

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

Semester	Core Papers	Codes	Credit	Hours
Sem I	Basic Psychological Processes. Biological Basis of Behavior (complementary course)	Psy1 C 1	4	7
		Psy1 B 1	4	5
Sem II	Basic Cognitive Processes Neurophysiology of Behavior (complementary course)	Psy2 C 2	4	7
		Psy2 B 2	4	5
Sem III	Social Behavior Statistics (complementary course) Practical	Psy3 C 3	4	7
		Psy3 B 3	4	5
		Nil	Nil	3
Sem IV	Social Mind and Processes Statistics (complementary course) Practical	Psy4 C 4	4	7
		Psy4 B 4	4	4
		Nil	Nil	3
Sem V	Child Development Abnormal Behavior Foundations of Organizational Behavior (elective) Practical Project 1	Psy5 C 5	4	4
		Psy5 C 6	4	5
		Psy5 D 1	4	5
		Psy5 P 1	8	8
		Psy5 Pro 1	4	2
Sem VI	Psychology of Maladaptive Behavior Managing Behavior in Organizations (elective) Human Resource Development Or Theory and Practice of Counseling Practical Project 2	Psy6 C 6	4	6
		Psy6 D 2	4	6
		Psy6 Oa	4	5
		Psy6 Ob	4	5
		Psy6 P 2	8	8
		Psy6 Pro 2	4	2
TOTAL			80	104
Open Courses				
	1. Basics of Counseling Psychology	Psy6 O	4	5
	2. Psychology of Advertising and Marketing Research	Psy6 O	4	5
	3. Life skill Development	Psy6 O	4	5
	4. Personal Effectiveness	Psy6 O	4	5

	5. Psychological Analysis of Film, Literature and Cultural products	Psy6 O	4	5
	6. Psychology of Adolescents	Psy6 O	4	5
	7. Yoga and Stress Management	Psy6 O	4	5
	8. Indian Psychology	Psy6 O	4	5
	9. Sports psychology	Psy6 O	4	5
	10. Health Psychology	Psy6 O	4	5

Expansion of the codes given to courses

Psy	Psychology
1,2,3,4,5,6	Semester numbers
B	Complementary courses
C	Core courses
D	Elective courses
O	Open courses

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

1. Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rd Ed.) Prentice-Hall of India Pvt. Ltd.
2. Rosensweig, M.R., Leiman, A. L., Breedlove, & S. Marc, (1996). *Biological Psychology*, Sinauer Associates, Inc.
3. Guyton, A. *Medical Physiology* (8th Ed.), W. B. Saunders' Co.

Contd...

4. Gardner; Eldon J. S, Michael J.S., & Peter; *Principles of Genetics* (4thEd.)
. Wiley Eastern Ltd.
5. Ahluwalia, K. B; (1994) *Genetics*. 4th Print, Wiley Eastern Ltd.
6. Schneider, A.M. & Tarshis, B. (1986). *An Introduction to Physiological Psychology*. (3rd Ed.). New York: Random House, Inc.
1. Leukal, F. (1985). *An Introduction to Physiological Psychology*. (1st ed.). New Delhi: CBS Publishers and Distributors.

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.

Module 6 – Sensory processing – Visual System- Anatomy of the eye, Nervous connections of the eye- optic nerve, lateral geniculate nucleus, Superior colliculus, Visual cortex.

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

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

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Books for Study

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

PSY 3 B 3 STATISTICAL METHODS AND ELEMENTARY PROBABILITY (complementary)

Module-1

Introduction to Statistics. Need and importance of Statistics in Psychology. Variables and attributes, Levels of Measurement: Nominal, Ordinal, Interval and Ratio. Population and Sample, frequency distribution, grouped and ungrouped frequency tables, graphical representation of frequency distribution, Histogram, Ogives, Bar diagrams and pie diagrams, Lorenz curve.

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 (with out 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:

1.Gupta.S.P., Statistical Methods. Sulthan Chand and Sons New Delhi.

Additional References

1. Aron, A., Aron. R., & Coups, E. J. (2006). *Statistics for Psychology*. (4thed). New Delhi: Pearson Education (ISBN: 81-317-1464-20).
2. Mangal, S. K. (2002). *Statistics in Psychology and Education*. (2nded). New Delhi: Prentice-Hall of India Private Limited. (ISBN: 978-81-203-8).
3. Hentry E Garett. *Statistics in Psychology & Education*
4. Guilford J.F., *Fundamentals of Statistics in Psychology & Education*-McGraw-Hill

PSY 4 B 4 STATISTICAL TOOLS (Complementary)

Module-1

Census and Sampling. Different methods of sampling . Requisites of a good sampling method. Advantages of sampling methods. Simple random sampling, Stratified sampling. Cluster sampling, Systematic sampling.

Module-2

Meaning, Karl Pearsons Coefficient of Correlation, Scatter Diagram, Interpretation of Correlation Coefficient, Rank Correlation, Regression, Regression Equation, Identifying the Regression Lines.

Module-3

Binomial distribution- mean and variance, simple examples. Normal distribution- definition, p.d.f. simple properties, calculation of probabilities using standard normal tables, simple problems.

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, Wilcoxens Rank sum test, Run test.

Core Reference:

1. Gupta.S.P., Statistical Methods. Sulthan Chand and Sons New Delhi.

Additional References

1. Aron, A., Aron. R., & Coups, E. J. (2006). *Statistics for Psychology*. (4thed). New Delhi: Pearson Education (ISBN: 81-317-1464-20).
2. Mangal, S. K. (2002). *Statistics in Psychology and Education*. (2nded). New Delhi: Prentice-Hall of India Private Limited. (ISBN: 978-81-203-8).
3. Hentry E Garrett . *Statistics in Psychology & Education*
4. J.F. Guilford *Fundamentals of Statistics in Psychology & Education*-McGraw-Hill

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?

Origin of psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics. Branches of 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. Methods of psychology. : Naturalistic observation, case study, survey, correlational studies, experimental method. Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control – placebo effect, experimental effect, double blind procedure, lab and field experiment.

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

Absolute threshold. J N D. Perceptual defense. Subliminal perception. Perceptual set. Perceptual organization. Gestalt principles. Depth perception : monocular and binocular cues. Perceptual styles. Perceptual constancies. Color perception – color theories (in brief). Illusions of different types .Habituation

Attention – factors affecting attention – subjective and objective factors. Phenomena associated with attention – span of attention, division of attention, distraction of attention. Extra sensory perception – critical view. Enhancing perceptual accuracy.

Module 4: Consciousness

States of mind: Nature of consciousness, Changes in consciousness: dream and sleep. Stages of sleep. Altered states: Hypnosis- facts and myths, meditation, drug induced states. (applications)

Module 5: Learning

Definition. Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Illustrations (child, developmental, school).

Applications. Trial and error learning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect. Applications: Contingencies in schools, Premack principle. behaviour modification. (Other illustrations: conditioning pets, conditioning in industries, in business, children, and adults). Verbal learning.

Social and cognitive learning: Observational learning. Process and principles. Latent learning, cognitive map, Insight learning. (applications)

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:

- 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.
- Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co.
- Kuppuswamy, B. (1990). *Elements of Ancient Indian psychology*, 3rd Ed. New Delhi: Konark Publishers Pvt. Ltd.
- Lee, J A (2010) *The Scientific Endeavour*. New Delhi. Pearson
- Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New delhi: Prentice Hall of India.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7th ed. New Dehi: Tata McGraw Hill.
- Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.

For additional reading:

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

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

Encoding, storage and retrieval processes. Sensory, short term and long term memories. Chunking. Working memory. Levels of processing. Implicit and explicit memory. Semantic, episodic and procedural memory. State dependent memory. Memory construction. Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory. Measuring memory: recall, recognition, relearning, redintegration.

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

Components of thought: Images and Concepts. Structure of language. Language and thought. Reasoning: deductive and inductive. Problem solving- Steps. Barriers to effective problem solving. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving.

Creativity. Convergent and divergent thinking, Stages in creativity. Decision making.

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.

Elements of emotional experience. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis.(applications)

Module 4: Intelligence

Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, and Cattell. Triarchic approach. Multiple intelligences.

Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness (briefly). Determiners of intelligence: heredity and environment. Emotional 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.

Modern theories (In brief). Psychodynamic approaches. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development, Neo Freudian Approaches- Jung, Adler, Horney. (In Brief) Trait theories- Allport, Cattell. (In Brief) Eysenck (In Brief)

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:

- 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.
- Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co.
- Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7th ed. New Delhi: Tata McGraw Hill.
- Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.

For additional reading:

- Friedman, H. S. & Schustack, M.W. (2003). *Personality: Classic Theories and Modern Research*, 2nd ed.. Delhi: Pearson Education.

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

Non-verbal communication: Facial expressions, gazes, stare. 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 III: Social Cognition

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, 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 behaviour (briefly). LaPiere's study. Persuasion. Resistance to persuasion (briefly). Cognitive dissonance. Hypocrisy. (Illustrations and analyses of Indian/ Kerala cases)

Module V: Prejudice

Nature. Prejudice and discrimination. Why prejudice persists? Discrimination- Explicit and implicit. Stereotypes. Role of media in maintaining stereotypes and prejudice. Origins of prejudice. Role of prejudice in communal issues. (Illustrations and analyses of Indian/ Kerala cases). Techniques of countering the effects of prejudice. Prejudice based on gender: its nature and effects. Hostile and benevolent sexism in Indian society. Domestic violence.

Module VI: Interpersonal Attraction & Relationships

Beginning of attraction. Proximity, emotions. Affiliation need. Becoming acquainted- situational determinants (briefly). Moving towards friendship - similarity, mutual liking

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References:

- Baron, R.A. & Byrne, D. (2002). *Social Psychology*, 10th ed. New Delhi: Pearson Education.
- Baron, R.A. & Byrne, D. (1997). *Social Psychology*, 7th ed. New Delhi: Pearson Education.
- Misra, G. (1990). *Applied Social Psychology in India*. New Delhi: sage Publications.
- Myers, D.G. (1990). *Social Psychology*, 3rd ed. New York: McGraw Hill Inc.

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.

PSY 4 C 4 SOCIAL MIND AND PROCESSES

Module I: Social Influence

Conformity. Asch's experiment. Factors affecting conformity. Norms. Compliance: underlying principles and tactics. Cialdini's work. Obedience. Milgram's experiment. Intense indoctrination (briefly). (Illustrations and analyses of Indian/ Kerala cases)

Module II: Groups

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

Module III: Prosocial Behaviour

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

Module IV: Aggression

Theoretical perspectives. Determinants of aggression (social, personal, situational). Media violence and its effects. Child abuse and domestic violence. Prevention and control of aggression

Module V: Environmental and Social issues

The urban environment and social behaviour. The concept of personal space. Nature and effects of crowding. Environmental stress. Psychological aspects in the legal system. Eyewitness testimony: problems and solutions. Influences on verdicts- schemas and attributions

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.

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References:

- Baron, R.A., and Byrne, D. (2002). *Social Psychology*, 10th ed. New Delhi: Pearson Education.
- Baron, R.A., and Byrne, D. (1997). *Social Psychology*, 7th ed. New Delhi: Pearson Education.
- Misra, G. (1990). *Applied Social Psychology in India*. New Delhi: Sage Publications.
- Myers, D.G. (1990). *Social Psychology*, 3rd ed. New York: McGraw Hill Inc.

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.

PSY 5 C 5 CHILD DEVELOPMENT

Module 1. Introduction to life span development

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

Module 2. Theories of development

Theories by Freud, Erikson, Piaget, and Vygotsky. Information processing. Behavioral—Social cognitive—Ethological and Ecological theories. Eclectic orientation.

Module 3. Prenatal Development

Germinal period-embryonic period-Fetal period. Prenatal diagnostic tests. Effects of teratogens. Neonatal health and responsiveness. Consequences of low birth weight.

Module 4. Physical Development and Aging

Cephalocaudal and proximodistal pattern. 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

Stages of cognitive development--sensory motor stage--object permanence--pre-operational stage--intuitive thought --concrete operations--conservation--formal operations. Language development. Phonology-- morphology--syntax--semantics—pragmatics. How language develops--babbling--two-word utterance--advances in early, middle and late childhood--metalinguistic awareness.

Module 6. Socio-Emotional Development

Functionalist view of emotion--regulation of emotion--development of emotion through infancy, childhood, adolescence and adulthood. Describing and classifying temperament--Chess and Thomas, Kagan, Rothbart and Bates. 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 identity--moral characters--exemplars.

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.

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References

- Berk, L.E. (2006). *Child development* (7th Ed.) Pearson Education Inc.
- Hurlock, E.B (2005) *Child Development*; Tata McGraw Hill Publishing Co.
- John W. Santrock,; A topical approach to Life-span Development '3rd ed..*
- Papalia, D.E. & Olds, S.W.(1994).*Human Development*(5th Ed.). Tata McGraw Hill Publishing Co.
- Santrock,J.W. (2007). Child Development. (11 th Ed.) New Delhi:Tata Mc Graw-Hill*

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 3. Stress disorders- Reaction to common life stressors- Adjustment disorders, Reaction to severe life stressors- Acute and Post-traumatic stress disorders, Treatment and prevention of stress disorders.

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:

1. Carson, R.C., Butcher, J.N. & Mineka, S. (2000). *Abnormal Psychology and Modern Life*. (11th ed). New York:Alley & Bacon.
2. Sarason, I.G. & Sarason, B.R. (2006). *Abnormal Psychology*, Prentice Hall

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:

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

Module-4 Communication in Organisation:

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

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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

1. Luthans, F. (1997). *Organizational Behavior*. (7th ed). New York: McGraw Hill International
2. Luthans, F. (2007). *Organizational Behavior*. (11th ed). New York: McGraw Hill International
3. Pierce, J. L., Gardner, D. G. (2002). *Management and Organizational Behavior*. Noida: Thomson
4. Hitte, M. A., Miller, C. C., & Colella, A. (2006). *Organizational Behavior*. New Delhi: WileyIndia.
5. Sinha, J. B. P. (2008). *Cultural and Organizational Behavior*. New Delhi: Sage
6. Steers, R. M. (1991). *Introduction to Organizational Behavior*. New York: Harper Collins.

PSY 5 P 1 EXPERIMENTAL PSYCHOLOGY (practical)

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 2. Substance-related disorders: Alcohol abuse and dependence, Clinical picture, Causal factors, Treatment and outcomes, Drug abuse and dependence, Opium and its derivatives, Barbiturates, Amphetamines, Cocaine, Hallucinogens, Marijuana, Caffeine and nicotine, Factors affecting drug abuse, Treatment and outcomes.

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:

- Carson, R.C., Butcher, J.N., Mineka, S. (2000). *Abnormal Psychology and Modern Life*. (11th ed). New York: Allyn & Bacon.
- Sarason I.G. & Sarason, B.R. (2006) *Abnormal Psychology*. Prentice Hall

PSY6 D2 MANAGING BEHAVIOR IN ORGANIZATION (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 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:

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

Conflict: transition in conflict thought, conflict process. Conflict management:

Negotiation, Johari window.

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:

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

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

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

Individual, organizational.

Contd...

Module-6 Social Responsibility and Ethics:

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

1. Luthans, F. (1996). *Organizational Behavior*. (7th ed). New York: McGraw Hill International
2. Luthans, F. (2007). *Organizational Behavior*. (11th ed). New York: McGraw Hill International
3. Pierce, J. L. , Gardner, D. G. (2002). *Management and Organizational Behavior*. Noida: Thomson
4. Hitte, M. A., Miller, C. C., & Colella, A. (2006). *Organizational Behavior*. New Delhi: WileyIndia.
5. Sinha, J. B. P. (2008). *Cultural and Organizational Behavior*. New Delhi: Sage
6. Steers, R. M. (1991). *Introduction to Organizational Behavior*. New York: Harper Collins.
7. Robbins, S. P. (1996). *Organizational Behavior*. New Delhi: Printice Hall.
8. Bratton, J. (2007). *Work and Organizational Behavior*. New York: Palgrave MacMillion.

PSY 6 Oa HUMAN RESOURCE DEVELOPMENT

(Open course for Psychology)

Objectives:

To introduce the principles and concepts of HRD.

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

Module-1 Introduction to HRD

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

Module-2 Training and Development

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

Module-3 Career Planning and development

Career planning: Nature, Definition, Characteristics, Objectives of Career planning. Career development: Nature, Definition, characteristics, Objectives, Importance, Principles, Theories, Strategies Career development, Career Strategies: Nature, Concept, Process.

Module-4 Performance appraisal and Potential

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

Module-5 Employee counseling and mentoring

Employee counseling: Concepts, objectives, Skills of employee counseling

Theoretical approaches, Types of EC, Counseling process, measures of effective EC.

Employee coaching: Concept, definition, objectives, types of EC, Process of EC,

Coaching techniques.

Mentoring: Concept, Definition, objectives, Characteristics of Mentoring

Matching of Mentor and Mentee,

Principles, Dynamics, Qualities and roles, types of mentoring, functions of mentoring, mentoring process.

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

1. Deb, T. (2009). Human Resource Development. Theories and Practice. New Delhi: Anne Books.
2. Gupta, C. B. (1996). Human Resource Management. New Delhi: Sultan Chand.
3. Rao, S., & Rao, V.S. P. (1997). Human Resource Management. New Delhi: Konark Publishers.

**PSY 6 Ob THEORY AND PRACTICE OF COUNSELLING
PSYCHOLOGY (open course for Psychology)**

Objectives

To enable to 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

Structure for relating counselling theories. Psychodynamic theory, Behaviorist theory, Humanist Theory, Cognitive Theory.

Module 3. Practices of Counselling

Directive counselling. Non-directive Counselling .Conditioning-systematic. Desensitization-behaviour modification. Indian Contribution-Yoga-Mediation.

Module 4. Techniques of Counselling

Client-Centered Therapy. Rational Emotive Therapy. Transactional Analysis. Reality Therapy.

Module 5. The Guidance and Counselling Services.

The Admission Service. The orientation Service. The Counselling Service. Placement Service.

Module 6. Guidance for Problem Children.

Causes of Problematic behaviour. Care of Problem Children. Abnormalities in childhood. Physical Defects and Abnormalities.

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

1. Cupuzzi, D. (2007) Counselling and Psychotherapy Theories and Intervention New Delhi: Dorling Kindersley (India) Pvt. Ltd.
2. Downing, L. N. (1975) Counselling Theories and Techniques. Nelson- Hall, Chicago.
3. Jones, N.R (1995) The Theory and Practice of Counselling Second Edition, Holt, Rinehart and Winston Ltd., New York.
4. Ram Nath Sharma and Rachana Sharma. (2004) Guidance and Counselling in India. New Delhi: Nice Printing Press.
5. Woolfe, R, Dryden, W. Strawbridge, S(2003) Hand Book of Counselling Psychology, New Delhi: Sage Publications
6. Jones, R.N (2008) Basic Counseling Skills-A helper's manual. New Delhi: Sage Publishers

PSY 6 P 2 PSYCHOLOGICAL ASSESSMENT: Pratical-2**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.

PSY 6 O 1 **BASICS OF COUNSELLING PSYCHOLOGY**

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 counselling.

To enable the student to acquire sufficient knowledge in the area of counselling in order to apply in various walks of life.

Module 1. Introduction to Psychology

What is psychology? A working definition. What is not Psychology. Pseudo psychologies. Brief history of modern scientific psychology. Branches of psychology.

Module 2. Basic psychological processes

Attentional processes (In Brief) Factors affection attention. Span, division And distraction of attention.

Perceptual processes(In Brief) Perceptual organizations. Illusion.

Perceptual styles. Perceptual defense.

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

Schools of counseling and helping -> Three schools:-a) Psycho dynamics.

b) Humanistic. c) Cognitive – behavioral school. Approaches to counselling

and helping -> Six approaches (In Brief) :- a) Classical psychoanalysis. b)

Analytical

therapy. c) Person- centered therapy. d) Gestalt therapy. e) Rational

emotive therapy. f) Cognitive therapy.

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.

REFERNCES

- David Cupuzzi (2007) Counselling and Psychotherapy Theories and Interventions New Delhi. Dorling Kindersley (India) Pvt. Ltd.
- Downing, Lester N. (1975) Counselling Theories and Techniques. Chicago. Nelson- Hall.
- Jones , R.N (2008) Basic Counseling Skills-A Helpers Manual. New Dehli: Sage Publications.
- Nelson R Jones (1995) The Theory and Practice of Counselling New York: Holt, Rinehart and Winston Ltd.,
- Ram Nath Sharma and Rachana Sharma.(2004) Guidance and Counselling in India. New Delhi: Nice Printing Press.
- Woolfe, R, Dryden, W. Strawbridge, S(2003) Hand Book of Counselling Psychology, New Delhi: Sage Publications.

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 in 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**g 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 – Chunnawallah
 Advertising Made Simple – Thomas 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'Shaughnessy, Nicholas Jackson O'Shaughnessy.
 Modern Advertising by Calkins & Holden

PSY 6 O 3 LIFE SKILL DEVELOPMENT

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

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

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.

Module 4. Motivation and group dynamics:- Concepts, Achievement motivation, Self esteem, Self confidence, Communication Skills, Transactional styles, Problem Solving, Decision Making, Crisis Management.

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

References

- Wallace, H.R and Masters, A.N(2001). Personal Development for Work and Life Australia : Thomson
 Haris, T.A (1986)I am Ok, You Are Ok. London : Penguin
 Pareek, U.(1996). Training Instruments for HRD and OD Jaipur Tata McGrew Hill

PSY 605 PSYCHOLOGICAL ANALYSIS OF FILM, LITERATURE AND OTHER CULTURAL PRODUCTS

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

Psychology and literature: Freud: Analysing the author. Illustration: Freudian work on Dostoevsky. Lacan: Analysing the text. Recent trends. Important illustrations from English and Malayalam literature.

Module3

Analysing popular culture- Adorno. Unifying themes in folktales-Bruno Bettelheim. Althusser-Ideological State Apparatus. Barthes: Myth's function of naturalizing the history.

Film analysis. Psychology of film perception- phi phenomenon. Psychoanalytic metaphors in film perception- scopophilia, voyeurism, identification, internalization, projection and other mechanisms. Fetish in films. Psychological film theories: Metz-identification, fetish; Johnston-feminist perspective; Mulvey- woman as the subject of gaze.

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

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:

- Eagleton, T. (1996). *Psychoanalysis in Literary Theory: An Introduction*, second edition. Oxford: Blackwell
- Felman, S. (Ed.). (1982). *Literature and psychoanalysis. The question of reading: Otherwise*. Baltimore, MD: Johns Hopkins University Press.
- Freud, S. (1953). *Art and Literature*. In The Standard Edition of the Complete Psychological Works. London: The Hogarth Press.
- Kakar, S. (1997). *Culture and Psyche*. Delhi: Oxford University Press
- Kristeva, J. (1980). *Desire in Language: A Semiotic Approach to Literature and Art*. Oxford: Blackwell.
- Monaco, (2000). *How to Read a Film*, 4th edn. New York: Oxford University Press.
- Storey, J. (1993). *An Introduction to Cultural Theory and Popular culture*. London: Harvester Wheatsheat.
- Joseph, S. (2005). *Psychocultural analysis of popular films in Malayalam*. Unpublished M. Phil dissertation, University of Calicut.

Supplementary reading list:

- Althusser, L. (1999). Ideology and Ideological State Apparatuses. In Jessica Evans and Stuart Hill (Eds.). *Visual Culture: The Reader* (pp. 100-138). London: Sage.
- Barthes, R. (1999). Myth Today. In Jessica Evans and Stuart Hill (Eds.). *Visual Culture: The Reader* (pp. 51-58). London: Sage.
- Flitterman-Lewis, S. (2000). *Psychoanalysis, Film and Television*. Retrieved January 15, 2005, from jcomm.uoregon.edu/~cbybee/j388/psych.html
- Johnston, C. (1976). Women's Cinema as Counter-Cinema. In B. Nichols (Ed.) *Movies and Methods Vol. I* (pp. 208-222). London: University of California Press Ltd.
- Kakar, S. (1989). *Intimate Relations: Exploring Indian Sexuality*. Chicago: University of Chicago Press.
- Kakar, S. (1997). *Culture and Psyche*. Delhi: Oxford University Press.
- Levi-Strauss, C. (1963). *Structural Anthropology*. London: Penguin.
- 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.
- Žižek, S. (1989). *The sublime object of ideology*. New York: Verso.

Additional reading list:

- Bettelheim, Bruno. (1997). *The uses of enchantment: The meaning and importance of fairy tales*. New York: Vintage.
- Bettleheim, B. (1989). *The Uses of Enchantment-The meaning and Importance of Fairy Tales*. Toronto: Vintage Books
- Bowie, M. (1991). *Lacan*. London: Fontana Press.
- Eco, U. (1988). Casablanca: Cult movies and Inter-textual collage. In David Lodge (Ed.) *Modern Criticism and Theory: A Reader* (pp. 121-139). New York: Longman.
- Freud, S. *The Joke and its Relation to the Unconscious*. *The Standard Edition of the Complete works*.
- Freud, S. (1900/1953). *The Interpretation of Dreams*. London: Penguin Books.
- Freud, S. (1905/1953). *Three Essays on the Theory of Sexuality*. London: Penguin Books.
- Freud, S. (1923/1996). Psychopathic Characters on the Stage. In J. Lechte (Ed.), *Writing and Psychoanalysis* (pp. 117-121). London: Arnold.
- Freud, S. (1928/1996). Dostoevsky and Parricide. In *Penguin Freud Library, 14*. London: Penguin Books.
- Freud, S. 'Creative Writers and Daydreaming' (1907) in *Art and Literature PFL vol. 14*
- Freud, S. 'Fetishism'(1927) in *Three Essays on the Theory of Sexuality Penguin Freud Library*.
- Freud, S. 'The Uncanny' (1919) in *Freud Penguin Library, vol.14, Art & Literature*.
- Lacan, Jacques. (1966). *Ecrits* (Vol. I). Paris: Editions du Seuil.
- Luke, Helen M. (2000). *Dark wood to white rose: Journey and transformation in Dante's Divine Comedy*. New York: Parabola Books.

PSY 606 PSYCHOLOGY OF ADOLESCENTS

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

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

Papalia,D.E.,Olds, S.W.,&Feldman, R.D.(1992) *Human Development* (9th ed.)Tata McGraw Hill Publishing Co.

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

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 & Practical)

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.

PSY 6 O 8 INDIAN PSYCHOLOGY

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.

6. Abnormal behaviour and its treatment.

Indian classification of abnormal behaviour - therapeutic techniques.

References:

1. B. Kuppaswamy: *Elements of Ancient Indian Psychology*; Konark Publishers Ltd., Delhi.
2. K. Ramakrishna Rao (Ed) ; *Handbook of Indian Psychology*, Foundation Books, Delhi
3. Jadunath Sinha: *Indian Psychology* (3 Volumes); Motilal Banarsidass Publishers (P) Ltd., Delhi.
4. Dr. Sundaran : *Manorogachikilsa Ayurvedathil*.

PSY 609 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

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 II: 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, Sport as a Social System.

MODULE III: 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 IV: 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 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

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 ed.. Mc Graw Hill.
Wann, D. L., (1997) Sport Psychology, Prentice Hall, Inc.
Alderman, R. B. (1974). Psychological Behaviour in Sports, W. B. Saunders Company, Philadelphia
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 I History and concepts

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

Module 2 Psychobiology of Health

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

Module 3 Health and Behavior Change

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

Module 4 Society and Health

Culture ,Social class, Gender and attitude in relation to Health. Social relationships – Support system, social networking, friendships service availability and utilization Doctor-Patient communication 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 – Alzhmers, Dementia and Problems of aging and adjustment. Psychological factors in Pain and Pain management.

References

Ron Roberts, Tony Towell & John F. Golding. Foundations of Health Psychology. Palgrave Houndmills New York, 2001.

Jitendra Mohan Meena Sehgal Health Psychology Recent Perspectives J.K. Singh for Abhijeet , Delhi, 2006.

Linda Brannon, Jess Feist Health Psychology An Introduction to Behaviour and Health (4th Edition) Wadsworth Thomson Learning, 1999.

Edward P. Sarafino

Health Psychology Bio-psychosocial interactions

2nd & 3rd Edition John Wiley & Sons Inc, 1998.

Charles L.Sheridan, Saly A. Radmacher Health Psychology challenging the Biomedical Model John Wiley & Sons Inc., 1992

Dematteo,Robin,M., Martin,RL Health Psychology., Pearson Education, 2007. Tylor, E.. (2006), Health psychology New Delhi: McGraw Hills inc

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

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 I)

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?

Origin of psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics. Branches of 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. Methods of psychology. : Naturalistic observation, case study, survey, co relational studies, experimental method. Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control – placebo effect, experimental effect, double blind procedure, lab and field experiment.

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

Absolute threshold. J N D. Perceptual defense. Subliminal perception. Perceptual set. Perceptual organization. Gestalt principles. Depth perception : monocular and binocular cues. Perceptual styles. Perceptual constancies. Color perception – color theories (in brief). Illusions of different types .Habituation

Attention – factors affecting attention – subjective and objective factors. Phenomena associated with attention – span of attention, division of attention, distraction of attention. Extra sensory perception – critical view. Enhancing perceptual accuracy.

Module 4: Consciousness

States of mind: Nature of consciousness, Changes in consciousness: dream and sleep. Stages of sleep. Altered states: Hypnosis- facts and myths, meditation, drug induced states. (applications)

Module 5: Learning

Definition. Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Illustrations (child, developmental, school).

Applications. Trial and error learning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect. Applications: Contingencies in schools, Premack principle. behaviour modification. (Other illustrations: conditioning pets, conditioning in industries, in business, children, and adults). Verbal learning.

Social and cognitive learning: Observational learning. Process and principles. Latent learning, cognitive map, Insight learning. (applications)

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:

- 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.
- Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co.
- Kuppuswamy, B. (1990). *Elements of Ancient Indian psychology*, 3rd Ed. New Delhi: Konark Publishers Pvt. Ltd.
- Lee. J A (2010) *The Scientific Endeavour*. New Delhi. Pearson

- Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New delhi: Prentice Hall of India.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7th ed. New Dehi: Tata McGraw Hill.
- Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.

For additional reading:

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

**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

Encoding, storage and retrieval processes. Sensory, short term and long term memories. Chunking. Working memory. Levels of processing. Implicit and explicit memory. Semantic, episodic and procedural memory. State dependent memory. Memory construction. Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory. Measuring memory: recall, recognition, relearning, redintegration.

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

Components of thought: Images and Concepts. Structure of language. Language and thought. Reasoning: deductive and inductive. Problem solving- Steps. Barriers to effective problem solving. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving.

Creativity. Convergent and divergent thinking, Stages in creativity. Decision making.

Contd...

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.

Elements of emotional experience. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis.(applications)

Module 4: Intelligence

Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, and Cattell. Triarchic approach. Multiple intelligences.

Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness (briefly). Determiners of intelligence: heredity and environment. Emotional 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.

Modern theories (In brief). Psychodynamic approaches. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development, Neo Freudian Approaches- Jung, Adler, Horney. (In Brief) Trait theories- Allport, Cattell. (In Brief) Eysenck (In Brief)

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:

- 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.
- Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co.
- Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7th ed. New Delhi: Tata McGraw Hill.
- Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.

Contd...

For additional reading:

Friedman, H. S. & Schustack, M.W. (2003). *Personality: Classic Theories and Modern Research*, 2nd ed.. Delhi: Pearson Education.

SYLLABI FOR COMMON COURSES

Course I: COMMUNICATION SKILLS IN ENGLISH

COURSE CODE	ENCN1
TITLE OF THE COURSE	COMMUNICATION SKILLS IN ENGLISH
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

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

Sl.No	Title	Author	Publisher & Year
1	<i>A Course in Listening and Speaking I & II</i>	Sasikumar V.,Kiranmai Dutt and Geetha Rajeevan	New Delhi: CUP, 2007
2	<i>Study Listening: A Course in Listening to Lectures and Note-taking</i>	Tony Lynch	New Delhi: CUP, 2008
3	<i>Study Speaking: A Course in Spoken English for Academic Purposes</i>	Anderson, Kenneth, Joan Maclean and Tony Lynch	New Delhi: CUP, 2008
4	<i>Study Reading: A Course in Reading Skills for Academic Purposes</i>	Glendinning, Eric H. and Beverly Holmstrom	New Delhi: CUP, 2008
5	<i>Communication Studies</i>	Sky Massan	Palgrave Macmillan
6	<i>Effective Communication for Arts and Humanities Students</i>	Joan Van Emden and Lucinda Becker	Palgrave Macmillan

5. MODEL QUESTION PAPER

(To be incorporated)

SYLLABI FOR COMMON COURSES

Course II: READING LITERATURE IN ENGLISH

COURSE CODE	ENCN2
TITLE OF THE COURSE	READING LITERATURE IN ENGLISH
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
NO. OF CREDITS	3
NO. OF CONTACT HOURS	72

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

(18 hours)

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

(18 hours)

1. William Shakespeare : Sonnet XXX
2. John Keats : **“Ode to the Nightingale”**
3. Robert Frost : **“Mending Wall”**
4. David Malouf : **“The Bicycle”**
5. Maya Angelou : **“Poor Girl”**
6. Kamala Das : **“The Mask”**
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”**

3. R. K. Narayan : **“A Shadow”**

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”**

2. Tennessee Williams : **“Lord Byron’s Love Letter”**

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)

SYLLABI FOR COMMON COURSES

Course III: CRITICAL THINKING, ACADEMIC WRITING AND PRESENTATION

COURSE CODE	ENCN3
TITLE OF THE COURSE	CRITICAL THINKING, ACADEMIC WRITING AND PRESENTATION
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

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

Marilyn Anderson, Pramod K Nayar and Madhucchandra Sen. *Critical Thinking, Academic Writing and Presentation Skills*. Pearson Education and Mahatma Gandhi University.

5. MODEL QUESTION PAPER

(To be incorporated)

SYLLABI FOR COMMON COURSES

Course IV: MUSINGS ON VITAL ISSUES

COURSE CODE	ENCN4
TITLE OF THE COURSE	MUSINGS ON VITAL ISSUES
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	3
NO. OF CONTACT HOURS	72

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”
2. Joseph Stiglitz : “Globalization”
3. D H Lawrence : “Money Madness”
4. S Joseph : “For the Dispossessed”
5. Vandana Shiva : “The Social Costs of Economic Globalization”
6. Jagannath Prasad Das : “Kalahandi”

MODULE TWO: Human Rights (36 hours)

1. Leah Levin : “Universal Declaration of Human Rights”
2. Nani A Palkivala : “Human Rights and Legal Responsibilities”
3. Martin Luther King : “I Have a Dream”
4. Kalpana Jain : “Stigma, Shame and Silence”
5. Wole Soyinka : “Telephone Conversation”
6. Richard Wright : “Twelve Million Black Voices”

7. Aruna Roy : “Tune in to the Voice of the Deprived”

8. Johannes V. Jensen : “Lost Forests”

9. Omprakash Valmiki : “Joothan”

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)

SYLLABI FOR COMMON COURSES

Course V: REFLECTIONS ON INDIAN POLITY, SECULARISM AND SUSTAINABLE ENVIRONMENT

COURSE CODE	ENCN5
TITLE OF THE COURSE	REFLECTIONS ON INDIAN POLITY, SECULARISM AND SUSTAINABLE ENVIRONMENT
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	3
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

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"
4. Amulal Hingorani : "Brother Abdul Rahman"

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"
3. Raja Rao : "The Cow of the Barricades"
4. M.K.Gandhi : "Round Table Conference Speech"
5. C E M Joad : "The Gandhian Way"

MODULE III: Readings on Secularism (18 hours)

1. Mohinder Sing Sarna : "Smaller Gandhis"
2. Kumar Vikal : "Can you Make Out"
3. Shashi Tharoor : "The Idea of India: India's Mosaic of
Multiplicities"
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”
- Jack London : “The Law of Life”
- 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)

Syllabi for Common Courses

COURSE VI: EVOLUTION OF THE PHILOSOPHY OF SCIENCE: LITERARY PERSPECTIVES

COURSE CODE	ENCN6
TITLE OF THE COURSE	EVOLUTION OF THE PHILOSOPHY OF SCIENCE: LITERARY PERSPECTIVES
SEMESTER IN WHICH THE COURSE IS TAUGHT	4
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

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 V – Poetic Musings on Science (18 hours) (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.
3. Module 3 – Competence in dealing with specific situations. An insight into the literary and cultural aspects of French life.
4. Module 4 – Training in creative writing.

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

Publishers: CLE International. Copies available at Goyal Publishers, Delhi.

Note: Use of the audio cassettes is strongly recommended.

First semester BA/B.Sc French

French language and Communicative Skills-I

Text: 1. Champion: Units 1-4 (Pages 3 – 43) – Annie Monnerie – Goarin, Evelyne Sirejols, CLE International 2001, Paris.

2. Two audio cassettes, CLE International

Second semester BA/B.Sc French

French language and Communicative Skills-II

Text: 1. Champion: Units 5-8 (Pages 44 – 73) – Annie Monnerie – Goarin, Evelyne Sirejols, CLE International 2001, Paris.

2. Two audio cassettes, CLE International

Third semester BA/B.Sc French

An Advanced Course in French - I

Text: Champion: Units 9-12 (Pages 74 – 103) – Annie Monnerie – Goarin, Evelyne Sirejols, CLE International 2001, Paris.

Fourth semester BA/B.Sc French

An Advanced Course in French - II

Text: Champion: Units 13-16 (Pages 104 – 133) – Annie Monnerie – Goarin, Evelyne Sirejols, CLE International 2001, Paris.

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

BLUEPRINT

COURSE CODE- HIN1POAP
Prose and One Act Plays

Module	1 marks 10/10	2 marks 8/12	4 marks 6/9	15 marks 2/4
Module I	3	4	3	1
Module II	4	4	3	1
Module III	3	4	3	2

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 out look 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

Module	1 marks 10/10	2 marks 8/12	4 marks 6/9	15 marks 2/4
Module I	3	4	3	1
Module II	4	4	3	1
Module III	3	4	3	2

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 enhances the feeling of oneness and humanity among the students.

Objectives

Ancient poetry conveys the philosophical heritage of the middle ages while modern poetry deals with the multi-faceted aspects of the modern age. The fiction generally activates the consciousness among young people and enables them to search for new horizons of life in their 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 Sarojmruthi

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

A general information about the history of Hindi poetry and fiction introducing the prescribed text books of poetry, short stories and Novel Sahithya Manjusha and novel Akeli Aavaz , Kabir, Sarojsmruthi, Nach, Aansuom Ki Holi (Sahithya Manjusha) Akeli Aavaz (novel) 1-40 pages.

Module II

Literary analysis of the prescribed text Sahithya Manjusha - ancient poems ,different Trends in modern poetry and short stories. Novel -Akeli Aavaz , Tulasi, KhamoshDhadkaneim, Mein Ne Dekha Mein Jidhar Chala, Rani Maa Ka Chabuthara (Sahithya Manjusha) - Novel - Akeli Aavaz 40-80 pages.

Module III

Detailed Analysis of the prescribed Text Sahitya Manjusha, Akeli Aavaz

Meerabai, Sthreeram,, Prem Pathra, Aparadh (sahithya Manjusha)
, Novel - Akeli Aavaz 80- last pages

COURSE CODE HIN3PF
Poetry and fiction

BLUEPRINT

Module	1 marks 10/10	2 marks 8/12	4 marks 6/9	15 marks 2/4
Module I	3	4	3	1
Module II	4	4	3	1
Module III	3	4	3	2

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 identify 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:

SANSKRITHIK VIRASAT

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

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

11.Samajik Kranthi ke Agradooth Sree Narayana Guru	Dr. Iqbal Ahammad
12.Dalith Anthonlan aur Ayyankali	Dr. R. Sasidhran

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

BLUEPRINT

COURSE CODE-HIN4CCI CULTURE AND CIVILIZATION OF INDIA

Module	1 marks 10/10	2 marks 8/12	4 marks 6/9	15 marks 2/4
Module I	3	4	3	1
Module II	4	4	3	1
Module III	3	4	3	2