

UNIVERSITY OF MADRAS
B.Sc. DEGREE PROGRAMME IN PSYCHOLOGY
 SYLLABUS WITH EFFECT FROM 2023-2024

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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<p style="text-align: center;">Course Outline</p>	<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>
<p>Recommended Text</p>	<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>
<p>Reference Books</p>	<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.psychology.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		<p>UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR</p> <p>Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods.</p>					
		<p>UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION</p> <p>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.</p>					
		<p>UNIT III: REGULATION OF INTERNAL BODY STATES</p> <p>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.</p>					

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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> <hr/> <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		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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	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
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	<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
Reference Books	<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
Website and e-Learning Source	<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: Brow & Benchmark Publishers. 2. Smith, Barry D. (1998). <i>Psychology Science and Understanding The</i> McGraw-Hill Company. 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 evaluate 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		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> <p>UNIT 2: PSYCAP EFFICACY Definition, key ingredients of efficacy, ways to strengthen efficacy</p> <p>UNIT 3: PSYCAP HOPE Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope</p> <p>UNIT 4: PSYCAP OPTIMISM Definition of optimism in locus of control, ways to develop optimism, dispositional optimism, explanatory style</p> <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/optimism-pessimism-and-its-relationship-with-locus-of-control-among-children-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		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		UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY Definition of Culture, Origins of Culture, Contents of Culture, Pan cultural Principles Etics & Emics.					
		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.					
		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</i> System of Attachment; Moral reasoning- Kohlberg’s Theory of Morality, Criticism: Kohlberg’s Theory of Morality.					
		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.					
		UNIT V: CULTURE AND GENDER Definition of terms, Gender differences- Hofstede’s Masculinity vs. Femininity, Cognitive differences, Gender stereotypes, Gender role ideology, Future research					

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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://ivypanda.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		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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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		UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY Definition of Social Psychology, History, Research method in Social Psychology, Social Psychology in new millennium.					
		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.					
		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.					
		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.					
		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.					

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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- Cloe 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		PSYCHOLOGY OF MIDDLE AGE AND OLD AGE					
Category	Core VII	Year	II	Credits	5	Course Code	240C4A
		Semester	IV				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		4	1	--		5	
Objectives of the Course		<ul style="list-style-type: none"> • CO1 - To describe and discuss the various developmental tasks of middle age. • CO2 - To analyse and understand the vocational and family adjustments made by middle aged people. • CO3 - To discuss and evaluate the personal and social hazards of old age. • CO4 - To identify the changes to be made in the living arrangements of elderly • CO5 – To understand memory decline in old age. 					
Course Outline		<p>UNIT I: MIDDLE AGE Characteristics of middle age, Developmental tasks, Adjustment to Physical changes, Adjustment to mental changes, Adjustment to changed interests, Social adjustments, Personal and social hazards of middle age.</p> <p>UNIT II: VOCATIONAL AND FAMILY ADJUSTMENT IN MIDDLE AGE Vocational adjustments, Adjustment to changed family pattern, Adjustment to single hood, Adjustment to loss of spouse, Adjustment to approaching retirement, Adjustment to approaching old age, Vocational and marital hazards of middle age.</p> <p>UNIT III: OLD AGE Characteristics of old age, Developmental tasks, Adjustment to physical changes in old age, changes in motor abilities, Changes in mental abilities, Changes in interests, Hazards of personal and social adjustments.</p> <p>UNIT IV: VOCATIONAL AND FAMILY ADJUSTMENT IN OLD AGE Vocational adjustments, Adjustment to retirement, Adjustment to changes in family life, Adjustment to loss of a spouse, Adjustment to singlehood, Living arrangements for the elderly, Vocational and family life hazards.</p>					

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	<p>UNIT V: COGNITION AND PERSONALITY</p> <p>Cognitive Development – Measuring cognitive abilities in middle age, The distinctiveness of adult cognition, Creativity in middle age, Intelligence and Processing abilities in old age.</p> <p>Measuring older adult’s intelligence, Competence in everyday tasks and problem solving in old age; Memory changes in old age, Improving memory in older adults; Personality – Erikson’s Generativity Vs stagnation and Integrity Vs Despair, The self at midlife, Models of coping in old age.</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. Hurlock, E. (1980). Developmental psychology. New Delhi, India: Tata McGraw Hill Publishing Co. 2. Santrock, J. W. (1999). Life span development, New York, NY: McGraw Hill. 3. Berndt, T.J. (1997). Child development, Madison, WI: Brow & Benchmark Publishers. 4. Papalia, D.E., & Olds, S.W. (1994). Human development, New York, NY: Tata McGraw Hill. 5. Berk, C. L. (1996). Child development, New Delhi, India: PrenticeHall of India (Pvt) Ltd.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Smith, Barry D. (1998). Psychology Science and Understanding. The McGraw-Hill Company. 2. Gohale, S.D., Ramamurti, P.V., Pandit, N. & Pandal, B. (1999). Aging in India. Mumbai Somaigh Publication Pvt. Ltd. 3. Chakravarthy, L. (1997). Life in Twilight Years, Calcutta: Kwaliti Books Co. 4. Biswas, S.K. (1987). Aging in Contemporary India. Calcutta: The Indian Anthropological Society, 5. Birren, J.E. & Schaie, W. (1996). Handbook of Psychology of Aging. New York: Academic Press

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Website and e-Learning Source	<ol style="list-style-type: none"> https://www.pewresearch.org/social-trends/2013/01/30/thesandwichgeneration/#:~:text=Who%20is%20the%20sandwich%20generation,are%20age%2060%20or%20older. https://www.verywellmind.com/generativity-versus-stagnation2795734#:~:text=stagnation%20is%20the%20seventh%20stage,ages%20of%2040%20and%2065. https://www.cliffsnotes.com/studyguides/psychology/development-psychology/psychosocialdevelopment-age-65/relationships-age-65
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COURSE OUTCOMES:

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

- CO1 (K2): To describe and discuss the various physical changes and emotionality during adolescence.
- CO2 (K2, K4): To analyse and understand the changes in morality, sex interest and family relationships in adolescence.
- CO3 (K5): To discuss and evaluate the personal and social hazards of early adulthood.
- CO4 (K4): 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	1	3	3	3	1
CO2	1	3	3	2	2	1
CO3	3	1	2	1	3	2
CO4	2	3	1	3	3	2
CO5	1	1	3	3	3	2

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Title of the Course		Social Psychology II					
Category	Core VIII	Year	II	Credits	5	Course Code	240C4B
		Semester	IV				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		4	1	--		5	
Objectives of the Course		<ul style="list-style-type: none"> • Understand how of social influence enable compliance, conformity and obedience • Get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour. • Comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression. • Get acquainted to functions of a group and its influences on individual performance and to educate them about the potential dangers of decision making in group. • Facilitate students to see the applicability of social psychological principles in various settings. 					
Course Outline		Unit I: Social Influence					
		Conformity – Meaning, Asch’s research on conformity, Sheriff’s research on autokinetic phenomenon, Factors affecting conformity, Resisting pressures to conform; Compliance - Meaning, Six basic principles of compliance, Symbolic social influence; Obedience – Meaning, Milgram’s experiment on obedience.					
		Unit II: Prosocial Behaviour					
		Meaning, Motives for pro-social behaviour, Competitive altruism, Five crucial steps to determine helping Vs not helping, External and internal influences on helping behaviour, Empathy, Personality and Helping.					
		Unit III: Aggression					
		Perspectives on aggression – Evolutionary perspective, Drive theories; Modern theories of aggression – Social learning perspective and General Aggression Model; Causes of human aggression – social, cultural, personal and situational; Prevention and control of aggression.					
		Unit IV: Groups And Individuals					
		Groups – Meaning, Types, Key components, Stages of group formation, Benefits of joining a group, Social facilitation, Social loafing, hooliganism, deindividuation; Conflict: Nature, Causes and Effects; Techniques to resolve conflicts, Perceived fairness in groups – Basic rules for judging fairness, Reactions to perceived unfairness; Decision making by groups, Downside to group decision making.					

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	<p>Unit V:Application Of Social Psychology</p> <p>Social Psychology and legal system, Social Psychology and Health, Social Psychology and the world of work.</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. 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.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Winnicott, D.W. (1995). Counselling and Therapy. London: Sage Publications 2. Whiston, S.C (1999). Principles and applications of assessment in counselling, Wadsworth, 3. Belmont. Brooks- Clole Nichols, M.P. & Schwartz, R.C. (2010). Family therapy: Concepts and methods. 9th ed. Toronto: Allyn and Bacon, Pearson education, Inc. Press, Inc 5. Patterson, J., William, L., Grauf-Grounds, C., & Chamow. (2009). Essential skills in family therapy: From the first interview to termination. 2nd Edition. New York: The Guilford Press. 6. Myers David G. (2002). Social Psychology, 7th Edition, McGraw Hill Book Company.

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Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.verywellmind.com/the-asch-conformity-experiments2794996#:~:text=The%20Asch%20conformity%20experiments%20were,by%20those%20of%20a%20group. 2. https://study.com/academy/lesson/moral-prosocial-behavior-definitionexamples-of-classroom-applications.html 3. https://www.sciencedirect.com/topics/social-sciences/prosocial-behavior 4. https://youtube/PZRGpzxXn2Q
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COURSE OUTCOMES:

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

- **CO1(K1)** :To relate to the nature and causes of social influence.
- **CO2 (K2)** : To observe the internal and external influences on helping behaviour.
- **CO3 (K3)** : To employ the strategies that can be used to prevent or control human aggression.
- **CO4 (K4)** : To appraise group dynamics.
- **CO5 (K4)** : To analyze the role of social psychology in various settings like legal system, health and work.

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

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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		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					
		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.					
		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 I and Type II errors, significance level (p value) , one tailed and two tailed tests.					
		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					

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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		Introduction to Research Methodology					
Category	Elective IV	Year	II	Credits	3	Course Code	240E4A
		Semester	IV				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		2	1		--		3
Objectives of the Course		<ul style="list-style-type: none"> • Understand need, types and ethics of research. • Get acquainted with problem identification, literature review and data collection. • Distinguish between probability and non probability sampling. • Gain an overview about variables, reliability and validity. • Facilitate students to write a research report. 					
Course Outline		Unit I: Introduction Definition- Need and Importance of Psychological Research- Objectives of Research - Types of Research - The Research Process - Principles of a Good Research - Ethics in research: APA guidelines, plagiarism, ethics in animal experimentations.					
		Unit II: Research Problem, Review of Literature & Methods of Data Collection Research Problem: Meaning and characteristics of a problem - Types of Problems. Reviewing the Literature: Purpose and Sources of Review. Data collection: Primary & Secondary Data - observational method, interview method - structured, semi structured and focus group interviews, questionnaire method, case study method - Sources of secondary data - Merits and Limitations.					
		Unit III: Sampling Meaning and Need for sampling - Fundamentals of sampling- 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					
		Unit IV: Variables , Reliability and Validity Types of variables- dependent and independent variables, confounded variables. Reliability and Validity of measurements - types of validity test- criterion related validity, face validity, content validity, convergent validity, concurrent validity, discriminate validity, predictive validity , types of reliability tests – inter-rater reliability, test retest reliability, split half reliability, internal consistency reliability.					

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	<p>Unit V: Report writing Meaning- General purpose of writing a research report- Styles of writing a research report- Types of research reports- Precautions in writing research report - Research proposal - Computers in research.</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. Jones, S and Forshaw, M. (2014). Research Methods in Psychology. New Delhi: Pearson. 2. C.R. Kothari (2004) Research Methodology: Methods & Techniques. New Delhi: New Age International Pvt. Ltd 3. Zechmeister S Anne, Zechmeister B Eugene & Shaughnessy J John (2001) Essentials of Research Methods in Psychology. Singapore: McGraw-Hill International Edition. 4. Evans, A N and Rooney, B. J. (2008). Methods in Psychological Research. New Delhi: Sage Publications India Pvt Ltd. 5. Mc Burney, D. H. and White, T L (2007). Research Methods. USA: Thomson Wadsworth.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Shaughnessy, J Zechmeister, E B and Zechmeister J S (2006). Research Methods in Psychology. Singapore: Mc Graw Hill. 2. Breakwell, G. M., Smith, J, A, Wright D B. (2012). Research Methods . USA: Sage Publication. 3. 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. 4. Flick, U. (2004). An Introduction to Qualitative research. Edition New Delhi: Sage South Asia Edition. 5. Sharlene Nagy Hesse-Biber Patricia Leavy . (2006). The Practice of qualitative Research. New York: Sage Publications, Inc.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. https://libraryguides.vu.edu.au/c.php?g=607897&p=6869540 2. https://youtu.be/pTuj57uXWlk 3. https://www.scribbr.com/methodology/types-of-validity/ 4. https://students.unimelb.edu.au/academic-skills/resources/reportwriting/research-reports

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COURSEOUTCOMES:

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

- **CO1:** (K2) Understand the basic concepts, ethics and process of research.
- **CO2:** (K2) Demonstrate the ability to select a research problem, collect review of literature & identify methods of data collection
- **CO3:** (K4) Distinguish various sampling techniques
- **CO4:** (K3) Demonstrate the ability to identify independent, dependent and mediating variables and establish reliability and validity
- **CO5:** (K6) Develop the ability to write research report as per APA protocol

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

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Title of the Course		PSYCHOPATHOLOGY I					
Category	Core IX	Year	III	Credits	4	Course Code	340C5A
		Semester	V				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		4	1	--		5	
Objectives of the Course		<ul style="list-style-type: none"> ● To have an overview of Abnormal psychology. ● To comprehend the paradigms in psychopathology. ● To gain understanding of Intellectual disability. ● To develop insight into Somatoform and Dissociative disorders ● To learn of Addiction disorders. 					
Course Outline		Unit I: Introduction to Abnormal Psychology Mental health, psychological abnormality, deviance, dis function, historical views of abnormal behaviour, differences between psychosis and neurosis, clinical assessment and methods - mental status examination, clinical interviews, questionnaires, projective tests in clinical practice.					
		Unit II: Paradigms In Psychopathology. Psychoanalytic paradigm, Physiological paradigm, Cognitive paradigm, Humanistic paradigm, classification and diagnosis: DSM 5 and ICD 10 classification, issues in classification of abnormal behaviour.					
		Unit III: Intellectual Disability Definition, classification, prevalence, interpersonal deficits and behavior problems, common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.					
		Unit IV: Somatoform And Dissociative Disorders Somatoform disorders- Hypochondriasis, Pain disorder, Conversion disorder and Body dysmorphic disorder Dissociative disorders- Depersonalization disorder, Dissociation amnesia and fugue, Dissociative identity disorder, Biological, Psychosocial and socio cultural causal factors of somatoform and dissociative disorders, Treatment and outcomes.					
		Unit V: Addiction Disorders Alcohol abuse and dependence, Drug abuse and drug dependence, Treatment and outcome.					
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					

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Recommended Text	<ol style="list-style-type: none"> 1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). <i>Abnormal psychology</i>. New Delhi, India: Pearson India Education Services Private Limited. 2. Barlow, D. (2017). <i>Abnormal psychology and casebook in abnormal psychology</i>. Belmont, CA: Wadsworth 3. Comer, R. (2018). <i>Fundamentals of abnormal psychology</i>. New York, NY: Worth Publishers. 4. Davison, G.C., Neale, J.M &Kring, A. M. (2004). <i>Abnormal psychology</i>. Marblehead, MA: John Wiley& Sons Inc. 5. Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). <i>Abnormal psychology</i>. New Delhi, India: Tata McGraw Hill pubg Co 6. Cutting, J. (1997). <i>Principles of psychopathology</i>. New York, NY: Oxford University Press
Reference Books	<ol style="list-style-type: none"> 1. David H. Barlow & Durand V. Mark (2000). <i>Abnormal psychology</i>. 2nd edition. New York: Brooks\Cole Publishing Co., 2. Robert C. Carson, James N. Butcher, Susan Mineka,Jill M. Hooley (2007). <i>Abnormal psychology</i>. 3. 13th edition. Pearson Education. 4. James C. Coleman (1976). <i>Abnormal psychology and modern life</i>. 5th edition. Scott, Foresman and Company. 5. Irwin G. Sarason, Barbara Sarason (2005). <i>Abnormal psychology</i>. New Delhi: Prentice Hall Publication. 6. Carson, R.C & Butcher, J.N. <i>Abnormal Psychology & Modern life</i>. (10th ed.) . NY Harper-Collins 7. Bootzin, R.R, Acocella,J.R& Alloy, L.B .<i>Abnormal Psychology current perspectives</i> (6th ed.). McGraw Hill Inc. USA 8. Neale, J.M, Davidson. G.C, & David, A.F. <i>Exploring Abnormal psychology</i>. (6th ed.). John Wiley & Sons
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://icd.who.int/en 2. https://www.apa.org/monitor/2013/04/dsm 3. https://my.clevelandclinic.org/health/articles/24291-diagnosticand-statistical-manual-dsm-5 4. https://www.psychiatry.org/Patients-Families/Addiction-Substance-Use-Disorders

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COURSE OUTCOMES

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

- CO1(K2) - To distinguish between normal & abnormal behavior and outline the historic view of abnormal psychology.
- CO2 (K2) – To understand the classification and diagnosis of abnormal behaviour.
- CO3 (K1)–To outline the common intellectual disability syndromes.
- CO4 (K4) – To elucidate various somatoform and Dissociative disorders
- CO5 (K5)– To analyze the causes and treatment of addiction.

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

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Title of the Course		COGNITIVE PSYCHOLOGY					
Category	Core X	Year	III	Credits	4	Course Code	340C5B
		Semester	V				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		4	1	--		5	
Objectives of the Course		<ul style="list-style-type: none"> ● To define and outline the evolution and scope of cognitive psychology. ● To outline various theories of pattern recognition and explain language development, comprehension and understand disorders of language. ● To outline the various theories of attention and perceptual disorders. ● To compare the differences between short term, long term and working memory. ● To illustrate the different types of problem solving strategies, and the application of different types of reasoning. 					
Course Outline		<p>Unit I : Introduction Definition - Information Processing Approach - Growth of Cognitive Psychology - Cognition's relation to other fields - Research methods in Cognitive Psychology.</p> <p>Unit II : Pattern Recognition, Language Pattern recognition - Template Theories - Feature Theories - Structural Theories - Information Processing stages - Partial Report Technique - Spelling's model - word recognition - word superiority effect - neural network model. Language - language systems, speech sounds, words and morphemes, sentence level, sentence comprehension, language production, disorders of language - aphasia, dyslexia.</p> <p>Unit III : Attention, Disorders of perception and attention Attention – Definition – Factors influencing attention – Theories of attention - Bottleneck theories - Broadbent's filter model - Treisman's attenuation model - Deutsch-Norman Memory selection model - Automatic Processing and Applications - Cognitive Neuroscience of Attention - Posner's theory of the neural bases of attention. Overview of Disorders of perception and attention - synaesthesia, blind sight, unilateral spatial neglect, visual agnosia, prosopagnosia.</p>					
		<p>Unit IV: Memory Forgetting - Decay theory - Interference theory - cue dependent forgetting - inhibition - retrieval induced forgetting - directed forgetting - imagination and false memory - Individual differences in chunking - Acoustic codes and rehearsal- Acoustic codes in reading Recognition of items in short term memory - types of amnesia.</p> <p>Working memory - Baddeley's revised working memory model.</p> <p>Long term memory - Atkinson-Shiffrin model - Verbal rehearsal and learning - Rehearsal and serial position effect - meta cognition - Mnemonic Techniques - method of loci, the pegword technique, key word technique, organizational technique - tip of the tongue phenomenon - Improving eyewitness recall and identification- episodic and</p>					

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	<p>semantic memory- autobiographical memory - Flashbulb memory - the cue-word method .</p> <p>Unit V: Reasoning , Problem solving Reasoning - Logical reasoning - Analogical reasoning - Scientific reasoning - Deductive reasoning, Inductive reasoning, Propositional reasoning, Syllogistic reasoning, Conditional reasoning- Venn diagrams - Creative thinking. Problem solving - Types of problems - problem solving strategies - mean end analysis - reasoning by analogy - transformational problems - incubation - problem solving experts - block to problem solving - types of heuristics.</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. Groom , D. (2014) . An Introduction to Cognitive Psychology - Processes and Disorders. USA: Psychology Press. 2. Reed, S. K. (2010). Cognition - Theories and Applications UK: Wadsworth Cengage Learning. 3. .Hunt, R, R, Ellis, H, C. (2004). Fundamentals of Cognitive Psychology. Nes Delhi: Tata Mc Graw- Hill edition. 4. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publication. 5. Riegler, B.R. and Riegler, G L (2008) . Cognitive Psychology, applying the science of the mind. New Delhi: Pearson India Education Services Private Limited. 6. Galotti, K. M. (2004). Cognitive Psychology: In and out of the Laboratory. New Delhi: Wadsworth.

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Reference Books	<ol style="list-style-type: none"> 1. Ronald Kellog. Fundamentals of Cognitive Psychology 2. Bridge, Robinson, Riegler, Greg. Applying the Science of the Mind 3. Galotti K M. 2014. Cognitive psychology: In and out of the laboratory. 5th ed. New Delhi, India. Sage. 4. Matlin M W, Farmer T A. 2016. Cognition. 9th ed. New-Jersey, USA. Wiley. 5. Smith E E, Kosslyn S M. 2007. Cognitive psychology: mind and brain. New Delhi, India. Prentice-Hall. 6. Solso R L, Maclin O H, Maclin, M K. 2014. Cognitive psychology. 8th ed. Noida, India. Pearson. 7. Sternberg R J, Sternberg K. 2012. Cognitive psychology. 6th ed. California, USA. Wadsworth. 8. Weisberg R W, Reeves L M. Cognition: from memory to creativity. 2013. New-Jersey, USA. Wiley.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://cdn.intechopen.com/pdfs/5795/InTech_Theory_of_cognitive_pattern_recognition.pdf 2. https://cognitiontoday.com/memory-models-in-psychology-understanding-human-memory/ 3. https://youtu.be/iQlwWheRKO

COURSE OUTCOMES:

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

CO1 (K1) Recognize the applications of cognitive processes in various areas of human Development.

CO2 (K2) Distinguish the different disorders of language and comprehend the stages of human language development and also identify different perspectives of pattern recognition.

CO3 (K2) Explain the process of attention and identify various perceptual disorders.

CO4 (K4) Recognize and examine the process of remembering and forgetting.

CO5 (K5) Examine the different types of reasoning and demonstrate various problem solving strategies.

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

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Title of the Course		ASSESSMENTS IN PSYCHOLOGY					
Category	Core XI	Year	III	Credits	4	Course Code	340C5C
		Semester	V				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		1			4		5
Objectives of the Course		<ul style="list-style-type: none"> ● To experiment and assess human psychological attributes. ● To learn psychological test administration and scoring. ● To comprehend and deduce test results. ● To conceptualise and report psychological tests. ● To analyse and apply data to understand unique human psychological capacities and discrepancies. 					
Course Outline		<p>CONCEPTS</p> <ol style="list-style-type: none"> 1. Attention 2. Perception 3. Learning 4. Motivation & Emotion 5. Psychomotor abilities 6. Intelligence tests 7. Personality 8. Aptitude 9. Interest 10. Achievement tests 11. Stress and coping 12. Attitudes and behavior 13. Creativity 14. HR/organizational behaviour <ul style="list-style-type: none"> • A minimum of 6 experiments and 6 questionnaires should be conducted from the above list • Chose concepts as varied as possible 					
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>					
Skills acquired from this course		<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>					

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Recommended Text	<ol style="list-style-type: none"> 1. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.2).New Delhi: Concept Publishing Company. 2. Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors. 3. Anastasi, A. & Urbina, S. (2017). Psychological Testing, Noida: Pearson. 4. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press. 5. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.
Reference Books	<ol style="list-style-type: none"> 1. Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, applications and Issues. India: Wadsworth, Cenegage. 2. Jan J fterLaak,(2013), Understanding psychological assessment: A Primer on the Global Assessment of the Client's Behavior in Educational and Organizational Setting, first edition, sage publications. 3. Gibson L Robert and Mitchel H Marianne (2003), Introduction to Counseling and Guidance, Pearson education, Inc 4. Sharma R N and Sharma R (2004), Guidance and Counseling in India , Pearson education, Inc 5. Meg Barker, Andreas Vossler and Darren Langdridge (2010), Understanding counselling and psychotherapy, sage publication.

Course Outcomes

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

- CO1(K6)-Experiment and Assess human attributes such as perception, attention, personality, intelligence, thought and attitudes through standardized tests.
- CO2 (K2)- Demonstrate skills in administering and scoring assessment measures.
- CO3 (K5)-Demonstrate competence in drawing inferences from the results without bias.
- CO4 (K6)-Demonstrate competence in writing a standard report.
- CO5 (K5)- Make observation, interpret and use the data obtained from measurement to analyse individual differences in human capacities

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

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Title of the Course		PSYCHOPATHOLOGY II					
Category	Core XIII	Year	III	Credits	4	Course Code	340C6A
		Semester	VI				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice	Total	
		5	1		--	6	
Objectives of the Course		<ul style="list-style-type: none"> ● Understand the clinical picture, causal factors and treatment for Schizophrenia. ● Know the Causes and Treatment of the Mood Disorders. ● Classify the causes and treatment of Anxiety Disorders. ● Classify personality disorder and its attributes. ● Understand Attention Deficit Hyperactive Disorder and Learning Disorders 					
Course Outline		UNIT 1: SCHIZOPHRENIA Schizophrenia, clinical picture, positive and negative symptoms - hallucinations, delusions, disorganised behaviour, disorganised speech, catatonia; subtypes of schizophrenia, other psychotic disorders- Schizoaffective disorder, Schizophreni form disorder, Delusional disorder, Brief psychotic disorder, Shared psychotic disorder.					
		UNIT -2 MOOD DISORDERS Mania, Depression, Major Depressive disorder, Dysthymia, Cyclothymia, Bipolar I and Bipolar II disorders, causes and treatment.					
		UNIT 3: ANXIETY DISORDERS Anxiety, phobia, Generalized anxiety disorder- clinical picture, causes and treatment, specific phobia, social phobia, panic disorder, agoraphobia, obsessive compulsive disorder- clinical picture, causes and treatment, post traumatic stress disorder - symptoms, causes and treatment.					
		UNIT 4: PERSONALITY DISORDERS Personality, personality disorder, Cluster A, Cluster B and Cluster C disorders, causes and treatment.					
		UNIT 5: CHILDHOOD DISORDERS Attention Deficit Hyperactive Disorder - clinical picture, Causes, management, treatment, contemporary interventions, Learning Disorders -Dyslexia, Dysgraphia, Dyscalculia - clinical picture, management, contemporary interventions.					
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					

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Recommended Text	<ol style="list-style-type: none"> 1. Butcher J.N., Hooley J.M., Mineka S. & Dwivedi C.B. (2017) <i>Abnormal Psychology</i>. (16 th Ed.) India: Pearson Education, Inc. 2. Carson R.C., Butcher J.V. & Mineka S. (2000) <i>Abnormal Psychology and Modern Life</i> (13 th Ed.) Allyn& Bacon Publishers. 3. Barlow, D. (2017). <i>Abnormal psychology and casebook in abnormal psychology</i>. Belmont, CA: Wadsworth. 4. Comer, R. (2018). <i>Fundamentals of abnormal psychology</i>. New York, NY: Worth Publishers. 5. Davison, G.C., Neale, J.M., & Kring, A. M. (2004). <i>Abnormal psychology</i>. Malden, MA: John Wiley& Sons Inc. 6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). <i>Abnormal psychology</i>. New Delhi, India: Tata McGraw Hill publishing Co. 7. Cutting, J. (1997) <i>Principles of Psychopathology</i>. New York, NY: Oxford University Press.
Reference Books	<ol style="list-style-type: none"> 1. David H. Barlow & Durand V. Mark (2000). <i>Abnormal psychology</i>. 2nd edition . New York: Brooks\Cole Publishing Co., 2. Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). <i>Abnormal psychology</i>. 13th edition. Pearson Education. 3. James C. Coleman (1976). <i>Abnormal psychology and modern life</i>. 5th edition . Scott, Foresman and Company. 4. Irwin G. Sarason, Barbara Sarason (2005) . <i>Abnormal psychology</i>. New Delhi: Prentice Hall Publication. 5. Carson, R.C & Butcher, J.N. <i>Abnormal Psychology & Modern life</i>. (10th ed.) . NY Harper-Collins 6. Bootzin, R.R, Acocella, J.R & Alloy, L.B .<i>Abnormal Psychology-current perspectives</i> (6th ed.). McGraw Hill Inc. USA 7. Neale, J.M, Davidson. G.C, & David, A.F. <i>Exploring Abnormal psychology</i>. (6th ed.). John Wiley & Sons.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.psychiatry.org/patients-families/schizophrenia/what-isschizophrenia 2. https://www.psychiatry.org/Patients-Families/Personality-Disorders/What-are-Personality-Disorders 3. https://www.cdc.gov/ncbddd/developmentaldisabilities/learningdisorder.html#:~:text=Having%20a%20learning%20disorder%20means,after%20first%20or%20second%20grade

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COURSE OUTCOME:

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

- **CO1 (K2):** To be able to understand schizophrenic behaviour.
- **CO2 (K2):** To explain the causes of unipolar and bipolar disorder and treatment
- **CO3 (K2):** To detail the symptoms, causes and treatment of anxiety disorders.
- **CO4 (K2):** To summarize types, causes and treatment of Personality disorder
- **CO5 (K2) :**To understand the contemporary interventions used to treat Attention Deficit Hyperactive Disorder and Learning Disorders.

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

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Title of the Course		EDUCATIONAL PSYCHOLOGY					
Paper Number		CORE XIV					
Category	Core XIV	Year	III	Credits	4	Course Code	340C6B
		Semester	VI				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		5	1		--		6
Objectives of the Course		<ul style="list-style-type: none"> ● Understand the meaning and purpose of education. ● Explain the theoretical perspectives of learning and cognition. ● Comprehend the faculties of learning such as intelligence, emotion, and imagination, creativity. ● Differentiate the social process of learning in various societal contexts. ● Understanding education from Indian Perspective and application of psychological principles to overcome stress and anxiety and to enhance mental well-being of the students. 					
Course Outline		<p>Unit I: Introduction Aims of education in relation to relationship of self, society and education. Education and self- knowledge: Becoming a reflective practitioner. Brief introduction to problems of schooling in contemporary India. Transformative education for individual and social change.</p> <p>Unit II: Cognition and Learning An overview of the key theoretical approaches: Behaviourism, IndividualConstructivism, Social-constructivism, Social learning theory. Indian perspectives: Learning through deep contemplation and purified perception, learning through silence. Mindfulness in learning.</p> <p>Unit III: Learning and Motivation Critical reflection on the folk understanding of ‘intelligence’, ‘ability’ and ‘achievement’ in contemporary India. Motivation and developmental dynamics. Creativity and Imagination, Learning Styles, Cooperative Learning. Creating an emotionally secure classroom that encourages democracy, self-expression, and self-determination.</p> <p>Unit IV: Learning theories and schooling Application of learning theories in school, the child and the curriculum, the process of education, learning in and out of school in diverse environment, exploring socio cultural perspectives on culture, gender, environment and learning. Understanding the design of learning environments – brain, mind, experience and school.</p>					

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	<p>Unit V: Education in the Indian Context</p> <p>Understanding the hidden curriculum of education; learner diversity and hidden discrimination. Understanding educational stress and anxiety, bullying, parental and peer pressure. Education, consumerism and the market. Enhancing mental health and well-being of learners and teachers. Education and technology in contemporary India.</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. Woolfolk A., Misra G., & Jha A. (2012). Fundamentals of educational psychology. New Delhi, India: Pearson Pub. 2. Cornelissen M., Misra G., & Varma S. (2010). Foundations of Indian psychology (Vol.2). New Delhi, India: Pearson. 3. Krishnamurti J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust. 4. Badheka G. (1997). Divaswapan. New Delhi, India: NBT. 5. Bruner J. (1996). The culture of education. Cambridge: Harvard University Press
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Dewey, J. (1937) The child and the curriculum. Chicago: University of Chicago Press. 2. National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In National Curriculum Framework 2005. New Delhi, India: NCERT. 3. Rogers C. (1983). Freedom to learn in the 80s. USA: Charles R. Merrill Pub. Co. 4. Thapan M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage Pub. 5. Skinner C. E. (2006). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi. 6. Mangal. S. K., (2005). Advanced Educational Psychology,). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi. 7. Narayana Rao, (2002). Educational Psychology, Wiley Eastern, Chennai.

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Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.apa.org/education-career/guide/subfields/teachinglearning#:~:text=Psychologists%20working%20in%20the%20field,educational%20success%20for%20all%20students. 2. https://positivepsychology.com/educational-psychology/ 3. https://www.mentor.edu.au/student-life/articles/the-4-types-oflearning-styles
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COURSEOUTCOME:

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

- **CO1 (K1,K2):** Understanding the meaning and processes of education at individual and social plains in the Indian context.
- **CO2 (K2):** Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
- **CO3 (K3):** Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self-processes.
- **CO4 (K3,K4):** Understand and apply the social processes within the classroom and broader societal contexts that shape student’s learning outcomes.
- **CO5 (K4):** Application of psychological principles to facilitate constructive educational environment.

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

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Title of the Course		HEALTH PSYCHOLOGY					
Category	Core XV	Year	III	Credits	4	Course Code	340C6C
		Semester	V				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		5	1	--		6	
Objectives of the Course		<ul style="list-style-type: none"> ● Understand need and perspectives of health psychology. ● Learn various models available to conceptualize health. ● Learn the nature of pain and its management. ● Understand the influence of stress on health and the importance of social support in managing stress. ● Overcome unhealthy behaviour and promote healthy habits. 					
Course Outline		<p>Unit I: Introduction To Health Psychology- Health Behaviour Health psychology- Definition and Need, The bio-psychosocial model, Patient Practitioner relationship, Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour.</p>					
		<p>Unit II: 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.</p>					
		<p>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.</p>					
		<p>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.</p>					
		<p>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.</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. Straub O. Richard (2002) Health Psychology. New York: Worth Publishers. 2. Taylor E. Shelley Health Psychology (7 th Ed.) New Delhi: Tata McGraw Hill Education Pvt Ltd 3. Gurang R.A.R. (2014) Health Psychology - A Cultural Approach (3 rd Ed.) U.S.A: Wadsworth Cengage Learning. 4. Boyer, B., &Paharia, I. (2008). <i>Comprehensive handbook of clinical health psychology</i>. Edison, NJ: John Wiley & Sons. 5. Sarafino, E. (1994). <i>Health psychology</i>. Edison, NJ: John Wiley & Sons.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Taylor, S. (1995). <i>Health psychology</i> (6th ed.).Toronto, Canada: McGraw-Hill Ryerson. 2. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). <i>Health psychology: Theory, research and practice</i> (2nd ed.). New Delhi, India: Sage Publications. 3. Branmon, L., & Frist, J. (2010). <i>Introduction to health psychology</i>; New Delhi, India: Cengage Learning India Pvt Ltd. 4. Wolfgang Linden, (2004), <i>Stress Management: From Basic Science to Better Practice</i>, Sage publications . 5. Brian Luke Seaward (2014), <i>Essentials of Managing Stress</i>, Jones & Bartlett Publishers, 6. Shelly E. Taylor (2012), <i>Health psychology</i>, 7th edition, , TATA McGrawHil, New Delhi. 7. Mitchell D. Feldman &John F. Christensen (2008), <i>Behavioural medicine – A guide for clinical practice</i>, 3rd edition, McGraw Hill, NY, . 8. Robert J. Gatchel, Andrew Baum and David S. Krantz (1989), <i>An introduction to health psychology</i>, 2nd edition, McGraw Hill, NY.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. https://marylandtcrc.org/health-behavior-models 2. https://www.physiopedia.com/Psychological Approaches to Pain Management 3. https://psychcentral.com/stress/tend-and-befriend#effect-on-mentalhealth 4. https://bpspsychub.onlinelibrary.wiley.com/doi/10.1111/bjhp.12431

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COURSE OUTCOME

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

- **CO1 (K1):** To Outline the definition and scope of Health Psychology
- **CO2 (K2):** To explain the various models of health behavior
- **CO3 (K3):** To identify types of pain, symptoms and suitable intervention
- **CO4 (K2,K3):** To summarize theories of stress, sources of stress and coping
- **CO5 (K4,K5):** To explain health promoting strategies

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

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Title of the Course		ASSESSMENTS IN PSYCHOLOGY					
Category	Core XI	Year	III	Credits	4	Course Code	340C51
		Semester	V				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		1			4		5
Objectives of the Course		<ul style="list-style-type: none"> ● To experiment and assess human psychological attributes. ● To learn psychological test administration and scoring. ● To comprehend and deduce test results. ● To conceptualise and report psychological tests. ● To analyse and apply data to understand unique human psychological capacities and discrepancies. 					
Course Outline		<p>CONCEPTS</p> <ol style="list-style-type: none"> 1. Attention 2. Perception 3. Learning 4. Motivation & Emotion 5. Psychomotor abilities 6. Intelligence tests 7. Personality 8. Aptitude 9. Interest 10. Achievement tests 11. Stress and coping 12. Attitudes and behavior 13. Creativity 14. HR/organizational behaviour <ul style="list-style-type: none"> • A minimum of 6 experiments and 6 questionnaires should be conducted from the above list • Chose concepts as varied as possible 					
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					

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Recommended Text	<ol style="list-style-type: none"> 1. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.2).New Delhi: Concept Publishing Company. 2. Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors. 3. Anastasi, A. & Urbina, S. (2017). Psychological Testing, Noida: Pearson. 4. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press. 5. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.
Reference Books	<ol style="list-style-type: none"> 1. Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, applications and Issues. India: Wadsworth, Cenegage. 2. Jan J fterLaak,(2013), Understanding psychological assessment: A Primer on the Global Assessment of the Client's Behavior in Educational and Organizational Setting, first edition, sage publications. 3. Gibson L Robert and Mitchel H Marianne (2003), Introduction to Counseling and Guidance, Pearson education, Inc 4. Sharma R N and Sharma R (2004), Guidance and Counseling in India , Pearson education, Inc 5. Meg Barker, Andreas Vossler and Darren Langdridge (2010), Understanding counselling and psychotherapy, sage publication.

Course Outcomes

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

- CO1(K6)-Experiment and Assess human attributes such as perception, attention, personality, intelligence, thought and attitudes through standardized tests.
- CO2 (K2)- Demonstrate skills in administering and scoring assessment measures.
- CO3 (K5)-Demonstrate competence in drawing inferences from the results without bias.
- CO4 (K6)-Demonstrate competence in writing a standard report.
- CO5 (K5)- Make observation, interpret and use the data obtained from measurement to analyse individual differences in human capacities

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

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Title of the Course		COUNSELLING PSYCHOLOGY					
Category	Elective V	Year	III	Credits	3	Course Code	340E5A
		Semester	V				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		3	1	--		4	
Objectives of the Course		<ul style="list-style-type: none"> • To have a perceptual overview of the counselling. • To comprehend the counselling process. • To understand the role of psychological testing and diagnosis in counselling. • To gain insight into the counsellors attributes, skills and ethics. • To learn of the varied fields of application in counselling. 					
Course Outline		Unit I: Nature And Scope Of Counselling Counselling– Meaning, Nature, Need and Functions of Counselling, Emergence of Counselling in India, Goals and Scope of Counselling, Types of Counselling Services.					
		Unit II: Approaches To Counselling And The Counselling Process Directive and non-directive approaches, Humanistic approach, Behavioristic 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 counselling, Types of psychological tests, Nature of a good psychological test, Test interpretation in counselling, Limitations of psychological tests, Diagnosis and its limitations.					
		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: An Overview of Specialities In Counselling Family group consultation, Counselling Families Concerning Children, Counselling with Parents, Counselling the Delinquent, Marriage Counselling, Premarital Counselling, Counselling the differently abled, Career Counselling, Adolescent Counselling, Counselling people affected by pandemic and epidemic, Role of Counsellor in fostering Good Mental Health.					
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)					

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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. Rao, N. (2013). <i>Counselling and Guidance</i>. Chennai, India: Tata McGraw Hill. 2. Gladding, S.T. (2017). <i>Counselling: A comprehensive profession</i>. Chennai, India: Pearson. 3. Gibson, R. L., & Mitchell, M. H. (2007). <i>Introduction to counselling and guidance</i>. Upper Saddle River, NJ: Prentice Hall. 4. Nayak, A. K. (2007): <i>Guidance and counseling</i>. New Delhi, India: APH Publishing. 5. Barki, B. G., & Mukhopadhyay, B. (2008): <i>Guidance and counselling manual</i>. New Delhi, India: Sterling. 6. Kochhar, S. K. (1984). <i>Guidance and counselling in colleges and universities</i>. New Delhi, India: Sterling.
Reference Books	<ol style="list-style-type: none"> 1. Corey, G. (2004). <i>Theory and Practice of Counseling and Psychotherapy</i> (7th Ed.). Wadsworth Publishing. 2. Gibson L Robert & Mitchell H Marianne. (2003). <i>Introduction to counseling and Guidance</i>. 6th edn. Delhi: Pearson Education 3. Nelson-Jones. (1995). <i>The theory and practice of counseling</i>. 2nd Edn. London: Holt, Rinehart and Winston Ltd. 4. Burnard Philip. (1995). <i>Counselling Skills Training – A sourcebook of Activities</i>. New Delhi: Viva Books Private Limited. 5. Samuel T. Gladding (2013) <i>Counseling: A Comprehensive Profession</i> Pearson education, 6. Richard Nelson-jones (2012), <i>Theory and practice of Counseling and Therapy</i>, 5th edition, sage publications 7. Sharma R N and Sharma R (2004), <i>Guidance and Counseling in India</i>, Pearson education, Inc 8. Meg Barker, Andreas Vossler and Darren Langdridge (2010), <i>Understanding counselling and psychotherapy</i>, sage publications.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://counsellingskillsacademy.com/active-listening/ 2. https://positivepsychology.com/activelisting/#:~:text=Active%20listening%20in%20counseling,depth%20of%20the%20client's%20emotion.%E2%80%9D 3. https://egyankosh.ac.in/bitstream/123456789/77469/1/Unit-7.pdf 4. https://egyankosh.ac.in/bitstream/123456789/21200/1/Unit-4.pdf

COURSE OUTCOME

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

- CO1 (K3) – To identify the need and importance of counselling in the current context.
- CO2 (K2) – To explain the various approaches in counselling and the types, uses & diagnosis in counselling process.
- CO3 (K2) – To summarize the interpretation of psychological tests in counselling.
- CO4 (K2) – To articulate the qualities of an effective counsellor.
- CO5 (K3) – To identify the various specialties in counselling.

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

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Title of the Course		SPORTS AND EXERCISE PSYCHOLOGY					
Category	Elective VII	Year	III	Credits	3	Course Code	340E6A
		Semester	VI				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		4	1		--		5
Objectives of the Course		<ul style="list-style-type: none"> ● Familiarize with the emerging field in sports and exercise psychology as a profession. ● Integrate theory and practice in sports and exercise. ● Understand the impact of personality and motivation in the performance. ● Comprehend the influence of emotional intelligence on the performance. ● Familiarize with the psychometric test associated with the sports. 					
Course Outline		Unit I: Introduction					
		History of sport and exercise psychology; what is sport and exercise psychology? Sport psychology specialties: Clinical-sport psychology, Educational psychology Role of exercise and sport psychologists – teaching, research and consultation Bridging science and practice gap.					
		Unit II: Personality and Performance					
		Personality in sports: Approaches to personality, Assessment of personality, Personality research in sport and exercise. Personality and Performance (Meaning, Definition and Structure of Personality), Personality theories [Psychoanalysis, Humanistic, Trait Theories and models], Constitutional theories (Sheldon, Trait) and Social Learning (Bandura), Personality and Performance in Sports (Ice Berg Profile by Morgan). Defining self-confidence, assessing and building self-confidence.					
		Unit III: Motivation and Performance					
		Definition and views, Guidelines for building motivation: Role of coaching and mentoring, Achievement motivation and competitiveness, Developing achievement motivation and competitiveness in sports persons. Inter-personnel Communication and Coach-Athlete Relationship Motivation & Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types], Theories of motivation [Abraham Maslow, Need Achievement by McClelland] Self Determination model, Techniques for Developing Motivation, Goal Setting – Locke GST, Motivation-Performance Relationship.					
		Unit IV: Emotion and Performance					
		Meaning and Definition of Emotion, Meaning, Definition of Anxiety, Types of Anxiety, Meaning, Definition and Nature of Arousal and Stress, Theories [Drive theory, Inverted –U theory & IZOF], Emotion Performance Relationship.					

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	<p>Unit V: Aggression and Sports Aggression: Aggression in Sports – (Meaning, Definition and Types of Aggression), Dimensions and Theories [Biological and Psychosocial], Violence in Sport, Management of Aggression, Emotional States and their Effect on Performance</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. Cashmore (2004). Key concepts in sports psychology. New York: Routledge. 2. Jain R. (2005). Sports Psychology. New Delhi: D.K Publishers. 3. Weinberg R.S., & Gould D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kinetics. 4. Cratty B.J. (2000) Psychology of Contemporary sports, Human Kinetics Publishers, Champaign Illinois 5. Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Fundamentals of Sport and Exercise Psychology, by Alan S. Kornspan published by Human Kinetics, 2009 2. Handbook of Sport Psychology by Gershon Tenenbaum, Robert C. Eklund by Arnold D. LeUnes, Jack R. Nation by Wadsworth Thomson Learning, (2001) 3. Burton, D., & Raedeke, T. (2008). published by John Wiley & Sons, 2007 4. 3. Sport Psychology: An Introduction Introduction to mental skills training. Sport psychology for coaches. Champaign, IL: Human Kinetics. 5. Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, Inc.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. https://kids.frontiersin.org/articles/10.3389/frm.2022.691706 2. https://www.researchgate.net/publication/326489417_PERSONALITY_AND_PERFORMANCE_SPORT 3. https://www.tandfonline.com/doi/abs/10.1080/0264041031000140374 4. https://www.kheljournal.com/archives/2014/vol1issue2/PartA/16.1.pdf

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COURSE OUTCOMES

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

- **CO1 (K1,K2):**Familiarizing with the evolving field of sports and exercise psychology as a Profession and having knowledge about its specialties particularly clinical-sport Psychology and educational psychology
- **CO2 (K2, K3):** Comprehending the links between theory and practice in sports and exercise Psychology; understanding the current shifts from traditional paradigms and Appreciating the role of practical theory to guide professional practice so that Real life issues may be addressed
- **CO3 (K3):** Developing a critical understanding of general personality approaches as well as the sport specific personality approaches.
- **CO4 (K3,K5):** Being able to develop a psychological profile for a sportsperson/team to help Assess the psychological skills that can improve self-awareness, goal setting and Communication with the coach.
- **CO5 (K2):** Understanding the motivational processes for sport and exercise participation especially in the context of achievement motivation and ways of enhancing it.

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

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Title of the Course		ENVIRONMENTAL PSYCHOLOGY					
Category	Elective VIII	Year	III	Credits	3	Course Code	340E6B
		Semester	VI				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Objectives of the Course		<ul style="list-style-type: none"> • Understand Environmental Psychology and its various psychological perspectives. • Comprehend human perception of environmental risk. • Understand the effects of environment in human behaviour. • Learn about the contribution of human behaviour in environmental crisis. • Promote pro-environmental behaviour. 					
Course Outline		Unit I: Introduction to Environmental Psychology Defining the field of environmental psychology. Origins and history. Psychological perspectives in environmental psychology - Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson); Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)					
		Unit II: Environmental Risk Perception Natural disasters and ecological threats: environmental risk and risk perception, the role of cognition and emotions, human behavior in the face of risks, risk awareness and resilience. Interventions in human habitats: acceptance and the NIMBYism; finding the right balance for the common good.					
		Unit III: Environment and Behaviour Effects of Environment on behavior: Noise pollution, Air pollution, Crowding and Population explosion. Health Benefits of Nature, Restorative Environments. The Gaia hypothesis, Deep ecology; Man-environment relationship physical, social, cultural, orientation and product.					
		Unit IV: Ecology and Development Human behavior and Environmental Problems: Global warming, Greenhouse effect, Energy depletion; Ecosystem and their components; Sustainable development; Resource use: Common property resources. Ecology: Acculturation and psychological adaptation.					
		Unit V: Psychological drivers of pro-environmental action: environmental attitudes, social representations, norms, beliefs, values, identity, environmental knowledge, the role of direct experience. Models explaining environmental behavior. The role of habits and					
		social practices. Encouraging environmental behavior through interventions. The role of environmental education. Proenvironmental action in organisations.					

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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	<ol style="list-style-type: none"> 1. Steg, L. & de Groot, (2019). Environmental Psychology: An Introduction. Chichester, West Sussex: John-Wiley & Sons Ltd 2. Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha 3. Clayton, S. (2012). The Oxford handbook of environmental and conservation psychology. New York: Oxford University Press
Reference Books	<ol style="list-style-type: none"> 1. Kanagasabai, C.S. 2005.Environmental Studies. Rasee publishers. Madurai. 2. Yogendra, N. and Srivastava, N. 1998. Environmental Pollution, Ashish Publishing House. New Delhi. 3. Sapru R.K.2001. Environment Management in India, Vol. I & Vol. II Ashish publishers house, New Delhi
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://psychopedia.in/field-theory-kurt-lewin/ 2. https://www.frontiersin.org/articles/10.3389/fpsy.2020.00001/full 3. https://egyankosh.ac.in/bitstream/123456789/24108/1/Unit-1.pdf

COURSEOUTCOMES:

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

- **CO1 (K1,K2):**Demonstrate knowledge in different psychological approaches to the study of man-environment relationship.
- **CO2 (K2):** Understand the behaviour of humans in the face of environmental risk.
- **CO3 (K2):** Understand the mutual interaction of environment and behavior.
- **CO4 (K2):** Acquire knowledge on the influence of human behaviour in environmental crisis.
- **CO5 (K2,K3):** Appreciate and apply pro-environmental behaviour.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	3	2	3	1
CO2	3	1	2	3	3	2
CO3	3	2	3	1	3	2
CO4	2	3	3	3	3	1
CO5	1	3	2	3	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 Per week		Lecture	Tutorial	Lab Practice	Total		
		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 gtackle 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 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>					
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					

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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		CHILD RIGHTS					
Paper Number		SEC 1					
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	140SOC
		Semester	I/II				
Instructional Hours		Lecture	Tutorial	Lab Practice	Total		
Per week		2	--	--	2		
Pre-requisite							
Course Outline		<p><u>Unit 1 - Child in India</u> A demographic profile of the child in India-Needs of Children in India- Realizing Children's rights in India Activity - Create a timeline of historical events regarding the child rights in India</p> <p><u>Unit II Problems of Children</u> Children in Special Circumstances: The Destitute Child, the Delinquent Child, Street Children, School dropouts, Children with HIV/AIDS, Foeticide, Infanticide, Child Labor, Child Abuse and Children Trafficking; Children in need of Special Care: The Disabled Child. Activity - Create a short video focusing on the problems of Children- its causes and ways to overcome them.</p> <p><u>Unit III - Health and Educational Services</u> Health Services: Health and Nutritional services for the child in India – ICDS Project, School health Programmes Educational Service: Government and Non-governmental programmes and alternate Strategies for education of the rural and urban child in India Activity - Create an awareness session in the nearby community (Preferably a rural area/Chennai Government Schools/Villages/ Tribes etc.) on child rights- Study a Child Rights Activist from Tamil Nadu</p> <p><u>Unit IV - Provisions for Protection of Child Rights.</u> U.N Charter on the Rights of the Child, Indian Constitution and Children's Rights, National Policy for Children, Juvenile Justice (Care and Protection of Children) Act,</p>					

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	<p>2000</p> <p>Legal provisions in India relating to the Children-National Commission for Protection of Child Rights</p> <p>Activity - Discuss the global child right conflicts and events in the classroom- Enact a role play on the provisions given by “The Constitution of India” related to Children.</p> <p>Unit V Role of GO’s & NGOs in advocacy of child rights.</p> <p>Governmental & Non-Governmental Programmes for Children, Role of Social Workers in ensuring child rights</p> <p>Activity - As a group, with the help of an NGO, conduct an awareness session in Schools/ Colleges (Any one)</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>
<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>	<p>Brandon, M., Schofield, G, and Trinder, L., (1998), Social Work With Children, New York; Palgrave.</p> <p>Colton, M., Sanders, R., and Williams, M., (2001), An Introduction to Working with Children – A Guide for Social Workers, New York; Palgrave Macmillan.</p> <p>Devasia, Leelama and Devasia, V., V.,(1991), Girl Child in India, Ashish Publishing House, New Delhi.</p> <p>Draucker, Burke, Claire, (1992), Counselling Survivors of Childhood Sexual Abuse, Sage Publications, New Delhi Kakhar.</p>
<p>Reference Books</p>	<p>Anantha, Raman, Sita, (1996), Getting Back to School. Social Reform in Tamil Districts, 1870 – 1930, Stree,</p>

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	<p>Calcutta.</p> <p>Defence for Children International,(1997) International Standards Concerning the Rights of the Child, Geneva.</p> <p>Helfer, E., Ray and Kempe, Henry, C., The Battered Child, Second Edition, The University of Chicago Press, Chicago.</p> <p>Indian Council for Child Welfare, (1995), Adoption, ICCW Journal.</p> <p>Indian Council for Child Welfare, (1997), Twenty Years of ICDS, ICCW Journal, July – December 1995.</p> <p>1Merrick, D., (2006), Social Work and Child Abuse – Still Walking the Tight Rope; London Routledge.</p> <p>M.S.Swaminathan Research Foundation, (1994), Policy of Young Children In Tamil Nadu.</p> <p>M.S.Swaminathan Research Foundation & NIPCCD, (1995), Learning from Innovations – Report of a Consultation on Innovative Approach in Early Childhood Care and Education.</p> <p>Park, K.,(1997), Parks Text Book of Preventive Medicine, Banarsidas Bhanot Publishers, Delhi.</p> <p>Pati, R., N., (1991), ed., Rehabilitation of Child Laborers in India, Ashish Publishing House, New Delhi.</p> <p>Praskash, Ved,(1993), School Education in Rural India, Mittal Publications, New Delhi.</p> <p>Rane, Asha,(1994), ed., Street Children - A Challenge to the Social Work Profession, TISS.</p> <p>Shanmugavelayuthm, (1995) K. Social Legislation and Social Change, Chennai , VazhaValmudan publishers</p> <p>Sharma, Ram, Nath and Sharma, Rachana, (2006), Child Psychology, New Delhi, Atlantic Publishers and Distributors.</p>
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Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ 2. https://www.unicef.org/media/63081/file/UNICEF-Child-Rights-Education-Toolkit.pdf 3. https://www.ohchr.org/sites/default/files/Documents/Publications/ABCen.pdf 4. https://centreforchildprotection.org/constitution-al-provision/ 5. https://www.legalserviceindia.com/legal/article-11-protection-of-childrens-human-rights-in-india.html
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Course Outcomes:

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

- **CO1 (K2)** understand the needs and problems of children in Indian society.
- **CO2 (K2)** develop an understanding of the Rights of Children and the Provisions for Ensuring justice.
- **CO3 (K4)** Appraise for the rights of the child
- **CO4 (K5)** Evaluate the status of child protection measures in India
- **CO5 (K3)** Link child resources to the Schools, Colleges and other community

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

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Title of the Course		MARRIAGE AND FAMILY LIFE EDUCATION					
Paper Number		SEC 1					
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	140S0D
		Semester	I/II				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice	Total		
		2	--	--	2		
Pre-requisite							
Course Outline		<p>Unit I The family: Definition, Importance of the family for Individual, Types of family, changing Trends, Characteristics and functions, the family Life Cycle – Formative, Expanding, and Contracting stages, functions and problems in the different stages. Activity – Role play on life cycle</p> <p>Unit II Marriage: Definition, Types of marriages – Love, arranged, arranged love marriages. Love & Infatuation, Marriage - A sacrament, Purpose of Marriage, Positive and Negative Reasons for marriage – right outlook, Need for marital preparation and Pre Marital Counselling, Dating, Courtship, Choosing the Life Partner, Premarital Intimacy Activity – Discuss the pros and cons of different types of marriages</p> <p>Unit III Conjugal Harmony: Husband and Wife relationship: Differences between Men and Women, Accepting Differences, mutual adjustments, changing roles of husband & wife today (Career Women), and appropriate division of roles Activity – Write a report on trends in women opting for jobs</p> <p>Unit IV Communication in Marriage: Importance of communication in marriage, Communication between partners, Importance of listening in marriage, handling conflicts in marriage, indicators of Marital Success. Sexuality Definition, determinants of sexuality, Sex education – female reproductive system, Male reproductive system, fear of sex, Pregnancy and Birth. Family planning. Activity – Formulate a strategy for better communication in a couple</p> <p>Unit V Family Disorganization: Factors contributing to family Organization/Disorganization, Families in Difficult Situations: Harassment and violence in families, Addiction, Extra – marital affairs, Marital Rape, STD, HIV/AIDS, Separation, Divorce, Desertion, Single Parent Families. Need to protect yourself in marriage. Family Welfare Services Pre – marital Counselling, Family Counselling Centres, Family Court, All Women’s Police Station Activity – Visit a marital counselling centre and write a report</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	Betty, Carter and Monica, MCGoldrick, The Changing Family Life Cycle – A framework for Family Therapy, II Ed. Kapadia, K., M.,(1968), Marriage and Family in India; Oxford University Press
Reference Books	Emile, Joseph, de, Smedt, (1964), Married Love – An Enquiry and Dialogue with People; Geoffrey Chapman, London. Evely, Millis, Duvall, Family Development, II Ed. Kaila, H., L., (2005), Women, Work And Family, New Delhi; Rawat Publications. Klemers, Marriage and Family Relationships. Marie, Mascarenhas, (1999), Family Life Education of Value Education. Pimeta, J., Grooming you for Marriage, St. Paul’s Publications. William, J., Goode, (1989), The Family; Prentice Hall of India, Pvt.Ltd.,New Delhi
Website and e-Learning Source	https://www.jec.senate.gov/public/index.cfm/republicans/2022/3/building-a-happy-home-marriage-education-as-a-tool-to-strengthen-families#:~:text=Healthy%20marriage%20and%20relationship%20education%20programs%20are%20designed,such%20as%20churches%2C%20community%20centers%2C%20schools%2C%20and%20online. http://ecoursesonline.iasri.res.in/mod/page/view.php?id=104802

Course Outcomes:

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

- **CO1 (K1)** examine understanding of family life, marriage and responsible Parenthood.
- **CO2 (K6)** develop the skills necessary to develop and maintain Satisfying and stable relationship.
- **CO3 (K4)** a the services available for the welfare of the family
- **CO4 (K1)** know about family welfare services
- **CO5 (K2)** describe the factors contributing to family disorganization

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

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Title of the Course	SOCIAL WORK AND PERSONS WITH DISABILITY					
Paper Number	SEC 1					
Category	Year	I	Credits	2	Course Code	140SOE
SEC	Semester	I/II				
Instructional Hours Per week	Lecture	Tutorial		Lab Practice	Total	
	2	--		--	2	
Pre-requisite						
Course Outline	<p>Unit I Disability Impairment, Handicap, disability & Differently Abled, meaning, nature, type. Extent of Disability in India; Various Categories of Persons with disability – Physical, orthopedic, visual, motor & sensory, mental – their needs and problem, multiple disability. Activity – List the 21 disabilities according to RPWD</p> <p>Unit II Historical development Historical development of services & programmes for the various categories of persons with disability. institutional and Non –institutional services for various groups, management of institutions of disabled people. Activity – Visit a special school that teaches children with disability and prepare a report</p> <p>Unit III Causes of Disabilities Causation of Disabilities, Disabled People in Society and societal response, Prevention of diseases causing disability, safety measures to avoid disabilities, Rehabilitation – concept, nature and efforts by Government and Non-Government Organizations, institutions and problems in rehabilitation, Community Based Rehabilitation, Rehabilitation Education and Management of Rehabilitation, Rehabilitation Council of India. Activity – Write an action plan to reduce stigma towards individuals with disability</p> <p>Unit: IV International Protocols UN Declaration of Human Rights of Disabled Persons. International year for Disabled, Efforts by International organizations for prevention, welfare & rehabilitation of disabled. Legislation with reference to persons having disabilities. Mental Health Act, The Person with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Welfare Services for disabled Activity – Collect a newspaper article connected with rights of disabled persons</p> <p>Unit : V Occupation and Disability Factors specific to disabled elderly people; and Children, Social work in traditional setting. The changing context of Social work practice. Social Work intervention for creating supportive environment. Activity – Collect pictures of barrier free environment and prepare a scrapbook</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	<p>Narashimha, M.C. & A.K. Mukherjee; Disability: A Continuing Challenge, Willey Eastern Ltd., New Delhi, 1986.</p> <p>Oliver, Michale; Social work – Disabled People and Disabling Environment, Jessi Kingsely Publishers, London, 1993.</p> <p>Bequer Ali & Anjali Sharma, Disability: Challengers, Response, Concerned Action, New Delhi, 1997.</p>
Reference Books	<p>Wilson B.R & D.L. McMillan, Rehabilitation Studies, Cambridge University Press, 1997.</p> <p>Kitchlu, T.N., A Century of Blind Welfare in India, Penman Publishers, New Delhi, 1991. 1981.</p> <p>Abidi, Javed No Pity. Health for the Millions. Vol. 21, No.6 Voluntary Health Association of India (VHAI), New Delhi, 1995.</p> <p>Baquer Ali, Disabled, disablement, Disablism, VHAI, New Delhi, 1994.</p> <p>Barnes, Colin, Disables People in Britain and Discrimination: A Case for Anti – Discrimination Legislation, Hurst & Company, London, 1991.</p> <p>Bhargava, Mahesh, Introduction to Exceptional Children: Their Nature and Educational Provisions, Sterling Publishes Pvt.Ltd., New Delhi, 1994.</p> <p>Bhushan, Shashi et.al, The Situation of the – Handicapped in India, Institute of Social Sciences, New Delhi, 1988.</p> <p>Chainani, M.L. Rehabilitation of Physically Handicapped, PopularPrakashan, Bombay, 1971</p> <p>Chattopadhyay, Anjana, All India Directory of Educational an Vocational Training Institutes for the Handicapped. Patriot Publishers, New Delhi, 1986</p>

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Website and e-Learning Source	https://www.who.int/health-topics/disability https://uta.pressbooks.pub/introtosocialwork/chapter/social-work-with-persons-with-disabilities/ https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_education/15_social_work_in_the_field_of_disability/22_role_of_social_work_in_the_field_of_disabilities/et/7581_et_et.pdf https://disabilityaffairs.gov.in/content/
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Course Outcomes:

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

- **CO1 (K2)** demonstrate understanding of the needs and problems of persons with disability.
- **CO2 (K2)** understand policies, programmes and services available to persons with disability
- **CO3 (K4)** point out skills and techniques of working with the differently able
- **CO4 (K3)** articulate current laws and policies for the differently able
- **CO5 (K2)** understand policies, programmes and services available to persons with disability

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		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		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		UNIT I: Entrepreneurship Development - Dynamics of Entrepreneurship - Scope of Entrepreneurship; latest trends; Skills of an entrepreneur.					
		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.					
		UNIT III: Behavioral competencies - Emotional Intelligence – Assertiveness - Creativity - steps in creativity - Decision making and Problem solving.					
		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.					
		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.					
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		Rao, T. V. (1990). Designing Entrepreneurial Skills Development Programmes. Resource Book for Technical and Vocational Institutions. Sharma, S. (2021). Entrepreneurship development. PHI Learning Pvt. Ltd. Ramachandran, K. (2009). Entrepreneurship Development: Indian cases on Change Agents. Tata McGraw-Hill Pub					

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Reference Books	<ol style="list-style-type: none"> 1. Bessant, J., & Tidd, J. (2007). Innovation and entrepreneurship. John Wiley & Sons 2. Kuratko, D. F. (2016). Entrepreneurship: Theory, process, and practice. Cengage learning 3. Nieuwenhuizen, C. (Ed.). (2009). Entrepreneurial skills. Juta and Company Ltd 4. Sergi, B. S., & Scanlon, C. C. (Eds.). (2019). Entrepreneurship and Development in the 21st Century (pp. 3-32). Bingley: Emerald Publishing 5. 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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Title of the Course		RELAXATION TECHNIQUES					
Category	Skill Enhancement Course	Year	II	Credits	2	Course Code	240S3B
		Semester	III				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		2	--		--		2
Course Outline		UNIT I PROGRESSIVE MUSCULAR RELAXATION Physiology of relaxation - Progressive muscular relaxation - Steps to initiate progressive muscular relaxation - Benefit of progressive relaxation technique - Jacobsons relaxation technique (Practical experience to be given)					
		UNIT II MEDITATION Meditation – the inner and outer self - Definition, types of meditation – concentrative, receptive, reflective and generative - Benefits of meditation – (Practical experience to be given)					
		UNIT III DEEP BREATHING Deep breathing - steps involved in breathing techniques. Benefits, psychological effects of deep breathing - Effects of deep breathing on the brain (Practical experience to be given)					
		UNIT IV AUTOGENIC TRAINING Autogenic training – Definition, importance of the technique and 6 stages of autogenic training (Practical experience to be given)					
		UNIT V GUIDED IMAGERY Guided imagery – definition, uses of guided imagery (Practical experience to be given)					
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		Liilian Nejad, Katerina Volny .[2008]. Relaxation techniques: Crown house publishing Michael Robertson, Relaxation techniques					
Reference Books		Jay winner, Relaxation on the run – book scape Swaminathan V.D, Kalaiappan.K.V.[2001]. Psychology for effective living: Angel printing house.					

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Website and e-Learning Source	1. https://www.mayoclinic.org 2. https://www.health.harvard.edu 3. https://www.nccih.gov.health
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Course Outcomes:

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

- **CO1 (K2)** Gain knowledge of progressive muscular relaxation
- **CO2 (K2)** Demonstrate meditation
- **CO3 (K6)** Adopt right breathing techniques
- **CO4 (K2)** Demonstrate Autogenic training
- **CO5 (K3)** Utilize guided imagery to aid in relaxation

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

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Title of the Course		PSYCHOLOGICAL THERAPY TECHNIQUES					
Category	Skill Enhancement Course (Non Major Elective)	Year	I	Credits	2	Course Code	240S4A
		Semester	I/II				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice	Total		
		2	--	--	2		
Course Outline		Unit: 1 Introduction to Art Therapy: Definition – Art, play Therapy, History, profession, ethics of Art & Play therapy, Scope of Art& Play Therapy					
		Unit:2 Basic approaches in art & Play Therapy, Steps in art therapy & play therapy- Assessment, Treatment in the beginning phase, mid phase, & Termination, Characteristics of Art & Play Therapist Benefits of Art Therapy& Play Therapy					
		Unit:3 Approaches to Art & Play Therapy: Psychoanalytic & Jungian approaches to Art & Play therapy, Humanistic approaches – Existentialism, Person- Centered, and Gestalt approaches to art & Play therapy.					
		Unit :4 Art Therapy Techniques: Scribble technique, Free drawing, Drawing completion, conversational drawing, murrals, zentangles, mandala, self-portraits, Emotion wheel.					
		Unit:5 Play Therapy Techniques: Directive & Non Directive play therapy, creative visualization, storytelling, role playing, water & sand play, dance & creative movement.					
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		Judith A. Rubin (2015). Introduction to Art Therapy: Sources & Resources (2nd edition). Routledge Taylor & Francis Group. Cathy A Malchiodi (2011). Handbook of Art Therapy,(2nd edition).Guilford Press.					
Reference Books		O'Connor, K. J., Schaefer, C. E., & Braverman, L. D. (2016). <i>Handbook of Play Therapy</i> . John Wiley & Sons, Inc. Guernsey, L. F., Jr., & Ryan, V. (Eds.). (1986). <i>Play Therapy With Children: Modalities for Change</i> . Jason Aronson.					

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Website and e-Learning Source	https://arttherapy.org/ https://www.a4pt.org/ https://www.expressivetherapiessummit.com/
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Course Outcomes:

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

- **CO1 (K2)** Understand the fundamental definitions of art therapy and play therapy.
- **CO2 (K3)** Identify the core principles of art therapy and play therapy approaches.
- **CO3 (K4)** Analyze the theoretical foundations and techniques associated with the approaches to therapy.
- **CO4 (K6)** Gain proficiency in various art therapy techniques, such as scribble technique, free drawing, and conversational drawing.
- **CO5 (K3)** Develop the ability to adapt and employ play techniques effectively in different client situations.

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

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Title of the Course		PERSONALITY DEVELOPMENT					
Category	Skill Enhancement Course (Non Major Elective)	Year	II	Credits	2	Course Code	240S4B
		Semester	IV				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		2	--	--		2	
Course Outline		Unit-1 Emotional Regulation The nature of stress- managing stress through social support systems – the nature of anger – guidelines for managing anger constructively – dealing with an angry person Exercises: 1. Handling put-downs- techniques practiced through role plays. 2. Trigger log- managing the anger by monitoring. 3. Defusing the Bomb exercise- discuss how one can manage provocations, relaxation techniques like focused breathing, tucker turtle, and visualization.					
		Unit-2 Interpersonal Effectiveness Understanding conflicts of interest- conflict resolution strategies – negotiating to win – negotiating to solve the problems – steps for effective problem-solving negotiating – refusal skills. Exercises: 1. Non-verbal communication exercise 2. Confronting the opposition 3. Use conflict resolution and negotiation skills through role-playing different scenarios					
		Unit-3 Study skills Importance of study environment – using VCR3 to increase memory power: visualizing, concentrating, relating, repeating, reviewing- memory hindrances – memory helpers – knowing vs memorizing – memory and studying – the SQ3R method; survey, write questions, read, recite, review – mnemonic devices – rhymes – acronyms – pegging – cooperative learning. Exercise: 1. Use the techniques of memory enhancers to review your classroom and textbook notes.					
		Unit-4 Goal setting The basis of effective goals – steps to be followed to obtain optimum results from goal setting – Identifying the reasons for procrastination – guidelines to overcome procrastination – priority management at home and college Exercise: 1. Set goals using SMART goal-setting model 2. Use the backward goal-setting technique to set goals. 3. Visualization techniques- One year from now exercise, average perfect day exercise					

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	<p>Unit-5 Self-esteem Self-theory and the Johari window- Characteristics of fully functioning individuals – manifestations of low and high self-esteem – techniques for enhancing self-esteem – nurturance techniques. Exercises: 1. Identify your strengths and weakness through SWOT analysis 2. Practice saying positive affirmations about self 3. Nurturing relationships activity</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>
<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. Schafer, W. (1998). Stress Management for Wellness. 4th edition. Australia: Thomson & Wadsworth. 2. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon. 3. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning. 4. Frey, D and Carlock , C. (1989). Enhancing Self Esteem. 2nd edition. Indiana: Accelerated Development INC.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Alex, K. (2009). Soft Skills: Know Yourself & Know The World. 1st edition. New Delhi: S. Chand & Company Ltd. 2. Goleman, D. (2007). Emotional Intelligence. 10th edition. Bantam Books 3. Schriener, C (2000). Overcoming Stress. 1st edition. New Delhi: Orient Paperbacks. 4. Bonham-Carter, D. (2012). Building Self-esteem. 1st edition. Icon Books Ltd.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. https://ggie.berkeley.edu/practice/put-down-the-put-downs/ 2. https://learningcenter.unc.edu/tips-and-tools/enhancing-your-memory/ 3. https://positivepsychology.com/goal-setting-exercises/ 4. https://blog.gratefulness.me/20-affirmations-to-say-to-yourself-when-you-need-support/ 5. https://www.thegoodzone.org/courses/1254370/lectures/27944098

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Course Outcomes:

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

CO1 (K5) Manage emotions effectively and cope with stress and anger in a constructive manner.

CO2 (K2) Handle conflicts and negotiate a problem effectively.

CO3 (K3) Apply various study skills and enhance their learning process.

CO4 (K5) Set goals effectively and overcome procrastination.

CO5 (K2) Demonstrate a high level of self-esteem and self-awareness

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

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Title of the Course		PSYCHOLOGICAL TESTING AND REPORT WRITING					
Category	Skill Enhancement Course (Non Major Elective)	Year	III	Credits	2	Course Code	340S6A
		Semester	VI				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		2	--	--		2	
Course Outline		Conduct any four psychological assessments from the following areas and write a report. <ol style="list-style-type: none"> 1. Mental Status Examination (compulsory) 2. Diverse groups 3. Counseling 4. Organizational 5. Social issues 6. Childhood screening tools 					
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		Anastasi, A. & Urbina, S. (2017). Psychological Testing, Noida: Pearson.					
Reference Books		Kaplan, R.M., & Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications, and Issues. Wadsworth, Cengage. TerLaak, J.J.F. (2013). Understanding Psychological Assessment: A Primer on the Global Assessment of the Client's Behavior in Educational and Organizational Settings (1st ed.). Sage Publications.					
Website and e-Learning Source		<ol style="list-style-type: none"> 1. https://www.apa.org/pubs/books/psychological-assessment 2. https://www.psychometricsociety.org/ 3. https://www.assessmentpsychology.com/ 4. https://www.simplypsychology.org/psychological-testing.html 5. https://www.pearsonassessments.com/psychology.html 6. https://www.washington.edu/research/assessment-tools/ 					

UNIVERSITY OF MADRAS
B.Sc. DEGREE PROGRAMME IN PSYCHOLOGY
SYLLABUS WITH EFFECT FROM 2023-2024

Course Outcomes:

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

- **CO1 (K5)** Evaluate the ability to administer and interpret a variety of psychological assessment tools
- **CO2 (K2)** Demonstrate ethical and culturally sensitive assessment practices
- **CO3 (K2)** Demonstrate ethical and culturally sensitive assessment practices
- **CO4 (K3)** Communicate assessment findings effectively
- **CO5 (K3)** Apply critical thinking and problem-solving skills to address assessment challenges

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