

UNIVERSITY OF MADRAS
B.Sc. DEGREE COURSE IN PSYCHOLOGY
SYLLABUS WITH EFFECT FROM 2020-2021

BPY-DSC01

CORE-I: GENERAL PSYCHOLOGY – I

Instr.Hrs.: 6
Credits : 4

Year : I
Semester: I

Course Learning Outcome

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

1. Explain the nature, scope, methods and branches of various fields of Psychology
2. Summarize the fundamental processes underlying human behaviour such as sensation, perception and attention
3. Relate the nature of consciousness and the underlying theoretical interpretations and describe the various stages of sleep & dreams
4. Outline and compare the nature, principles and the various theories of learning
5. Summarize and compare the various functions and memory processes involved in memory and forgetting

UNIT I: INTRODUCTION AND METHODS

What is Psychology? Definition – Goals – What is not psychology? Pseudo psychology. The History of Psychology – Schools - Modern Perspectives – Psychology in India – Psychology: The Science – Methods: Introspection – Observation – Survey – Experiment – Case Study – Correlation Research – Scope of Psychology: Branches of basic Psychology – Branches of applied Psychology

UNIT II: SENSATION, PERCEPTION AND ATTENTION

Sensation: Meaning – Psychophysics -Thresholds – Weber’s Law – Adaptation – Basic sensation: Vision – Hearing – Touch and other Skin senses – Olfaction- Gustation - Proprioception: Kinesthetic sense – Vestibular sense – Perception: Meaning– Organizing principles of perception –Constancies-Pattern perception, Distance perception- Errors in Perception - Illusion – Types; Hallucinations – Types; Extra Sensory Perception. - Factors that influence perception – Depth perception Attention: Meaning – Types – Determinants.

UNIT III: CONSCIOUSNESS

States of Consciousness: Consciousness – Definition – Two Major Types – Natural State of Consciousness: Biological Rhythms – Circadian Rhythms; Waking States of Consciousness

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– Sleep – Functions – Stages – Sleep Disorders – Dream – Theories. Altered States of Consciousness: meaning – Hypnosis – Use of Drugs – Meditation – Other Altered States. Sensory deprivation: Near death Experience- Lucid dreaming.

UNIT IV: LEARNING

Learning: Definition – Nature- Association Learning: Classical Conditioning – Basic Principles; Operant Conditioning – Basic Principles – Reinforcement – Types – Punishment – Types. Schedules of Reinforcement – Shaping – Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning. Social and Cognitive Learning: Latent Learning – Insight Learning – Observational Learning.

UNIT V: MEMORY AND FORGETTING

Memory: Definition –Memory Process: Encoding – Storage – Retrieval – The information processing model – Sensory memory – Short term memory – Long term memory – Forgetting: Meaning – Forgetting curve-Theories of forgetting - Causes – Memory and Brain – Improving memory.

REFERENCES

1. Cicarelli, K. S., Meyer, E. G. & Misra, G. (2008). *General psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Baron, R. A. (2010). *Psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

WEB RESOURCES

1. Psychology of Everyday
<https://nptel.ac.in/courses/109/104/109104151/>
2. Introduction to Psychology
<https://nptel.ac.in/courses/109104105/>
3. Introduction to Psychology
<https://www.coursera.org/learn/introduction-psych>
4. Understanding Memory : Explaining the Psychology of Memory
https://www.coursera.org/learn/memory_and_movies?utm_source=google&utm_medium=seo&utm_campaign=search-app&utm_content=CourseraContent

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BPY-DSC02

CORE-II: BIOLOGICAL PSYCHOLOGY I

Instr.Hrs.: 6
Credits : 4

Year : I
Semester: I

Course Learning Outcome

After completion of the Biological Psychology I course, the student will be able to:

1. Explain the research methods and perspectives of biopsychology and the reciprocal relationship between brain and behavior
2. Illustrate the anatomy and function of the neural cell
3. Relate how neurons communicate with each other
4. Name the divisions of the nervous system, its chief structure and functions
5. Outline the role of Endocrine glands and Hormones in influencing Human Behaviour

UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR

Introduction: Meaning of Biological Psychology- Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behaviour – Levels of analysis - Correlating brain anatomy with behaviour - Recording brain activity - Effects of brain damage - Effects of brain stimulation

UNIT II: NEURONS- BASIC UNIT OF NERVOUS SYSTEM

Basic features of the Nervous System: An overview, Meninges, Ventricular system and production of cerebrospinal fluid. Cells of the Nervous System: Neurons, Supporting cells, The blood-brain barrier – Neural Communication: An overview, Measuring electrical potentials of axons. The Membrane Potential: Balance of two forces, The Action Potential, Conduction of the action potential.

UNIT III: COMMUNICATION BETWEEN NEURONS–SYNAPTIC TRANSMISSION

Communication between Neurons: Structure of synapses, Neurotransmitter: meaning- types, Release of the Neurotransmitter: Activation of receptors- Postsynaptic potentials- Termination of postsynaptic potentials.

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UNIT IV: STRUCTURE & DIVISIONS OF THE NERVOUS SYSTEM

Nervous System: Development of the central nervous system, Brain: The forebrain, The hind brain, midbrain & forebrain, Division of Nervous System: Central Nervous System, The Peripheral Nervous System- Spinal nerves, Cranial nerves, The Autonomic Nervous system – Sympathetic and Parasympathetic.

UNIT V: HORMONES AND THE BRAIN

Hormonal actions- General principles of hormonal actions, Hormonal action on cellular mechanisms- Hormonal influence on growth and activity, Feedback control mechanisms in regulating secretion of hormones, Endocrine glands and its specific hormones: Pituitary- Pineal- Thyroid- Parathyroid-Pancreas- Adrenal- Gonads

REFERENCES

1. Carlson, N.R. (2007). *Foundations of physiological psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited.
3. Pinel, J. (2007). *Biopsychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
4. Purves, D., Brannon, E., Huettel, S.A., LaBar, K.S., Platt, M.L., &Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

WEB RESOURCES

1. Brain anatomy- Learn biopsychology Science quickly and easily – www.udemy.com
2. Medical neuroscience- www.udemy.com
3. Synapses, neurons and brains- www.udemy.com

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BPY-DSC03

CORE-III: GENERAL PSYCHOLOGY – II

Instr.Hrs.: 6
Credits : 4

Year : I
Semester: II

Course Learning Outcome

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

1. Spell out the different types of cognition, thinking processes, decision making and language development
2. Summarize the various theories of Motivation, frustration and conflicts
3. Outline the characteristics and theories of emotions and stress
4. Explain the nature , theories and assessment of Intelligence, Emotional Intelligence and creativity
5. Analyze various theories of Personality and describe the assessment & application of the Personality tests

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.

UNIT II: MOTIVATION

Motivation: Definition – Needs – Biological Needs – Social Needs - Psychological Needs , Theories of Motivation: Instincts – Drive-reduction theory – Arousal – Incentive – Opponent-Process – Cognitive theories – Social cognitive theory – Need theories, Classification of Motives: Physiological motives – Psychological motives, Conflict: Meaning- Types. Frustration: Meaning- Causes.

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UNIT III: EMOTION AND STRESS

Emotion: Meaning – Basic emotions- Components - Physiology of emotion - Expression of emotion – Theories of Emotions, Stress: Definition – Four variations - Stressors – Effects – General Adaptation Syndrome – Individual differences - Coping mechanism.

UNIT IV: INTELLIGENCE AND CREATIVITY

Intelligence: Definition - Concept of IQ - Individual differences in Intelligence –Mental retardation – Mentally gifted – Assessment of Intelligence, Emotional Intelligence: Meaning – Characteristics, Creativity: Definition- Nature – Steps - Characteristics of creative people – Creativity tests.

UNIT V: PERSONALITY

Personality: Definition - Theories – Psychoanalytic - Neo Freudian: Jung –Adler - Karen Horney – Erikson - Behavioristic view – Social Cognitive view - Humanism and Personality: Roger's theory – Maslow's theory - Trait Theories Psychology – Allport – Cattell - The Big Five Factors. Assessment of Personality, Uses of Personality tests,

REFERENCES

1. Cicarelli, K. S., Meyer, E. G. & Misra. (2008). *General psychology*. New Delhi, India: Dorling Kingsley (India) Private Limited.
2. Baron, R. A. (2010) *Psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

WEB RESOURCES

1. <https://www.udemy.com/courses/search/?q=psychology&src=sac&kw=psychology>
2. <https://www.saylor.org/?s=psychology&submit=Search>
3. <https://www.coursera.org/learn/introduction-psychology>
4. <https://www.udemy.com/courses/search/?q=psychology&src=sac&kw=psychology>
5. <https://www.saylor.org/?s=psychology&submit=Search>
6. <https://www.coursera.org/learn/introduction-psychology>
7. <https://www.coursera.org/learn/self-determination-theory>
8. <https://www.coursera.org/learn/ignite-creativity>

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BPY-DSC04

CORE-IV: BIOLOGICAL PSYCHOLOGY-II

Instr.Hrs.: 6
Credits : 4

Year : I
Semester: II

Course Learning Outcome

After completion of the Biological Psychology II course, student will be able to:

1. Outline the biological basis of Sleep & Dream and various sleep disorders
2. Explain brain development and neuro plasticity
3. Summarize the brain mechanism involved in regulating thirst, hungry and feeding
4. Relate biopsychology of emotions in relation to stress and ill health
5. Identify the brain areas associated with learning & memory and outline the causes of memory disorders

UNIT I: CIRCADIAN RHYTHMS, SLEEP AND DREAMING

Rhythms of waking and sleeping: Endogenous cycles- Setting and resetting the biological clock- Mechanisms of the biological clock, Sleep and brain mechanisms: Sleep and other interruptions of consciousness, the onset of sleep and hypnagogic hallucinations, stages of sleep. Paradoxical or REM sleep, Brain mechanisms of wakefulness and arousal: Brain functions in REM sleep- Functions of sleep, Dreaming: REM sleep and dreaming. Biological perspectives on dreaming.

UNIT II: BRAIN DEVELOPMENT AND PLASTICITY

Development of the brain- Maturation of the vertebrate brain, Growth and development of neurons -New neurons later in life- Path finding by axons, Determinants of neuronal survival, Neural plasticity: Meaning- Plasticity after brain damage.

UNIT III: BIOLOGICAL BASIS OF THIRST AND HUNGER

Thirst: Mechanisms of water regulation- Osmotic thirst- Hypovolemic thirst and sodium specific hunger, Hunger: Digestion and food selection-Short and long term regulation of feeding-Brain mechanisms - Eating Disorders.

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UNIT IV: BIOLOGICAL BASIS OF EMOTIONS

Emotions: Introduction, Emotions and Autonomic arousal: James-Lange theory, Brain areas associated with emotions- The functions of emotions. Attack and Escape Behaviours: Attack behaviours - Escape - Fear and anxiety- Stress and Health

UNIT V: BIOLOGICAL BASIS OF LEARNING AND MEMORY

Memory: Localized representations of memory- Types of memory- The hippocampus- Theories on the function of the hippocampus- Other types of amnesia: Korsakoff's syndrome, Alzheimer's Disease- The role of the other brain areas.

REFERENCES

1. Carlson, N. R. (2007). *Foundations of Physiological Psychology*, New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Kalat, J.W. (2011). *Biopsychology*, Delhi, India: Cengage Learning India Private Limited.
3. Pinel, J. (2007). *Biopsychology*, New Delhi, India: Pearson India Education Services Pvt Ltd
4. Purves, D., Brannon, E., Huettel, S.A., LaBar, K.S., Platt, M.L., &Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

WEB RESOURCES

1. <https://www.edx.org/course/ap-psychology-course-2-how-the-brain-works>
2. <https://ocw.mit.edu/courses/brain-and-cognitive-sciences/9-22j-a-clinical-approach-to-the-human-brain-fall-2006/index.htm>
3. www.mooc-list.com/course/neuropsychology-saylororg

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BPY-DSC05

CORE-V: DEVELOPMENTAL PSYCHOLOGY-I

Instr.Hrs.: 5
Credits : 4

Year : II
Semester: III

Course Learning Outcome

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

1. Summarize the developmental stage of conception through birth
2. Explain the developmental stage of infancy and babyhood
3. Recall the various developmental process of early and late childhood
4. Relate various Developmental stages of socialization, family relations and personality development

UNIT I: CONCEPTION THROUGH BIRTH

Meaning of developmental changes – Significant facts about development – Developmental stages – Developmental Issues – Conception of Age.Characteristics of the Prenatal Period – How Life begins – Importance of Conception – Periods of Conception – Periods of Prenatal development – Stages of child Birth - Types of childbirth – Attitudes of significant people - Prenatal hazards & complications of low birth weight.

UNIT II: INFANCY

Characteristics of Infancy, developmental tasks- Major adjustment of Infancy – Conditions influencing adjustment to Postnatal life – Characteristics of the Infant – Hazards of Infancy.

UNIT III: BABYHOOD

Characteristics of Babyhood – Developmental tasks of babyhood – Physical development – Physiological development – Muscle Control – Speech development – Emotional behavior – Socialization – Interest in Play – Development of Understanding – Beginnings of Morality – Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness.

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UNIT IV: EARLY CHILDHOOD

Characteristics of Early Childhood – Developmental tasks – Physical development – Physiological habits – Skills of Early Childhood – Improvement in Speech – Emotions – Socialization – Play – Development of Understanding – Moral development – Common Interests – Sex-role Typing – Family Relationship – Personality development – Hazards and Happiness.

UNIT V: LATE CHILDHOOD

Characteristics of Late Childhood – Developmental tasks – Physical development – Skills – Speech improvement – Emotions and Emotional Expressions – Social groupings and Social behaviour – Play interest and activities – Increase in Understanding – Moral attitudes and behaviour – Interests – Sex-role Typing – Changes in Family relationships – Personality Changes – Hazards and Happiness.

REFERENCES

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: Brown & 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: Prentice- Hall of India (Pvt) Ltd.

WEB RESOURCES

1. <https://www.mooc-list.com/tags/developmental-psychology>
2. <https://www.coursera.org/learn/developmental-psychology>
3. <https://www.edx.org/course/introduction-to-developmental-psychology>

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BPY-DSC06

CORE-VI: EXPERIMENTAL PSYCHOLOGY

Instr.Hrs.: 6
Credits : 4

Year : II
Semester: III

Course Learning Outcome

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

1. Demonstrate the effect of distraction, division and span of attention
2. Explain the factors involved in errors of perception
3. Demonstrate the concepts of transfer of learning, trial and error learning, insight learning and learning through the knowledge of results
4. Relate to one's own level of aspiration and achievement motivation
5. Infer various emotional patterns in oneself and others
6. Illustrate the use of the motor-skills in manual and tweezer dexterity
7. Demonstrate assessment of IQ levels

Concepts

1. Attention
2. Perception
3. Learning
4. Motivation & Emotion
5. Psychomotor abilities
6. Intelligence tests

- A minimum of 10 experiments should be conducted in the first and second semester.
- At least one experiment from each concept should be chosen

REFERENCES

1. Wood Worth and Scholerberg. (2018). *Experimental psychology*. New Delhi: Oxford & IBH publishing Co.
2. Postman and Egan (1960). *Experimental psychology*. New York: Harper and Row.
3. Anastasi, A and Urbina, S. (2002). *Psychological testing*. New Delhi: Pearson Education.
4. Cohen, R, J and Swerdlik, M, E. (2010). *Psychological testing and Assessment: An Introduction to Tests and Measurement*. Boston: Mcgraw-Hill Higher Education.
5. Harris, P. (2002). *Designing and Reporting Experiments in Psychology*. Buckingham: Open University Press.
6. Myers, Anne., Hansen, Christine. (2011) *Experimental Psychology*. Wadsworth Publishing.
7. Francis, G. and Neath, I. (2015). *Introduction to Psychology*, Cengage Learning

WEB RESOURCES

1. The beginners guide to personality psychology: Big five traits – www.udemy.com

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BPY-DSC07

CORE-VII: DEVELOPMENTAL PSYCHOLOGY-II

Instr.Hrs.: 5
Credits : 4

Year : II
Semester: IV

Course Learning Outcome

After completion of the Developmental Psychology II course, the student will be able to:

1. Summarize the developmental process of puberty and adolescence
2. Relate the various development process of young adulthood
3. Explain the developmental tasks of middle age
4. Identify problems related to old age

UNIT I: PUBERTY

Meaning - Characteristics – Criteria – Causes – Age – Growth spurt – Body changes – Effects of puberty changes – Hazards & Happiness.

UNIT II: ADOLESCENCE

Characteristics – Developmental tasks – Physical change – Emotional changes – Social change – Interest – Morality – Sex interest and Behaviour – Family relationships – Personality change – Hazards & Happiness.

UNIT III: YOUNG ADULTHOOD

Characteristics – Developmental tasks – Changes in interest – Social Mobility – Sex role adjustments – Vocational adjustments – Marital Adjustments – Adjustment to parenthood – Adjustment to singlehood - Hazards of vocational and Marital adjustments – Success of Adjustment to adulthood.

UNIT IV: MIDDLE AGE

Characteristics – Developmental tasks – Adjustment to physical changes and mental changes – Social Adjustment – Vocational Adjustment – Adjustment to changed family patterns – Being single – loss of a spouse – Adjustment to approaching retirement – Vocational and Marital Hazards - Adjustment to approaching old age.

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UNIT V: OLD AGE

Characteristics – Developmental tasks – Adjustment to physical changes – Change in motor and mental abilities -Changes in interests – Vocational Adjustment – Retirement – Changes in family life – loss of a spouse – Living arrangement for elderly hazards.

REFERENCES

1. Hurlock, E. (1980). *Developmental Psychology*. New Delhi: Tata McGraw Hill Publishing Co.
2. Santrock, J. W. (1999). *Life span Development*. McGraw Hill.
3. Berk, L. C. (1996). *Child development*. Delhi, India: Prentice- Hall of India (Pvt) Ltd.
4. Berndt, T.J. (1997). *Child development*. Madison, WI: Brown & Benchmark Pub.
5. Papalia, D. E., Olds, S. W. (1994). *Child development*. New York, NY: Tata McGraw Hill.

WEB RESOURCES

<https://www.coursera.org/learn/developmental-psychology>

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BPY-DSC08

CORE-VIII: PSYCHOLOGICAL ASSESSMENT

Instr.Hrs.: 6
Credits : 4

Year : II
Semester: IV

Course Learning Outcome

After completion of the Psychological assessment course, students will be able to:

1. Assess Personality, Aptitude & Interest and interpret the results
2. Measure and interpret achievement test, stress and coping levels
3. Select appropriate test to measure attitude, behavior & creativity and discuss the results

Concepts:

1. Personality
2. Aptitude
3. Interest
4. Achievement tests
5. Stress and coping
6. Attitudes and behavior
7. Creativity

- A minimum of 10 experiments should be conducted per semester
- At least one experiment from each concept should be chosen

REFERENCES

1. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.1). New Delhi: Concept Publishing Company.
2. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.2). New Delhi: Concept Publishing Company.
3. Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors.
4. Anastasi, A. & Urbina, S. (2017). Psychological Testing, Noida: Pearson.
5. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press.
6. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.

WEB RESOURCES

nptel.ac.in/courses/109/105/105109118/

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BPY-DSC09

CORE-IX: ABNORMAL PSYCHOLOGY-I

Instr.Hrs.: 6
Credits : 4

Year : III
Semester: V

Course Learning Outcome

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

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

UNIT I: INTRODUCTION AND THEORETICAL PERSPECTIVE.

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

UNIT II: MODELS OF ABNORMALITY

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

UNIT III: NEURODEVELOPMENTAL, CONDUCT & NEUROCOGNITIVE DISORDERS

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

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UNIT IV: ANXIETY RELATED DISORDERS

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

UNIT V: SOMATIC DISORDER AND DISSOCIATIVE DISORDER

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

REFERENCES

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

WEB RESOURCES

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

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BPY-DSC10

CORE-X: SOCIAL PSYCHOLOGY-I

Instr.Hrs.: 6
Credits : 4

Year : III
Semester: V

Course Learning Outcome

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

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

UNIT I: INTRODUCTION

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

UNIT II: THE SELF

Self-Presentation: Self-Other accuracy in predicting behaviour- Self-Presentation tactics, Self-Knowledge: Introspection, the self from the observer's standpoint, Personal identity versus social identity: the importance of the social context and others' treatment

Social Comparison: Self-serving biases and unrealistic optimism, Self-esteem: the measurement of self-esteem - the impact of migration on self-esteem - gender differences and self-esteem, Self as a target of prejudice: concealing one's identity and its impact on well-being - overcoming the effects of stereotype threat.

UNIT III: SOCIAL BELIEFS AND JUDGEMENTS

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

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

UNIT IV: CONFORMITY, COMPLIANCE AND OBEDIENCE

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

UNIT V: HELPING BEHAVIOR

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

REFERENCES

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

WEB RESOURCES

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

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BPY-DSC11

CORE-XI: INTRODUCTION TO RESEARCH METHODOLOGY

Instr.Hrs.: 6
Credits : 4

Year : III
Semester: V

Course Learning Outcome

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

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

UNIT I: RESEARCH METHODOLOGY: AN INTRODUCTION

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

UNIT II: RESEARCH PROBLEM, HYPOTHESIS AND REVIEW OF LITERATURE

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

UNIT III: SAMPLING

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

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UNIT IV: METHODS OF DATA COLLECTION

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

UNIT V: WRITING A RESEARCH REPORT

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

REFERENCES

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

WEB RESOURCES

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

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BPY-DSC12

CORE-XII: HEALTH PSYCHOLOGY

Instr.Hrs.: 6
Credits : 4

Year : III
Semester: V

Course Learning Outcome

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

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

UNIT I: INTRODUCTION TO HEALTH PSYCHOLOGY- HEALTH BEHAVIOUR

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

UNITII: MODELS OF HEALTH BEHAVIOUR

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

UNIT III: CHRONIC ILLNESS AND PAIN

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

UNIT IV: STRESS AND COPING

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

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UNIT V: PROMOTING HEALTH BEHAVIOUR

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

REFERENCES

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

WEB RESOURCES

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

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BPY-DSC13

CORE-XIII: ABNORMAL PSYCHOLOGY-II

Instr.Hrs.: 6
Credits : 4

Year : III
Semester: VI

Course Learning Outcome

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

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

UNIT I: MOOD DISORDERS

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

UNIT II: SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS.

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

UNIT III: PERSONALITY DISORDER

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

UNIT IV: SUBSTANCE RELATED DISORDERS

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

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UNIT V: PREVENTION AND TREATMENT

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

REFERENCES

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

WEB RESOURCES

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

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BPY-DSC14

CORE-XIV: SOCIAL PSYCHOLOGY-II

Instr.Hrs.: 6
Credits : 4

Year : III
Semester: VI

Course Learning Outcome

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

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

UNIT I: PERSUASION

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

UNIT II: GROUP INFLUENCE:

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

UNIT III: PREJUDICE

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

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UNIT IV: AGGRESSION

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

UNIT V: LIKING, LOVE AND OTHER CLOSE RELATIONSHIPS

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

REFERENCES

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

WEB RESOURCES

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

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BPY-DSC15

CORE-XV: INTRODUCTION TO THEORIES OF PERSONALITY

Instr.Hrs.: 6
Credits : 4

Year : III
Semester: VI

Course Learning Outcome

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

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

UNIT I: CONCEPT, ASSESSMENT, MEASUREMENT AND RESEARCH METHODS

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

UNIT II: PSYCHOANALYTIC THEORIES

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

UNIT III: LIFE-SPAN AND TRAIT PERSPECTIVES OF PERSONALITY

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

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UNIT IV: EXISTENTIAL - HUMANISTIC PERSPECTIVES OF PERSONALITY

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

UNIT V: BEHAVIORAL, COGNITIVE AND SOCIAL PERSPECTIVE OF PERSONALITY

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

REFERENCES

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

WEB RESOURCES

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

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BPY-DSA01

ALLIED-I: INTRODUCTION TO INDIAN PSYCHOLOGY

Instr.Hrs.: 6

Credits : 5

Year : I

Semester: I

Course Learning Outcome

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

1. Outline the fundamental concept of Indian Psychology in comparison with Western Psychology concepts
2. Examine various concepts of Indian Psychology on Personality and states of consciousness through Upanishads, Nyaya, Advaita Vedanta etc
3. Illustrate the ideas of Yoga and apply the knowledge for self-development
4. Analyzing various religious school of thought in explaining the concept of Mind
5. Apply the concept of Indian psychology in various fields like counselling, education, organizational behavior etc

UNIT – I INTRODUCTION TO INDIAN PSYCHOLOGY

Nature of Indian Psychology, Fundamental assumptions of Indian Psychology, Mind-body complex, Psychology: Eastern and Western Approach

UNIT – II CONCEPTS OF INDIAN PSYCHOLOGY

Upanishads – states of consciousness, factors of personality, mental functions, higher mental powers and Yoga. Nyaya – concept of personality, psychology of perception, states of consciousness, Vaiseshika – theory of consciousness, factors of personality, theory of perception. Mimamsa – factors of personality, psychophysical system, cognition, perception. Advaita Vedanta – Human personality, psychophysical apparatus, states of consciousness, functions of mind, Visista Advaita – Nature of consciousness, factors of personality, functions of mind.

UNIT – III YOGA PSYCHOLOGY

States of consciousness, factors of personality, functions of mind, path of yoga, super conscious state, Integral yoga – gunas of prakriti, self-ego and individuality, Manifest being-surface being, inner being, the outer being.

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UNIT – IV PSYCHOLOGY OF BUDDHISM, JAINISM AND SUFI

Buddhism – factors of personality, levels of consciousness, functioning of mind. Jainism – nature of consciousness – cognition, sense organs, non-verbal comprehension, verbal comprehension, extra sensory perception, affection, conation, mental activity. Sufi – Historical background and aim, basic concepts: spirit, views of the self and soul, sufism and the integration of man, Metaphysical concepts: attributes of God, freedom of will, beliefs and action, reason and revelation

UNIT – V APPLYING INDIAN PSYCHOLOGY

Counselling and therapy – vipassana and mindfulness, Hathayaoga based therapies: The Gita as guide. Education – Gandhi’s NaiTalim, Satyagraha- psychospiritual tool for conflict resolution: Tagore’s system of education; Sri Aurobindo’s integral education. Organizational behavior and community work – Gita-based approaches to Organizational behaviour. Life and Education – The Thirukkural approach

REFERENCES

1. Safaya, R. (1975). *Indian Psychology*. New Delhi: MunshiramManoharlal Publishers
2. Dalal, A.S. (Ed.) (2011). *A greater psychology: An introduction to the psychological thought of Sri Aurobindo*. New York: Penguin Putnam Inc.
3. Rao, K.R. &Paranjpe, A.C. (2016). *Psychology in the Indian tradition*: New Delhi: India: Springer Pvt. Ltd.
4. Kuppuswamy, B. (1990). *Elements of ancient Indian psychology*. Delhi: Konark Publishers PVT Ltd.

WEB RESOURCES

1. Soul Beliefs: Causes and Consequences – www.coursera.org
2. Psychology 101: Why we think, Feel & Act the way we do – Udemy.com

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BPY-DSA02

ALLIED-II: INTRODUCTION TO COMMUNITY PSYCHOLOGY

Instr.Hrs.: 6

Credits : 5

Year : I

Semester: II

Course Learning Outcome

After completion of the community psychology course, students will be able to:

1. Define and explain the core values of community psychology in Indian context
2. Analyse and evaluate various socio-cultural psychological models and behaviours of Indian youth
3. Critically examine the socio-economic indicators and its impact on development
4. Appraise the role of human development and family structure on Mental Health
5. Develop preventive measures and design promotion programmes for better community development

UNIT 1: INTRODUCTION

Community psychology- nature & Scope, Definition; Core values in community psychology; Role of community psychologist; understanding community; community in India; human diversity in context; applied social psychology in India.

UNIT 2: MODELS OF COMMUNITY PSYCHOLOGY

Mental health model; Behavioural model; Organisational model; Ecological model; Social action model; Integration of modern psychology with Indian thought, culture & psychology; culture & perspectives of psychology; Basic Indian values and behavioural disposition in the context of nation's development; Ambiguity of role models and values among Indian youth.

UNIT 3: SOCIO-ECONOMIC INDICATORS

Definition of social indicators; Population; Poverty; Beggary; Problems of education- Drop outs, education for special groups, rehabilitation, technological impact; unemployment & underemployment.

UNIT 4: PSYCHO-SOCIAL INDICATORS

Human development- family scenario in a developing country and its implication on mental health; Socialisation, family & psychological differentiation; Alcoholism & drug dependence;

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delinquency & crime; sexual harassment & violence; mental illness & mental health; understanding stress & coping in context.

UNIT 5: PROMOTION & PREVENTION

Social competence- key concepts; implementing programs; empowerment & citizen participation; Preventive efforts for mental illness- Primary, Secondary & Tertiary; Preventing problematic behaviour & promoting social; competence community and social change; program evaluation & program development.

REFERENCES

1. Shanmugam, T.E. (1988). Community Psychology. Utsavshanmugam pub.
2. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities, Wadsworth, Cengage Learning: Belmont, CA, USA.
3. Sinha, D., Misra, G., & Dalal A.K. (2015). Psychology in India. New Delhi
4. Orford, J. (2008). Community Psychology: Challenges, Controversies and Emerging Consensus. John Wiley & Sons.
5. Mohanty, A. K., & Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept Pub. Co
6. Zax, M. & Spector, G. A. (1974). An introduction to community psychology. New York: John Wiley & Sons.
7. Henry, N., & Powell, A. (2014). Preventing sexual violence: interdisciplinary approaches to overcoming a rape culture. New York: Palgrave Macmillan.

WEB RESOURCES

1. Community change in public health- www.coursera.org
2. Foundational Skills for community at health – www.coursera.org

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BPY-DSA03

ALLIED-III: STATISTICS IN PSYCHOLOGY

Instr.Hrs.: 6

Credits : 5

Year : II

Semester: III

Course Learning Outcome

After completion of the Statistics in psychology course, students will be able to:

1. Explain the different levels of measurement and methods of organizing data in statistics
2. Make use of mean, median, mode and variability
3. Illustrate and apply the concepts of normal distribution
4. Find out correlation
5. Test for significance in hypotheses testing
6. Select and utilize appropriate non-parametric statistics

UNIT I: INTRODUCTION TO STATISTICS

Meaning of statistics-Importance of Statistics in Psychology –Parameters and Estimates- Descriptive Statistics- Inferential Statistics-Variables and their types; Levels of measurement: Nominal Scale- Ordinal Scale- Interval Scale- Ratio Scale; Frequency tables: Making a Frequency Table -Frequency tables for Nominal Variables- Grouped Frequency Tables, Frequency Graphs: Histogram, Frequency Polygon.

UNIT II: CENTRAL TENDENCY AND VARIABILITY

Central Tendency: The Mean- from Frequency Distributions - Assumed Mean Method- Properties of Mean. Median – Calculation of Median from Ungrouped data- Calculation of Median from a Frequency Distribution. The Mode- Calculation of Mode in a Frequency Distribution.Comparison of Mean, Median and Mode- Guidelines for the Use of Central Tendencies.

Variability: the Range- Calculation of Range- the Average Deviation- Calculation of the Average Deviation. The Semi Interquartile Range- Calculation of Q1, Q3 and Quartile Deviation. The variance and the Standard Deviation- Methods of Calculating the Variance and the Standard Deviation from Ungrouped data- Calculation of Standard Deviation from Grouped data- Calculation of Standard Deviation from Assumed Mean.

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UNIT III: NORMAL DISTRIBUTION AND CORRELATION

The Normal Distribution: Properties of the Normal Curve- Areas under the Normal Curve- Importance of Normal Distribution- Skewness- Kurtosis- Importance of measures of Skewness and Kurtosis. The Correlation: the Concept of Correlation- the Scatter Plot- the Product Moment Correlation- Calculation of Product Moment Correlation- Spearman's Rank- Difference Correlation Co-efficient- Properties of Correlation Co-efficient.

UNIT IV: HYPOTHESIS TESTING AND INFERENCE STATISTICS

Hypothesis Testing: the Core logic of Hypothesis Testing –the Hypothesis Testing Process- One Tailed and Two Tailed Hypothesis Tests. Decision Errors: Type I Error- Type II Error, Inferential Statistics: 't' Tests- the 't' test for a Single Sample- the 't' test for a Dependent Means- Assumptions of Single Sample and the 't' Test for a Dependent Means. The 't' test for Independent Means: the Distribution of Differences between Means- Hypothesis Testing with a 't' test for Independent Means.

UNIT V: NON-PARAMETRIC METHODS

The Chi-Square: Degrees of Freedom- Test of the Hypothesis of Normality- Calculation of the Chi-Square for 2x2 tables- Yates' Correction for Continuity- Assumptions of the Chi Square test, The Non-parametric Methods: Sign test- Assumptions and Uses of Sign Test- the Median Test- Run Test- the Kolmogorov and Smirnov Two Sample test- Precautions of the use of the Non-parametric tests.

REFERENCES

1. Howell, D. (2012). *Statistical method for psychology*. Delhi, India: Cengage Learning.
2. Agresti, A., & Finlay, B. (2013). *Statistical methods for the social sciences*. Hoboken, NJ: Pearson Education
3. Aron, A., Aron, E. N., & Coups, E. J. (2006). *Statistics for psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
4. Heiman, G. (2013). *Basic statistics for the behavioral sciences*. Belmont, CA: Cengage Learning.
5. Bear, G., King, B.M., & Minium, E. W. (2008). *Statistical reasoning in psychology and education*. Bengaluru, India: Wiley India Private Limited.
6. Gupta, S.P. (1999). *Statistical methods*. New Delhi, India: Sultan Chand & Sons
7. Garrett, H. E. (2006): *Statistics in psychology and education*. New Delhi, India: Paragon International Publishers.

WEB RESOURCES

1. <http://www.edx.org/learn/statistics>

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BPY-DSA04

ALLIED-IV: CONSUMER BEHAVIOR AND ADVERTISING

Instr.Hrs.: 6
Credits : 5

Year : II
Semester: IV

Course Learning Outcome

After completion of the consumer behaviour and advertising course, students will be able to:

1. Explain the field and scope of consumer behaviour and impact of new technology on marketing strategies
2. Outline the different aspects of research in the field of consumer process
3. Apply concepts of motivation and perception on consumer behaviour
4. Explain the features, goals, functions, types and models of advertising
5. Determine the framework in advertising, role of media in advertising and ethical standards in advertising

UNIT-I:CONSUMER BEHAVIOUR

Understanding consumer behaviour- field and scope of consumer behaviour, consumer behaviour and the marketing concepts-customer value, satisfaction, trust and retention-impact of new technology on marketing strategies.

UNIT-II:CONSUMER RESEARCH

An overview of the consumer research process—developing research objectives – collecting secondary data – designing primary research – data analysis and reporting research findings – conducting a research study.

UNIT-III:CONSUMER AS AN INDIVIDUAL

Consumer motivation; motivation as a psychological force – the dynamics of motivation – types and system of needs, consumer perception; Sensory dynamics of perception – elements of perception – consumer imagery; personality and understanding consumer behaviour.

UNIT-IV:ADVERTISING

Meaning, definition – objectives – basic features of advertising – goals and models, functions – advantages and disadvantages of advertising – types of advertising.

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UNIT-V:ADVERTISING IN BRAND BUILDING

Institutional frame work in advertising; advertising agencies – media selection, tools for measuring advertising effectiveness; new media of advertising, ethical standards in advertising.

REFERENCES

1. BatraRajeer, Myers.G.J, Aakar. D. A .(1990). *Advertising Management*. New Delhi: Prentice Hall of India Ltd.
2. Saxena.R (2016).*Marketing management*, New Delhi: MC Graw Hill Education (India) Pvt.Ltd.
3. Schiffman,L.G, Kanuk,l.l.(1999). *Consumer Behavior*. New Delhi: Prentice Hall of India Ltd.
4. Pillai.R.S.N, Bagavathi.(2010). *Marketing Management*. New Delhi: S.Chand& company Ltd.

WEB RESOURCES

1. <https://www.edx.org/course/buyer-behaviour-and-analysis>
2. <https://www.coursera.org/courses?query=advertising>
3. <https://www.mooc-list.com/course/market-research-and-consumer-behavior-coursera>
4. <https://www.udemy.com/courses/marketing/advertising/>

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BPY-DSE01

ELECTIVE-I: SPORTS PSYCHOLOGY

Instr.Hrs.: 5

Credits : 5

Year : III

Semester: V

Course Learning Outcome

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

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

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

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

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

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

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

REFERENCES

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

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

WEB RESOURCES

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

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BPY-DSE02

ELECTIVE-II: GUIDANCE AND COUNSELLING PSYCHOLOGY

Instr.Hrs.: 6
Credits : 5

Year : III
Semester: VI

Course Learning Outcome

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

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

UNIT I: NATURE AND SCOPE OF GUIDANCE AND COUNSELLING

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

UNIT II: APPROACHES TO COUNSELLING AND THE COUNSELLING PROCESS

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

UNIT III: PSYCHOLOGICAL TESTING AND DIAGNOSIS

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

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UNIT IV: COUNSELLOR QUALITIES, SKILLS AND ETHICAL RESPONSIBILITIES

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

UNIT V: SPECIAL AREAS IN COUNSELLING

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

REFERENCES

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

WEB RESOURCES

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

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BPY-DSE03

ELECTIVE-III: HUMAN RESOURCE MANAGEMENT

Instr.Hrs.: 6
Credits : 5

Year : III
Semester: VI

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

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

UNIT I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (HRM)

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

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

UNIT III: TRAINING AND DEVELOPING EMPLOYEES

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

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UNIT IV: PERFORMANCE MANAGEMENT AND APPRAISAL

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

UNIT V: EMPLOYEE MOTIVATION

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

REFERENCES

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

WEB RESOURCES

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