM

Psy1 B 1 Biological Basis of Behavior (complementary)
Psy2 B 2 Neurophysiology of Behavior (complementary)
Psy3 B 3 Statistics (complementary)
Psy4 B 4 Statistics (complementary)
Psy1 C 1 Basic Psychological Processes
Psy2 C 2 Basic Cognitive Processes
Psy3 C 3 Social Behavior
Psy4 C 4 Social Mind and Processes
Psy5 C 5 Child Development
Psy5 C 6 Abnormal Psychology
Psy5 D 1 Foundations of Organizational Behavior (elective)
Psy5 P 1 Experimental Psychology (practical)
Psy5 Pro1 Project
Psy6 C 7 Psychology of Maladaptive Behavior
Psy6 D 2 Managing Behavior in Organizations (elective)
Psy6 O 1 Human Resource Development (open)

OR

Theory and Practice of Counseling (open)
Psy6 P 2 Psychological Assessment (practical)
Psy6 Pro2 Project
### MAHATMA GANDHI UNIVERSITY

**BA Psychology Credit-Semester Course Scheme**

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**Open Courses**

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Expansion of the codes given to courses

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PSY 1 B 1- BIOLOGICAL BASIS OF BEHAVIOUR

Module 1 Introduction - Brain-Behaviour relations, Cells of the Nervous system- Neurons, Structure of neuron, External, internal and supporting structures, types of neurons.

Module 2 The Anatomy of the Nervous system and The Peripheral Nervous system - Central Nervous system, Forebrain, Midbrain and Hindbrain, Hypothalamus, Cortex, Spinal cord. Autonomic Nervous system, Sympathetic and Parasympathetic Nervous system.

Module 3 The Hemispheres of the Neocortex - structure, functional asymmetry (surgical studies, clinical studies, behavioural studies), capabilities of the right and left hemispheres, language, handedness, cortex and learning.

Module 4 The Endocrine system - The endocrine glands and hormones, hormonal influence on learning and memory, hormones and behavior.

Module 5 The Immune system - Humoural immunity, cell mediated immunity, non-specific defenses; anatomy of an immune response; memory boosters; immunosuppression; Hypersensitivity reactions, autoimmunity.

Module 6 Cardiovascular System: Structure of the human heart and its working (mention also the SA node, AVnode & Purkinje System); Structure of arteries, veins, and capillaries, pulmonary and systemic circulation. Blood, a fluid connective tissue; components (Plasma, RBC, WBC and platelets).

Note – Activity based assignments and seminars
Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day functioning of human body. Discuss various problems and issues that may be developed in the immune system, endocrine system, neuron or cardiovascular systems

Books for Study


Contd…


PSY 2 B 2- NEUROPHYSIOLOGY OF BEHAVIOUR

Module 1 - Communication within a neuron and Neurotransmitters - membrane potential, resting potential, depolarization, hyper polarization, sodium-potassium pump, action potential. Neurotransmitters- Role of neurotransmitters in transmission of impulses, Excitatory and inhibitory post synaptic potentials.

Module 2 - Behaviour Genetics- Mendel’s principles, modern concept of the gene and the gene action, sex-linked, sex-limited, sex-influenced characters, hereditary diseases, human genome project, gene mapping

Module 3 - Psychoneuroendocrinology- Behaviour and the limbic system, Hypothalamus- Autonomic nervous system, Hypothalamo hypophysial endocrine system (HPT axis, HPA axis).

Module 4 - Stress Physiology and Psychoneuroimmunology- stress response, indicators of stress (hormonal, anatomical, and physiological), stress and disease Psychoneuroimmunology-Connections between emotions, nervous system and immune functions, Placebo effect, Immune deficiency, Effect of meditation and biofeedback.

Module 5 - Physiological basis of sexual behavior-Defining sexual behavior, Dynamics, hormones and its impact, external cues, the brain and sexual behavior.

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

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


Module-1

Module-2
Measures of Central Tendency Mean, Median, Mode, calculation, properties without proof- merits and demerits, suitability, examples and applications. Dispersion: Range, Quartile deviation, Standard deviation, Mean deviation, Coefficient of variation, Skewness and Kurtosis.

Module-3
Probability: Basic concepts, different approaches, conditional probability, independence, addition theorem, multiplication theorem (without proof) for two events, simple examples.

Module-4
Random variables, Discrete and Continuous, p.m.f and p.d.f. c.d.f of discrete r.v. Mathematical Expectation of a discrete r.v. Mean and Variance of a discrete r.v.

Core Reference:

Additional References
3. Hentry E Garett. Statistics in Psychology &Education
**Module-1**

**Module-2**
Meaning, Karl Pearson's Coefficient of Correlation, Scatter Diagram, Interpretation of Correlation Coefficient, Rank Correlation, Regression, Regression Equation, Identifying the Regression Lines.

**Module-3**

**Module-4**
Elementary ideas of testing of hypothesis, simple and composite, null and alternate hypothesis, acceptance region and rejection region, p value, significance level and power, Test for mean, and equality of means, (large and small samples), Chi - Square test for independence. Non Parametric tests-Sign test, Wilcoxon's Rank sum test, Run test.

**Core Reference:**

**Additional References**
3. Hentry E Garrett. *Statistics in Psychology & Education*
PSY 1 C 1 BASIC PSYCHOLOGICAL PROCESSES

Objectives:
To generate interest in psychology
To familiarize the students with the concepts of basic psychological processes
To understand the basics of various theories in psychology
To provide basic knowledge about systems and processes like attention, learning and memory

Module 1: Introducing psychology
What is psychology: A working definition. What is not psychology?
Scope of psychology. Brief history of modern scientific psychology: Structuralism, Functionalism, behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach (in brief).

Module 2: Experimentation and critical thinking in Psychology
Psychology as a science. Goals of scientific enterprise. Steps in scientific investigation.

Module 3: Sensation and Perception

Module 4: Consciousness
Module 5: Learning

Note – Activity based assignments and seminars
Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspects of behavior. Discuss various errors and inaccuracies in perception, need for critical thinking in perception, how behavior is learned and shaped.

References:

For additional reading:
PSY 2 C 2 BASIC COGNITIVE PROCESSES

Objectives:
To generate interest in psychology
To familiarize the students with the concepts of basic cognitive processes
To understand the basics of various theories in psychology
To provide basic knowledge about systems and processes like cognition, intelligence and personality

Module 1: Memory

Module 2: Cognitive processes

Module 3: Motivation and Emotion

Module 4: Intelligence

Module 5: Personality

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

References:

For additional reading:
PSY 3 C 3 SOCIAL BEHAVIOUR

Objectives: To enable the student to
- understand and explain behaviour in the social setting - explain
  the psychological aspects of various social phenomena
- understand the psychological aspect of various social issues in the society and
  nation

Module I: Introduction
Definition. Focus of social psychology. Origin and development. Methods of social
psychology (briefly)

Module II: Social Perception
Micro expressions, cognitive factors. Attribution. Theories: correspondent inference,
Kelley’s theory. Attribution errors. Applications in understanding depression and

Module III: Social Cognition
Automatic processing. Potential sources of error in social cognition: Automatic vigilance,
optimistic bias, counterfactual thinking, magical thinking, illusory correlation, regression
fallacy. Affect in social cognition: How thoughts shape feelings and feelings shape
cognition. Combating errors in social cognition

Module IV: Attitudes
Definition, nature, components, functions. Attitude formation and change. Attitude and
Cognitive dissonance. Hypocrisy. (Illustrations and analyses of Indian/ Kerala cases)

Module V: Prejudice
and implicit. Stereotypes. Role of media in maintaining stereotypes and prejudice.
Origins of prejudice. Role of prejudice in communal issues. (Illustrations and analyses of
Indian/ Kerala cases).Techniques of countering the effects of prejudice.
Prejudice based on gender: its nature and effects. Hostile and benevolent sexism in Indian
society. Domestic violence.

Module VI: Interpersonal Attraction & Relationships
Beginning of attraction. Proximity, emotions. Affiliation need. Becoming acquainted-
situational determinants (briefly). Moving towards friendship - similarity, mutual liking

Contd…
References:

Activity based assignments:
Observe social behaviour in various settings viz. public places, social gatherings, institutions etc. and submit report. Discuss various social phenomena of the psychological nature in the class room, with special relevance to the contemporary Kerala society. Analyze contemporary articles and newspapers of relevance.
Module I: Social Influence

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

Module III: Prosocial Behaviour

Module IV: Aggression

Module V: Environmental and Social issues

Module VI: Psychology applied to social development
Psychological aspects in poverty: Causes and consequences. Role of psychology in national development: Issues of development, psychological solutions.

Contd…
References:

Activity based assignments:
Analyze popular films and TV programmes to find out the representation of women, children, minorities, disadvantaged group etc. Discuss the cultural psychological meaning of these representations. Discuss how media reflect and influence social norms. Discuss various social phenomena of the psychological nature in the class room, with special relevance to the contemporary Kerala society. Analyze contemporary articles and newspapers of relevance.
Module 1. Introduction to life span development

Module 2. Theories of development

Module 3. Prenatal Development

Module 4. Physical Development and Aging
Cephalocaudal and proximodistal pattern. Newborn--reflexes--perception (vision, hearing, other senses, and intermodal perception). Height and weight in infancy and childhood, Gross and fine motor skills, handedness. Physical development in puberty.

Module 5. Cognitive Development

Module 6. Socio-Emotional Development

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

Contd…
References
John W. Santrock,; A topical approach to Life-span Development’3rd ed..
Hill Publishing Co.
PSY 5 C 6 ABNORMAL BEHAVIOR

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

Module 1. Abnormal Psychology: An overview – The concept of normality and abnormality, Different criteria, Concept of healthy personality, Historical view of abnormal behavior, Abnormal behavior: Current status, Classification systems-ICD, DSM, Merits and demerits of classification.

Module 2. Causal factors in Abnormal Psychology - Causes and risk factors, Biological viewpoints, Psychosocial viewpoints: Major perspectives, Socio-cultural viewpoint.


Module 4. Anxiety disorders - Phobic disorders, Panic disorder and agoraphobia, Generalized anxiety disorder, Obsessive-compulsive disorder, Causal factors- Biological, Psychological and Socio-cultural factors, Treatment and outcomes, Psychological therapies.

Module 5. Somatoform and dissociative disorders - Somatization disorder- Hypochondriasis- Pain disorder- Conversion disorder- dissociative amnesia and fugue- dissociative identity disorder- Depersonalization disorder- Causal factors- Biological, Psychological and Socio-cultural factors- Treatment and outcomes.

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

REFERENCES:


PSY 5 D 1 FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR (Elective)

Objectives:

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

Module-1 Introduction
Defining OB. Relationship to other field. The behavioral approach to management. Organisation as socio technical system. Brief history of OB. Philosophies and approaches to management process - (In brief)
Scientific, administrative and beauracratic management.
The Hawthorne studies-transition in thought and practice.
The behavioral school of management thought and practice-early contributions, human relations model, and the behavioral science influence (In brief)

Module-2: Organizational structure and design:
Classical organizational theory: Bureaucratic Model, Modern view of Bureaucracies. Centralization and decentralization- Flat, and tall structure, departmentation, line/staff concept of organization. Modern Organizational theory: Organization as open system, information processing view; project, matrix, horizontal, network designs.

Module-3 Work Motivation:

Module-4 Communication in Organisation:

Contd…
Module-5 Leadership in organization:
Definition, Characteristics, Skills and Roles, leadership processes
Theories of leadership: Leader centric, interactive relationship, contingency theories, NT-Styles.

Module-6 Group and Team work
Type, Structure, Teams and groups diversity- consensus, dilemma, types of teams, building teams in Indian organizations.

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

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

Each student is required to conduct a minimum of 10 experiments and submit the record of experiments for evaluation at the end of the semester. (Demonstration experiments need not be reported.)

Experiments for Demonstration purpose only
Illusions: Horizontal-Vertical, Muller-Lyer, Visual acuity, Snellen chart
Attention: Span, division, distraction, set. Memory: Span of memory

A minimum of 10 experiments out of the following should be compulsorily administered by each student. (A few suitable experiments are to be conducted by using simple designs like before- after, 2 group experimental- control and correlational designs in order to familiarize the students with the concept of designs.)

Sensation and perception: Depth perception, colour blindness
Reaction time: simple, choice Learning: massed vs. spaced, rote vs. meaningful, trial and error, maze, rational learning
Transfer: bilateral, habit interference, Level of aspiration, Knowledge of results
Motor tests: tracing test, steadiness test, tweezer dexterity, finger dexterity
Problem solving, concept formation, multiple choice test, localization of sound
Social suggestibility experiments: suggestibility, compliance, grapevine, prosocial behaviour

For internal evaluation purposes, activity based assignments that help the student learn from real life situations can be used. (Eg, Assignment on the systematic observation of child behaviour/ some social behaviour). In such a case, report/ presentation of the same can be evaluated.

Note – Activity based assignments and seminars
Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspect of behavior.
PSY 6 C 7  PSYCHOLOGY OF MALADAPTIVE BEHAVIOUR

Objectives: -
To acquaint the students with the symptoms of major psychological disorders
To encourage the students to know the causal pattern and the different therapeutic techniques in the management of personality and major psychological disorders

Module 1. Personality disorders: Clinical features of personality disorders, Types of personality disorders- Paranoid, Schizoid, Schizotypal, Histrionic, Narcissistic, Antisocial, Borderline, Avoidant, Dependent, Obsessive-compulsive, Passive-aggressive, Depressive personality disorder- Causal factors in personality disorders- Biological, Psychological and Socio-cultural, Sexual development and orientation disturbances.


Module 3. Mood disorders: Mania and depression, Unipolar and bipolar disorders, schizoaffective disorders, Causal factors in mood disorders, Biological, Psychological, and Socio-cultural factors, Treatment and outcomes.

Module 4. Schizophrenia and delusional disorder, The clinical picture in schizophrenia, Subtypes of schizophrenia- Paranoid, Catatonic, Disorganized, Residual and undifferentiated type, Causal factors in schizophrenia- Biological, Psychological, and Socio-cultural factors, The clinical picture in delusional disorder, Causal factors in delusional disorder, Treatment and outcomes.

Module 5. Assessment- Types of assessment- Neuropsychological examination, Psychological assessment- Interview- The clinical observation of behavior- Psychological tests- The use of psychological tests in personnel screening.

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

References:

Objectives:
To familiarize and learn concept of human organizations and behavior in organizations.
To introduce topics like Leadership, Motivation, Power, Conflict, Negotiation, in organizations and to learn strategies to manage organizations more effectively.

Module-1 Organizational Decision Making:
Nature of decision making: What are decision making, decision characteristics, types of decisions. Decision making process and managerial practices: A systematic approach to decision making process, contingency approach to decision making. Problems in decision making process: misunderstanding a situation, rushing the decision making process. Improving decision making process: Improving the roles of individual, structured group decision making process. Models of Individual decision making: Classical, Behavioral decision making models, Individual decision making process. Control and involvement-oriented approach to decision making.

Module-2 Power conflict and negotiation:

Module-3 Organizational culture:
What is organizational culture: definition, cultural typologies, Culture is a descriptive term, Do organizations have uniform culture, Strong vs. Weak cultures, culture vs. formalization, Organizational culture vs. National culture. What do cultures do? Culture’s functions, culture as a liability. Creating and sustaining culture: How a culture begins, Keeping a culture alive. How employees learn culture: Rituals, Material symbols, language.

Module-4 Managing Organizational Change and Development:
Concept, forces of change, managing planned change, Changing structure, changing technology, changing the physical setting, changing people. Resistance to change: Individual resistance, organizational resistance, overcoming resistance to change, the politics of change. Approaches to managing organizational change: Lewin’s three-step Model Organizational Development: OD values, OD interventions. Key issues of management change: Innovation, Creating a Learning organization.

Module-5 Organizational Stress:
Module-6 Social Responsibility and Ethics:
Nature of social responsibility: Law and social responsibility, Historical perspectives, social responsibility organizational stakeholders. Diverging Views on social responsibility. The nature of Managerial Ethics: Sources of ethics, moral development, Managerial ethics. Ethical and unethical managerial Behavior: Ethical standard and Managerial dilemma, Does ethical behavior make a financial difference? Ethics and Ethical behavior in Organization: Sexual harassment, pay and promotion discrimination, Employee privacy issue.

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

References

Objectives:

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

Module-1 Introduction to HRD
Concept of HRD- Difference between HRD and HRM- Objectives – Mechanisms and Assumptions of HRD- Need and significance of HRD in India. Principles and approaches of HRD- Challenges and ethics of HRD

Module-2 Training and Development
Concept of Training. Definition, Types, Objectives, Methods, Evaluating effectiveness of training. Concept of management development: Objectives, principles and Strategies of development.

Module-3 Career Planning and development

Module-4 Performance appraisal and Potential

Module-5 Employee counseling and mentoring
Employee counseling: Concepts, objectives, Skills of employee counseling Theoretical approaches, Types of EC, Counseling process, measures of effective EC. Employee coaching: Concept, definition, objectives, types of EC, Process of EC, Coaching techniques.
Mentoring: Concept, Definition, objectives, Characteristics of Mentoring Matching of Mentor and Mentee, Principles, Dynamics, Qualities and roles, types of mentoring, functions of mentoring, mentoring process.

Contd…
Module-6 Employee Empowerment
Definition, objectives and prerequisites of EE, types, process, Strategies of Employee empowerment.

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

References
Objectives

To enable the student to explore the different theories of counselling psychology.
To enable the student to acquire sufficient knowledge in the areas of Practices and Techniques of counselling psychology.

Module 1. What is counseling?
Who are counsellors and helpers? What are basic counseling skills? Helpers and clients as diverse persons. The relationship. The helping process.

Module 2. Theories of counselling

Module 3. Practices of Counselling

Module 4. Techniques of Counselling

Module 5. The Guidance and Counselling Services.


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

Contd…
REFERENCES

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

Each student is required to conduct a minimum of 10 tests and submit the record for evaluation at the end of the semester. The list includes tools that measure intelligence (SPM, Bhatia’s battery, Mathew mental abilities etc.), personality, memory, interest, aptitude, attitude, creativity, adjustment, values, Basic tools for child assessment (Seguin Form Board, VSMS etc.), Locus of control etc.

For internal evaluation purpose, activity based assignment on a community work (Eg., conducting a training programme on learning skills in a school, undertaking a voluntary work in a special school/ mental health center/ destitute center) can be given. In such a case, participation/ report/ presentation of the same can be evaluated. Additionally, for skill development, students can be trained in relaxation techniques, techniques of stress management, communication skills, assertive training etc.

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

To facilitate the students with the nature and process of counseling and its meaning.
To expose the student to the different factors of application of counseling.
To enable the student to acquire sufficient knowledge in the area of counseling in order to apply in various walks of life.

Module 1. Introduction to Psychology

Module 2. Basic psychological processes
Attentional processes (In Brief) Factors affection attention. Span, division And distraction of attention.
Learning (In Brief) Classical and operant conditioning.(with illustrations, application of learning principles)
Motivation (In Brief) Types of motives primary and secondary motives, affiliation, achievement, power motives and hierarchy of motives.

Module 3. Counseling . The art and science of helping
What is counseling? Who are counselors and helpers? What are basic counseling skills? Helpers and clients as diverse persons. The helping relationship. The helping process. Goals in counseling. Relationship of counseling with Psychotherapy, clinical psychology and mental health.
Counseling interview – structured - Unstructured.Phases of counselling .process – Different phases – Termination- feedback

Module 4. Approaches to Counseling and Helping

Contd…
Module 5 Techniques of Counselling  Client-Centered Therapy. Rational Emotive Therapy. Transactional Analysis. Reality Therapy. (Illustrate with case examples)

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

REFERENCES
PSY 6 O 2 PSYCHOLOGY OF ADVERTISING AND MARKETING
RESEARCH

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

Module 1: Introduction
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 Swear*s 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'Shangnessy, Nicholas Jackson O'Shaughnessy.
Modern Advertising by Calkins & Holden
Objectives:
To develop abilities for adaptive and positive behaviour, that enables individuals to deal effectively with the demands and challenges of everyday life.
To form the foundation of life skills education for the promotion of mental well being, and healthy interaction and behaviour.
To enable students to translate knowledge, attitudes and values into actual abilities – ie., what to do and how to do it.
To contribute to students’ perception of self efficacy, self confidence and self esteem.

Module 1: Life Skills
What is a life skill? Concept of Life styles, Communication and action skills. Verbal communication skills, vocal communication skills, body language- traits and attitudes, mind skills, rules skills, perception skills, self talk skills, visual images skills, explanation skills, expectation skills, realistic goals skills, time management skills, Self awareness

Activity 1: Assessing own communication skills
Activity 2: Assessing own body language

Module 2: Presentation skills
Planning, structuring and delivering a presentation, effective use of language and audio visual aids, developing delivery skills, communication skills, managing performance anxiety, relaxation techniques, Interviews and Group discussions.

Activity 1: Preparing a systematic presentation
Activity 2: Assessing the delivery skills
Activity 3: Using mind skills to manage presenting material anxiety

Module 3: Relationship skills
Relationship skills, skills for listening and showing understanding, skills for choosing and starting a relationship, skills for managing shyness, skills for developing intimacy, assertiveness skills, skills for anger management, coping with emotions and stress, attitude formation, leadership skills.

Activity 1: Listening and understanding skills
Activity 2: Relationship skills
Activity 3: Building a friend

Module 4: Critical thinking skills
Critical thinking, restraining emotions, Creative thinking- stages, nature, barriers and strategies to improve creativity, looking at things differently, analyzing information, asking questions, solving problems, distinguishing facts from opinion, seeking truth in arguments and persuasion, Decision making, Problem solving- steps, strategies, and factors affecting problem solving, and creative thinking skills.

Activity 1: Make a plan for critical thinking
Activity 2: Conflict management

References
PSY 6 O 4  PERSONAL EFFECTIVENESS

Objectives

To familiarize the concepts of psychology.
To develop skills in application of psychological principles
To develop personal efficacy of the individual

Module 1. Introduction to psychology. Perception, attention, intelligence, personality, motivation, group dynamics.

Module 2. Perception:- perceptual organization, figure and ground perception. Application in various professional fields. Attention: - Concentration, Span, Division, Memory. Application of various techniques in professional fields

Module 3. Intelligence:- Concept, Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), Social Maturity, Multiple Intelligence. Assessment and Interpretation.


Note: Concepts are discussed only for familiarizing the subjects, but more importance is given to testing/assessment/demonstration & interpretation.

References

OBJECTIVES:  
To enable the student to understand the psychology behind art, film and other cultural products  
To impart basic methodological skill to the student in understanding analyzing creative works and cultural products  
To familiarize the students with classic works in the analysis of art forms  
To enable the student to explain various social phenomena and social psyche through the analysis of cultural products.

MODULE 1  
Art and psychology: Introduction  
Creativity. Theories of creativity. Divergent thinking, Sublimation, recent approaches.  
Stages of creativity.  
Preliminary principles of perception, cognitive psychology, psychoanalysis, structuralism and post structuralism.

MODULE 2  
Methodology of analysis: Narrative analysis, content analysis, visual interpretation.  
Qualitative interpretation  

MODULE 3  
Psychoanalysis and film interpretation. Perceptual, cognitive and cultural factors.  

MODULE 4  
Understanding other art forms psychologically: Psychology of performing arts, Psychology of music perception, Psychology of ritualistic arts.
Module 5
Cultural psychology. Sudhir Kakar. Reading the social psyche from cultural products.
Examples in the Kerala context.
Impact of cultural products on behaviour. Impact of globalization: Cultural
homogenization through cultural products

**Essential Reading List:**
Oxford: Blackwell

**Supplementary reading list:**
Additional reading list:


Freud, S. ‘Creative Writers and Daydreaming’ (1907) in *Art and Literature* PFL vol. 14.


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


Module 3. Socio-emotional Processes


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

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


PSY 6 O 7  YOGA AND STRESS MANAGEMENT

The value of Yoga is accepted the world over. In most of the western universities Yoga is a sought after course. Yoga is considered as one of the most effective systems of stress management. But, unfortunately Yoga does not find even a marginal place in the academic curriculum of the land of its origin. This course offers to bridge that gap at the undergraduate level.

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 4: (Practicals)
Basic Asanas (Postures)
Basic Pranayama techniques

Module 6: (Theory & Practicals)
Basic Relaxation techniques - Yoha Nidra and other techniques
Simple meditation techniques.
References

Light on Yoga by B. K. S. Iyengar
Kriya Yoga - Swami Satyananda Saraswathi
Raja Yoga: Swami Vivekananda
Patanjali’s Yoga Sutras Commentary by I. K. Taimni.
Objectives: Even though India has a long tradition of psychological thinking, scant attention was given to bring it to the academic mainstream. It has been a national policy to incorporate indigenous systems of knowledge into the curriculum at various levels. This course aims to familiarize the graduate student to the fundamental psychological concepts in Indian thought.

Module 1. Introduction
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 — manas as a sense organ — 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.

Indian classification of abnormal behaviour - therapeutic techniques.
References:

2. K. Ramakrishna Rao (Ed); *Handbook of Indian Psychology*, Foundation Books, Delhi.
4. Dr. Sundaran: *Manorogachikilsa Ayurvedathil*. 
PSY 6 O 9  SPORTS PSYCHOLOGY

Objectives

- To provide an overview about the field of sports psychology
- To familiarize the different application of psychological principles and techniques in the field of sports

MODULE I: INTRODUCTION TO SPORTS PSYCHOLOGY


MODULE II: THE SOCIO-PSYCHOLOGICAL NATURE OF SPORTS AND GAMES:

MODULE III: MOTIVATION AND SELF CONFIDENCE IN SPORTS

MODULE IV: GOAL SETTING IN SPORTS
Team Approach to Setting Goals

MODULE V: 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 VI: COPING STRATEGIES IN SPORTS

References:

Sharma & Sharma. Advanced Educational Psychology, Atlantic Publishers, New Delhi
PSY 6 O 10 HEALTH PSYCHOLOGY

Objectives:

To make aware of the scope of health psychology and its role in achievement and maintenance of health.
To make aware of the stress and coping behavior of individuals in various life situations.
To make aware of the role of Psychology in general health and chronic health problems.

Module 1 History and concepts
Need and Significance of Health Psychology. Historical and Conceptual basis of Health Psychology. Quality of Life in relation to health-wellness state and illness state.

Module 2 Psychobiology of Health
Biomedical Science and Health Psychology. Mental Health. Illness as an expression of emotional needs, Stress, Coping and Management. Role of psychological process in Somatoform disorders.

Module 3 Health and Behavior Change

Module 4 Society and Health
Culture, Social class, Gender and attitude in relation to Health. Social relationships – Support system, social networking, friendships service availability and utilization Doctor-Patient communication and relationship in the context of Health psychology.

Module 5 Managing Lifestyle illness and terminal illness
Psychological factors in Cancer, Diabetes, Coronary Heart Disease and Asthma. Psychological Factors in Degenerative Neurological Disease – Alzheimers, Dementia and Problems of aging and adjustment. Psychological factors in Pain and Pain management.

References

Jitendra Mohan Meena Sehgal Health Psychology Recent Perspectives J.K. Singh for Abhijeet, Delhi, 2006.
Edward P. Sarafino
Health Psychology Bio-psychosocial interactions
Charles L. Sheridan, Saly A. Radmacher
Health Psychology challenging the Biomedical Model
John Wiley & Sons Inc., 1992

Dematteo, Robin M., Martin, R.L.


Marks, D; Murray, M; Evans, B; Willig, C; Woodwall, C; Syskes, C(2008) Health Psychology. Sage, New Delhi
SYLLABI OF
COMPLIMENTARY COURSES IN PSYCHOLOGY
FOR OTHER CORE PROGRAMMES
SYLLABI OF
COMPLIMENTARY COURSES IN PSYCHOLOGY
FOR OTHER CORE PROGRAMMES

Complimentary course :

For B.A English -

And

BASIC PSYCHOLOGICAL PROCESSES
(Semester 1)

For B.A Economics

PSY 1 B1 BASIC PSYCHOLOGICAL PROCESSES

Objectives:
To generate interest in psychology
To familiarize the students with the concepts of basic psychological processes To understand the basics of various theories in psychology
To provide basic knowledge about systems and processes like attention, learning and memory

Module 1: Introducing psychology
What is psychology: A working definition. What is not psychology?
Scope of psychology. Brief history of modern scientific psychology: Structuralism, Functionalism, behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach (in brief).

Module 2: Experimentation and critical thinking in Psychology
Psychology as a science. Goals of scientific enterprise. Steps in scientific investigation.
How to evaluate claims of human behaviour ? Pseudo – psychologies – palmistry, astrology, graphology, Ouija board etc. How do they work? How to evaluate popular psychology news? Developing critical thinking abilities
Module 3: Sensation and Perception

Module 4: Consciousness

Module 5: Learning

Note – Activity based assignments and seminars
Assignments and seminars only on related topics so as to enable students to apply principles and theories studied to analyze phenomena relating to day to day aspects of behavior. Discuss various errors and inaccuracies in perception, need for critical thinking in perception, how behavior is learned and shaped.

References:

**For additional reading:**
SYLLABI OF
COMPLIMENTARY COURSES IN PSYCHOLOGY
FOR OTHER CORE PROGRAMMES

Complimentary course:

For **B.A English** -

And **BASIC COGNITIVE PROCESSES**

(Semester II)

For **B.A Economics**

**PSY 2 B 2 **  **BASIC COGNITIVE PROCESSES**

**Objectives:**
To generate interest in psychology
To familiarize the students with the concepts of basic cognitive processes To understand the basics of various theories in psychology
To provide basic knowledge about systems and processes like cognition, intelligence and personality

**Module 1: Memory**
Forgetting: Curve of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia. (In Brief)
Strategies for remembering: rehearsal, elaboration, organization. (Mnemonics)

**Module 2: Cognitive processes**
Module 3: Motivation and Emotion
Instinct, drive. Primary and secondary motives. Motivation of hunger and eating, sexual motivation, Levels of arousal, Yerke’s-Dodson law. Learned motives: affiliation, achievement and power motive, Hierarchy of motives.

Module 4: Intelligence

Module 5: Personality
Self. Concept of personality. Determinants of personality.
Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes. Limitations.

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

References:
For additional reading:
Course I: COMMUNICATION SKILLS IN ENGLISH

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1. AIM OF THE COURSE

- To develop the students’ ability to use English language accurately and effectively by enhancing their communication skills.

2. OBJECTIVES OF THE COURSE

- To introduce the students to the speech sounds of English in order to enable them to listen to English and speak with global intelligibility.
- To enable the students to speak English confidently and effectively in a wide variety of situations.
- To help the students to improve their reading efficiency by refining their reading strategies.
3. COURSE OUTLINE

MODULE – I

Speech Sounds 18 hours
Phonemic symbols - Vowels - Consonants - Syllables - Word stress - Stress in polysyllabic words – Stress in words used as different parts of speech – Sentence stress – Weak forms and strong forms – Intonation – Awareness of different accents: American, British and Indian – Influence of the mother tongue

MODULE – II

Listening 18 hours
Active listening – Barriers to listening – Listening and note taking – Listening to announcements – Listening to news on the radio and television

MODULE- III

Speaking 36 hours
Word stress and rhythm – Pauses and sense groups – Falling and rising tones – Fluency and pace of delivery – Art of small talk – Participating in conversations – Making a short formal speech – Describing people, place, events and things – Group discussion skills and telephone skills
MODULE – IV

Reading  18 hours

Reading: theory and Practice – Scanning - Surveying a textbook using an index - reading with a purpose – making predictions – Understanding text structure – Locating main points – Making inferences - Reading graphics - reading critically – Reading for research

4. CORE TEXT

V. Sasikumar, P Kiranmai Dutt and Geetha Rajeevan, *Communication Skills in English*. Cambridge University Press and Mahatma Gandhi University.
### FURTHER READING

<table>
<thead>
<tr>
<th>Sl.No</th>
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<tr>
<td>1</td>
<td>A Course in Listening and Speaking I &amp; II</td>
<td>Sasikumar V., Kiranmai Dutt and Geetha Rajeevan</td>
<td>New Delhi: CUP, 2007</td>
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<td>2</td>
<td>Study Listening: A Course in Listening to Lectures and Note-taking</td>
<td>Tony Lynch</td>
<td>New Delhi: CUP, 2008</td>
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<tr>
<td>4</td>
<td>Study Reading: A Course in Reading Skills for Academic Purposes</td>
<td>Glendinning, Eric H. and Beverly Holmstrom</td>
<td>New Delhi: CUP, 2008</td>
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<tr>
<td>5</td>
<td>Communication Studies</td>
<td>Sky Massan</td>
<td>Palgrave Macmillan</td>
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<tr>
<td>6</td>
<td>Effective Communication for Arts and Humanities Students</td>
<td>Joan Van Emden and Lucinda Becker</td>
<td>Palgrave Macmillan</td>
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</table>

5. **MODEL QUESTION PAPER**

*(To be incorporated)*
1. AIM OF THE COURSE

To acquaint the learners with the different forms of literature and develop in them an ability to understand and appreciate literary pieces.

2. OBJECTIVES OF THE COURSE

- To sensitize students to the aesthetic, cultural and social aspects of literature.
- To develop in the learners an appreciation of the subtle nuances of literary expression.
- To enable the learners to revalue literature as cultural and communicative events.
- To improve the learners' use of language as a means of subjective expression.
### 3. OUTLINE OF THE COURSE

**MODULE ONE: ESSAYS**

1. E.V. Lucas : “Bores”
2. Jawaharlal Nehru : “A Glory has Departed”
3. Amartya Sen : “Tryst with Destiny”
4. Bertrand Russell : “How to Escape from Intellectual Rubbish”

**MODULE TWO: POETRY**

1. William Shakespeare : Sonnet XXX
2. John Keats : “Ode to the Nightingale”
3. Robert Frost : “Mending Wall”
5. Maya Angelou : “Poor Girl”
7. Nissim Ezekiel : “Goodbye party for Miss Pushpa T.S”
8. Gabriel Okara                     : “Once Upon a Time”

MODULE THREE: SHORT STORIES                               (18 hours)

1. Anton Chekov           : “The Lottery Ticket”

2. O. Henry                   : “Jimmy Valentine”


4. Anita Desai               : “A Devoted Son”

5. A J Cronin                 : “Two Gentlemen of Verona”

MODULE FOUR: ONE-ACT PLAYS                                    (18 hours)

1. Fritz Karinthy               : “Refund”


3. W W Jacobs                  : “Monkey’s Paw”

4. CORE TEXT

Dr Leesa Sadasivan Ed. Reading Literature in English. Foundation Books and Mahatma Gandhi University.

5. Model Question Paper   (To be incorporated later
Course III: CRITICAL THINKING, ACADEMIC WRITING AND PRESENTATION

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1. AIM OF THE COURSE

- To develop the critical and analytical faculty of students and to improve their proficiency in reading, writing and presentation.

2. OBJECTIVES OF THE COURSE

- To make the students aware of the fundamental concepts of critical reasoning and to enable them to read and respond critically, drawing conclusions, generalizing, differentiating fact from opinion and creating their own arguments.
- To assist the students in developing appropriate and impressive writing styles for various contexts.
- To help students rectify structural imperfections and to edit what they have written.
- To equip students for making academic presentations effectively and impressively.
3. COURSE OUTLINE

MODULE – I

Critical Thinking 18 hours

Introduction to critical thinking – Benefits - Barriers – Reasoning - Arguments - Deductive and inductive arguments – Fallacies - Inferential comprehension- Critical thinking in academic writing - Clarity - Accuracy – Precision - Relevance

MODULE – II

Research for Academic Writing and the Writing Process 18 hours

Data collection - Use of print, electronic sources and digital sources - Selecting key points - Note making, paraphrasing, summary – Documentation - Plagiarism – Title – Body paragraphs - Introduction and conclusion – Revising - Proof-reading

MODULE – III

Accuracy in Academic Writing 18 hours

Articles - Nouns and prepositions - Subject-verb agreement - Phrasal verbs - Modals - Tenses - Conditionals – Prefixes and suffixes – Prepositions - Adverbs – Relative pronouns - Passives - Conjunctions - Embedded questions - Punctuation – Abbreviations
MODULE – IV

Writing Models 18 hours

Letters - Letters to the editor - Resume and covering letters - e-mail - Seminar papers - Project reports - Notices - Filling application forms - Minutes, agenda - Essays

MODULE – V

Presentation Skills 18 hours

Soft skills for academic presentations - Effective communication skills – Structuring the presentation - Choosing appropriate medium – Flip charts – OHP - PowerPoint presentation – Clarity and brevity - Interaction and persuasion - Interview skills – Group Discussions

4. CORE TEXT


5. MODEL QUESTION PAPER

(To be incorporated)
### Course IV: MUSINGS ON VITAL ISSUES

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1. AIM OF THE COURSE

- To provide an overall awareness about relevant societal and global issues through a critical reading of appropriate literary pieces.
- To inspire students to think critically about vital social issues that confront the contemporary world.

2. OBJECTIVES OF THE COURSE

At the end of the course,

- The students are expected to understand and evaluate issues that are of vital importance in today’s world.
- The students will have acquired the ability to respond empathetically to social issues.
- They will be able to write literary and critical pieces on issues of social relevance.
3. OUTLINE OF THE COURSE

**MODULE ONE: Globalization and its consequences**  (18 hours)

1. Fritjof Capra : “The Dark Side of Growth”
3. D H Lawrence : “Money Madness”
4. S Joseph : “For the Dispossessed”
6. Jagannath Prasad Das : “Kalahandi”

**MODULE TWO: Human Rights**  (36 hours)

1. Leah Levin : “Universal Declaration of Human Rights”
3. Martin Luther King : “I Have a Dream”
5. Wole Soyinka : “Telephone Conversation”
6. Richard Wright : “Twelve Million Black Voices”


Note: “Peace and the New Corporate Liberation Theology” by Arundhati Roy is excluded.

MODULE THREE: Gender Questions (18 hours)

1. Jamaica Kincaid : “Girl”

2. Taslima Nasrin : “At the Back of Progress”

3. Judy Brady : “Why I Want a Wife”

4. J B Priestley : “Mother’s Day”

5. Amartya Sen : “More Than 100 Million Women are Missing”

Note: “Widow” by Gudipat Venkat Chellam is excluded.

4. CORE TEXT

Dr P J George Ed. Musings on Vital Issues. Orient Blackswan and Mahatma Gandhi University.

5. Model Question Paper

(To be incorporated later)
**Course V: REFLECTIONS ON INDIAN POLITY, SECULARISM AND SUSTAINABLE ENVIRONMENT**

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1. **AIM OF THE COURSE**
   - To impart Gandhian values and to make the students positively respond to the concepts of secularism, democracy and love of nature.

2. **OBJECTIVES OF THE COURSE**
   - To enable the students to grow into responsible citizens taking pride in the secular and democratic traditions of the country.
   - To inculcate a cosmopolitan outlook in the students and to equip them to fight against the divisive forces in the society.
   - To make the students aware of the consequences of mindless exploitation of nature.
3. OUTLINE OF THE COURSE

MODULE I: Readings on Indian Constitution and Federalism (18 hours)

1. The Preamble of the Constitution
2. Rajendra Prasad: “Let Posterity Judge”
3. Sebastian: “Exciting Views”

Note: “Dimensions of Indian Federalism” by Rajesh Kumar is excluded.

MODULE II: Readings on Gandhian Philosophy (18 hours)

1. Vallathol: “My Master”
2. Louis Fischer: “Gandhi and Western World”
4. M.K. Gandhi: “Round Table Conference Speech”

MODULE III: Readings on Secularism (18 hours)

1. Mohinder Sing Sarna: “Smaller Gandhis”
2. Kumar Vikal: “Can you Make Out”
4. Ismat Chughtai: “Roots”
5. Padma Sachdev: “Smoke”

MODULE IV: Readings on Sustainable Environment (36 hours)
- Fritjof Capra: “Deep Ecology”
- A K Ramanujan: “Ecology”
- Sujatha Bhatt: “The First Meeting”
- Ramachandra Guha: “A Gandhian in Garhwal”
- Elizabeth Bishop: “The Fish”
- Chief Seattle: “The End of Living and the Beginning of Survival”
- Robinson Jeffers: “The Last Conservative”

4. CORE TEXT

Dr B Keralavarma Ed. Understanding India: An Anthology on Indian Polity, Secularism and Sustainable Environment. Macmillan and Mahatma Gandhi University.

5. Model Question Paper

(To be incorporated later)
1. Aim of the Course

- The course aims at promoting a new way of thinking which will encompass both science and literature and facilitate communication between both science and literature.

2. Objective of the course

- To inculcate in the students a broad outlook which will enable them to understand that literature with scientific content is the best means of communicating scientific ideas in an interesting manner.
3. Course outline

Module 1 – General Perspectives (18 hours)

1. What is Science? – George Orwell
2. The Origin of Science – Will Durant
3. Scientific Outlook – C.V. Raman
4. Our Picture of the Universe – Stephen Hawking
5. Our Ancestors – Carl Sagan

Module 11- Specific Concerns (18 hours)

1. Literature and Science – Aldous Huxley
2. Literature and Ecology – William Rueckert
3. Science and Society – Albert Einstein
4. A Little Bit of What You Fancy – Desmond Morris

Module 111 – Narratives on Science (18 hours)

1. Moxon’s Master – Ambrose Bierce
2. The Stolen Bacillus – H.G. Wells
3. EPICAC – Kurt Vonnegut
4. Comets – Jayant Narlikar

Module 1V – Science on Stage (18 hours)

1. The Last War – Neil Grant
2. Unplugged – G. L. Horton

Module 5 – Poetic Musings on Science (18 hours)

1. Science – Robinson Jeffers
2. Hiroshima Remembered – Satchidanandan
3. Cosmic Gall – John Updike
4. Once I Looked into Your Eyes – Paul Muldoon
5. Your Attention Please – Peter Porter
6. The Microbe – Hillaire Belloc
7. The Magnet and the Churn – William S. Gilbert

4. Core Text

Dr K Sujatha and Dr Sobhana Kurien Ed. *Evolution of the Philosophy of Science: Literary Perspectives*. Ane books and Mahatma Gandhi University.

5. Model Question Paper

(To be incorporated later)
**French syllabus and scheme for 2009 admissions- Model 1**

**COMMON COURSE – 06**

**BA/B.Sc-French**

**French Language and Communicative Skills**

**Aim of the Course**

To give the students a basic understanding of the French Language, and to develop their verbal and written skills for effective communication.

**Course Objective**

1. To enable the student to study a modern foreign language, right from the basics.
2. To provide basic communicative skills to the student to cope with everyday situations.
3. To enable the student to write simple structures in French.
4. To develop systematically, oral, written and comprehensive skills so as to enable the student to take eventually the DELF/DALF examinations.

**Course Outline – 4 Modules**  
(Credits-4)

1. Module 1 – Basics of pronunciation, grammar, lexical items, discourse models-oral and written.
2. Module 2- Communicative skills in everyday situations.

**Syllabus:** Text- Champion 1 by Annie Monnerie – Goarin, Evelyne Sirejole.


Note: Use of the audio cassettes is strongly recommended.

**First semester BA/B.Sc French**

French language and Communicative Skills-I

2. Two audio cassettes, CLE International

**Second semester BA/B.Sc French**

French language and Communicative Skills-II


2. Two audio cassettes, CLE International

**Third semester BA/B.Sc French**

An Advanced Course in French - I


**Fourth semester BA/B.Sc French**

An Advanced Course in French - II

HIN1POAP
Prose and One Act Plays

Semester 1
Credit 4
Inst. Hrs 72

Aim:
The aim of the course is to provide general information about Hindi literature through prose and one act plays.

Objectives:
1. To familiarize the students with various trends in Hindi literature
2. To create an awareness of Indian culture
3. Understanding various trends in Hindi and get an awareness of theatre in the context of one act plays.

Prescribed Textbook

Gadya Gagan (Collection of prose and One Act plays - Mahatma Gandhi University Publication)

Contents:
MODULE- I

1. Sahitya ki Mahata - Mahaveer Prasad Diwedi
2. Himalay Vidyaniwas Misra
3. Neta Nahi Nagarik Chahiye - Ramdhari Singh Dinkar

MODULE-2

1. Mahabharat ki Ek Sanch - Bharatbhooshan Agrawal
2. Vasant Rithu ka Natak - Dr. Lakshmi Narayan Lal
3. Akhbari Vijnapan - Sree Chiramjeet

MODULE-3

1. Aap na Badlenge - Mamata Kaliya
2. Samashti aur Vyakti - Acharya Narendra Dev
3. Sthree Jo Mahaj Thwacha - Dr. Sudeesh Pauchoori

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COURSE CODE- HIN1POAP
Prose and One Act Plays

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Semester II

Course Code- HIN2TCA
Translation, Communication skills and applied grammar
Course: 2
No. of credits

AIM

Aim of the course is to develop an independent outlook towards the study of language and communication.

Objectives

1. Learn Hindi for effective communication in different fields like administration, media and business.
2. Understanding translation as a linguistic, cultural, economic and professional activity.
3. Familiarizing the practical grammar and analyzing the problems and challenges of effective communication in Hindi.

Module I
Exercise oriented grammar, applications of parts of speech with emphasis on noun, pronoun, adjectives and verb through sentences. Special usages of conjunctions, (Samyojan), conversations with eminent personalities (Kulapathi Ke Saath), Preparation of conversations according to given contexts - Sadak Par Aspathal Mein, Railway station par, A brief introduction to translation, translation of sentences.
Module II

Exercise oriented grammar applications of case endings, applications of auxiliary verbs, conversation with eminent personality, es (Khiladi Ke Saath), Preparation of conversations according to given contexts, bank mein, telephone par, bazaar mein, pusthakalay mein, translation of passages from English to Hindi (first solved from the 5 given and the first 3 from the 10 given unsolved passages).

Module III

Exercise oriented grammar, Translation of advertisements, administrative literature etc. Personalities (Sahithyakar ke Saath), preparation of conversations according to given contexts, Sampadak Ke Saath, Dhane mein, Ghar mein, Translation of passages from English to Hindi (Second solved and next 3 unsolved passages from the 10 given passages) translation of passages from Hindi to English (second solved and next 3 unsolved passages from the 10 given passages).

Instructional hours: 25 hrs

Prescribed Text book: - Samvaad thadha Sanrachana (Co-publication of M.G. University Central Co-operative Society and M.G. University, Publication Department)
BLUEPRINT

COURSE CODE- HIN2TCA
Translation, Communication Skills and Applied Grammar

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Semester III  
Additional language  

**COURSE CODE HIN3PF**  
Poetry and fiction  

No. of credits  4  
No. of instructional hour  90  

**Aim**  

The study of Humanities especially fiction and poetry awakens the aesthetic vision of students. This unit enhance the feeling of one mess and humanity among the students.  

**Objectives**  

Ancient poetry conveys the philosophical heritage of the middle ages while modern poetry deals with the multi facial aspects of the modern age. The fiction generally activates the consciousness among young people and enable them to search new horizons of life in his own way.
Prescribed Text

Sahithya Manjusha (Co-Publication of M.G. University, Central Co-operative Society & M.G. University Publication Department)

Lessons to be Studied from poetry section
Kabir - first 4 Doha
Tulasi - first 4 Doha
Meerabai - First Pada
Nirala Sarojsmruthi
Ajney Nach
Vijaydev Narayan Sahi Khamosh Dhadkaneim
Anamika - Sthriyaam
Badrinarayan - Prem Pathra

Lessons to be studied from short story section
Prem Chand - Aansuom Ki Holi
Mannu Bhandari - Rani Maa Ka Chabuthara
Udayaprakash - Aparadh

Prescribed text Novel
Akeli Aavaz by Rajendra Avasthi
Rajpal & Sons- New Delhi
Module I


Module II


Module III

Detailed Analysis of the prescribed Text Sahitya Manjusha, Akeli Aavaz
Meerabai, Sthreeyam, Prem Pathra, Aparadh (sahithya Manjusha), Novel - Akeli Aavaz 80 - last pages

**COURSE CODE HIN3PF**

**Poetry and fiction**

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Semester IV
Additional language course-IV

Inst. Hrs -90                            COURSE CODE –HIN4CCI

CULTURE AND CIVILIZATION OF INDIA

Aim

This course is intended to familiarize the student with important questions concerning culture and civilization- to identity the power of resistance of Indian culture- to instill the values and the rich tradition of India into the minds of the students.

Objectives:

1. To enable the student to engage with conceptual issues relating to culture and civilization.

2. To familiarize the student with an interpretive analysis of the culture and civilization to create a cultural awareness among the students.

3. To familiarize the students with the power of resistance in Indian culture.

4. To enable the students to look critically at issues relating to culture and civilization.
### Prescribed text:

**SANSKRITIK VIRASAT**

(Co-publication of M.G. University, M.G. University Central co-operative society and M.G. University department of publication)

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<td>Bhagvath Sharan Upadhyaya</td>
</tr>
<tr>
<td>2. Bharatiya Sanskrithi</td>
<td>Dr. Rajendra Prasad</td>
</tr>
<tr>
<td>3. Lokthantha Ek Dharm hai</td>
<td>Dr. Radakrishnan</td>
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<tr>
<td>4. Bhasha aur Sanskrithi</td>
<td>Dr. A. Aravindakshan</td>
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<td>5. Mahaanom ka Manwandar</td>
<td>Mukthibodh</td>
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<td>6. Sabhyatha ka Rahasya</td>
<td>Premchand</td>
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<td>7. Sanskrithi aur Apasanskriti</td>
<td>Kishan Patnatik</td>
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<td>8. Ham Sanskrithi me Nahi Vikriti me vikasith ho rahe hei</td>
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<td>9. Athangavad aur hum</td>
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<td>10. Keral: Ithihas ke Jharoke se</td>
<td>Dr. K.K. N Kurup</td>
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Module I
1. Sanskrithik ki Kahani Bhagvath Sharan Upadhyaya
2. Bharatiya Sanskrithi Dr. Rajendra Prasad
7. Sanskrithi aur Apasanskrithi Kishan Patnatik
10. Keral: Ithihas ke Jharoke se Dr. K.K. N Kurup

Module II
3. Lokthantha Ek Dharm hai Dr. Radakrishnan
5. Mahaanom ka Manwandar Mukthibodh
8. Ham Sanskrithi me Nahi Vikriti me vikasith ho rahe hei Sundarlal Bahuguna
11. Samajik Kranthi ke Agradooth Sree Narayana Guru Dr. Iqbal Ahammad

Module III
4. Bhasha aur Sanskrithi Dr. A. Aravindakshan
6. Sabhyatha ka Rahasya Premchand
9. Athangavad aur hum Ram Saranan Joshi
12. Dalith Anthonlan aur Ayyankali Dr. R. Sasidhran
Module | 1 marks | 2 marks | 4 marks | 15 marks
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Module II | 4 | 4 | 3 | 1
Module III | 3 | 4 | 3 | 2