



University of Madras

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Undergraduate Programme

Curriculum and Syllabus for
B.Sc. Psychology
(With effect from the Academic Year 2023-24)

JUNE 2023

Note: The Board of Studies in Psychology (Common) designed the syllabus as per Common Model Syllabus provided by TANSCHÉ based on Learning Outcome based Curriculum Framework (LOCF) as prescribed by the UGC.

1. INTRODUCTION

B.Sc. Psychology: Programme Outcome, Programme Specific Outcome and Course

Outcome

Psychology is the scientific study of mind and behaviour. It is a broad and diverse field with many career options for the students. This course forms the foundation for the students aspiring to specialize in various fields such as education, hospital, industrial, forensic, and many more. The key core areas of study in Psychology include general psychology, developmental psychology, social psychology, abnormal psychology and experimental psychology. This programme helps learners in building a solid foundation for higher studies in Psychology. In addition students are equipped with skills that facilitate employment.

The Bachelor's Degree B.Sc. Psychology is awarded to the students on the basis of knowledge, understanding, skills, attitudes, values and academic achievements expected to be acquired by learners at the end of the Programme. Learning outcomes of Psychology are aimed at facilitating the learners to acquire these attributes, keeping in view of their preferences and aspirations for gaining knowledge of Psychology.

PROGRAMME OUTCOMES (PO)

At the end of the programme, the student will be able to:

- PO1: Promote and apply scientific knowledge for finding sustainable solutions to solve the issues pertaining to self and society,
- PO2: Identify, analyse and formulate novel ideas to yield substantial results in fields of research utilizing the principles of behavioural science.
- PO3: Relate key concepts and scientific principles to various scientific phenomenon and their applications in day to day life.
- PO4: Cultivate unparalleled comprehension of fundamental concepts relevant to psychology leading to individual progress and career advancement.
- PO5: Communicate effectively ideas in English.
- PO6: Generate solutions for problems and design processes that meet the specific needs for appropriate consideration for physical and mental health, cultural, societal and environmental conditions.

PROGRAMME SPECIFIC OUTCOMES (PSO)

After completion of the undergraduate programme in Psychology, the student will

PSO1: Acquire knowledge on key concepts and theoretical approaches and gain understanding of the origin and recent advances in the discipline.

PSO2: Be able to think originally, utilize the knowledge and understanding of Psychology to develop, appreciate and test the theoretical concepts for applications in various arenas.

PSO3: Assess and critically evaluate central ideas and assumptions comprehensively facilitating research and analysis of data.

PSO4: Use the relevant sources of scientific knowledge to identify and generate novel solutions for problems for enhancement of self and community.

PSO5: Effectively communicate learned information both in written and oral format

PSO6: Develop capacity for individual and team work, understand and implement ethical principles necessary for professional up gradation

2. Highlights of the Revamped Curriculum

- Student-centric, meeting the demands of various fields & society, incorporating hands-on training, skill enhancement modules, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The core subjects include latest developments in the field of psychology
- The core electives during the third year have been improvised by adding more emerging fields of psychology.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Internship during the second year vacation will help the students gain valuable work experience that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with a viva-voce component in the fifth semester enables the student to apply conceptual knowledge to practical situations.

- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature are incorporated as Elective courses, covering conventional topics to the latest such as counselling psychology to sports psychology

3. Credit Distribution for UG Programme in Psychology

B.Sc Psychology First Year Semester-I

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	6
Part-III	Core Courses 2 (CC1, CC2)	10	10
	Elective Course 1 (Generic / Discipline Specific)EC1	3	4
Part-IV	Skill Enhancement Course (SEC1)	2	2
	Foundation Course	2	2
		23	30

Semester-II

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	6
Part-III	Core Courses 2 (CC3, CC4)	10	10
	Elective Course 1 (Generic / Discipline Specific) EC2	3	4
Part-IV	Skill Enhancement Course (SEC2, SEC3)	4	4
		23	30

Second Year Semester-III

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	6
Part-III	Core Courses 2 (CC5, CC6)	10	10
	Elective Course 1 (Generic / Discipline Specific)EC3	3	4
Part-IV	Skill Enhancement Course (SEC4-Entrepreneurial Skill, SEC5)	3	3
	Environmental Studies(EVS)	-	1
		22	30

Semester-IV

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	6
Part-III	Core Courses 2 (CC7, CC8)	10	10
	CC7: Core Industry Module -1 - Industrial Statistics		
	CC8 : Any Core paper		
	Elective Course 1 (Generic / Discipline Specific)EC4	3	3
	Skill Enhancement Course SEC6 & SEC7 - Digital Skills for Employability (Naan Mudhalvan Scheme)	4	4
	Environmental Studies EVS	2	1
		25	30

**5. B.Sc Psychology Curriculum
First Year Semester-I**

Part	List of Courses	Credit	Hours per week (L/T/P)	Int. Mks	Ext. Mks	Total
Part-I	Tamil & Other Languages Paper-I	3	6	25	75	100
Part-II	100L1Z: English Paper-I	3	6	25	75	100
Part-III	140C1A: Core-1: Introduction to Psychology I	5	5	25	75	100
	140C1B: Core-2: Biological Psychology	5	5	25	75	100
	140E1A: Elective-1: Building Psychological Capital	3	4	25	75	100
Part IV	SEC1* – (Choose any one from the list) %	2	2	25	75	100
	100S1A: Basic Tamil-I (Other Language Students) *					
	100S1B: Advanced Tamil-I (Other Language Students) *	2	2	25	75	100
	140B1A: Foundation Course – Careers and Ethics in Psychology					
		23	30			

*** PART-IV: SEC-1 / Basic Tamil / Advanced Tamil (Any one)**

- Students who have studied Tamil upto XII STD and also have taken Tamil in Part I shall take SEC-I.
- Students who have **not** studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take **Basic Tamil** comprising of Two Courses (level will be at 6th Std.).
- Students who have studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take **Advanced Tamil** comprising of Two Courses.

% (SEC) SKILL ENHANCEMENT COURSES:

140S0A: BASICS OF HEALTH CARE MANAGEMENT

140S0B: INTRODUCTION TO CRIME PREVENTION

140S0C: CHILD RIGHTS

140S0D: MARRIAGE AND FAMILY LIFE EDUCATION

140S0E: SOCIAL WORK AND PERSONS WITH DISABILITY

Semester-II

Part	List of Courses	Credit	Hours per week (L/T/P)	Int. Mks	Ext. Mks	Total
Part-I	Tamil and Other Languages Paper-II	3	6	25	75	100
Part-II	100L2Z: English Paper-II	3	6	25	75	100
Part-III	140C2A: Core-3: Introduction to Psychology II	5	5	25	75	100
	140C2B: Core-4: Psychology of Childhood	5	5	25	75	100
	140E2A: Elective-2: Cross Cultural Psychology	3	4	25	75	100
Part IV	SEC2* (Choose any one from the list) %	2	2	25	75	100
	100S2A: Basic Tamil-II (Other Language Students) *					
	100S2B: Advanced Tamil-II (Other Language Students) *	2	2	25	75	100
	140S2B: SEC3: Psychological First Aid					
		23	30			

**Second Year
Semester-III**

Part	List of Courses	Credit	Hours per week (L/T/P)	Int. Mks	Ext. Mks	Total
Part-I	Tamil and Other Languages Paper-III	3	6	25	75	100
Part-II	200L3Z: English Paper-III	3	6	25	75	100
Part-III	240C3A: Psychology of Adolescence and Early Adulthood - Core 5	5	5	25	75	100
	240C3B: Social Psychology I - Core 6	5	5	25	75	100
	240E3A: Statistics for behavioural Science - Elective 3	3	4	25	75	100
Part-IV	240S3A: Skill Enhancement Course SEC-4 Psychological Skills for Entrepreneurship Development	1	1	25	75	100
	240S3B: Skill Enhancement Course SEC-5 Relaxation Techniques	2	2	25	75	100
	Environmental Studies	-	1	-	-	-
		22	30	175	525	700

**SECOND YEAR
Semester-IV**

Part	List of Courses	Credit	Hours per week (L/T/P)	Int. Mks	Ext. Mks	Total
Part-I	Tamil and Other Languages Paper-IV	3	6	25	75	100
Part-II	200L4Z: English Paper-IV	3	6	25	75	100
Part-III	240C4A: Psychology of Middle age and Old age - Core 7	5	5	25	75	100
	240C4B: Social Psychology II - Core 8	5	5	25	75	100
	240E4A: Introduction to Research Methodology - Elective 4	3	3	25	75	100
Part-IV	240S4A: Skill Enhancement Course SEC-6 Psychological Therapy Techniques	2	2	25	75	100
	240S4B: Skill Enhancement Course SEC-7 Personality Development	2	2	25	75	100
	Environmental Studies	2	1	25	75	100
		25	30	175	525	700

FIFTH SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Marks	Ext. marks	Total
Part-III	BPY-DSC09-Abnormal Psychology-I	6	4	25	75	100
	BPY-DSC10-Social Psychology-I	6	4	25	75	100
	BPY-DSC11-Introduction To Research Methodology	6	4	25	75	100
	BPY-DSC12-Health Psychology	6	4	25	75	100
	BPY-DSE01-Sports Psychology	5	5	25	75	100
Part-IV	Value Education	1	2	25	75	100

SIXTH SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Marks	Ext. Marks	Total
Part-III	BPY-DSC13-Abnormal Psychology-II	6	4	25	75	100
	BPY-DSC14-Social Psychology-II	6	4	25	75	100
	BPY-DSC15-Introduction to Theories of Personality	6	4	25	75	100
	BPY-DSE02-Guidance and Counselling Psychology	6	5	25	75	100
	BPY-DSE03-Human Resource Management	6	5	25	75	100
Part-V	Extension Activities		1			

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Title of the Course		INTRODUCTION TO PSYCHOLOGY-I							
Paper Number		CORE I							
Category	Core	Year	I	Credits	5	Course Code	140C1A		
		Semester	I						
Instructional Hours Per week		Lecture	4	Tutorial	1	Lab Practice	--	Total	5
		Objectives of the Course		<ul style="list-style-type: none"> ● To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology. ● The basic principles of sensation for vision, hearing, smell, taste and bodily senses. ● The principles of Perception and Illusion. ● Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning. ● Emotions and theoretical perspectives of emotions. 					
<p>Unit I: Introduction to Psychology: Definition of Psychology. Nature of Psychology. Origin of Psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Brief history of modern scientific Psychology: Structuralism, Functionalism, Behaviourism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach. Scientific approach to Psychology.</p> <p>Unit II: Scope of Psychology: Goals of Psychology. Role of a psychologist in society. Branches of Psychology: Clinical Psychology, Industrial Psychology, Counselling Psychology, Developmental Psychology, Social Psychology, Positive Psychology, Sports Psychology, Health Psychology, Criminal Psychology, Gender Psychology, Biopsychology.</p> <p>Unit III: Attention, Sensation & Perception: Attention: Definition, Factors affecting attention, Set in attention. Sensation: Definition, Types of sensation, Elements of Sensation. Perception: Definition, Gestalt Laws, Subliminal perception, ESP</p> <p>Unit IV: Learning: Characteristics of Learning. Classical conditioning (Pavlov) - Principles involved, Significance, Operant Conditioning (B.F Skinner) – Principles involved, Significance, Trial and Error (Thorndike) Conditioning – Principles Involved, Significance, Insight learning (Kohler)- Principles Involved, Significance, Social Learning Theory (Bandura)- – Principles Involved, Significance.</p>									
Course Outline									

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Course Outline	<p>Unit V: Emotion: Definition. Nature. Types. Physiological Responses Arousal and Emotional Intensity. Theories: James Lange Theory, Cannon Bard Theory, Schachter-Singer Theory, Richard Lazarus' Theory.</p> <p>Communication of Emotion: Emotional Expression, Characteristics, Innate Expression of Emotions, Social Aspects of Emotional Expressions.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the internal Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
Recommended Text	<p>Passer, M.W. & Smith R.E. (2007) <i>Psychology- The Science of mind and Behavior</i> (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd</p> <p>Baron, R.A. & Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5thed.) India, U.P.: Pearson India Inc.</p> <p>Ciccarelli, S.K., & White, J.N. <i>Psychology</i> 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd</p> <p>Hockenbury, D. H. & Hockenbury, S. E. (2003). <i>Psychology</i> (3rd ed.) New York: Worth Publishers.</p> <p>Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd</p>
Reference Books	<p>Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: Mcgraw- Hill.</p> <p>Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York.</p> <p>Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co.</p> <p>Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co</p> <p>Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi</p>

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Website and e-Learning Source	Frontiers in Psychology (https://www.frontiersin.org/journals/psychology) Archives of Scientific Psychology (https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1) BMC PSYCHOLOGY (https://bmcpublishing.biomedcentral.com/) https://www.psywww.com/careers/specialt.html www.worthpublishers.com/hockenbury https://courses.lumenlearning.com/wsu-sandbox/chapter/gestaltprinciples-of-perception/
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Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K1)** Acquire knowledge on the history, methods and special areas in the field of Psychology
- **CO2 (K3)** Explain sensory systems through which information processing happens
- **CO3 (K4)** Relate the process of attention to perception and infer how we make sense of the world around us
- **CO4 (K5)** Critically examine the process of learning
- **CO5 (K1, K4)** Gain insight into complex emotional experiences of human being and analyse the experience of self in day to day life.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	1	2	3	1	2
CO2	3	2	2	1	3	1
CO3	3	2	3	1	3	2
CO4	1	3	2	2	3	1
CO5	1	2	3	2	3	3

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Title of the Course		BIOLOGICAL PSYCHOLOGY					
Paper Number		CORE II					
Category	Core	Year	I	Credits	5	Course Code	140C1B
		Semester	I				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Objectives of the Course		<p>To place emphasis on the perspectives and research methods of Biological Psychology.</p> <p>To examine the structure and Communication of the cells of the nervous system and synaptic transmission.</p> <p>To understand the role of brain in regulating temperature, thirst and hunger</p> <p>To examine the nature and functions of the endocrine glands.</p> <p>To examine the causes of brain damage and its effect on behaviour</p>					
Course Outline		UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR					
		Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods.					
		UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION Development of nervous system, Central Nervous System, Peripheral Nervous System; Neurons – Structure, types; Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier; Neurotransmitters – Meaning, Types, Events at synapse; Membrane Potential – Action potential and Resting potential.					
		UNIT III: REGULATION OF INTERNAL BODY STATES					
		Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus.					

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<p>Course Outline</p>	<p>UNIT IV: HORMONES AND BEHAVIOUR</p> <p>Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. Endocrine Glands and its Specific Hormones: The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands.</p> <p>UNIT V: BRAIN DAMAGE</p> <p>Causes of Brain damage, Neurodegenerative diseases, Stress and illness.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Analytical ability, Professional Competency, and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Kalat, J.W. (2011). <i>Biopsychology</i>. Delhi, India: Cengage Learning India Private Limited. 2. Pinel, J. (2007). <i>Biopsychology</i>. New Delhi, India: Pearson India Education Services Pvt Ltd.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Rosenweig, Breedlov, Leiman(2002) : Biological psychology, 2. 3rd edition, Sinaven Associate, Inc 3. Carlson, N.R. (2007). <i>Foundations of physiological psychology</i>. New Delhi, India: Pearson India Education Services Pvt Ltd. 4. Levinthal, C.F. (1996). <i>Introduction to Physiological Psychology</i> (3rded.)Prentice-Hall ofIndia Pvt. Ltd. 5. <i>Psychology</i>, 6th Edition, Tata McGraw Hill, New Delhi 6. Barnes, J. (2013) <i>Essentials of Biological Psychological</i>. New Delhi: Sage Publications Pvt Ltd 7. Bremnar, J.D. (2005) <i>Brain Imaging Handbook</i>. New York: W.W Norton & Company Inc.

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Website and e-Learning Source	<ol style="list-style-type: none"> 1. Behavioural and Brain Functions (https://behavioralandbrainfunctions.biomedcentral.com/) 2. Biological Psychology (https://www.journals.elsevier.com/biological-psychology) 3. http://www.ecpdu.net/htmlfiles/uploads/2015/01/researchmethods-in-biopsychology.pdf 4. https://www.khanacademy.org/science/biology/humanbiology/neuron-nervous-system/a/overview-of-neuronstructure-and-function 5. https://www.khanacademy.org/science/biology/humanbiology/neuron-nervous-system/a/the-synapse
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COURSE OUTCOMES

On successful completion of the course, students will be able to

- CO1 (K2)** Describe recent research methods and perspectives on the emerging field of Behavioural neuroscience and the reciprocal relationship between brain and behaviour.
- CO2 (K2)** Understand anatomy and functions of the basic cell of the nervous system and explain the process of communication between neurons
- CO3 (K4)** To understand and analyse the regulations of internal body states.
- CO4 (K1, K4)** To understand the function of endocrine glands and relate the knowledge to Analyse various human behaviour.
- CO5 (K2)** Describe the complex orchestrated functioning of the nervous system describe the manifestation of biological deficits in behaviour.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	2	3	1	2
CO2	2	3	1	1	3	1
CO3	1	2	3	2	3	2
CO4	1	3	2	2	3	1
CO5	2	1	1	2	3	3

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Title of the Course		Building Psychological Capital					
Paper Number		ELECTIVE I (Discipline specific)					
Category	Elective	Year	I	Credits	5	Course Code	140E1A
		Semester	I				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice	Total	
		3	1		--	4	
Objectives of the Course		<ul style="list-style-type: none"> ● To offer the students a comprehensive overview of positive psychology and Psychological capital. ● The basic of Self efficacy and ways to strengthen individuals Self efficacy to enhance performance. ● The differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope. ● To understand the various spectrums of optimism and locus of control. ● To examine Resilience and 7 C's Model of resilience. 					
Course Outline		<p>UNIT1: INTRODUCTION The need for a different approach, positive vs negative approach, contributions of positive psychology, psy cap in relation to job satisfaction motivation and performance</p> <hr/> <p>UNIT 2: PSYCAP EFFICACY Definition, key ingredients of efficacy, ways to strengthen efficacy</p> <hr/> <p>UNIT 3: PSYCAP HOPE Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope</p> <hr/> <p>UNIT 4: PSYCAP OPTIMISM Definition of optimism in locus of control, ways to develop optimism dispositional optimism, explanatory style</p> <hr/> <p>UNIT 5: PSYCAP RESILIENCE Definition, ways to develop resilience 7 C's model of resilience, qualities of a resilient PERSON.</p>					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>					

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Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, J. Avolio. (2015), Psychological Capital and beyond, New York: Oxford University Press. 2. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York. 3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.
Reference Books	<ol style="list-style-type: none"> 1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press. 2. Singh, A.(2013).Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt ltd.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. PSYCAP https://positivepsychology.com/psychologicalcapital-psycap/ 2. Self -efficacy https://www.verywellmind.com/what-is-selfefficacy-2795954 3. 7c's of Resilience https://summitcounseling.org/7-cs-ofresilience/ 4. https://www.mathewsopenaccess.com/full-text/optimismpessimism-and-its-relationship-with-locus-of-control-amongchildren-and-adolescents

COURSE OUTCOMES

On successful completion of the course, students will be able to

- **CO1 (K4)** – To analyse the positive and negative approach and its effect on work determinants like, job motivation, satisfaction and performance.
- **CO2 (K2)** – To understand the role of self-efficacy and ways to improve it.
- **CO3 (K2)** – To distinguish the various conditions that implicate in developing hope and hopelessness and analyse ways to inculcate hope and build mental well-being.
- **CO4 (K2)** – To distinguish the ways to build optimism and locus of control for better performance.
- **CO5 (K3, K4)** – To analyse and apply 7C’s Model of Resilience.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	1	3	1	2
CO2	1	3	2	2	3	1
CO3	2	1	3	3	3	2
CO4	1	3	2	1	3	2
CO5	2	2	2	1	3	3

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Title of the Course		CAREERS AND ETHICS IN PSYCHOLOGY					
Paper Number		SEC 2 (Foundation course)					
Category	SEC-FC	Year	I	Credits	2	Course Code	140B1A
		Semester	I/II				
Instructional Hours		Lecture	Tutorial		Lab Practice	Total	
Per week		2	--		--	2	
Pre-requisite							
Course Outline		<p>Unit 1 Introduction An introduction to the scientific study of human behavior and mental process- Careers in Psychology with Bachelor's, Master's, and Doctoral Degrees- skills and career settings.</p> <p>Unit 2 Career paths in Psychology Careers in subfields of psychology-Practice-oriented fields in psychology: Clinical and Counseling Psychology, School Psychology. Research fields: Neuro psychology, Cognitive Neuropsychology. Other Disciplines: Legal and Forensic Psychology, Health Psychology, Sport Psychology, Industrial-Organizational Psychology, Social Psychology, forensic psychology. Developmental Psychology, Cognitive psychology, community psychology.</p> <p>Unit 3 Ethical underpinnings in Psychological research Ethics Definition- Need for Ethical Code- Importance of Ethics- APA code of ethics-Ethics in Reporting Psychological research: Reporting research results- Plagiarism- Publication credit- Duplicate Publication of data- sharing research data for verification.</p> <p>Unit 4 Ethical guidelines for Human Participants research Ethical issues to consider before beginning research- institutional approval- dealing with risk- informed consent- confidentiality- debriefing- deception in Psychological research.</p> <p>Unit 5 Ethical guidelines for Non- Human Animal subjects Need for animal research in Psychology- Ethical codes: justification- Personnel- care and Housing of animals- acquisition of animals- procedures used in the study- institutional animal care- animal care after research.</p>					
Extended Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Professional	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved					

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Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	Kuther, T. L. & Morgan, R. D. (2019). Careers in Psychology- Opportunities in a Changing World (5 th ed), Sage Publications Best, J. W., & Kahn, J. V. (2016). Research in education. Pearson Education India.
Reference Books	Koocher, G. P. & Keith-Spiegel P (2008). Ethics in Psychology and the Mental Health Professions: Standards and Cases 3rd Edition, Oxford University Press. Zechmeister, E., Shaughnessy, J., & Zechmeister, J. (2011). Research methods in psychology. McGraw-Hill Education.
Website and e-Learning Source	https://www.apa.org/education-career/guide/paths https://www.apa.org/ethics/code https://www.bps.org.uk/guideline/code-ethics-and-conduct

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K2)** Gain insight into various subfields in the field of psychology
- **CO2 (K5)** Apply knowledge of psychology to formulate career choices.
- **CO3 (K2)** Understand the purpose of ethics in psychological research
- **CO4 (K2)** Identify and address ethical concerns in human and animal research with consideration of the American Psychological Association's code of Ethics
- **CO5 (K5)** Evaluate research studies for their adherence to ethical guidelines

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	3	3	3	2
CO2	3	3	2	3	3	3
CO3	2	2	3	3	3	3
CO4	2	3	2	3	3	2
CO5	3	3	3	2	3	3

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Title of the Course		BASICS OF HEALTH CARE MANAGEMENT					
Paper Number		SEC 1					
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	140S0A
		Semester	I/II				
Instructional Hours		Lecture	Tutorial	Lab Practice	Total		
Per week		2	--	--	2		
Pre-requisite							
Course Outline		<p>UNIT I: PERSONAL (SELF) HEALTH CARE Personal Hygiene – Personal Diet pattern – Self health maintenance by yoga and other spiritual practice – Drills Activity – Prepare a personalised balanced diet plan for yourself</p> <p>UNIT II: FAMILY HEALTH CARE Family hygiene – group health care by vaccination – propitiation and prevention – Sanitation and diet patterns Activity – Collect the vaccination schedule chart from a hospital and describe the illnesses that can be prevented by vaccination</p> <p>UNIT III: COMMUNAL HEALTH CARE Mass – Hygiene (Social Hygiene) – Environmental Hygiene - Communal health care centres – Hospitals – Statistical bodies - Government and Non government organizations (NGO) for propagation of nutritious diet patterns - maintained by voluntary health organizations and government schemes. Activity – Visit an NGO that deals with diet patterns of the community.</p> <p>UNIT IV: HEALTH AWARENESS Health awareness programme organized by governmental and non governmental agencies. Communal amenity programme. Activity – Create an awareness program in a community for health awareness</p> <p>UNIT V: HEALTH DISASTER MANAGEMENT First Aid – Disaster management techniques like epidemic eruption control, management and eradication. Activity – Write a report on a natural calamity that has happened in the past and the measures taken by the government and local community to gtrackle the issue.</p>					

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Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	Social and preventive Medicine, K. Park, Brimnot publishers
ReferenceBooks	Buchbinder, Nancy H. Shanks (2016). Introduction to Health Care Management. Jones & Bartlett Publishers. Gupta S. D. (2022). Healthcare System Management: Methods and Techniques. Springer.
Website and e-Learning Source	https://www.coursera.org/articles/health-care-management https://www.careers360.com/courses/health-care-management-course https://www.pearson.com/pathways/areas-work-study/health-care-management.html https://apo.who.int/publications/i/item/india-health-system-review

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K 1)** know about Health care Management.
- **CO2 (K 2)** interpret insights about Family and Communal health
- **CO3 (K 2)** describe the advancements happening in community health
- **CO4 (K 4)** analyse various health awareness initiatives in India
- **CO5 (K 2)** explain disaster management techniques

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	2	2	2	3	2
CO2	3	3	1	3	3	2
CO3	2	2	2	2	3	1
CO4	1	2	2	2	3	2
CO5	2	2	1	1	3	3

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Title of the Course		INTRODUCTION TO PSYCHOLOGY- II					
Category	Core III	Year	I	Credits	5	Course Code	140C2A
		Semester	II				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		4	1		--		5
Objectives of the Course		<ul style="list-style-type: none"> ● To examine the various spectrum of Cognition like problem – solving and Decision making. ● To understand the way memory works and stages of memory. ● It provides an overview of theories of motivation and its implication on behaviour. ● To understand what is intelligence and various theoretical approaches to it and to know how to asses Intelligence. ● To understand the underlying concept of personality and how it applies in different settings such as the workplace, in a marriage, in forming friendship, also emphasis on the measurement of and practical applications of personality. 					
Course Outline		<p>Unit I: Cognition: Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes Morphemes – Syntax - Semantics – Pragmatics.</p> <p>Unit II: Memory: Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery. Memory storage – Sensory Memory, short – Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval</p> <p>Unit III: Motivation: Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories</p> <p>Unit IV: Intelligence: Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell. Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.</p>					

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	<p>Unit V: Personality: Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual stages of development, defence mechanism. Type approach – Jung’s typology, Trait theory – Allport; Eysenck and BIG Five; Assessment of personality – Objective, Subjective and Projective</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Passer, M.W. & Smith R.E. (2007) <i>Psychology- The Science of mind and Behavior</i> (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5thed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. <i>Psychology</i> 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. & Hockenbury, S. E. (2003). <i>Psychology</i> (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: Mcgraw- Hill. 2. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co. 4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. Judgment and Decision making (http://journal.sjdm.org/) 2. https://courses.lumenlearning.com/boundlesspsychology/chapter/introduction-to-memory/ 3. http://ncert.nic.in/ncerts/l/kepy108.pdf 4. https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf 5. http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf

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COURSE OUTCOMES

On successful completion of the course, students will be able to

- **CO1 (K2, K4)** To Understand the different types of cognition and thinking processes and to analyse the steps in problem solving and decision making.
- **CO2 (K4)** To summarize and compare the various functions and memory processes involved in memory and forgetting.
- **CO3(K1)** To outline the various theories of motivation and to understand the implications of it.
- **CO4(K3)** To explain the theories of intelligence and the ways to assess intelligence.
- **CO5 (K3)** To explore the various theories of Personality and examine the uses of personality assessments.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	1	3	2	2
CO2	1	3	1	2	3	1
CO3	3	1	3	2	3	1
CO4	1	3	2	1	3	2
CO5	2	1	3	1	3	3

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Title of the Course		PSYCHOLOGY OF CHILDHOOD					
Category	Core IV	Year	I	Credits	5	Course Code	140C2B
		Semester	II				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		4	1		--		5
Objectives of the Course		<ul style="list-style-type: none"> ● To provide an overview of the human development stages from conception to babyhood. ● To understand the characteristics of early childhood at physiological domain. ● To analyse the emotional development of childhood and socialization process. ● To examine the characteristics of late childhood at physiological domain, challenges of development. ● To provide various perspectives to explain cognitive and personality development in early childhood. 					
Course Outline		<p>UNIT I – HUMAN DEVELOPMENT Human development, Period of life span, Conception through Birth, Heredity and environment; Birth – Stages, Methods and settings of Child birth; Characteristics of Infancy and Babyhood.</p> <p>UNIT II – EARLY CHILDHOOD Characteristics of early childhood, Developmental tasks, Physical development, Physiological habits, Speech during early childhood.</p> <p>UNIT III – EMOTIONS AND SOCIALISATION IN EARLY CHILDHOOD Emotions – Common emotions of early childhood, Variations in emotional pattern; Socialization– Patterns of early socialization, Early forms of behaviour in social situations, Companionship in early childhood, Social and Unsocial behaviour patterns.</p> <p>UNIT IV – LATE CHILDHOOD Characteristics of late childhood, Developmental tasks, Physical development, Interests in later childhood, Sex-role typing in late childhood, Hazards of late childhood, Happiness in late childhood.</p> <p>UNIT V – COGNITION AND PERSONALITY IN CHILDHOOD Cognitive Development – Piaget’s Sensory motor stage, Piaget’s Pre-operational stage, Piaget’s stage of Concrete operations, Information Processing Approach of memory development, Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self- concept, Freud’s Phallic stage and Latency stage, Erikson’s Initiative Vs guilt and Industry Vs inferiority.</p>					

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<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) <i>Human Development</i> (9thEd.) Chennai: McGraw-Hill Education (India) Private Limited. 2. Santrock J.W. (2011) <i>Life-Span Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 3. Santrock J.W. (2013) <i>Child Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 4. Hurlock E.B. (2010) <i>Developmental Psychology: A Life Span Approach</i>, Tata McGraw, Hill Education Pvt Ltd
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Berndt, T.J. (1997). <i>Child development</i>, Madison, WI: Brown & Benchmark Publishers. 2. Smith, Barry D. (1998). <i>Psychology Science and Understanding The McGraw-Hill Company</i>. 3. Bee H. & Boyd D. <i>The Developing Child</i> (10th Ed.) Delhi: Pearson Education. 4. Berk L.E. (2013) <i>Child Development</i> (9th Ed.) New Delhi: PHI Learning Pvt Limited. 5. Feldman R.S. & Babu N. (2019) <i>Child Development</i> (8th Ed.) Noida: Pearson.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. Genes and Environment (https://genesenvironment.biomedcentral.com/) 2. Developmental psychology commons (http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/) 3. https://courses.lumenlearning.com/wmopenpsychology/chapter/stages-of-development/ 4. https://www.gracepointwellness.org/461-child-developmentparenting-infants-0-2/article/10107-infancy-physicaldevelopment 5. https://www.gracepointwellness.org/461-child-developmentparenting-infants-0-2/article/10116-infancy-emotional-socialdevelopment-emotional-expression-and-understanding

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COURSE OUTCOMES

On successful completion of the course, students will be able to

- **CO1(K2)** – To explicate the developmental stage of conception through birth.
- **CO2 (K1, K2)** – To elucidate the developmental tasks of early childhood.
- **CO3 (K2)**– To describe the various emotions and socialization patterns of early childhood.
- **CO4 (K4)** – To distinguish the hazards and happiness of late childhood
- **CO5 (K4)**– To critically 25ehavio the cognitive and personality development in childhood.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	2	2	2	1
CO2	1	3	1	1	3	2
CO3	2	1	3	1	3	2
CO4	1	3	1	1	3	1
CO5	2	1	2	3	3	3

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Title of the Course		CROSS CULTURAL PSYCHOLOGY					
Category	Elective II	Year	I	Credits	3	Course Code	140E2A
		Semester	II				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		3	1		--		4
Objectives of the Course		<ul style="list-style-type: none"> ● Introduce the principles, concepts and issues associated with the study of cross-cultural psychology. ● Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations. ● Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives. ● Examine the role of Culture in various development aspects of human development process and emotionality. ● Explore gender sensitisation in view of cultural spectrum. 					
Course Outline		<p>UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY Definition of Culture, Origins of Culture, Contents of Culture, Pan cultural Principles Ethics & Emics.</p> <p>UNIT II: SOCIALIZATION & ENCULTURATION Definition, Bronfenbrenner model, Culture & Parenting — Parenting Goals & Beliefs, Baumrind parenting theory, Culture & Peer – Margaret Mead socialization theory, Social and cultural factors that influence math’s achievement.</p> <p>UNIT III: CULTURE AND DEVELOPMENTAL PROCESS – TEMPERAMENT Three major categories of temperaments Thomas & Chess, 1977, Goodness of fit — Cross- Cultural research on Temperament; Attachment- Bowlby’s (1969) evolutionary theory of attachment, Ainsworth’s <i>Classification System</i> of Attachment; Moral reasoning- Kohlberg’s Theory of Morality, Criticism: Kohlberg’s Theory of Morality.</p> <p>UNIT IV: CULTURE, LANGUAGE AND COMMUNICATION Structure of language, Language differences across cultures, Culture, language, and cognition – Sapir- Whorf hypothesis support and Criticisms, Bilingualism and culture, Components of communication – Non Verbal Communication, Role of culture in the communication process, Intracultural vs. intercultural communication—Barna’s obstacles in communication, Improving intercultural communication.</p> <p>UNIT V: CULTURE AND GENDER Definition of terms, Gender differences- Hofstede’s Masculinity vs. Femininity, Cognitive differences, Gender stereotypes, Gender role ideology, Future research</p>					

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Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Matsumoto, D., & Juang, L. (2013). Culture and Psychology (5 th Ed.). Belmont, CA: Wadsworth Cengage Learning.
Reference Books	1. Kenneth D. Keith (2019) Cross-Cultural Psychology: Contemporary Themes and Perspectives (2 nd Ed.) John Wiley & Sons Ltd. 2. Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1990). Human behaviour in global perspective: An introduction to cross-cultural psychology. Pergamon Press. 3. Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.
Website and e-Learning Source	1. Etics and emics https://youtu.be/d17a4hrPANU 2. https://ivypanada.com/essays/the-cross-cultural-construct-of-bronfenbrenners-ecological-systems/ 3. https://www.brosix.com/blog/cross-cultural-communication/

COURSE OUTCOMES

On successful completion of the course, students will be able to

- **CO1 (K2)** - To describe and discuss the various theoretical orientations/paradigms that describe cultural differences
- **CO2 (K4)** - To analyse and discuss the ways in which different cultures influence our socialisation and enculturation process.
- **CO3 (K6)** - To discuss and evaluate the impact of culture on human development concepts like temperament, attachment styles and morality.
- **CO4 (K2, K4)**- To understand the interaction of language, culture and communication and analyse methods to improve intercultural communication.
- **CO5 (K3)** - to examine the role of culture in the understanding gender roles, stereotypes and ideology development.

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Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	3	2	3	2	1
CO2	2	3	2	1	3	2
CO3	3	2	3	1	3	1
CO4	2	3	1	2	3	1
CO5	1	2	3	3	3	3

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Title of the Course		PSYCHOLOGICAL FIRST AID					
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	140S2B
		Semester	II				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		2	--		--		2
Course Outline		Unit 1 Introduction to Psychological First Aid (PFA) - Concept and Development of PFA - Core Competencies of PFA					
		Unit 2 The RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition)					
		Unit 3 Four Basic Standards of Psychological First Aid - Goals of Psychological First Aid - Five Components of Psychological First Aid - What Makes a PFA Practitioner Effective - Dos and Don'ts of Psychological First Aid - Ethical Guidelines					
		Unit 4 Self-Care - Practising Good Self-Care - Consequences of Poor Self-Care - Symptoms of Burnout - Vicarious Trauma - Helping Yourself During a Mental Health Crisis					
		Unit 5 Team Care – Seeking support - People Who Likely Need Special Attention - Evaluation					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved					
Skills acquired from this course		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill					
Recommended Text		<ol style="list-style-type: none"> 1. American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author. 2. Erskine, R. G. (2015). Relational Patterns, Therapeutic Presence : Concepts and Practice of Integrative Psychotherapy. London: Routledge. 3. American Counseling Association. (2014). The ACA Encyclopedia of Counseling. Hoboken: American Counseling Association. 					

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Reference Books	<ol style="list-style-type: none"> 1. Baker, E. K. (2003). Caring for ourselves as psychologists. The Register Report, 28, 7–10. http://www.nationalregister.org/trr.html. 2. Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines. PloS one, 9(12), e114714. https://doi.org/10.1371/journal.pone.0114714 3. Everly, G. S., Jr. (1999). Toward a model of psychological triage. International Journal of Emergency Mental Health, 1, 151–154. 4. Everly, G. S., Jr., & Lating, J. M. (2013). A clinical guide to the treatment of the human stress response (3rd ed.). New York, NY: Springer.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. www.MentalHealthFirstAid.org 2. https://academy.theknightsofsafety.com/courses/psychological-first-aid 3. https://www.mooc-course.com/course/psychological-first-aid-coursera/ 4. https://www.redcross.org/take-a-class/coronavirus-information/psychological-first-aid-online-course 5. https://www.futurelearn.com/courses/psychological-first-aid-for-children-and-young-people

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K3)** Learn and apply psychological first aid
- **CO2 (K 6)** Manage psychological crisis reactions
- **CO3 (K 2)** Understand goals and principles of PFA
- **CO4 (K 6)** Practice self-care
- **CO5 (K 5)** Increasing the learners’ abilities in managing psychological crisis situations

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	2	2	3	2
CO2	2	2	3	2	3	2
CO3	2	3	3	2	3	2
CO4	2	3	2	2	3	2
CO5	2	3	2	2	3	2

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Title of the Course		INTRODUCTION TO CRIME PREVENTION					
Paper Number		SEC 1					
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	140S0B
		Semester	I/II				
Instructional Hours		Lecture	Tutorial	Lab Practice		Total	
Per week		2	--	--		2	
Pre-requisite							
Course Outline		<p>Unit I: Introduction History of crime prevention – Definitions and key concepts – Types of crime prevention – Fear of crime Activity: Trace history of Crime corrective action in India</p> <p>Unit II: Crime Prevention Methods: Punitive, defence, intervention, mechanical, mass, clinical, group relations’ – Crime Prevention Through Environmental Design (CPTED) – Reducing first offenders and recidivism – Situational crime prevention Activity: Prepare a report on Number of First Time Offenders in Tamil Nadu</p> <p>Unit III: Traditional Programmes Police information centres – ‘May I Help You’ kiosks – Community policing – Intervention programmes – Patrolling and beats – Intelligence –Surveillance Activity: Visit a May I help you Kiosk and observe their activities</p> <p>Unit IV: Modern Programmes Public relations campaign – Potential victim protection – De-motivating potential offenders – Socialization of youth at risk – Programmes aimed at slums and disruptive family situations – Disaster management and recovery Activity: Analyse the measures taken by TN Police to minimise offence</p> <p>Unit V: Crime Prevention Organizations Role of Boys Clubs – Friends of Police – Community Watch – Neighbourhood Watch – Delinquency prevention – Role of NGOs in crime prevention –Prevention of Crime and Victim Care (PCVC) Activity: Visit an NGO that works towards crime prevention and submit a report</p>					
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>		<p>Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved</p>					

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Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	Braga A.A. (2014) Problem-Oriented Policing. In: Bruinsma G., Weisburd D. (eds) Encyclopaedia of Criminology and Criminal Justice. New York: Springer. Bullock, K., Clarke, R., & Tilley, N. (2012). Situational prevention of organised crimes. London: Routledge. Shaftoe, H. (2004). Crime prevention: Facts, fallacies and the future. New York: Palgrave Macmillan
Reference Books	Fennelly, L., & Perry, M. (2018). CTPED and Traditional Security Countermeasures: 150 Things You Should Know. London: CRC Press. Goldstein, H. (1990). Problem-oriented policing. New York: McGraw Hill. Hughes, G. (2002). Crime prevention and community safety: New directions. London: Sage. Peak, K., & Glensor, R. (1996). Community policing and problem solving: Strategies and practices. Upper Saddle River, NJ: Prentice Hall.
Website and e-Learning Source	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001608/P001807/M027584/ET/1521106050E-TEXT.pdf https://indianlawportal.co.in/crime-prevention/ https://www.legalserviceindia.com/legal/article-2096-history-of-criminal-law-procedure-and-criminal-justice-reforms-in-india.html https://ncrb.gov.in/en/crime-india

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K2)** Trace the history of crime prevention and understand the definition, concepts and the various types of crime prevention strategies.
- **CO2 (K2)** Understand the traditional crime prevention methods and programmes involving community policing.
- **CO3 (K5)** Evaluate the traditional crime prevention techniques in the society
- **CO4 (K2)** Describe the modern crime prevention initiatives to address the crime problem in society
- **CO5 (K2)** Explain the various crime prevention organizations that aim to prevent and reduce crime.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	2	2	3	2
CO2	2	1	1	1	3	3
CO3	2	2	1	2	3	2
CO4	2	2	1	2	3	2
CO5	2	1	2	2	3	2

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Title of the Course		PSYCHOLOGY OF ADOLESCENCE AND EARLY ADULTHOOD					
Category	Core V	Year	II	Credits	5	Course Code	240C3A
		Semester	III				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice	Total	
		4	1		--	5	
Objectives of the Course		<ul style="list-style-type: none"> ● To offer the students a comprehensive overview and understanding of Adolescence and the consequent changes in an adolescent. ● To comprehend the changes in adolescent behaviour pertaining gender, sexual and relationships. ● The characteristics, development and changes of Early Adulthood. ● To have an insight into the Vocational and Family adjustments in Early Adulthood ● Different perspectives of Cognitive and Personality development in Early Adulthood. 					
Course Outline		UNIT I: ADOLESCENCE					
		Characteristics of adolescence, Developmental tasks, Physical changes, Emotionality during adolescence, Social changes during adolescence, Adolescent interests.					
		UNIT II: ADOLESCENT BEHAVIOR					
		Changes in morality during adolescence, Sex interest and sex behaviour during adolescence, Approved sex roles, Family relationships during adolescence.					
		UNIT III: EARLY ADULTHOOD					
Characteristics of early adulthood, Developmental tasks, Changes in interests, Social mobility, Sex role adjustment, Personal and social hazards.							
UNIT IV: VOCATIONAL AND FAMILY ADJUSTMENTS IN EARLY ADULTHOOD							
Vocational adjustments, Marital adjustments, Adjustment to parenthood, Adjustment to singlehood, Hazards of vocational and marital adjustments.							
UNIT V: COGNITION AND PERSONALITY							
Cognitive Development - Piaget's Formal operational stage, Elkind's Immature characteristics of Adolescent thought, Shift to postformal thought, Schaie's Life-span model of Cognitive development, Personality - Freud's genital stage, Erikson's Identity Vs Confusion, Marcia's Identity status Crisis and Commitment, Gender differences in identity formation during adolescence, Four views of personality development during Early adulthood – Normative stage models, Timing of events model, Trait models, Typological Models..							

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<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) <i>Human Development</i> (9thEd.) Chennai: McGraw-Hill Education (India) Private Limited. 2. Santrock J.W. (2011) <i>Life-Span Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 3. Hurlock E.B. (2010) <i>Developmental Psychology: A Life Span Approach</i>, Tata McGraw, Hill Education Pvt Ltd 4. Santrock J.W. (2007) <i>Adolescence</i> (11thEd.) New Delhi: Tata McGraw-Hill Publishing Company Limited.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Shaffer D.R. (1996) <i>Developmental Psychology – Childhood and Adolescence</i> (4th Ed.) California: Brooks/Cole Publishing Company. 2. Shaffer D.R. &Kipp K. (2007) <i>Developmental Psychology – Childhood and Adolescence</i> (7thEd.) Haryana: Thomson Wadsworth. 3. Sigelman C.K. & Shaffer D.R. (1995) <i>Life span Development</i> (2nd Ed.) California: Brooks/Cole Publishing Company.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. Journal of Youth and Adolescence https://link.springer.com/journal/10964) 2. https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A A Lifespan Development A Psychological Perspective (Lally and Valentine-French)/8%3A Middle Adulthood/8.01%3A Physical Development in Middle Adulthood 3. https://www.cliffsnotes.com/studyguides/psychology/development-psychology/psychosocialdevelopment-age-4565/crisis-in-middle-adulthood-age-4565 4. https://www.cliffsnotes.com/studyguides/psychology/development-psychology/physical-cognitivedevelopment-65/physical-development-age-65

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COURSE OUTCOMES

On successful completion of the course, the students will be able to

- CO1 (K6) - To describe and discuss the various physical changes and emotionality during adolescence.
- CO2 (K5)- To analyse and understand the changes in morality, sex interest and family relationships in adolescence.
- CO3 (K4)- To discuss and evaluate the personal and social hazards of early adulthood.
- CO4 (K3)- To identify and critically analyse the vocational and marital adjustments made by early adults.
- CO5 (K2)– To understand the cognitive and personality development.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	3	3	3	1
CO2	2	3	1	1	3	2
CO3	3	1	3	2	3	1
CO4	1	3	2	1	3	3
CO5	1	2	3	3	3	1

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SYLLABUS WITH EFFECT FROM 2023-2024

Title of the Course		SOCIAL PSYCHOLOGY I					
Category	Core VI	Year	II	Credits	5	Course Code	240C3B
		Semester	III				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		4	1		--		5
Objectives of the Course		<ul style="list-style-type: none"> ● To offer the students a comprehensive overview of Social Psychology. ● To comprehend the development and vicissitudes of Social Cognition. ● To gain insight into the formation and management of Social Perception. ● To develop understanding of attitudes and persuasion ● To learn of the dynamics of close interpersonal relationships. 					
Course Outline		<p>UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY Definition of Social Psychology, History, Research method in Social Psychology, Social Psychology in new millennium.</p> <p>UNIT II: SOCIAL COGNITION Definition of social cognition; Schemas – Meaning, Impact of schemas on social cognition, Priming, Schema persistence; Heuristics – Meaning, Representativeness, Availability, Anchoring and adjustment; Potential sources of error in social cognition.</p> <p>UNIT III: SOCIAL PERCEPTION Definition of social perception; Non-verbal communication – Basic channels; Deception –Meaning. Non-verbal cues to identify deception; Attribution – Definition, Theories of attribution– Correspondent inference, Kelley’s theory of causal attribution; Basic sources of error in attribution, Impression formation, Impression management.</p> <p>UNIT IV: ATTITUDES Attitudes – Meaning, Types, Formation of attitudes – Classical conditioning, Instrumental conditioning, Observational learning; Strength of attitudes, Change in attitude – Persuasion, cognitive processes underlying persuasion, Resisting persuasion attempts, Cognitive dissonance, Dissonance and attitude change.</p> <p>UNIT V: INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS Meaning of interpersonal attraction, Internal determinants of attraction, External determinants of attraction; Romantic relationships and falling in love – Romance, Selecting a potential mate, Love, Jealousy, Marital happiness, Causes of relationship failure.</p>					

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<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/ NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Baron R.A. & Byrne D. (2014) <i>Social Psychology</i> (13th Ed.) Prentice-Hall of India. 2. Myers D.G. (2012) <i>Social psychology</i> (11th Ed.) New York, NY: McGraw.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. WinniCott, D.W. (1995). <i>Counselling and Therapy</i>. London: Sage Publications 2. Whiston, S.C (1999). <i>Principles ad applications of assessment in counseling</i> , Wadsworth, Belmont. Brooks- Clole 3. Nichols, M.P. & Schwartz, R.C. (2010). <i>Family therapy: Concepts and methods</i>. 9th ed. Toronto: Allyn and Bacon, Pearson education, Inc.Press, Inc 4. Patterson, J., William, L., Grauf-Grounds, C., & Chamow. (2009). <i>Essential skills in family therapy: From the first interview to termination</i>. 2nd Edition. New York: The Guilford Press.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. Journal of Social and Political Psychology (https://jspp.psychopen.eu/index.php/jspp) 2. International Review of Social Psychology (https://www.ripsirsp.com/about/) 3. https://us.sagepub.com/sites/default/files/upmbinaries/90582_ch_1_heinzen.pdf 4. https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf 5. https://opentextbc.ca/socialpsychology/chapter/changing-attitudesby-changing-behavior/

COURSE OUTCOMES

On successful completion of the course, the students will be able to

CO1 (K1) - To Outline the nature, history, principles and scope of social psychology and methods used in social psychology research

CO2 (K2) – To understand social cognition and its potential sources of error

CO3 (K3) – To describe the strategies used to form and maintain positive impression.

CO4 (K3) – To elucidate the ways to resist persuasion

CO5 (K4) – To analyze the causes of marital happiness and relationship failure.

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Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	3	3	3	1
CO2	3	3	3	2	3	1
CO3	2	1	1	3	3	3
CO4	1	2	2	1	3	3
CO5	1	3	3	1	3	2

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Title of the Course		STATISTICS FOR BEHAVIOURAL SCIENCE					
Category	Elective III	Year	II	Credits	3	Course Code	240E3A
	Semester	III					
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		3	1		--		4
Objectives of the Course		<ul style="list-style-type: none"> To understand basic statistical concepts. To apply concepts of central tendency and variability To understand normal distribution and hypothesis testing To gain insight into parametric analysis. To comprehend non parametric analysis 					
Course Outline		<p>Unit I: Basic statistical concepts Meaning of statistics-Importance of Statistics in Psychology - Variables and their types - Concept of Descriptive and Inferential Statistics - Levels of measurement: Nominal Scale- Ordinal Scale- Interval Scale- Ratio Scale; Organizing qualitative data - Frequency distribution - cumulative frequency distribution. Graphical representation of frequency distribution - histogram, frequency polygon, bar diagram, pie chart, cumulative percentage curve</p> <p>UNIT II: Central Tendency And Variability Measures of Central Tendency: Mean, median & Mode - Properties and calculation of grouped and ungrouped data - Guidelines for the Use of Central Tendencies. Measures of Variability: Range, Average Deviation, Semi Interquartile Range, Q1, Q3 and Quartile Deviation, variance and Standard Deviation - Properties and calculation of grouped and ungrouped data - Guidelines for the Use of Measures of Variability.</p> <p>UNIT III: Normal Distribution and Hypothesis Testing The Normal Distribution: Properties and Importance of the Normal Curve- Skewness - Kurtosis Hypothesis: definition, types - Hypothesis testing process - Type 1 and Type II errors, significance level (p value) , one tailed and two tailed tests.</p> <p>UNIT IV: Parametric Statistics Correlation: Concept and types of Correlation- Calculation of Product Moment Correlation and Spearman's Rank; Properties and Significance of Correlation Co-efficient Conceptoft Tests- Single Sample, Dependent means, Independent means - Assumptions One way Analysis of Variance: within and between group variations</p>					

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	<p>Unit V: Non parametric Statistics</p> <p>The Chi-Square Statistic: Chi square test for goodness of fit - Assumptions and uses Rank order test - Mann Whitney U test - sign test - Run test - Wilcoxon's signed ranks test - Kruskal Wallis test - Assumptions and uses</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. King, B.M. and Minium E W. (2011). Statistical Reasoning in the Behavioural Sciences. 5th Edition. New Delhi: Wiley student India edition. 2. Aron A, Aron E N and Coups E J. (2007). Statistics for Psychology. New Delhi: Pearson Education. 3. Argyrous, G. (2011). Statistics for research. New Delhi: Sage South Asia edition. 4. Gaur A S and Gaur SS (2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication. 5. Haslam S Alexander & Mc Garty Craig. (2003). Research Methods & Statistics in Psychology. New Delhi: Sage Publications India Pvt. Limited.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Frederick, J.G, & William, L.B.(2007). Statistics for Behavioural Sciences.(7thEd.). Thomson Wadsworth. 2. Kothari, C. R. (2008). Research Methodology: Methods and Techniques. (2ndEd.).New Age International. 3. Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi. 4. Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Black well Publishers 5. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4thEd.). New Delhi: Pearson Education. 6. Murphy, K.R. &Davidshofer, C. O. (2004). Psychological Testing: Principles &Applications (6th Ed.) New Jersey: Prentice Hall.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. https://www.scribbr.com/statistics/levels-of-measurement/ 2. Measures of central tendency - https://youtu.be/HtFZzgFP360 3. https://study.com/academy/lesson/normal-distribution-of-dataexamples-definition-characteristics.html 4. https://www.statisticshowto.com/probability-and-statistics/statisticsdefinitions/parametric-and-non-parametric-data/

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Course Outcomes:

On successful completion of the course, the students will be able to

CO1 (K2) To understand and define, to recognize measurements as being one of the four scales, representing data

CO2 (K3) To understand and calculate measures of central tendency and measures of variability.

CO3 (K3) To understand the concept of normal distribution and hypothesis testing

CO4 (K4) To analyze and interpret raw data using various parametric methods CO5 (K5) To gain an overview of various non-parametric methods.

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	1	2	2	1
CO2	3	2	2	1	1	2
CO3	1	1	3	2	1	1
CO4	2	3	1	1	2	2
CO5	1	2	2	3	2	1

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Title of the Course		PSYCHOLOGICAL SKILLS FOR ENTREPRENEURSHIP DEVELOPMENT					
Category	Skill Enhancement Course	Year	II	Credits	1	Course Code	240S3A
		Semester	III				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		1	--		--		1
Course Outline		<p>UNIT I: Entrepreneurship Development - Dynamics of Entrepreneurship - Scope of Entrepreneurship; latest trends; Skills of an entrepreneur.</p> <p>UNIT II : Human Resource Development through Achievement Motivation – Motivating people for excellence ; Entrepreneurial motivation - motivation - Maslow theory - Herzberg theory - Mc Gregors theory - McClelland need achievement theory.</p> <p>UNIT III: Behavioral competencies - Emotional Intelligence – Assertiveness - Creativity - steps in creativity - Decision making and Problem solving.</p> <p>UNIT IV: Risk Taking Behavior-Active Risk Management - People, Time and Cost Management; Change & Conflict Management; Risk identification - Qualitative & quantitative risk assessment - Risk response strategies.</p> <p>UNIT V: Motivation training – Goal setting & Time Management; Identifying motivators and strengthening their action plan based on SWOC; Effective Negotiation, Interpersonal relationship skills; Team building skills.</p>					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		<p>Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved</p>					
Skills acquired from this course		<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>					
Recommended Text		<p>Rao, T. V. (1990). Designing Entrepreneurial Skills Development Programmes. Resource Book for Technical and Vocational Institutions.</p> <p>Sharma, S. (2021). Entrepreneurship development. PHI Learning Pvt. Ltd.</p> <p>Ramachandran, K. (2009). Entrepreneurship Development: Indian cases on Change Agents. Tata McGraw-Hill Pub</p>					

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Reference Books	<ol style="list-style-type: none">1. Bessant, J., & Tidd, J. (2007). Innovation and entrepreneurship. John Wiley & Sons2. Kuratko, D. F. (2016). Entrepreneurship: Theory, process, and practice. Cengage learning3. Nieuwenhuizen, C. (Ed.). (2009). Entrepreneurial skills. Juta and Company Ltd4. Sergi, B. S., & Scanlon, C. C. (Eds.). (2019). Entrepreneurship and Development in the 21st Century (pp. 3-32). Bingley: Emerald Publishing5. Mohanty, S. K. (2005). Fundamentals of entrepreneurship. PHI Learning Pvt. Ltd
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Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K3)** provide the knowledge, skills and attitudes in Entrepreneurship skill training.
- **CO2 (K2)** Understand the importance of developing positive attitudes and inculcating achievement motivation toward self employment and gain confidence to be an entrepreneur
- **CO3 (K4)** Understand the importance of behavioural competencies to be an entrepreneur
- **CO4 (K3)** Gain knowledge about the management of business units /organizations by direct interaction with Entrepreneurs.
- **CO5 (K4)** develop positive attitudes and achievement motivation toward self employment and gain confidence to be an entrepreneur.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	2	2	3	2
CO2	2	2	3	2	3	2
CO3	2	3	3	2	3	2
CO4	2	3	2	2	3	2
CO5	2	3	2	2	3	2

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BPY-DSC09

CORE-IX: ABNORMAL PSYCHOLOGY-I

Instr.Hrs.: 6
Credits : 4

Year III
Semester: V

Course Learning Outcome

After completion of the abnormal psychology - I course, students will be able to:

1. Distinguish between normal & abnormal behavior and outline the historical background and need for classification
2. Summarize the various models of abnormality
3. Identify clinical features and causes of neurodevelopmental disorder, conduct disorder & neurocognitive disorder
4. Explain the clinical features and causal factors of anxiety related disorder
5. Outline the clinical features and causal factors of somatic and dissociative disorder

UNIT I: INTRODUCTION AND THEORETICAL PERSPECTIVE.

Defining Abnormal Behavior - Causes of Abnormal Behavior: Necessary, Predisposing, Precipitating and Reinforcing causes, Historical views of abnormal behaviour- Brief note on DSM 5 and ICD 11 classification system.

UNIT II: MODELS OF ABNORMALITY

Biological – Psychodynamic – Behaviour – Cognitive – Humanistic - Existential, Interpersonal perspective - Bio-cultural.

UNIT III: NEURODEVELOPMENTAL, CONDUCT & NEUROCOGNITIVE DISORDERS

Intellectual disability: Definition, Clinical types and Causal factor, Autism Spectrum disorder: Clinical Picture and Causal Factors, Specific Learning disorder: Clinical Picture and Causal factors, Attention Deficit /Hyperactivity disorder, Conduct Disorder, Neuro cognitive Disorder.

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UNIT IV: ANXIETY RELATED DISORDERS

Meaning- Types - Brief description with Causal factors and Treatment: Generalized Anxiety Disorders - Phobic Disorder –Post Traumatic Stress Disorder - Obsessive Compulsive Disorder - Panic Disorders

UNIT V: SOMATIC DISORDER AND DISSOCIATIVE DISORDER

Somatic Symptoms and related disorders (SSD): Complex Somatic Symptom Disorder- Illness Anxiety Disorder- Functional Neurological Disorder, Dissociative Disorders: Dissociative Amnesia, Dissociative Identity Disorder, Depersonalization and Derealization Disorder – Causal factors and Treatment.

REFERENCES

1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). *Abnormal psychology*. New Delhi, India: Pearson India Education Services Private Limited.
2. Barlow, D. (2017). *Abnormal psychology and casebook in abnormal psychology*. Belmont, CA: Wadsworth.
3. Comer, R. (2018). *Fundamentals of abnormal psychology*. New York, NY: Worth Publishers.
4. Davison, G.C., Neale, J.M &Kring, A. M. (2004). *Abnormal psychology*. Marblehead, MA: John Wiley& Sons Inc.
5. Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). *Abnormal psychology*. New Delhi, India: Tata McGraw Hill pubg Co
6. Cutting, J. (1997). *Principles of psychopathology*. New York, NY: Oxford University Press

WEB RESOURCES

1. <https://www.mooc-list.com › tags › abnormal-psychology>
2. <https://www.mooc-list.com › tags › psychological-disorders>

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BPY-DSC10

CORE-X: SOCIAL PSYCHOLOGY-I

Instr.Hrs.: 6
Credits : 4

Year III
Semester: V

Course Learning Outcome

After completion of the Social Psychology I course, students will be able to:

1. Outline the nature, history, principles and scope of social psychology and methods used in social psychology research
2. Illustrate the significance of self- presentation behaviors in relation to the multifaceted development of the self
3. Infer the interconnections between attitude and behavior
4. Compare the reasons of conformity, compliance and obedience
5. Summarize the conditions promoting helping behavior and infer conditions of bystander effect

UNIT I: INTRODUCTION

Definition of Social Psychology – Nature of Social Psychology- Brief History- Principles of Social Psychology - Social Psychology and Human Values- Social Psychology and Common Sense- Research Methods.

UNIT II: THE SELF

Self-Presentation: Self-Other accuracy in predicting behaviour- Self-Presentation tactics, Self-Knowledge: Introspection, the self from the observer’s standpoint, Personal identity versus social identity: the importance of the social context and others’ treatment
Social Comparison: Self-serving biases and unrealistic optimism, Self-esteem: the measurement of self-esteem - the impact of migration on self-esteem - gender differences and self-esteem, Self as a target of prejudice: concealing one’s identity and its impact on well- being - overcoming the effects of stereotype threat.

UNIT III: SOCIAL BELIEFS AND JUDGEMENTS

Judging the social world: Perceiving the social world - Explaining the social world– Importance of social beliefs- Self-fulfilling prophecy, Cognitive social psychology, Behavior and Attitudes: Conditions When Attitudes Determine Behavior – Conditions When behavior Determines Attitudes- Explaining Why behavior Affect Attitudes, Self-presentation:

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Impression Management, Self-justification: Cognitive Dissonance- Self-perception: Comparing the theories.

UNIT IV: CONFORMITY, COMPLIANCE AND OBEDIENCE

Conformity: Definitions- Classic Studies on Conformity- Compliance & Obedience- Factors Predicting Conformity- Reasons for Conformity- Characteristics of people who conform- Resisting social pressures to conform, Compliance: Principles of compliance, Effectiveness of compliance strategies, Obedience: Causes & resisting the effects of destructive obedience.

UNIT V: HELPING BEHAVIOR

Altruism and pro-social behavior: Theoretical perspectives- By Stander Effect, Helping: Reasons for Helping – Conditions Governing Helping – Characteristics of People Who Help – Increasing Helping behavior.

REFERENCES

1. Myers, D.G. & Twenge, J.M. (2017): *Social psychology*. New York, NY: McGraw – Hill Education.
2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Chennai, India: Pearson India Education Services Pvt. Limited.
3. Myers, D.G. (2002). *Social psychology*. New York, NY: McGraw Hill Book Company.
4. Baron, A., & Byrne, D. (2002). *Social psychology*. New Delhi, India: Prentice-Hall of India.
5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). *Social psychology*. New Delhi, India: Dorling Kindersley (India) Private Limited

WEB RESOURCES

1. https://www.coursera.org/learn/socialpsychology/?ranMID=40328&ranEAID=*GqSdLGGurk&ranSiteID=.GqSdLGGurk6qQRb9zwbNYuDhfXQHoxgQ&siteID=.GqSdLGGurk6qQRb9zwbNYuDhfXQHoxgQ&utm_content=10&utm_medium=partners&utm_source=linkshare&utm_campaign=*GqSdLGGurk
2. <https://www.psywww.com/intropsych/ch15-social/conformity.html>
3. <https://www.psywww.com/intropsych/ch15-social/bystander-apaty.html>
4. <https://www.psywww.com/intropsych/ch15-social/helpful-behavior.html>
5. <https://www.psywww.com/intropsych/ch15-social/persuasion-and-attitude-change.html>

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BPY-DSC11

CORE-XI: INTRODUCTION TO RESEARCH METHODOLOGY

Instr.Hrs.: 6

Credits : 4

Year III

Semester: V

Course Learning Outcome

After completion of the Introduction to research methodology course, students will be able to:

1. Explain the needs, objectives , importance , problem and process of research based on review of literature
2. Identifying research problems and formulating hypothesis
3. Distinguish between the different types of sampling
4. Examine the methods used in data collection
5. Demonstrate an understanding of writing a research report

UNIT I: RESEARCH METHODOLOGY: AN INTRODUCTION

Definition- Need and Importance of psychological Research- Objectives of Research - Types of Research - The Research Process - Principles of a Good Research - Problems encountered by researches in India.

UNIT II: RESEARCH PROBLEM, HYPOTHESIS AND REVIEW OF LITERATURE

Research Problem: Meaning and characteristics of a problem - ways in which a problem is manifested - Types of Problems, Hypothesis: Meaning and characteristics of a good hypothesis – Types - Sources and Functions of Hypotheses, Reviewing the Literature: Purpose of Review - Sources of Review.

UNIT III: SAMPLING

Meaning and Need for sampling - Fundamentals of sampling- Factors influencing decision to sample- Types of Sampling: Probability and Non probability- Probability Sampling: Simple random, stratified random and area cluster sampling - Non probability sampling: Quota, Accidental, Judgemental or purposive, systematic and snowball sampling

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UNIT IV: METHODS OF DATA COLLECTION

Primary data: Questionnaire and schedule – Interview - Observation as a tool of Data Collection, Difference between Participant observation and non-participant observation - Rating Scale, Secondary data: Sources.

UNIT V: WRITING A RESEARCH REPORT

Meaning- General purpose of writing a research report-of a research report, Styles of writing a research report- Types of research reports- Precautions in writing research report

REFERENCES

1. McBurney, D.H. (2007). *Research methods*; New Delhi, India: Thomson Wadsworth
2. Singh, A.K. (2012). *Tests, measurements and research methods in behavioral sciences*. Patna, India: B.B. Printers.
3. Zechmeister, J. S., Zechmeister, E. B., & Shaughnessy, J. J. (2001). *Essentials of research methods in psychology*. New Delhi, India: Tata McGraw-Hill Education Private Limited.
4. Haslam, A.S., & McGarty, C. (2003). *Research methods and statistics in psychology*. New Delhi, India: Sage Publications.
5. Ramadass, P., & Aruni, W. A. (2009): *Research and writing across the disciplines*; Chennai, India: MJP Publishers.

WEB RESOURCES

1. https://www.classcentral.com/course/swayam-introduction-to-research-5221?utm_source=cc_mooc_report&utm_medium=web&utm_campaign=swayam_fall_2019

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BPY-DSC12

CORE-XII: HEALTH PSYCHOLOGY

Instr.Hrs.: 6
Credits : 4

Year III
Semester: V

Course Learning Outcome

After completion of the health psychology course, the student will be able to:

1. Outline the definition and scope of Health Psychology
2. Explain the various models of health behavior
3. Identify types of pain, symptoms and suitable intervention
4. Summarize theories of stress, sources of stress and coping
5. Explain health promoting strategies

UNIT I: INTRODUCTION TO HEALTH PSYCHOLOGY- HEALTH BEHAVIOUR

Health psychology: Definition and Need-The biopsychosocial model- Patient Practitioner relationship- Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour

UNITII: MODELS OF HEALTH BEHAVIOUR

Changing health habits using theoretical models: Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change, Avenues for health habit modification

UNIT III: CHRONIC ILLNESS AND PAIN

Illness Factors: Onset, Progression, Types of Symptoms, Quality of Life, Personal issues in chronic illness, coping with chronic illness, Co management of chronic illness, Psychosocial Interventions, Pain: definition, types of pain, Pain control techniques, Pain management

UNIT IV: STRESS AND COPING

Stress: definition, dimensions of stress- sources of chronic stress- Theoretical contributions: Lazarus's Appraisal Model, Flight or fight response, General adaptation Syndrome- Tending and Befriending Model- Coping with stress- Sources of stress.

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UNIT V: PROMOTING HEALTH BEHAVIOUR

Smoking: Effects of smoking- reasons for smoking, Alcoholism: effects- reasons - Interventions for reducing smoking - changing problem drinking, Management of Overweight & obesity- effects of dieting & physical activity.

REFERENCES

1. Boyer, B., & Pahlia, I. (2008). *Comprehensive handbook of clinical health psychology*. Edison, NJ: John Wiley & Sons.
2. Sarafino, E. (1994). *Health psychology*. Edison, NJ: John Wiley & Sons.
3. Taylor, S. (1995). *Health psychology* (6th ed.). Toronto, Canada: McGraw-Hill Ryerson.
4. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). *Health psychology: Theory, research and practice* (2nd ed.). New Delhi, India: Sage Publications.
5. Branmon, L., & Frist, J. (2010). *Introduction to health psychology*; New Delhi, India: Cengage Learning India Pvt Ltd.

WEB RESOURCES

1. <https://www.mooc-list.com/course/social-context-mental-health-and-illness-coursera>
2. <https://www.mooc-list.com/course/science-health-care-delivery-coursera>
3. <https://www.mooc-list.com/course/understanding-cancer-metastasis-coursera>
4. <https://www.mooc-list.com/course/quality-improvement-healthcare-case-change-futurelearn>
5. <https://www.mooc-list.com/course/implementing-patient-safety-or-quality-improvement-project-patient-safety-v-coursera>
6. <https://www.mooc-list.com/course/instructional-methods-health-professions-education-coursera>

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BPY-DSE01

ELECTIVE-I: SPORTS PSYCHOLOGY

Instr.Hrs.: 5
Credits : 5

Year III
Semester: V

Course Learning Outcome

After completion of the Sports Psychology course, students will be able to:

1. Explain the need, importance and research methods in sports psychology
2. Relate physical activity and Mental Health
3. Describe the nature, measurement of attitude towards sports behavior
4. Classify various abilities and skills
5. Explain the prevalence, etiology and intervention of alcohol and drug use among athletes

UNIT I – Nature and definition of sport psychology- A brief history and development of sport psychology – Research methods used in sports Psychology – Role of sports psychologists – Need and importance of sports psychology.

UNIT II - Physical Activity and Mental Health- Exercise and cognitive functioning – exercise and reduction in anxiety and depression and increases in positive mood. – Exercise and stress reactivity.

UNIT III - Attitudes to sport- The nature of attitudes -Measuring attitudes - The formation of attitudes to sport -Attitudes to competition - Attitudes to sport and sporting behavior

UNIT IV - Skill acquisition and expertise- Definitions - Classifying abilities and skills - Two linked issues: the existence of super ability- and the nature–nurture debate in sport- Stages of skill acquisition -The information-processing approach to skills

UNIT V - Alcohol and Drug Use among Athletes: Prevalence, Etiology, and Interventions - Prevalence of Alcohol among athletes – Recreational drugs – Ergogenic drugs – Pain killers drugs – Stimulants – Prevention and treatment

REFERENCES

1. Matt Jarvis (2006). *Sports Psychology –A student’s Handbook*,Routledge Publication.
2. D.F.Shaw, T.Gorely&R.M.Corban (2005). *Sports and Exercise Psychology*, BIOS Publisher.
3. GershonTenenbaum and Robert C. Eklund .(2007). *Handbook of Sports Psychology* , John Wiley & Sons, Inc.
4. Arnold LeUnes (2011). *Introducing Sports Psychology – A practical Guide*,Icon book Publication.
5. Gangopadhyaya, S.R.(2008). *Sports Psychology*, Publications - New Delhi.

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6. Gurbakhsh S. Sandhu (2002). *Psychology in Sports - A Contemporary Approach*, Friends Publishers, New Delhi.

WEB RESOURCES

1. <https://www.classcentral.com/course/independent-sports-psychology-the-winning-mindset-2373->
2. <https://www.olympic.org/news/new-sports-psychology-course-available-on-ioc-athlete-mooc>
3. <https://www.coursera.org/learn/sports-society>

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BPY-DSC13

CORE-XIII: ABNORMAL PSYCHOLOGY-II

Instr.Hrs.: 6
Credits : 4

Year III
Semester: VI

Course Learning Outcome

After completion of the abnormal psychology - II course, students will be able to:

1. Explain the causes of unipolar and bipolar disorder and treatment
2. Outline the clinical feature, causal factor and treatment of schizophrenia and other psychotic disorder
3. Summarize types, causes and treatment of Personality disorder
4. Explain the types ,causal and treatment of substance related disorder
5. Identify the different types of prevention and summarize the different models of therapies

UNIT I: MOOD DISORDERS

Unipolar mood disorder: Biological - Psychosocial - Socio- cultural Causal factors, Bipolar disorders: Biological – Psychosocial - Socio- cultural Causal Factors – Treatment, Suicide: causes - prevention

UNIT II: SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS.

Schizophrenia: Meaning - Clinical features positive symptoms- negative symptoms –Causes – treatment - Subtypes, Other Psychotic Disorders: Causal Factors - Treatment

UNIT III: PERSONALITY DISORDER

Cluster A disorders: Meaning - types- causes- treatment, Cluster B disorders: Meaning- types- causes- treatment, Cluster C disorders: Meaning- types- causes- treatment.

UNIT IV: SUBSTANCE RELATED DISORDERS

Psychoactive drugs: Meaning – types, Concepts: Substance Abuse- Tolerance- Dependence- Addiction - withdrawal symptoms. Addiction Disorders: Alcohol Abuse and Dependence - Drug Abuse and Drug Dependence - Causal factors - Treatment.

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UNIT V: PREVENTION AND TREATMENT

Types of prevention - Primary, Secondary and Tertiary Prevention, Psychological approaches to treatment: Psycho dynamic therapy- Behavior therapy- Cognitive and Cognitive Behavioral therapies- Humanistic and Existential therapies- Family and Marital Therapy- Eclecticism and Integration-Indigenous systems: Yoga and Meditation.

REFERENCES

1. Butcher, J.N., Hooley, J.M., Mineka, S., & Dwivedi, C.B. (2017). *Abnormal psychology*. New Delhi, India: Pearson Publication.
2. Barlow, D. (2017). *Abnormal psychology and casebook in abnormal psychology*. Belmont, CA: Wadsworth.
3. Comer, R. (2018). *Fundamentals of abnormal psychology*. New York, NY: Worth Publishers.
4. Davison, G.C., Neale, J.M., & Kring, A. M. (2004). *Abnormal psychology*. Malden, MA: John Wiley & Sons Inc.
5. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal psychology*. New Delhi, India: Tata McGraw Hill publishing Co.
6. Cutting, J. (1997) *Principles of Psychopathology*. New York, NY: Oxford University Press.

WEB RESOURCES

1. Abnormal Psychology made easy – www.udemy.com
2. Introduction to abnormal behavior and clinical psychology – www.udemy.com

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BPY-DSC14

CORE-XIV: SOCIAL PSYCHOLOGY-II

Instr.Hrs.: 6
Credits : 4

Year III
Semester: VI

Course Learning Outcome

After completion of the social psychology - II course, students will be able to:

1. Outline the theories of persuasion and illustrate the factors in resisting persuasion
2. Determine the influence of various group behaviors in relation to individual's performance
3. Outline the nature, sources and consequences of prejudice and illustrate methods to counteract effects of prejudice
4. Summarize the theories of aggression and strategies to regulate aggression
5. Identify the dynamics of intimate relationships in relation to internal and external sources of attraction

UNIT I: PERSUASION

Theories of Persuasion: the central route - the peripheral route - different pathways for different purposes- Elements of Persuasion: communicator, content, channel, audience –Cults & persuasion - Resisting Persuasion: strengthening personal commitment, inoculation programs, implications of attitude inoculation.

UNIT II: GROUP INFLUENCE:

Definition of Group - Social Facilitation: mere presence of others, crowding, factor, Social Loafing: Introduction, social loafing in everyday life, Deindividuation: importance of working together, diminishing self-awareness, Group Polarization: The risky shift phenomenon, Group influence on opinions, Group Think: symptoms, critiquing, preventing group think, group problem solving, The influence of the minority: consistency, self- confidence, deflections from majority, leadership as minority influence.

UNIT III: PREJUDICE

Nature and Power of Prejudice – Social Sources of Prejudice – Motivational Sources of Prejudice – Cognitive Sources of Prejudice – Consequences of Prejudice -Discrimination- prejudice in action- Techniques for countering the effects of prejudice.

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UNIT IV: AGGRESSION

Aggression: Definition - Hurting Others – Theories of Aggression – Media violence - Sexual violence - Strategies to reduce Aggression.

UNIT V: LIKING, LOVE AND OTHER CLOSE RELATIONSHIPS

Internal sources of liking others: the role of needs and emotions, External sources of attraction: the effects of proximity, familiarity and physical beauty- Sources of liking based on social interaction - Close relationships - foundations of social self - Divorce & the detachment process.

REFERENCES

1. Myers, D.G., & Twenge, J.M. (2017). *Social psychology*. New York, NY: McGraw – Hill Education.
2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Chennai, India: Pearson India Education Services Private Limited.
3. Myers, D. G. (2002). *Social Psychology*. New York, NY: McGraw Hill Book Company.
4. Baron, A., & Byrne, D. (2002). *Social Psychology*. New Delhi, India: Prentice-Hall of India.
5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology*. New Delhi, India: Dorling Kindersley (India) Private Ltd.

WEB RESOURCES

1. https://www.sagepub.com/sites/default/files/upm-binaries/4985_Dainton_Chapter_5.pdf
2. <https://facultystaff.richmond.edu/~dforsyth/pubs/ForsythBurnette2010Proofs.pdf>
3. https://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/0132824892.pdf
4. <https://2012books.lardbucket.org/pdfs/social-psychology-principles/s13-aggression.pdf>
5. https://he.kendallhunt.com/sites/default/files/heupload/pdfs/Curnalia_Insights_1e_Ch10.pdf
6. <https://www.coursera.org/learn/social-psychology>
7. <https://nptel.ac.in/courses/109/104/109104048/>

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BPY-DSC15

CORE-XV: INTRODUCTION TO THEORIES OF PERSONALITY

Instr.Hrs.: 6
Credits : 4

Year III
Semester: VI

Course Learning Outcome

After completion of the Introduction to theories of personality course, students will be able to:

1. Explain the concept, assessment, measurement and research methods of Personality
2. Outline the various psychoanalytic perspectives of Personality
3. Summarize the life span and trait perspective of Personality
4. Outline the existential humanistic perspective of Personality
5. Explain Behavioural, Cognitive and Social perspectives of personality

UNIT I: CONCEPT, ASSESSMENT, MEASUREMENT AND RESEARCH METHODS

Personality: Definition, Meaning & Nature - Individual Uniqueness – Gender – Culture – Formal Theories – Personal Theories – Subjectivity in Personality Theories - Self-Report Measure: Biological Measures – Behavioural Assessment – Projective Techniques – Clinical Interviews – Online and Social Media Analysis.

UNIT II: PSYCHOANALYTIC THEORIES

Sigmund Freud: Classical Psychoanalysis – Instincts – Structure of Mind – Psychosexual Development – Therapeutics Techniques – Free Association – Catharsis – Dream Analysis; Carl Jung: Analytical Psychology – Psychological Types – Collective Unconscious; Alfred Adler: Individual Psychology – Inferiority Feelings – Role of Birth Order.

UNIT III: LIFE-SPAN AND TRAIT PERSPECTIVES OF PERSONALITY

Erik Erikson: Identity Formation – Ego Crises – Approaches to Trait: Lexical – Statistical – Theoretical; Gordon Allport: Culture – Functional Equivalence – Personal Dispositions, Eysenck's: Hierarchical Model of Personality, Cattell's Taxonomy: The 16 Personality Factor System

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UNIT IV: EXISTENTIAL - HUMANISTIC PERSPECTIVES OF PERSONALITY

Roots in Gestalt – Kurt Lewin’s Field; Martin E. P. Seligman: Learned Helplessness and the Optimistic/ Pessimistic Explanatory Style, Rotter: Locus of Control theory Maslow: Hierarchy of Needs – Self-Actualization ,Rogers: Growth – Inner Control – Becoming One’s Self.

UNIT V: BEHAVIORAL, COGNITIVE AND SOCIAL PERSPECTIVE OF PERSONALITY

Albert Bandura: Social-Cognitive Learning Theory- Self- System, Skinner: Operant Conditioning; Cognitive Style – Perceptual Mechanisms – Schema Theory – Kelly's Personal Construct Theory

REFERENCES

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of personality*, Bengaluru, India: Wiley India Private Limited.
2. Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). *Theories of personality*, Delhi, India: Cengage Learning.
3. Friedman, H. S., &Schustack, M. W. (2016). *Personality: Classic theories and modern research*, Boston, MA: Pearson/Allyn and Bacon.
4. Larsen, R. J., & Buss, D. M. (2018). *Personality psychology: Domains of knowledge about human nature*, Boston, MA: McGraw-Hill.
5. Rao, K., Paranjpe, A. C., &Dalal, A. K. (2008). *Handbook of Indian psychology*. Chennai, India: Cambridge University Press India/Foundation Books.

WEB RESOURCES

1. Personality development – course – Swayam https://swayam.gov.in/nd2_cec19_mg36>preview
2. Psychology of Development and Learning – Course – Swayam https://swayam.gov.in/nd2_cec20_ed01

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BPY-DSE02

ELECTIVE-II: GUIDANCE AND COUNSELLING PSYCHOLOGY

Instr.Hrs.: 6
Credits : 5

Year III
Semester: VI

Course Learning Outcome

After completion of the Guidance and counselling Psychology course, students will be able to:

1. Identify the need and importance of counselling in the current context
2. Explain the various approaches in counselling and the types , uses & diagnosis in counselling process
3. Summarize the interpretation of psychological tests in counselling
4. List the qualities of an effective counsellor
5. Identify the special areas of counselling
6. Spell out the ethical guidelines laid down by the American Psychological Association and the role of counsellor in promoting good Mental Health

UNIT I: NATURE AND SCOPE OF GUIDANCE AND COUNSELLING

Counselling and Guidance: Meaning- Nature - Need and Functions of Guidance and Counselling - Emergence of Guidance and Counselling in India - Goals and Scope of Guidance and Counselling - Types of Counselling Services.

UNIT II: APPROACHES TO COUNSELLING AND THE COUNSELLING PROCESS

Directive and non-directive approaches - Humanistic approach- Behaviouristic approach - Existential Approach - Eclectic Approach, Counselling Process: Preparation for counselling, Steps in the counselling process.

UNIT III: PSYCHOLOGICAL TESTING AND DIAGNOSIS

Use of psychological tests in guidance and counselling - Types of psychological tests - Nature of a good psychological test - Test interpretation in counselling - Limitations of psychological tests - Diagnosis and its limitations.

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UNIT IV: COUNSELLOR QUALITIES, SKILLS AND ETHICAL RESPONSIBILITIES

Qualities of an effective counsellor, Counsellor skills: Building Trust- Listening – Attending – Observing - Building Rapport - Demonstrating Empathy, Ethics in counselling.

UNIT V: SPECIAL AREAS IN COUNSELLING

Family group consultation - Counselling Families Concerning Children - Counselling with Parents - Counselling the Delinquent - Marriage Counselling - Premarital Counselling - Counselling the Handicapped - Career Counselling - Adolescent Counselling- Role of Counsellor in fostering Good Mental Health.

REFERENCES

1. Rao, N. (2013). *Counselling and Guidance*. Chennai, India: Tata McGraw Hill.
2. Gladding, S.T. (2017). *Counselling: A comprehensive profession*. Chennai, India: Pearson.
3. Gibson, R. L., & Mitchell, M. H. (2007). *Introduction to counselling and guidance*. Upper Saddle River, NJ: Prentice Hall.
4. Nayak, A. K. (2007): *Guidance and counseling*. New Delhi, India: APH Publishing.
5. Barki, B. G., & Mukhopadhyay, B. (2008): *Guidance and counselling manual*. New Delhi, India: Sterling.
6. Kochhar, S. K. (1984). *Guidance and counselling in colleges and universities*. New Delhi, India: Sterling.

WEB RESOURCES

1. <https://nptel.ac.in/courses/109/107/109107155/>
2. <https://youtu.be/lo4DPYYQrGc>
3. <https://www.mooc-list.com/course/counseling-and-psychotherapy-theory-edx>
4. <https://swayam.gov.in/search? Keyword=Counselling%20Psychology>

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BPY-DSE03

ELECTIVE-III: HUMAN RESOURCE MANAGEMENT

Instr.Hrs.: 6
Credits : 5

Year III
Semester: VI

After completion of the human resource management course, students will be able to:

1. Outline the basic concepts of human resource management
2. Relate the need for job analysis in relation to Human Resource Planning and Recruiting
3. List strategies for analysing training needs and developing employees
4. Explain the techniques of performance appraisal
5. Spell out how stress management, conflict management and employee empowerment help in employee motivation

UNIT I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (HRM)

The concept of human resource management and its importance, The trends shaping human resource management – Globalization and Competition trends, Indebtedness and deregulation, Technological trends, Trends in the nature of work, Workforce and demographic trends, Economic challenges and trends. Important trends in human resource management – The new human resource managers, HRM in India, Strategic human resource management, High-performance work systems, Evidence-based human resource management, Managing ethics, HR qualifications

UNIT II: JOB ANALYSIS AND HUMAN RESOURCE PLANNING AND RECRUITING The basics of job analysis, Job analysis in a worker empowered world, The recruitment and selection process, Planning and forecasting, The need for effective recruiting, Internal sources of candidates, Outside sources of candidates, Recruiting a more diverse workforce

UNIT III: TRAINING AND DEVELOPING EMPLOYEES

Introduction to orienting and training employees, Analysing training needs and designing the program, Implementing training programs, Implementing Management Development programs, Managing organizational change programs, Evaluating the training effort

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UNIT IV: PERFORMANCE MANAGEMENT AND APPRAISAL

Basic concepts in performance management and appraisal, Techniques for appraising performance, dealing with performance appraisal problems, appraisal interview, performance management.

UNIT V: EMPLOYEE MOTIVATION

Stress management in organization, Conflict management in organisation, Providing incentives, empowerment of employees, attention to women related issues.

REFERENCES

1. Dessler, G., & Varkkey, B. (2011). *Human Resource Management*. Dorling Kindersley (India) Pvt. Ltd: New Delhi.
2. Aswathappa, K. (2012). *Human Resource Management – Text and Cases*. Tata McGraw Hill: New Delhi
3. Cascio, W. F., & Nambudiri, R. (2010). *Managing Human Resources – Productivity, Quality of Work Life, Profits*. Tata McGraw Hill: New Delhi

WEB RESOURCES

1. <https://www.coursera.org/learn/ai-for-everyone>
2. <https://www.coursera.org/learn/the-science-of-well-being>
3. <https://www.classcentral.com/course/introduction-to-engagement-and-motivation-at-work-13193>
4. <https://www.classcentral.com/course/managing-people-motivation-12718>
5. <https://www.udemy.com/courses/personal-development/>