



## **THIAGARAJAR COLLEGE MADURAI - 625009**

(An Autonomous Institution, affiliated to Madurai Kamaraj  
University)

(Re-Accredited with 'A' Grade by NAAC)

## **Department of Psychology**

# **B.Sc., Psychology**



**THIAGARAJAR COLLEGE, MADURAI – 9.**  
**(Re-Accredited with ‘A’ Grade by NAAC)**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

**WOMEN’S STUDIES CENTRE**  
**Semester – I**

Course	code	Subjects	Contact hrs/ week	credits	Total No. of hours allotted	Max Marks CA	Max Marks SE	Total
Part – I	P111	Tamil	6	3	90	25	75	100
Part - II	P 211	English	6	3	90	25	75	100
Core - I	MPS 11	Basic psychological process – I	5	5	90	25	75	100
Core - II	MPS 12	Health psychology	5	5	75	25	75	100
General Elective I	EGPS1 1	Gender Studies: Gender equality and development	6	5	90	25	75	100
Environmental studies	ES	Environmental Studies	2	2	30	15	35	50
Total			<b>30</b>	<b>23</b>				

**Semester – II**

Course	code	Subjects	Contact hrs/ week	credits	Total No. of hours allotted	Max Marks CA	Max Marks SE	Total
Part – I	P121	Tamil	6	3	90	25	75	100
Part - II	P 221	English	6	3	90	25	75	100
Core - III	MPS 21	Basic psychological process – II	6	5	90	25	75	100
Generic Elective 2	EGPS21	Gender Studies: Psychological perspective on Gender	6	5	90	25	75	100
AECC	MPSAE C21	Family therapy	2	2	30	15	15	50
Practical	MPSL21	Experimental psychology-I	4	2	30	40	60	100
Total			<b>30</b>	<b>20</b>				

### Semester – III

Course	code	Subjects	Contact hrs/ week	credits	Total No. of hours allotted	Max Marks CA	Max Marks SE	Total
Part – I	P131	Tamil	6	3	90	25	75	100
Part - II	P 231	English	6	3	90	25	75	100
Core - IV	MPS 31	Social psychology	5	5	75	25	75	100
Core - V	MPS 41	Developmental psychology – I	5	5	75	25	75	100
Generic Elective 3	EGPS1	Statistics and research methodology: statistical methods for psychological research	6	5	90	25	75	100
Non Major Elective - I	MPSNM E31	Stress and stress management	2	2	30	15	35	50
Total			<b>30</b>	<b>23</b>				

### Semester – IV

Course	code	Subjects	Contact hrs/ week	credits	Total No. of hours allotted	Max Marks CA	Max Marks SE	Total
Part – I	P141	Tamil	6	3	90	25	75	100
Part - II	P241	English	6	3	90	25	75	100
Core - VI	MPS41	Developmental psychology - II	6	5	90	25	75	100
Allied I: Paper 2	EGPS41	Statistical measures and research methodology: research methodology	6	5	90	25	75	100
Skill Based elective I	MPSSEC 41	Basics of computer applications/Internet Security/Social Media Psychology	2	2	30	15	15	50
Practical	MPSL41	Experimental psychology II	4	2	30	40	60	100
Total			<b>30</b>	<b>20</b>				

**Semester – V**

Course	code	Subjects	Contact hrs/ week	credits	Total No. of hours allotted	Max Marks CA	Max Marks SE	Total
Core - VII	MPS51	Abnormal psychology - I	6	5	90	25	75	100
Core -VIII	MPS52	Physiological psychology	5	4	75	25	75	100
Core - IX	MPS53	Organizational behavior	5	4	75	25	75	100
Core - X	MPS54	Marketing and Consumer behavior	5	4	75	25	75	100
Core elective II	EMMPS51	Educational psychology	5	5	75	25	75	100
Non Major elective II	MPSNME51	Counseling and guidance	2	2	30	15	35	50
Value Education	VE	Value Education	2	1	30	15	35	50
Total			<b>30</b>	<b>25</b>				

**Semester – VI**

Course	code	Subjects	Contact hrs/ week	credits	Total No. of hours allotted	Max Marks CA	Max Marks SE	Total
Core – XI	MPS61	Abnormal psychology - II	5	5	75	25	75	100
Core - XII	MPS62	Theories of personality	4	4	60	25	75	100
Core - XIII	MPS63	Psychological assessment	5	4	75	25	75	100
Core - XIV	MPS64	Counseling and psychotherapy	5	5	75	25	75	100
Core Elective – II	EMMPS61	Positive Psychology	5	5	75	25	75	100
Skill Based Elective II	MPSSEC61	Life Skills/Criminal Psychology/Human Resource Management	2	2	30	15	35	50
Practical	MPSL61	Experimental psychology III	4	3	60	40	60	100
Total			<b>30</b>	<b>28</b>				

## CONSOLIDATION OF CONTACT HOURS AND CREDITS

Semester	Contact Hrs/ Week	Credits
I	30 hrs.	22
II	30 hrs.	20
III	30 hrs.	23
IV	30 hrs.	20
V	30 hrs.	25
VI	30 hrs.	27
Part – V	--	01
Total	180 hrs	140

### B. Curriculum Credits: Part wise

Part I	Tamil 3	12
Part II	English 3	12
Part III	Core Theory 14	65
	Core Practicals 3	06
	Generic Elective 4	20
	Core Elective	10
Part IV		
	Value Education 1	02
	Environmental Studies 1	02
	Skill Enhancement Course 2	04
	Non Major Elective 2	04
	AECC	02
Part V		01
	Total	140

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**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
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Course	: B.Sc. Psychology (Core 1)	Int. Marks	: 25
Year & Sem.	: I Year; I Semester	Ext. Marks	: 75
Sub. Code	: MPS11	Max. Marks	: 100
Hours/Week	: 5	No of Credits	: 5

Title of the Paper : **Basic psychological Process I**

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

1. To understand the basic concepts of psychology related to Human Behaviour.
2. To understand the fundamental processes underlying human behavior such as biological foundations of behavior processes underlying sensation, perception, cognition, memory, learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness.
3. To apply the principles of psychology in day -to-day life for a better understanding of themselves and others.

**Unit – I: The Science Of Psychology:**

A) Definition and goals of Psychology. b) Modern perspectives – Psychodynamic, Behavioral, Cognitive, Evolutionary, Socio cultural, Humanistic Movement and Positive Psychology, Indian Perspective. c)Fields of Psychology. d) Types of Psychological Research: Descriptive research (Observation, Survey and Interviews, Standardized Tests, Case studies).Correlational Research (Positive and Negative) Experimental Research (independent and Dependent variables, Experimental and Control groups, Double – Blind Experiments).

**Unit –II Intelligence:**

Definition; Measuring intelligence; criteria of good intelligence tests, types of intelligence tests (Binet tests, Wechsler scales, Group Tests of Intelligence) Theories of intelligence: Multiple intelligences, Gardner’s Eight Intelligences, Sternberg’s Triarchic Intelligence. Influences on intelligence - Genetic and Environmental only, Extremes in intelligence - Mental Retardation, giftedness, Emotional Intelligence.

**Unit-III Learning:**

Definition,types of learning; Biological factors in learning. Classical Conditioning: (Pavlov’s studies, acquisition, generalization and discrimination, extinction and spontaneous recovery) Applications of classical conditioning. Operant conditioning: Thorndike’s Law of Effect; Skinner’s approach to operant Conditioning, shaping, principles of reinforcement (positive and negative reinforcement, Primary and secondary Reinforcement). Observational learning, Insight learning.

**Unit – IV Memory:**

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

### **Unit – V Motivation**

Nature; Approaches – Instinct Approaches, Drive Reduction Approaches, Arousal Approaches, Incentive Approaches, Humanistic Approaches, Self-Determination Theory

### **Text Book**

- Morgan, Clifford. T., King, Richard. A., Weisz, John.R., Schopler, John (1993) : Introduction to Psychology, TataMcGraw Hill.

### **Reference Book**

1. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education.
2. Rathus, Spencer A. (199): Essentials of Psychology. Kalat, James W. (1996): Introduction to psychology, 4th edition, Brooks / Cole Publishing Co.

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Course	: B.Sc. Psychology (Core 1)	Int. Marks	: 25
Year & Sem.	: I Year; I Semester	Ext. Marks	: 75
Sub. Code	: MPS12	Max. Marks	: 100
Hours/Week	: 5	No of Credits	: 5

Title of the Paper: **Health Psychology**

## Course Objectives and Learning Outcome

1. To remember the models and theories that are used to explain health risk and Health-enhancing behaviors
2. To Understand the importance of pain, and the impact of stress on health and well being
3. To analyze the chronic illness and its management.

### Unit I Introduction:

Concepts of health –definition of health –determinants of health– health psychology – the need for health psychology field – mind and body relationship – bio-psychosocial model versus bio-medical model – role of lifestyle changes in illness

### Unit II Health related behaviour

Role of behaviour in disease and disorder – smoking and substance abuse - eating disorders and management – exercise and its benefits – developing a healthy diet

### Unit III Stress and disease

Definition of stress –stages of stress – stress and personality – Psycho neuroimmunology – health outcomes of stress – stress management

### Unit IV Major lifestyle diseases I

Coronary Heart Disease (CHD): Role of stress and personality in CHD – other psychosocial risk factor – modification of risk factors – management of Cardio vascular diseases  
Hypertension: causes of hypertension –psychological factors related to hypertension – management of hypertension  
Stroke: Risk factors for stroke – stroke and quality of life – rehabilitative intervention

### Unit V Major lifestyle diseases II

Diabetes: types of diabetes – lifestyle changes as a cause for diabetes – stress management and diabetes control. **Cancer:** psychological factors related to cancer – cancer related health behaviour - stress, coping and cancer – psychological intervention- quality of life –emotional responses – coping mechanisms- prevention and health promotion

### Text Books

1. Jane Ogden, 2010. Health Psychology – a text book, 4<sup>th</sup> edition Tata McGraw Hill Education Private Limited, New Delhi.
2. Shelley E. Taylor, 2006, Health Psychology 6<sup>th</sup> Edition Tata McGraw Hill Education Private Limited, New Delhi.

### Reference Books:

1. Shelly E. Taylor, 2012. Health psychology, 7<sup>th</sup> edition, TATA McGraw Hill, New Delhi,
2. Mitchell D. Feldman & John F. Christensen, 2008. Behavioural medicine – A guide for clinical practice, 3<sup>rd</sup> edition, McGraw Hill.

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Course	: B.Sc. Psychology (Generic elective-1)	Int. Marks	: 25
Year & Sem.	: I Year; I Semester	Ext. Marks	: 75
Sub. Code	: EGPS11	Max. Marks	: 100
Hours/Week	: 6	No of Credits	: 5

**Gender studies - Gender Equality and Development**

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

1. To enable the students to have knowledge on the gender equality.
2. To enable students to understand the basic principles that gender equality.

**Unit I: Introduction of gender and culture**

Gender: Definition, concept of gender differences, masculinity and femininity, Bio-Social Perspective of Gender, Biological, Phenomenological and Socio-Cultural Perspectives of body, Gender and Sexual Culture –Richard Freiherr von Krafft-Ebing, Henry Havelock Ellis, and Sigmund Freud

**Unit II: Concept of Sex and gender**

Sex and Gender; Types of Gender, Gender Roles and Gender Division of Labour, Gender Stereotyping and Gender Discrimination. Psychoanalysis, social constructionist and discursive analysis of gender, Physical & Sexual Developments.

**Unit III Theoretical perspectives of gender**

Theories of gender development, Cultural differences, Conceptual analysis of gender development- Theoretical perspectives of Gender and Development- Measures of development- Gender disparity: Global and Indian scenario- Literacy- Labour force participation- Political participation- Health.

**Unit -IV Woment status in india**

Concept of Gender and Sex –Overview of the census data –Indian Context: Status of Women (Inequality, Dependence, Subordination) –Gender: Education, Work, Health, Family, Marriage, Divorce, Property, Media –Sexual harassment. Gender Justice: Meaning and Scope Gender equality, gender based violence, gender minorities, gender self concept. Socialization of girls in urban & rural poor. Social change through behaviour modification.

**Unit-V Psychological approach of gender and feminism**

Perception of community towards gender roles, dowry, divorce and remarriage, Theoretical basis for understanding gender (brief overview):-Psychological Approach: Freud, Erikson, Gilligan, Social learning, Gender Schema Theory. -Sociological Approach: Functionalism,

Conflict Theory, Symbolic interaction, Feminism. -Anthropological approach: Margret Mead, cultural and gender variations in prevalence of disorders

### **Text books**

1. Gender Equality, Development and Women Empowerment by A.K. Pandey published by institute for sustainable development ISBN 8126114622. (2003)
2. *Gender issues and social dynamics*.by Menon, L., Kanishka Publishers, New Delhi. (1997).

### **Reference books**

1. The gender and development in india- the indian scenario by anuratha mathu (ISBN-81-7835-603-1) kalpaz publications, new delhi(2008)
2. Women and Gender Equity in Development Theory and Practice: Institutions,resources,mobilization edited by Jane S. Jaquette, Gale Summerfield published by duke university press(2006)
3. Gender equality and economic development by K.P yadav published by sarup and sons,new delhi (2006)
4. Global Perspectives on Gender Equality: Reversing the Gaze edited by Naila Kabeer, Agneta Stark, Edda Magnus by routledge publishers.(2008)

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Course	: B.Sc. Psychology (Core III)	Int. Marks	: 25
Year & Sem.	: I Year; II Semester	Ext. Marks	: 75
Sub. Code	: MPS21	Max. Marks	: 100
Hours/Week	: 6	No of Credits	: 5
Title of the Paper: <b>Basic Psychological Process -II</b>			

**Course Objectives and Learning Outcome**

1. To understand further the fundamental processes underlying human behavior such as learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness.
2. Apply the principles of psychology in day-to-day life for a better understanding of themselves and others

**Unit – I Biology And Behavior:**

An overview of the Nervous System; neurons and nerves (structure of the neuron, neural

Impulse, synapse, neurotransmitters) Central Nervous System

a) The Brain – structure of the brain; brain stem; structure of the cortex; association areas of the cortex (Broca’s area and Wernicke’s area)

b) The Spinal Cord – The Peripheral Nervous System – The Somatic Nervous System and the Autonomic Nervous System.

c) Techniques to study the brain, Endocrine glands.

**Unit – II Sensation And Perception.**

a) Sensation - Purposes of sensation and perception; sensory receptors and the brain; ABCs of Sensation.

b) Vision – Colour Vision, After Image and Colour Blindness.

c) Perception – ABCs of perception; The Constancies (Size, Shape and Brightness). Gestalt Principles; Depth perception; Perceptual Illusions.

**Unit – III Thinking:**

Cognition; Concept formation (Importance); Problem solving (Steps in Problem Solving; Obstacles in Problem Solving) Critical Thinking; Reasoning (Inductive and Deductive reasoning) Decision making; Creativity (Divergent and Convergent thinking).

**Unit – IV Emotions**

a) The Three Elements of Emotion – The Physiology of Emotion; The Behavior of Emotion; The Subjective Experience of Emotion.

b) Theories of Emotion – James – Lange Theory of Emotion, Cannon – Bard Theory of Emotion, Schachter – Singer Theory of Emotion; Lazarus and the Cognitive – Mediation Theory. Positive psychology Movement.

## **Unit – V Personality**

A) Definitions of Personality, including Allport's definition.

b) Approaches to the study of Personality– Freud's Psychoanalytic theory (Personality's Structures, Defense Mechanisms, Personality development) Roger's Approach; Trait Theories –

The Big Five Personality Factors; Bandura's Social Cognitive Theory (Self - Efficacy) Skinner's Behaviorism.

c) Measurement of Personality – Questionnaires, Rating Scales, Projective Tests.

### **Text Book**

- Morgan, Clifford. T., King, Richard. A., Weisz, John.R., Schopler, John (1993) : Introduction to Psychology, TataMcGraw Hill.

### **Reference Book**

- Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education.
- Rathus, Spencer A. (199): Essentials of Psychology. Kalat, James W. (1996): Introduction to psychology, 4th edition, Brooks / Cole Publishing Co.

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Course	: B.Sc. Psychology (Generic Elective II)	Int. Marks	: 25
Year & Sem.	: I Year; II Semester	Ext. Marks	: 75
Sub. Code	: EGPS21	Max. Marks	: 100
Hours/Week	: 6	No of Credits	: 5
Title of the Paper: <b>Gender Studies : Psychological Perspective on Gender</b>			

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

1. To enable the students to have knowledge on the gender concepts.
2. To improve the knowledge about gender views.

**Unit I Historical, theoretical and methodological issues.**

Women as subjects, actors and agents in the history of psychology. Theoretical perspectives on women and gender, choices and consequences: methodological issues in the study of gender, women psychology and evolution. Gender similarities and differences as feminist contradictions, framing gendered identities.

**Unit II Developmental issues**

Biological influences on psychosexual differentiation, from infancy through child middlehood- the role of social and cognitive factors in becoming gendered. Current perspectives on women's adult roles-work, family and life. motherhood and mothering, older adult women-issues, resources, challenges.

**Unit III Social roles and social systems**

The psychology of men and masculinity, changing gender roles, gender and social interaction, gender and relationships, sexualities.

**Unit IV Gender and physical and mental health**

Gendered bodies and physical health, therapy with women-feminist frameworks, socio-cultural issues in counseling for women. disorderly constructs-feminist framework for clinical psychology.

**Unit V Institutions, gender and power.**

Violence against girls and women, power and gender-the double edge sword of ambivalence, sexual harassments, women gender and the law, changing society, changing women(men)

**Text books**

1. Gender: psychological perspectives by Linda Brannon by Allyn and Bacon 2010
2. Feminism and discourse Psychological Perspectives By Celia Kitzinger Sue Wilkinson SAGE publications.

**Reference books**

1. Handbook of the psychology of the women and gender by Rhoda h.unger ISBN-0-471-33332-8 Published by john wiley and sons USA.
2. Current directions in gender psychology by wendy A.goldberg published by allyn and bacon 2010
3. Psychology of gender by Vicki.S.helgeson (second edition) published by pearson education 2010
4. Handbook of Gender Research in Psychology, Volume 1 By Joan C. Chrisler published by springer (2010) publications.



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Course	: B.Sc. Psychology (AECC I)	Int. Marks	: 15
Year & Sem.	: I Year; II Semester	Ext. Marks	: 35
Sub. Code	: MPSAEC21	Max. Marks	: 50
Hours/Week	: 2	No of Credits	: 2
Title of the Paper: <b>Family Therapy</b>			

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

1. to describe family interactional patterns according to the concepts of Family Systems . understand the distinctiveness of the major approaches to Family counselling and family Therapy
2. reflect critically on the major approaches to Family Therapy and their theoretical bias
3. to effectively implement therapeutic strategies in one's counselling with individuals, couples, and families.

**Unit 1**

Historical evolution of the field of marriage and family therapy. Current and Future trends. Foundations of Family Therapy. Fundamental concepts. Evaluation of Family Therapy, Family therapy research – Empirical foundations and Practice implications. Assessment in marriage and family counseling, Applications of assessment: Treatment planning, evaluation and accountability. Assessment and Diagnosis. Assessment with special populations, Ethical and legal issues in assessment, Technological applications and future trends. Social Institutions: Family: Functions of the Family – Matriarchal Family – Patriarchal Family – Joint Family – Nuclear Family – Changing Trends in the family system.

**Unit 2**

Family and Marital Counselling: Need for Family Counselling i) Family systems, Nuclear Family – Joint Family problems. ii) Child Guidance – Counselling the parents-child relationship problems, rejection, favouritism and other problems. iii) Parental Counselling – role of parents in dealing with children’s problems. Need for Marital Counselling i) Marital problems – socio-economic factors, finance, social life, religious and other values ii) Counselling the Unwed Mothers, Divorcees and the Separated Parents of Handicapped and deviant Children. iii) Genetic Counselling and its importance – before and after marriage.

**Text books**

1. Winni Cott, D.W. (1995). *Counselling and Therapy*. London: Sage Publications
2. Whiston, S.C (1999). *Principles ad applications of assessment in counseling* , Wadsworth, Belmont. Brooks- Clole

**Reference books**

1. Nichols, M.P. & Schwartz, R.C. (2010). *Family therapy: Concepts and methods*. 9th ed. Toronto: Allyn and Bacon, Pearson education, Inc.Press, Inc
2. 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.

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**DEPARTMENT OF PSYCHOLOGY**

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Course	: B.Sc. Psychology (Core Lab I)	Int. Marks	: 25
Year & Sem.	: I Year; 1&II Semester	Ext. Marks	: 75
Sub. Code	: MPL21	Max. Marks	: 100
Hours/Week	: 4	No of Credits	: 2

Title of the Paper: **Experimental Psychology-I**

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- Learn the basic psychological processes involved in Human Behavior

The Students shall complete any **Twelve** of the following experiments and submit a record for the procedure involved at the end of the II Semester.

**SENSORY PROCESS**

1. Color Blindness
2. Visual Acuity
3. Kinesthetic Sensitivity

**ATTENTION**

4. Division of Attention
5. Distraction of Attention
6. Span of Attention

**PERCEPTUAL PROCESS**

7. Muller-Lyer Illusion
8. Size Weight Illusion
9. Depth Perception

**LEARNING**

10. Insight Learning
11. Trial and Error Learning
12. Transfer of Learning

**MOTIVATION**

13. Level of Aspiration
14. Sensation Seeking
15. Achievement Motivation

**WORK LIFE APPRAISAL**

16. Role Stress Scale
17. Job Anxiety Scale
18. Job Involvement Scale
19. Environmental Pollution Attitude Scale
20. Vocational Interest Record

**REFERENCES:**

1. Parameshwaran, E. G. and Ravichandran, R. (2001): Experimental Psychology, Hyderabad: Neelkamal Publication Pvt., Ltd.,
2. Kuppasamy, B. (1954): Elementary Experiments in Psychology, Madras: Oxford University Press.
3. Postman and Egan, J. P. (1985): Experimental Psychology, New Delhi: Kalyani Publications

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Course	: B.Sc. Psychology (Core IV)	Int. Marks	: 25
Year & Sem.	: II Year; I II Semester	Ext. Marks	: 75
Sub. Code	: MPS31	Max. Marks	: 100
Hours/Week	: 5	No of Credits	: 5

Title of the Paper: **Social Psychology**

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- Understand and explain behavior in the social setting
- Explain the psychological aspects of various social phenomena
- Describe the development of the self and the dynamics of interpersonal attraction,

**Unit I Introduction**

History- Origin and Development, Social psychology in India; Theories -Motivational, Learning, Cognitive, Decision making, Interdependence, Socio cultural, Evolutionary, and Mid-range theories.

**Unit II Social Perception**

Self concept – Beginnings, Formation, Self- schemas and Multicultural perspective Self-presentation - False modesty, Self-handicapping, Impression management. Self-esteem - Development and Consequences. Perceiving persons- Attribution theories and biases, Integration, Confirmation bias

**Unit III Positive Social Relations**

Prosocial behavior – Helping influences - Personal, Interpersonal and Situational , Receiving help. Interpersonal attraction and affiliation – Characteristics of the individual, others and situational influences.

**Unit IV Negative Social Relations**

Perceiving groups- Stereotypes – Cognitive foundations, how stereotypes distort perceptions; why stereotypes persist ; Prejudices- Individual differences ; Types of prejudices – Sexism and Racism ; Reducing prejudice. Aggression – Origin, Influences - Social and Situational ;Forms – Domestic violence, Sexual violence, Violence against communities(LGBT) and Terrorism; Prevention and control.

**Unit V Social Influences**

Attitudes – Definition; Theories – Cognitive Dissonance and Dual Processing; Attitude and Behaviour ; Attitude change. Group - Basic features; Group performance – Types of tasks, Brainstorming; Group decision making – Biases in information, Group polarization, Group think.

**Text Books**

1. Brehm, S.S. and Kassin, SN. (1996) Social Psychology , 3<sup>rd</sup> edition. Boston : Houghton Mifflin Company
2. Baron, Robert A. and Byrne, D. (2001) .Social Psychology 8<sup>th</sup> Edition (Reprint).New Delhi: Prentice-Hall of India Pvt Ltd

**Reference Books**

1. Lindgren, Henry. C. (1973) An introduction to Social Psychology, John Wiley & Sons.
2. Myers, David G. (1988) Social Psychology 2nd Edition McGraw Hill Book Company.

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Course	: B.Sc. Psychology (Core V)	Int. Marks	: 25
Year & Sem.	: II Year;III Semester	Ext. Marks	: 75
Sub. Code	: MPS32	Max. Marks	: 100
Hours/Week	: 5	No of Credits	: 5
Title of the Paper : <b>Developmental Psychology- I</b>			

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- Be able to review, critically evaluate, and present research and applied studies related to issues relevant to developmental psychology.
- Appreciate principal theories of lifespan development.

**Unit I:**

Concept of human development- stages of life span development-Conception through birth: Fertilization, Prenatal development, Environmental Influences on prenatal development; stages of child Birth, types of childbirth: perinatal hazards & complications of low birth weight

**Unit II: Physical & Cognitive Development:**

Body Systems of neonate, infant reflexes, infant Sensory capacities, Milestones of motor development, Environmental influences on motor development; Piaget's Sensory Motor Stage

**Unit III: Infancy & Toddlerhood**

Language and Personality Development - Theories of language development, Stages of language development from 0-3 years; Emotional development - Temperamental differences, Development of Attachment - Individual differences and long term correlates of attachment.

**Unit IV: Early childhood (3-6 years)**

Motor Skills, Piaget's Preoperational stage, Development of language; gender differences, fears and aggression; prosocial behaviour, Child rearing practices and parenting styles

**Unit V: Middle Childhood (6-12 years)**

Piaget's Stage of Concrete operations, Development of self concept, Components of self concept, Theoretical perspectives on self concept - Freud's latency period, Erickson's Industry vs Inferiority, Social learning theory, Information processing approach; The child in the peer group, functions and influences of the peer group contexts for development- family and parenting and peers – socio cultural context.

**REFERENCES:**

1. Papilla, Diane E, Olds, Sally Wendoks(1992): Human Development, Tata McGraw Hill Publishing Co
2. Shaffer, David R. (1996): Developmental Psychology, IV Edition, Brooks/Cole Publishing Company.
3. Hurlock, E.: Developmental Psychology (1980), Tata McGraw Hill Publishing Co.

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**(Re-Accredited with ‘A’ Grade by NAAC)**  
**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology ( Generic ElectiveIII)	Int. Marks	: 25
Year & Sem.	: II Year;III Semester	Ext. Marks	: 75
Sub. Code	: EGPS31	Max. Marks	: 100
Hours/Week	:6	No of Credits	: 5

Title of the Paper: **Statistics and Research Methodology- Statistical methods for psychological research**

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- To enable the students to have knowledge on the statistical methods for psychological research.
- To enable students to understand the basic principles that governs psychological research

**Unit-1 Concept of statistics**

Introduction to Statistics: meaning of statistics, Need and importance of statistics in psychology Prerequisites for studying statistics- Descriptive and inferential statistics Measurement: Nature of Psychological Measurement, Measurement Scales, Frequency, Distribution and Graphic representation of data. Normal distribution curve: Characteristics and application, Kurtosis and skewness, computational problems.

**Unit-2 Measures of Central Tendency**

Computation of Mean, Median and Mode and their uses. Measures of variability: Computation of quartile and standard deviations, cumulative distribution, percentiles, standard scores and their uses.

**Unit-3 Correlations and ANOVA**

Correlations: Meaning and methods, Characteristics, Types, Pearson's Product Moment Correlation, Spearman's Rank Correlation. Tests of Significance: student t test, Chi square, Analysis of Variance (ANOVA): One way and Two way Analysis of Variance, Psychological tests: - Meaning and nature of Psychological test.- Characteristics of a good psychological test - Types of Psychological test.

**Unit-4 Non-parametric tests, reliability and validity**

Wilcoxon signed rank test, Whitney-Mann-Wilcoxon (WMW) test, Kruskal-Wallis (KW) test, Friedman's test, Reliability and validity of test scores : Meaning methods and statistical techniques used in determining reliability coefficients : Validity Meaning, Criterion measure and types of validity, statistical techniques used in determining validity coefficients.

## **Unit-5 Test construction and standardization**

Steps in test construction: Item-analysis, determination of item difficulty and item discrimination, discrimination index. Tests, scales and norms, Standard Scores norms, T-Score norms and percentile norms. Uses of Computers: Introduction to SPSS – SPSS Meaning- Uses of SPSS in Statistics and Research.

### **Text books**

1. Statistics with Confidence: An Introduction for Psychologists by Michael Smithson SAGE,(2000)
2. Statistical Methods for Psychology by David C. Howell .,Cengage Learning,(2012)
3. Statistical Methods In Psychological And Educational Research by M. Rajamanickam, Concept Publishing Company, 01-Jan-2001

### **Reference Books;**

1. Fundamental Statistics in Psychology and Education, Guilford, J.P. (1973). McGraw Hill Kogakusha.
2. Statistical Analysis in Psychology & Education, Ferguson, George, A. (1976). McGraw Hill, Kogakusha.
3. Statistics in Psychology and Education. 2nd ed. Mangal, S. K. (2004). New Delhi: Prentice Hall.
4. *Statistics for Psychology* (4th ed). Aron, A., Aron. R., & Coups, E.J. (2006). New Delhi: Pearson Education (ISBN:81-317-1464-20)

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**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology ( NME1)	Int. Marks	: 15
Year & Sem.	: II Year;III Semester	Ext. Marks	: 35
Sub. Code	: MPSNME31	Max. Marks	: 50
Hours/Week	: 2	No of Credits	: 2
Title of the Paper: Stress and stress management			

### **Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- To understand about the life style that causes stress
- To apply the techniques to overcome stress in day to day life

### **Unit I Concept of health and behaviour**

Introduction: Concepts of health –definition of health –determinants of health– health psychology – the need for health psychology field – mind and body relationship – bio-psychosocial model versus bio-medical model – role of lifestyle changes in illness , Health related behavior: Role of behavior in disease and disorder – smoking and substance abuse - eating disorders and management – exercise and its benefits – developing a healthy diet-Stress and disease: Definition of stress –stages of stress – stress and personality – Psychoneuroimmunology – health outcomes of stress

### **Unit II Stress management**

stress management-Major lifestyle diseases I: **Coronary Heart Disease (CHD)**: Role of stress and personality in CHD – other psychosocial risk factor – management of Cardiovascular diseases, **Hypertension**: causes of hypertension –psychological factors related to hypertension –management of hypertension, **Stroke**: Risk factors for stroke – stroke and quality of life – rehabilitative intervention-Diabetes: types of diabetes – lifestyle changes as a cause for diabetes – stress management and diabetes control-**Cancer**: psychological factors related to cancer – cancer related health behavior - stress, coping and cancer – psychological intervention- quality of life –emotional responses – coping mechanisms- prevention and health promotion

### **Text books**

1. Wolfgang Linden, (2004), Stress Management: From Basic Science to Better Practice, Sage publications
2. Brian Luke Seaward (2014), Essentials of Managing Stress, Jones & Bartlett Publishers,

### **Reference Books :**

1. Shelly E. Taylor (2012), Health psychology, 7<sup>th</sup> edition, , TATA McGrawHil, New Delhi.
2. Mitchell D. Feldman &John F. Christensen (2008), Behavioural medicine – A guide for clinical practice, 3<sup>rd</sup> edition, McGraw Hill, NY,
3. Robert J. Gatchel, Andrew Baum and David S. Krantz (1989), An introduction to health psychology, 2<sup>nd</sup> edition, McGraw Hill, NY.

**THIAGARAJAR COLLEGE, MADURAI – 9.**  
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**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (Core VI)	Int. Marks	: 25
Year & Sem.	: I Year; II Semester	Ext. Marks	: 75
Sub. Code	: MPS41	Max. Marks	: 100
Hours/Week	: 6	No of Credits	: 5

Title of the Paper: **Developmental psychology II**

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- Understand basic concepts, issues and debates in the field of developmental psychology.
- Appreciate principal theories of lifespan development.
- Comprehend human development as progressing through different stages.

**Unit I Puberty**

The end of childhood, Physical Development: Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity. Mental Health development - Nutrition and Eating disorders; Substance abuse – risk factors of drug abuse, gate way drugs – alcohol – marijuana and tobacco; STD's – sexually Transmitted diseases; Search for identity – theories by Erikson , Marcia; Moral reasoning – Kohlberg's theory; Psychosocial Development: Relationship with family, peers and adult society

**Unit II Early Adulthood**

Physical Development: Sensory & Psychomotor Functioning. Cognitive development-Piaget's shift to post formal thought, Schaie's Life span model of Cognitive development. Emotional Intelligence. Psycho social development -Erikson's Intimacy versus Isolation. Marital and non-marital life styles - Single life, Homosexual relationship, co-habitation, Marriage.

**Unit III Middle Adulthood**

Physical Development- physical changes – Sensory & Psychomotor Functioning, , Sexuality & Reproductive Functioning- Menopause & its Meanings; Changes in male Sexuality. Cognitive development –The distinctiveness of adult cognition – the role of expertise, integrative thought, practical problem solving, creativity. Psycho Social Development – Consensual Relationships: Marriage, Midlife divorce, Gay & Lesbian Relationships, Friendships, Relationships with maturing children.

**Unit IV Late Adulthood**

Physical development: Sensory & Psychomotor Functioning-Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction time, Sexual Functioning. Cognitive Development: Intelligence & Processing Abilities ; Competence in everyday tasks & problem solving. Psychosocial Development- Personal Relationships in Late life- Social contact, Relationships & Health ; Multigenerational Family; Non-marital kinship ties-Relationships with Adult children or their absence; Relationship with siblings; Becoming Grandparents.



## **Unit V Death and Dying**

Late Adulthood- The many faces of death; Care of the dying. Facing death & Loss- Psychological Issues-Confronting one's death; Patterns of grieving Death & Bereavement across the Lifespan. Finding Meaning & purpose in Life &Death

### **REFERENCES:**

- Papilla, Diane E, Olds, Sally Wendoks(1992): Human Development, Tata McGraw Hill Publishing Co
- Shaffer, David R. (1996): Developmental Psychology, IV Edition, Brooks/Cole Publishing Company.
- Hurlock, E.: Developmental Psychology (1980), Tata McGraw Hill Publishing Co.

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**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (Core VI)	Int. Marks	: 25
Year & Sem.	: I Year; II Semester	Ext. Marks	: 75
Sub. Code	: EGPS41	Max. Marks	: 100
Hours/Week	: 6	No of Credits	: 5
Title of the Paper: <b>Statistics and Research Methodology- Research Methodology</b>			

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- To analyze the knowledge on the research methodology.
- To understand the basic principles that governs research methodology.

**Unit -1 Research methodology-introduction**

Meaning of research, objectives of research, types of research, significance research, research methods versus methodology, problem encountered by researchers in India. Defining the research problem and research design. Sampling design.

**Unit -2 Measurement and scaling techniques**

Measurement in research, measurement scales, source of errors in measurement, scaling, meaning of scaling, important scaling techniques, scale construction techniques.

**Unit-3 Methods of data collection, processing and analyzing of data**

Observation methods, Survey method, Questionnaire Methods, Interview method, - Meaning and nature of Survey interview - Types of Interview - Selection and training of the interviewer. Difference between questionnaires' and schedules. Measures of central tendency, dispersion, asymmetry, relationships.

**Unit-4 Sampling fundamentals and ANOVA**

Sampling theory, concept of standard error, sample size and its determination, estimation and estimating population proportion, testing of hypothesis, chi-square test and anova. Experimental and quasi-experimental methods a. Independent groups designs b. Repeated measures designs c. Complex designs d. Quasi-experimental designs and program evaluation. Experimental/Non experimental Methods of Psychological Research: Experimental, Quasi-experimental, Case-studies, Field survey, Interview, Questionnaire (self report) Observation.

## **Unit 5 Interpretation and report writing**

Meaning of interpretation, techniques of interpretation, precaution in interpretation, significance of report writing, and different steps in writing report. Types of report, mechanics for writing a research report, precaution in writing research reports. Application of research methodology

### **Text books**

1. Michael Smithson, (2000), *Statistics with Confidence: An Introduction for Psychologists*, sage publications.
2. David C. Howell (2012), *Statistical Methods for Psychology* Cengage Learning.

### **Reference Books**

1. Guilford, J.P. (1973), *Fundamental Statistics in Psychology and Education*,. McGraw Hill Kogakusha.
2. Ferguson, George, A. (1976), *Statistical Analysis in Psychology & Education*, McGraw Hill, Kogakusha.
3. Mangal, S. K. (2004), *Statistics in Psychology and Education*. 2nd Edition, Prentice Hall, delhi.

**THIAGARAJAR COLLEGE, MADURAI – 9.**  
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**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (PYSECI)	Int. Marks	:15
Year & Sem.	: I Year; II Semester	Ext. Marks	: 35
Sub. Code	: MPSSEC41	Max. Marks	: 50
Hours/Week	: 2	No of Credits	: 2
Title of the Paper: <b>Basics of Computer Applications</b>			

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- To understand the basics of computer applications.
- To apply the technical skills to develop a computer concepts.

**Unit – I Basics of computer**

What is computer? Components of Computer System, Classifications of computers, Representation of data/Information concepts of data Processing, Generations of Computer (I-V), Block Diagram of a Computer, Characteristics of Computers, Basic Applications of Computer, Functions of the Different Units , Input unit, Output unit, Memory unit, CPU (ALU+CU) Input & Output Devices, Data Scanning devices

**Unit- II Office Application Software:**

Word processor, Multimedia presentation and Spreadsheets. (Discuss the following features for Word Processor, Multimedia Presentation and Spreadsheets: Opening and closing, saving, editing, formatting, printing, spell check, grammar and header/footer.) Special features: Word Processor – inserting a table and working with tables. Multimedia Presentation – the students should be able to create a presentation using images / pictures, sound, video and custom animation. Internet concepts Computer Communication and Internet, Basic of Computer networks, LAN, WAN , Internet, e-mail, WWW, modem and related protocols.

**Text books**

1. V. Rajaraman, (2003), Fundamentals of Computers Prentice Hall India Pvt., Limited
2. Ritendra Goel,(2003), Computer Applications In Management New Age International.

**REFERENCE BOOKS:**

1. Sanjay Saxsena,(2000) “A First Course in Computer”, Vikas Publishing House,.
2. Sanjay saxsena, (2000) “MS Office 2000”, Vikas Publishing House,.
3. Linda Tway and Saphiro Pacific Lajolla,(1995) “Multimedia in Action”, Academic Press.

**THIAGARAJAR COLLEGE, MADURAI – 9.**  
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**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (PYSECIB)	Int. Marks	:15
Year & Sem.	: I Year; II Semester	Ext. Marks	: 35
Sub. Code	:MPSSEC41	Max. Marks	: 50
Hours/Week	:2	No of Credits	: 2
Title of the Paper: <b>Internet Security</b>			

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

1. To enable the students to have knowledge on the internet security
2. To be aware of internet hacking and significance of net safety

**Unit I Overview of system network and security.**

Building a secure organization. Obstacles to security, current trends to share-not protect, cryptography concepts in primer, detecting system intrusions- root kits, anti-virus software, and network based detection of system of intrusions and preventing system intrusions.

Malicious software, defense in depth, preventive measures, intrusion monitoring and detection, network based intrusion protection. securing cloud computing systems. cloud computing details-examining cloud details. securing web applications, services and servers.

**Unit II Managing Different types of security systems**

Local area network security, identify network threats, establish network access controls, threats, security policies, signature analysis, statistical analysis, signature algorithms. Wireless network security-threats, security measures, secure routing wireless network security, wireless sensor and cellular network security.

Information security essentials for IT managers, protecting systems. security management systems, intrusion prevention and detection systems. privacy-enhancing technologies. privacy and access management, content filtering.

**Text books**

1. Internet Security: Hacking, Counterhacking, and Society, Kenneth Einar Himma, Jones & Bartlett Learning, (2007)
2. Practical Internet Security and John R. Vacca, Springer Science & Business Media, (2007)

**Reference Books**

1. Computer and information security .,second edition., by john r.vacca ISBN.978-0-12-394397-2
2. Computer network security by joseph migga kizza ISBN-0-387-20473-3
3. Introductory textbook in the important area of network security for undergraduate and graduate students.,By Jie Wang, Zachary A. Kissel
4. Introduction to computer security by Michael T. Goodrich, Roberto Tamassia.,ISBN – 9780321512949. Publisher-pearson-2011

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**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (PYSECIC)	Int. Marks	:15
Year & Sem.	: I Year; II Semester	Ext. Marks	: 35
Sub. Code	: MPSSEC41	Max. Marks	: 50
Hours/Week	:2	No of Credits	: 2
Title of the Paper: <b>Social Media Psychology</b>			

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- To enable the students to have knowledge on the social media psychology.
- To enable students to understand the basic principles that governs social media psychology.

**Unit-1 Impacts of media on society**

What is social media? Opportunities in Social Media , Social media & online education  
**Psycho-Social and Cognitive effect of Media:** Media use across childhood: Access, Time and content-Gender media use and effect- Prosocial, para social and unsocial effects of media exposure on the family.- Media symbol systems and cognitive processes.- Learning from educational media

How to incorporate social media into the introductory psychology classroom (Twitter ,facebook ,whatsup ,linkedin ,topsy ,google plus etc..) How to incorporate social media into research, How to integrate social media into campus life activities (ex. clubs), Future of Social Media

**Unit-2 Psychological effects of social media**

Psychologies related to Television, Motion Pictures, CD and other blended media  
Psychologies related to newspapers, radio and other media, Personality theory and media  
Violence and media- Learning by Observation- Mirrors and imitation in the brain; applications of observational learning; Thinking critically about: Does viewing media violence trigger violent behavior? Aggression – origin, influences (social and situational), theories, forms(violence in school, sexual harassment, sexual aggression, domestic violence, media violence, terrorism.) prevention and control. Animation and media communication ,Models, Video Games, and Aggression.

**Text books**

1. Media Psychology by David Giles., Routledge publications,(2003)
2. The Oxford Handbook of Media Psychology by Karen E. Dill.,OUP USA,(2013)
3. Media Psychology by Gayle Brewer ,Palgrave Macmillan,(2011)
4. Psychology of the Media., David Giles.,Palgrave Macmillan,(2010)

## Reference books

1. Kendrick, D.T., Neuberg, S.L., & Cialdini, R.B. (2010). *Social Psychology: Goals in Interaction* (5<sup>th</sup> Edition/Global Edition). Boston: Pearson Education Publishing as Allyn & Bacon.
2. Calvert, S. L. & Wilson, B.J. (2008). *The Handbook of Children Media, and Development*. New York: Wiley-Black Well.
3. Wilmmer, R. D. & Dominick, J. R. (2003). *Mass Media Research*. New York:Thomson Woodsworth.
4. McLuhan,M.(1964).Understanding media: The extensions of man. New York: McGraw--Hill (Signet Books).Pp. 149--179.
5. Reeves B. & Nass C. (1996). The media equation: How people treat computers, television, and new media like real people and places. Chapter 1.New York: Cambridge University Press.

**THIAGARAJAR COLLEGE, MADURAI – 9.**

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**WOMEN STUDIES CENTRE**

**DEPARTMENT OF PSYCHOLOGY**

**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (Core Lab 2)	Int. Marks	:40
Year & Sem.	: II Year; IV Semester	Ext. Marks	: 60
Sub. Code	: MPL41	Max. Marks	: 100
Hours/Week	:4	No of Credits	: 2

Title of the Paper: **Experimental Psychology – II**

**Objectives: To enable the students to...**

- 1 To evaluate the psychological traits of a person.
- 2 To understand the individual differences through scientifically.

The Students shall complete any **Twelve** of the following experiments and submit a record for the procedure involved at the end of the II Semester

**EMOTION**

1. Anger Inventory
2. Aggression Scale
3. Emotional Maturity

**MEMORY**

4. Immediate Memory Span
5. Memory for Meaningful and Meaningless Stimuli
6. Retroactive and proactive Inhibition

**COGNITION**

7. Concept Formation
8. Pyramid Puzzle

**SOCIAL PROCESS**

9. Social Distance Scale
10. Traditional Family Ideology Scale

**PERSONALITY**

11. Big Five Personality Factors
12. Locus of Control
13. Introversion – Extroversion

**INTELLIGENCE and APTITUDE**

14. Verbal / Non-verbal Test / Performance Test
15. Differential Aptitude Test
16. Finger/ Tweezer Dexterity Test
17. Rate of Manipulation Test

**GENERAL / MENTAL HEALTH**

18. General Health
19. Mental Health Attitude
20. State - Trait Anxiety

**REFERENCES:**

1. Parameshwaran, E.G. and Ravichandran, R. (2001): Experimental Psychology, Hyderabad: Neelkamal Publication Pvt., Ltd.,
2. Kuppusamy, B. (1954): Elementary Experiments in Psychology, Madras: Oxford University Press.
3. Postman and Egan, J. P. (1985): Experimental Psychology, New Delhi: Kalyani Publications



**THIAGARAJAR COLLEGE, MADURAI – 9.**

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**WOMEN STUDIES CENTRE**

**DEPARTMENT OF PSYCHOLOGY**

**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (CoreVII)	Int. Marks	: 25
Year & Sem.	: III Year; V Semester	Ext. Marks	: 75
Sub. Code	: MPS51	Max. Marks	: 100
Hours/Week	: 6	No of Credits	: 5

Title of the Paper: **Abnormal Psychology-1**

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- To understand the classification systems of disorders
- To analyze the causes of psychological disorders
- To remember the signs and symptoms of the disorders

**Unit -1 History of Abnormal Psychology:**

Introduction to Psychopathology, Current Paradigms in Psychopathology Brief Mention of DSM and ICD classification systems, Causes of Abnormal Behaviour – Necessary, Predisposing, Precipitating and Reinforcing Causes

**Unit-2 Etiology of abnormal behavior**

Genetics, Biological causal factors, Socio-cultural factors, Systemic factors, Biopsychosocial factors, Understanding Psychological Disorders, Researching Abnormality, Research Methods in the Study of Psychopathology.

**Unit 3 Disorders of childhood and adolescence**

Mental Retardation -Definition, Levels of MR, Clinical Types and Causal Factors;Autism - Clinical Picture and Causal Factors;Learning Disabilities -Clinical Picture and Causal Factors; Attention-Deficit/Hyperactivity Disorder -Clinical Picture and Causal Factors, Clinical Diagnosis and Assessment, Foundations of Treatment, therapies.

**Unit 4 Schizophrenia &Phobia:**

Meaning, Clinical Picture; Sub-types -Disorganized, Paranoid, Catatonic, Undifferentiated, and Residual. Stress! And Related disorders, Posttraumatic Stress Disorder. Agoraphobia, Social phobia, Specific phobia

**Unit 5 Anxiety, Somatoform and Dissociative Disorders**

General anxiety disorders, Panic attack- with agoraphobia, without agoraphobia, Obsessive Compulsive disorder Somatoform disorder-Somatization disorder, Hypochondriasis, pain disorder, convulsion disorder.

Dissociative disorder- Fugue, Amnesia, Dissociative identity disorder, Depersonalization disorder, general causes and symptoms.

**Text Books**

1. Carson, R.C., Butcher, J.N. & Mineka, S. (2004). Abnormal Psychology and Modern Life.13<sup>th</sup> Edition, New Delhi: Pearson Education
2. William J and Ray (2015), Abnormal psychology,sage publications.

**References**

1. Barlow, D.H. & Duranb, M. V.(2000). Abnormal Psychology – 2nd Edition, Toronto:Thompson Publication.
2. World Health Organization. (2008). ICD-10: International statistical classification of diseases and related health problems (10th Rev.ed.). New York, NY: Author
3. Sarason,G. ,Sarason,B.(2005).Abnormal Psychology:The problem of maladaptive behavior.(11th edition.) Pearson Education,Inc.New Jersey

## THIAGARAJAR COLLEGE, MADURAI – 9.

(Re-Accredited with 'A' Grade by NAAC)

WOMEN STUDIES CENTRE

DEPARTMENT OF PSYCHOLOGY

(For those who join in 2017 and after)

Course	: B.Sc. Psychology (CoreVIII)	Int. Marks	: 25
Year & Sem.	: III Year; V Semester	Ext. Marks	: 75
Sub. Code	: MPS52	Max. Marks	: 100
Hours/Week	: 5	No of Credits	: 4

Title of the Paper: **Physiological Psychology**

### Course Objectives and Learning Outcome

After the completion of this course students will be able:

- To understand the major anatomical structures of the nervous system by their function and their relative position.
- To analyze the physiological basis of behaviour.

### Unit I. Introduction to physiological psychology

Definition and Nature; Relation with other branches: Biopsychology, Psychopharmacology, Neuropsychology, Psychophysiology and Comparative psychology; Methods of study: Ablation, Recording, Electrical and chemical stimulation, Stereotaxic, surgery, Anatomical methods, Neuroimaging: CT scans, PET scans, MRI, FMRI; Basic reasoning in and implications of biology of behavior

### Unit II. Evolution of Nervous system

Neurons: Structure of neurons, The Peripheral Nervous System: the structure and function; The Somatic Nervous System: the structure and function; The Autonomic Nervous System: the structure and function; The Central Nervous System: the structure and function; The brain: the hindbrain, the mid brain, and the fore brain.

### Unit III. Neural Impulse

Nerve impulse transmission (graded potentials; spike potentials; EPSP; IPSP; chemical mediators; resting potential, action potential, conduction across the length of a neuron and conduction across the synapse, neurotransmitters and the nervous system- acetylcholine, dopamine, norepinephrine, serotonin, and GABA

### Unit IV. Hormone and Behavior

Main endocrine glands: characteristics of the endocrine glands, hormone characteristics, methods of investigation, mechanisms of hormone functions, Major endocrine glands Thyroid, Parathyroid, Adrenal, pancreas, Pituitary, Gonads, Hormones of the hypothalamus; Production and principal effects of hormones

### Unit V. The Biology of Emotions, Learning and Memory

Neurophysiology of arousal, attention, consciousness and sleep; Psychophysiology of emotions; Brain mechanisms: learning and memory, Physiological correlates of learning and memory; Brain damage and impairment of implicit memory and explicit memory, role of hippocampus, amygdale and frontal lobe

#### Text Book

1. Neil R. Carlson (2007) Foundations of Physiological Psychology, 7th Edition, University of Massachusetts, Amherst, Pearson Publication.
2. Levinthal, C.F. (1996). Introduction to Physiological Psychology, 3rd edition, New Delhi, Prentice Hall.

#### Reference Books

1. Morgan, T.C and Stella, E. (1950). Physiological Psychology Schwartz, M. (1978). Physiological Psychology, New Jersey, Prentice Hall.
2. Bridgeman, (1994) The Biology of the Behavior and mind, New York, Prentice Hall.
3. Francis and leukel (2005), Introduction to physiological psychology, third edition, CBS.

**THIAGARAJAR COLLEGE, MADURAI – 9.**

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**WOMEN STUDIES CENTRE**

**DEPARTMENT OF PSYCHOLOGY**

**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (CoreIX)	Int. Marks	: 25
Year & Sem.	: III Year; V Semester	Ext. Marks	: 75
Sub. Code	: MPS53	Max. Marks	: 100
Hours/Week	: 5	No of Credits	: 4
Title of the Paper: <b>Organizational behavior</b>			

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- ▶ To understand the human behaviour in an organizational setting.
- ▶ To apply the management skills effectively in an organization.

**Unit 1: Concept of organization**

Nature and scope of organizational behavior – Theories of organization: Exchange theory of Barnard – Simon – Group theory of Likert – Value theories – situational theory of McGregor – current trends in organizational Psychology. Dynamics of organizations: Understanding and predicting OB, traditional and modern organizational models of OB, concepts of OB, and management theories of organizational behavior.

**Unit 2: Behavior in organizations**

Human perception and motivation, human learning and problem solving, people are unique, groups in organizations, leader and group effectiveness. Organizational communication: Process of communication – importance of communication – - Forms and types of communication – Problems and barriers to communication effectiveness informal communication change process in organizations – nature of change – dynamic of change – Management – of change.

**Unit 3: Organizations as System:**

Open and close systems, internal integration and external adaptation. Foundations of Interpersonal Behaviour – Groups: meaning, Formation, Types – Team Building – Group Decision making. Leadership: Styles, Power and Theories of Leadership – Traditional and Modern. Communication: Meaning, Types – Upward, Downward, and Interactive- process.

**Unit 4: Organizational Change and Development**

Individual approaches to change, interpersonal and Organizational. Motivation: Types of Motives – theories of Motivation- Content and Process – Attitude- Components, Functions and Changing – Job Satisfaction: Determinants and Effects.

**Unit-5 Organizational Culture**

Organizational culture- Functions - Organizational Change and its effects –Managing Change and Resistance to change – Organizational Structure –Designs - Organizational Behaviour Modification process - Quality of Work Life –Employee Assistance Programs. Stress and Conflict Management – Stress: Individual and Organizational Stressors, Effects and Management – Types of Counselling – Conflict: Types, Interpersonal and Intra-individual Conflicts- Conflict Resolution and Management

### **Text Book**

1. Newstrom, J. W. and Davis, K. (2002). *Organizational Behaviour – Human Behaviour at Work* (10th Ed.). New Delhi: Tata McGraw Hill.
2. Rachel Lewis and Lara Zibarras (2013), *Work and occupational psychology*, first edition, sage publications

### **Reference Book**

1. Luthans, F. (2002). *Organisational Behaviour* (9th Ed.). McGraw Hill-Irwin
2. Robbins, S. P. (2003), *Organisational Behaviour*, New Delhi: Prentice Hall of India
3. John W. Newstrom and Keith Davis, *Organizational Behaviour, Human Behaviour at Work*. 10th ed. Tata McGraw Hill, 2002.

**THIAGARAJAR COLLEGE, MADURAI – 9.**

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**WOMEN STUDIES CENTRE**

**DEPARTMENT OF PSYCHOLOGY**

**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (Core X)	Int. Marks	: 25
Year & Sem.	: III Year; V Semester	Ext. Marks	: 75
Sub. Code	: MPS54	Max. Marks	: 100
Hours/Week	: 5	No of Credits	: 4
Title of the Paper: <b>Marketing and Consumer Behaviour</b>			

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- To remember the marketing instruments and tools
- To analyze the human behaviour in a marketing settings.

**Unit I: Introduction**

Introduction to Industrial and Organizational Psychology BOLD Definition, goals, key forces, and fundamental concepts History of industrial psychology Major Fields of I/O Psychology

**Unit II: Individual in Workplace**

Motivation- Definition, Types, Theory-Maslow’s and Herzberg Job satisfaction- Definition, Factors affecting Job Satisfaction, Consequences Leadership - Definition, Leadership Styles, Approaches to Leadership, Organizational Culture-Definition, Levels, Characteristics, Types, Functions

**Unit III: Development of Human Resources**

Job Analysis- Definition, Purpose, Types, Process, Methods, Recent Developments Recruitment and Selection- Nature and objectives, Sources- Internal and External, Process, Definition and steps in selection process Performance Management- Definition, Scope, Process, Tools ,Training and Development- Meaning and nature, Objectives, Methods- on the job and off the job

**Unit IV: Introduction to Consumer Psychology**

Definition, Scope, Marketing concept, Market Segmentation- consumer rooted, consumption specific, and brand experience as segmentation bases. Targeting- criteria for effective targeting; Positioning and repositioning

**Unit V: Consumer Decision Making**

Levels of Decision making, Views of consumer decision making, Model of consumer decision making: Input – marketing efforts, socio cultural environment. Process – psychological field, need recognition, pre-purchase search, Evaluation of alternatives Output – Purchase behaviour and post purchase evaluation.

**Text Books**

1. Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork : Mac Milan publishing company.
2. Singh, N. (2011). Industrial Psychology. Delhi, Tata Mc Graw hill Education private limited.

**Reference Books**

1. Robbins, S. P. (2010). Organizational behaviour. Tata Mcgraw hill publications .
2. Schiffman, L. G., Kanuk, L. L., S, R. K., & Wisenblit, J. (2010). Consumer behaviour. Pearson publications.
3. Schiffman and kumar (2015), Consumer behaviour, 11<sup>th</sup> edition, Pearson Education India.

**THIAGARAJAR COLLEGE, MADURAI – 9.**  
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**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (Core Elective)	Int. Marks	: 25
Year & Sem.	: III Year; V Semester	Ext. Marks	: 75
Sub. Code	: EMMPS51	Max. Marks	: 100
Hours/Week	: 5	No of Credits	:5

Title of the Paper: **Educational Psychology**

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- To understand the meaning, aims, functions and role of education.
- To create a cordial relationship with the teachers and students
- To analyze the problems faced by the institutions and students

**Unit – I Nature and Role of Educational Psychology**

Meaning, Nature & Scope of Educational Psychology; Relevance of Educational Psychology for the secondary teachers in understanding the learners’ development including learning and adjustment; Methods of studying learners’ behavior at adolescent stage: observation introspection, experimental and case study

**Unit -2 Concept of learning**

Learning maturation and development & factors influencing Learning; Theories of learning and their educational implications: Classical Conditioning, Operant Conditioning, Trial and Error Learning and Insight Learning; Contrast and Contiguity; Meaningful Reception Learning: Advance Organizer. Motivation: Meaning and Methods. Theory of Self-Actualization; Memory S. T. M. and L. T. M.; Effective Conditions and Methods of Inference-Retroactive and Proactive Inhibition; Transfer of learning: concepts, and applications

**Unit-3 Education of Children with Special Needs**

Identification and Assessment of Children with Special Needs Need for Early Identification; The Identification Process (Who should do and how?) Appearances and Behaviors’ of Identification; Tools and Procedures Guidance and Counselling for Children with Special Needs Meaning, Definition and Characteristics of Exceptional Children, Gifted Children; Children with Disabilities; Disadvantaged Children

**Unit-4 Classroom Management and Motivation**

Motivation, concept, definition, Types of motivation – Intrinsic and extrinsic, Objections to the use of punishment, Classroom management and motivation Importance of understanding of group dynamics for teacher, The nature of classroom leadership - participative, directive, permissive, Development of Inter personal relationship – in the classroom, Mental health of the teacher and taught – role of home and school in its development

## **Unit-5 Learning**

School and Society as Promoters of Learning Transfer of Learning /Training Constituents of Social Factors are affecting Learning – Role of Family / Home in Learning - Facilitation by the Teacher – Maximum Learning – Technology in maximizing efficiency of Learning – School factors affecting Learning – Classroom Climate - Society as promoter of Learning - Rural / Urban background and learning differences.

### **TEXT BOOKS**

- Bhatia, H. R. (1990): Elements of Educational Psychology, Orient Langman Ltd., Bombay.
- Chauhan, S. S. (2000): Advance Educational Psychology, Vikas Publishing House, New Delhi,

### **REFERENCE BOOKS:**

- Dandipani, S. (2000): A Textbook of Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd.,
- Rao S. Narayana, (1990): Educational Psychology, Wiley Eastern Ltd., New Delhi.
- S.K. mangal (2007), Essentials of educational psychology, Prentice Hall India Learning Private Limited.

**THIAGARAJAR COLLEGE, MADURAI – 9.**  
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**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (NME2)	Int. Marks	: 15
Year & Sem.	: III Year; V Semester	Ext. Marks	: 35
Sub. Code	: MPSNME51	Max. Marks	: 50
Hours/Week	:2	No of Credits	:2
Title of the Paper: <b>Counselling and Guidance</b>			

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- To understand the basic skills in counseling and Guidance.
- To apply the counselling skills in a therapeutic settings.

**UNIT I: General concepts of counselling**

Introduction and definition of Counselling and Guidance, Counsellor Preparation, Qualifications, Qualities, Legal and Professional ethics, Different approaches to counselling, goals in counselling, role and functions of the counsellor. Counselling situations and Counselling across life-span.

**UNIT- III:**

**Skills in counseling**

Micro skills in Counselling- relationship building strategies and methods: Opening techniques, attending skills- verbal and non-verbal communication, Listening skills: Open questions and closed questions, Encouragement, Paraphrasing, Reflection, Summarization, influencing skills-Reframing, genuineness and Self-disclosure. Macro skills in Counselling, empathy, advanced empathy, Confrontation & challenging, Resistance, transference and counter-transference

**Text books**

1. A.k.nayak(1997), Guidance And Counselling APH Publishing
2. Narayana Rao, S. (2002). Counselling and Guidance (Rev. Second Edition). Tata McGraw-Hill, New Delhi.

**Reference books**

1. Corey, G. (2004). Theory and Practice of Counseling and Psychotherapy (7th Ed.). Wadsworth Publishing.
2. S.K.kochaar Guidance and counseling in colleges and universities; Sterling publishers private limited.
3. Rocio reyes kapunan, Fundamentals of guidance and counselling, Rex books.

**Syllabus Designer:**

T.Saravanakumar  
T.Thenmozhi



**THIAGARAJAR COLLEGE, MADURAI – 9.**  
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**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (Core Elective XI)	Int. Marks	: 25
Year & Sem.	: III Year; VI Semester	Ext. Marks	: 75
Sub. Code	: MPS61	Max. Marks	: 100
Hours/Week	: 4	No of Credits	:5

Title of the Paper: **Abnormal psychology-II**

**Course Objectives and Learning Outcome**

At the completion of the course students will be able:

- To understand the psychological and physical changes of a abnormal person
- To remember the problems faced by the people.

**Unit I PANIC, ANXIETY AND THEIR DISORDERS**

The clinical picture in delusional disorder, Causal factors i. The fear and anxiety response patterns ii. Overview of anxiety disorders and their commonalities iii. Specific Phobias iv. Social Phobias v. Panic disorders with and without Agoraphobia vi. Generalized Anxiety Disorder vii. Obsessive-Compulsive Disorder viii. Socio-Cultural Causal Factors for all Anxiety Disorders

**Unit II Mood disorders**

Signs, symptoms, clinical features and types-Unipolar disorder: Dysthymia, Major Depression, Seasonal affective disorder, Melancholic depression, Psychotic Depression, Bipolar Disorder-Cyclothymia, Bipolar I Disorder, Bipolar II disorders Suicide- factors associated with suicide

**Unit III Personality Disorders**

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

**Unit IV Substance Use Disorders**

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

**Unit V CLINICAL ASSESSMENT**

(i) The Basic Elements in Assessment ii. Assessment of the Physical Organism iii. Psycho-Social Assessment iv. The Integration of Assessment Data v. Classifying Abnormal Behavior

## **TEXT BOOKS**

1. Carson, R.C., Butcher, J.N. & Mineka, S. (2004). Abnormal Psychology and Modern Life. 13<sup>th</sup> Edition, New Delhi: Pearson Education.
2. William J and Ray (2015), Abnormal psychology, sage publications.

## **REFERENCES**

1. Barlow, D.H. & Duranb, M. V.(2000). Abnormal Psychology – 2nd Edition, Toronto:Thompson Publication.
2. Sarason,G. ,Sarason,B.(2005).Abnormal Psychology:The problem of maladaptive behavior.(11th edition.) Pearson Education,Inc.New Jersey
3. Comer, Ronald, J., (2002),Fundamentals of Abnormal Psychology, third edition, Worth Publishers, New York,
4. Hoeksema, Nolen, Susan. (2005), Abnormal Psychology. Third edition, Tata McGraw Hill Publishing Company, New Delhi,

**THIAGARAJAR COLLEGE, MADURAI – 9.**

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**WOMEN STUDIES CENTRE**

**DEPARTMENT OF PSYCHOLOGY**

**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (Core Elective XII)	Int. Marks	: 25
Year & Sem.	: III Year; VI Semester	Ext. Marks	: 75
Sub. Code	: MPS62	Max. Marks	: 100
Hours/Week	: 4	No of Credits	: 4

Title of the Paper: **Theories of Personality**

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- ▶ To understand and explain the behavior of an individual.
- ▶ To analyze the psychological aspects of various traits of human personality

**UNIT – I Introduction**

The scope of the study of personality. The concept of personality, personality theories, personality assessment. The credibility of Bogus Personality Assessments, Personality Change. Humanistic and Existential Theories Maslow, Rogers, Kelly and Rollo May.

**UNIT – II Classical psychoanalysis**

Freud; Neo-Freudian: Jung, Adler; Karen Horney Erickson : Theory of personality Structure, Dynamics and Development of Personality and the Research Methods used.

**UNIT – III Behavioral Theories & Trait Approach**

Radical Behaviorism: Skinner; Social Learning: Dollard and Miller; Social Cognitive Theorist: Bandura . Allport, Cattell and Eysenk- theory of personality, Structure Dynamic and Development of personality Research Methods. Trait and type approaches: Allport's Trait Approach, Typologies, Heritable aspects of personality, Cattell's trait approach, Eysenck's type approach; Personality traits of adults: The Five Robust Factors or the Super traits: Converging evidence.

**UNIT – IV The Dispositional Strategy**

Introduction to the dispositional strategy; The assessment of dispositions: Self report personality inventories and their uses and limitations. Needs and Motives: The concept of motive, Murray's need theory. The need for achievement - The McClelland-Atkinson Approach; Power: The anatomy of a motive. Liabilities of the Dispositional Strategy.

**UNIT – V The Behavioural and Cognitive Strategies**

Radical and Methodological Behaviourism, social Learning Theories; Miller and Dollard, Rotter and Bandura. Mischel's cognitive-behavioural theory. Liabilities of the behavioural strategy.

**Text Book**

1. Duane Schultz, Sydney Schultz (2012) Theories of Personality, Wadsworth, Cengage Learning,
2. James (Jim) A. McMartin (2016), Personality psychology: A Student-Centered Approach, 2<sup>nd</sup> edition, sage publications

**Reference books:**

1. Hall C.S. & Lindsey, G, (1996) Theories of Personality N. Y. J. Wiley & sons.
2. Liebert, R.M. & Spiegler, M.P. (1993): Personality: Strategies & issues, P.C California Books Cole Publishing. Company.
3. Biscoff, L.J. (1970). Interpreting personality theories New york: Harper & Roe.
4. Hjelle, L.A., & Zeigler, D.J. (1991). Personality theories: Basic assumptions, research & applications. 2<sup>nd</sup> Ed. International student Edition. McGraw Hill, International Book co.

**THIAGARAJAR COLLEGE, MADURAI – 9.**  
**(Re-Accredited with ‘A’ Grade by NAAC)**  
**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (Core Elective XIII)	Int. Marks	: 25
Year & Sem.	: III Year; VI Semester	Ext. Marks	: 75
Sub. Code	: MPS63	Max. Marks:	100
Hours/Week	: 5	No of Credits	:4
Title of the Paper: <b>Psychological Assessment</b>			

### **Course Objectives and Learning Outcome**

After the completion of this course students will be able:

1. To understand their own personality as well as others.
2. To apply psychological instruments and tools in practice
3. To evaluate the psychological data

### **Unit-1: Introduction**

Introduction to Psychological assessment, Nature and scope of Psychological measurement, History of assessment, variables and its types-nominal, ordinal, interval, ratio, discrete, and continuous variables. Theory and Practice challenges of Psychological measurement. Errors in measurement-examiner's variables, testee's variables, situational variables.

Psychological Tests –history, meaning, characteristics, types of tests. Principles of psychological testing, interpreting scores, Standardized tests, Test construction: Steps in test development and standardization. Concept of reliability and validity. Reliability: Meaning; Types; Methods of estimate and factors affecting. Validity: Meaning; Types; Procedures and factors affecting

### **Unit-2 Psycho Diagnostics**

Types of psychological tests /Achievement tests, attitude tests, interest tests, aptitude tests, differential testing of abilities. Assessment of achievement, interest and values-allport-vernon study, standardized achievement test and batteries.

### **Unit 3 Personality Tests**

Personality tests, (objective tests/projective tests), direct observation tests Assessment of personality-projective tests, TAT, Rorschach, SCT.

### **Unit-4: Neuropsychological Tests**

Assessment of mental and special abilities-Tests of general mental ability,IQ, Standford-Binet, BKT, Bhatia battery. Neuropsychological Test- Introduction- LNNB- Uses of neuropsychological tests.

## **Unit-5: Applications**

Applications of Psychological testing: clinical, organizational and business, Educational counseling, military and career guidance settings. Measurement of attitudes and interests, scaling techniques

Ethical Issues in Psychological Testing: International guidelines and challenges of cultural applications.

### **TEXT BOOK**

1. Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, applications and Issues. India: Wadsworth, Cenegage.
2. Jan J f ter Laak,(2013), Understanding psychological assessment: A Primer on the Global Assessment of the Client's Behavior in Educational and Organizational Setting, first edition, sage publications.

### **REFERENCES:**

1. Singh,A.K.(2006). Tests, Measurements and Research Methods in Behavioural Sciences (5th Ed.) Patna: Bharti Bhawan.
2. Miller, L.A., McIntire, S.A., & Lovler, R.L. (2011). Foundations of Psychological testing. London: Sage Publications, Inc.

**THIAGARAJAR COLLEGE, MADURAI – 9.**  
**(Re-Accredited with ‘A’ Grade by NAAC)**  
**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (Core XIV)	Int. Marks	: 25
Year & Sem.	: III Year; VI Semester	Ext. Marks	: 75
Sub. Code	: MPS64	Max. Marks:	100
Hours/Week	: 5	No of Credits	: 5

Title of the Paper: **Counseling and psychotherapy**

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- ▶ To understand the nature and process of counseling and its meaning.
- ▶ To analyze the different factors of application of counselling.
- ▶ To remember the various therapies in the area of counselling in order to apply them in various walks of life.

**Unit– 1 Introduction:**

Definition – Development and goals- preparation - Counselor-counselee relationship - counseling process: Steps – purposes of Counseling - goals of counselling, characteristics of effective counselling, Approaches to Counseling: Directive, Non-directive, Psychoanalytic, Humanistic, Reciprocal inhibition technique, Eclectic approach. Application of counselling in various areas.

**Unit -2 Psychodynamic therapies&Humanistic-Existential therapies**

Freud’s psychoanalysis, jung’s analytical therapy, person- centered therapy,gestalt therapy,transactional analysis,reality therapy,existential therapy,logo therapy.

**Unit-3 Cognitive behaviour therapies**

Behaviour therapy, rational emotive behaviour therapy, cognitive therapy and multimodal therapy

**Unit– 4 Counselling applications**

Special areas: Family counseling, students counseling, parental counseling, educational, vocational and career counseling, and pastoral counseling.

**Unit-5 Ethical Issue in Counseling:**

Professional competence, value, power and role of professional network-Need for Ethical Standards-Ethical Codes and Guidelines- Rights of Clients- Dimensions of Confidentiality-Dual Relationships in Counselling Practices- the Counsellor’s Ethical and Legal Responsibilities.

**TEXT BOOKS:**

1. Samuel T. Gladding (2013) Counseling: A Comprehensive Profession Pearson education,
2. Richard Nelson-jones (2012), Theory and practice of Counseling and Therapy, 5<sup>th</sup> edition, sage publications

**REFERENCES:**

1. Gibson L Robert and Mitchel H Marianne (2003), Introduction to Counseling and Guidance, Pearson education, Inc
2. Sharma R N and Sharma R (2004), Guidance and Counseling in India , Pearson education, Inc
3. Meg Barker, Andreas Vossler and Darren Langdridge (2010), Understanding counselling and psychotherapy, sage publications.

**THIAGARAJAR COLLEGE, MADURAI – 9.**  
**(Re-Accredited with ‘A’ Grade by NAAC)**  
**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (Core Elective II)	Int. Marks	: 25
Year & Sem.	: III Year; VI Semester	Ext. Marks	: 75
Sub. Code	: EMMPS61	Max. Marks:	100
Hours/Week	: 5	No of Credits	:5

Title of the Paper: **Positive Psychology**

**Course Objectives and Learning Outcome**

After the Completion of the Course, the Students Will be able

- To apply the theoretical knowledge of positive psychology to lead a healthy life
- To evaluate the present research relevant to positive psychology.

**Unit I Introduction**

Introduction to Positive psychology: Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology. Activities: Personal mini experiments; Collection of life stories from magazines, websites, films etc and discussion in the class.

**Unit II Positive emotions**

Positive emotions, Well-being and Happiness -Positive emotions: Broaden and built theory; Cultivating positive emotions; Happiness- hedonic and Euaimonic; Well- being: negative vs positive functions; Subjective well –being: Emotional, social and psychological well-being; Model of complete mental life.

**Unit III Self control**

Self control, Regulation and Personal goal setting .The value of self control; Personal goals and self regulation; Personal goal and well-being; goals that create self regulation; everyday explanations for self control.Failure problems

**Unit IV Optimism and pessimism**

Positive Cognitive States and Processes. Resilience: Developmental and clinical perspectives; Sources of resilience in children; Sources of resilience in adulthood and later life; Optimism- How optimism works; variation of optimism and pessimism; Spirituality: the search for meaning(Frankl); Spirituality and well-being; Forgiveness and gratitude Test: Mental well-being assessment scale; Test: Signature strength

**Unit V: Applications**

Applications of Positive Psychology - Positive schooling: Components; Positive coping strategies; Gainful employment -Mental health: Moving toward balanced conceptualization; Lack of developmental perspectives.

### **Text books**

1. Stewart I. Donaldson, Mihaly Csikszentmihalyi, Applied Positive psychology: Improving Everyday Life, Health, Schools, Work, and Society, Jeanne Nakamura published Routledge.
2. Steve.R.Baumgardener,Marie K.Crothers.(2009) ,Positive Psychology, Pearson Education India.

### **Reference Books**

1. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York
2. Carr, A. (2004). Positive psychology, The science of happiness and human strengths.New York: Routledge.
3. Singh, A.(2013).Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt ltd.



**THIAGARAJAR COLLEGE, MADURAI – 9.**  
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**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (PYSEC II D)	Int. Marks	: 15
Year & Sem.	: III Year; VI Semester	Ext. Marks	: 35
Sub. Code	: MPSSEC61	Max. Marks:	50
Hours/Week	: 2	No of Credits	2
Title of the Paper: <b>Life Skills</b>			

**Course Objectives and Learning Outcome:**

At the end of the course the student will be able

- To understand core life skills, its concept, process and practice.
- To apply the Social, negotiation skills and Thinking skills in day to day life

**Unit 1: SOCIAL SKILLS AND NEGOTIATION SKILLS**

**Introduction**

Life Skills: Definition and Importance - Generic, Problem Specific and Area Specific Skills

**Self-Awareness**

Definition, Types of Self - Self Concept, Body Image, Self Esteem - Techniques used for Self awareness: Johari Window, SWOT Analysis

**Empathy**

Sympathy, Empathy & Altruism

**Effective Communication**

Definition, Functions, Models, Barriers

**Interpersonal Relationship**

Definition, Factors affecting Relationships

**Unit 2: THINKING SKILLS**

**Thinking**

Nature, Elements of Thought - Types of Thinking - Concept Formation, Reasoning

**Creative and Critical Thinking**

Definition, Nature, Stages

**Problem Solving**

Definition, Steps in Problem Solving - Factors Influencing Problem Solving

**Decision Making**

Definition, Process, Need - Consequences, Models of Decision Making - Goal Setting

**Text Books:**

1. Debra McGregor, (2007). *Developing Thinking; Developing Learning - A guide to thinking skills in education*, Open University Press, New York, USA
2. Alka wadkar (2016), *Life Skills for success*, First edition, sage publications.

**References:**

1. Prakash B. (Ed). (2003). *Adolescence and life skills Common Wealth Youth Program*, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
2. Hurlock, B. Elizabeth (2007). *Personality Development*, Tata Mc Graw Hill Publishing Company Limited, New Delhi.
3. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), *Psychology for Living- Adjustment, Growth and Behaviour Today*, Pearson Education Inc, New Delhi.

**THIAGARAJAR COLLEGE, MADURAI – 9.**  
**(Re-Accredited with ‘A’ Grade by NAAC)**  
**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (PYSEC II E)	Int. Marks	: 15
Year & Sem.	: III Year; VI Semester	Ext. Marks	: 35
Sub. Code	: MPSSEC61	Max. Marks:	50
Hours/Week	: 2	No of Credits	2
Title of the Paper: <b>Criminal psychology</b>			

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

- The ability to describe criminal behaviour of the individuals and its impact on the society.
- An understanding psychological impacts and violence's in society.

**Unit 1**

Psychology of criminal behaviour, Forensic and criminal Psychology: Introduction and overview, Historical Perspective, Definition, nature and scope of criminal psychology. Theories of Crime. a) Psychological Theories. b) Social Theories. c) Diathesis – Personality stress behavior. Crime trends in India. Prevention of crime. Psychological impacts of violence and sexual offences, Post-traumatic stress disorder, Family violence and victimization, Psychology of the bystanders.

**Unit 2**

Psychological disorders and criminal behaviour, Psychopath – Juvenile delinquency, mentally ill offenders. Serial killers & Rampage killers. Sex offenders. Role of Psychology in Prevention, assessment & Treatment, Psychological precursors to crime. Crime patterns – psychological analysis, Mental Health and the law, emerging issues in crime and justice.. Correctional Psychology. Psychological assessment in correction, Psychological methods of correction, Treatment of sexual offenders, Community-based correction, Group homes, Family preservation model, Substance abuse model, Prevention of violence.

**Text books**

1. Blackburn, R., (1993) *The psychology of criminal conduct: Theory research and practice*. Chichester: Wiley & Sons.
2. Bachhav, Aun M. (2012). *Criminal Psychology*. Chandralok Prakashan, Kanpur -208021
3. Bharati, A. (2012). *Studies on Criminological Psychology*. G.S. Rawat for Ceber Tech Publications. New Delhi- 110 002

**Reference books**

1. Bartol, C. R. & Bartol, A. M. (2004) *Introduction to forensic psychology*. New Delhi: .
2. Harari, L. (1981) *Forensic psychology*. London: Batsford Academic.
3. Ainsworth, P.B., (2002), *Psychology and Crime - Myths and Reality*, Harlow, Longman.
4. Holin, C., (2006), *Psychology and Crime – An Introduction to Criminological Psychology*, Routledge, London and New York

**THIAGARAJAR COLLEGE, MADURAI – 9.**  
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**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (PYSEC II F)	Int. Marks	: 15
Year & Sem.	: III Year; VI Semester	Ext. Marks	: 35
Sub. Code	: MPSSEC61	Max. Marks:	50
Hours/Week	: 2	No of Credits	2

Title of the Paper: **Human Resource Management**

**Course Objectives and Learning Outcome**

After the completion of this course students will be able:

To help student gain clearer insight

- understanding human resource management
- Multiple determinants of personality.
- To provide solid foundation for further study and evaluation of human behaviour.

**Unit 1**

Introduction to HRM- Concept, Importance, History of HRM-Trends Shaping HRM, Important Trends in HRM-Translating HRM Functions into Practice-The Legal and Ethical context of HRM-Manager’s Role in HRM- Models of HRM –HR Policies, HR Procedures, HRM Skills, HRM Toolkits, Recruitment, Selection and Placement: Human Resource Planning, Job Analysis-Recruitment-Goals, Sources, Selection-Process, Employment Tests, Interviews, Placement , Training and Development: Employee Orientation- Employee Training-Methods, Employee Development-Methods, Evaluating Training Programmes-Performance management and Appraisal-Coaching, Career Planning-Talent Management – Knowledge Management Compensation: Compensation Administration, Job Evaluation-Concept, Methods, Job Evaluation and the Pay Structure-Incentive Plans-Employees Benefits and Services.

**Unit 2**

Evolution of Human Resource Planning (HRP)–Contemporary approach to HRP– Process of HRP–Relation between HRP and other HR Functions– Productivity and Cost Considerations—Impact of Technology on HRP—Methods of Job Analysis, Job Description, Job Specification– Skills Analysis/Skill Inventory. Human Resource Planning: Tools, Methods and Techniques—Application of Quantitative Techniques in Forecasting Requirement and Availability of Human Resource

**Text books**

1. Paul Turner, HR Forecasting and Planning, CIPD.
2. Edward, Leek, et al.: Manpower Planning, Strategy and Techniques in Organizational Context, Wiley
3. J.W. Walker: Human Resource Planning, Mc Graw Hill.
4. T. V. Rao, Readings in Human Resource Development, Oxford & IBH.

**Reference books**

1. Decenzo and Robbins, Human Resource Management-Prentice Hall of India.
2. Garry Dessler and Biju Varkkey, Human Resource Management, Pearson Education, New Delhi.
3. Michael Armstrong: Handbook of Human Resource Management, Kogan Page
4. V.S.P Rao, Human Resource Management, Text and Cases, Excel Books, New Delhi.
5. K. Ghosh, Human Resource Management (with cases), Manas Publications, New Delhi
6. T. V. Rao & D. F. Pereira, Recent Experiences in HRD ,Oxford & IBH, New Delhi.

**THIAGARAJAR COLLEGE, MADURAI – 9.**  
**(Re-Accredited with ‘A’ Grade by NAAC)**  
**WOMEN STUDIES CENTRE**  
**DEPARTMENT OF PSYCHOLOGY**  
**(For those who join in 2017 and after)**

Course	: B.Sc. Psychology (Core Lab III)	Int. Marks	: 25
Year & Sem.	: I Year; 1&II Semester	Ext. Marks	: 75
Sub. Code	: MPL21	Max. Marks	: 100
Hours/Week	: 4	No of Credits	: 3

Title of the Paper: **Experimental Psychology-III**

**Course Objectives and Learning Outcome:**

**To enable the students to...**

- To understand the significance of problem identification,
- To apply the process of evolving the strategy or solving the problem.
- The Students shall analyses a total number of **NINE** Cases, three from each of the following areas namely Clinical, Industrial and Counseling.

**CLINICAL CASES: (3)**

Case summary – Demographic Details of the Client – Chief Complaints – Informants – Identifying the needed data and collecting it – Family History – Medical History – Subsidiary Problems – Hypothesis of causes – Actual causes – Diagnosis – Treatment Plan – Follow-up.

**INDUSTRIAL CASES: (3)**

Summary – Major Problem – Minor Problem – Short- term solutions – Long- term solutions – Answers to the questions.

**COUNSELLING CASES: (3)**

Case Summary – Data Available – Identifying the needed data and collecting it – Family History – Hypothesizing the causes – Actual causes – Problem Identification – Strategies.

**TEXT BOOK:**

1. Barki, B. G., & Mukhopadyay, B., (1989): Guidance and Counselling – A Manual, New Delhi: Sterling Publishers.
2. Prasad, L. M., (2006): Organizational Behaviour, New Delhi: Sultan Chand & Sons.