

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

Institutional Learning Outcomes

Stella Maris College, an autonomous Catholic institution of higher education, is committed to the highest standards of academic excellence based on sound values and principles, where students are strengthened with whole person education to lead purposeful lives in service to the community and the nation.

The Institutional Learning Outcomes (ILOs) of Stella Maris College (SMC) reflect the broader mission and purpose of the institution. They are the overarching set of learning outcomes that all students, regardless of discipline, must achieve at graduation. All programme and course learning outcomes are mapped to the institutional outcomes, thus reflecting an overall alignment of values, knowledge and skills expected at programme completion. ILOs are designed to help guide individual departments and disciplines in the development of their programme learning outcomes.

The ILOs of SMC are formed by two components:

1. **Core commitments:** Knowledge and scholarship, values and principles, responsible citizenship, service to community
2. **Institutional values:** Quest for truth, spirit of selfless service, empowerment

Upon graduation, students of Stella Maris College will

- Display mastery of knowledge and skills in their core discipline (**Knowledge and Scholarship**)
- Exhibit in all actions and attitudes a commitment to truth and integrity in all contexts, both personal and professional (**Values and Principles**)
- Demonstrate knowledge about their role in society at local and global levels, and actively work for social and environmental justice (**Responsible Citizenship**)
- Engage in the process of self-discovery through a life-long process of learning (**Quest for truth**)
- Demonstrate readiness to serve those who are in need (**Spirit of selfless service**)
- Be able to function effectively and with confidence in personal and professional contexts (**Empowerment**)

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Programme Learning Outcomes/Intended Programme Learning Outcomes

Graduates of a Bachelor's Degree will have a broad and coherent body of knowledge in their disciplines, with a deep understanding of the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.

At the end of an undergraduate programme students will be able to

- Describe and define critical concepts in their discipline
- Explain and discuss concepts and ideas pertaining to their discipline
- Demonstrate a broad understanding of their discipline
- Demonstrate communication skills to present a clear, coherent and independent exposition of knowledge and ideas
- Demonstrate understanding of the interconnections of knowledge within and across disciplines
- Apply knowledge, theories, methods, and practices in their chosen field of study to address real-world challenges and opportunities
- Demonstrate proficiency in experimental techniques and methods of analysis appropriate for their area of specialisation
- Generate and analyse data using appropriate quantitative tools
- Construct and test hypotheses
- Demonstrate cognitive and technical skills to synthesise knowledge in interrelated disciplines
- Demonstrate critical thinking and judgement in identifying and solving problems with intellectual independence
- Demonstrate the skills needed to be able to function successfully in their field
- Show responsibility and understanding of local and global issues
- Demonstrate through their actions and speech that they are agents of social justice and change
- Practice the discipline's code of ethics in their academic, professional and personal lives
- Practice the values of democracy and principles of human rights
- Show self-awareness and emotional maturity
- Demonstrate career and leadership readiness
- Demonstrate intercultural, interracial, interclass, inter-caste, and ethical competency
- Exhibit the ability to work in teams
- Exhibit a strong sense of professionalism in a range of contexts
- Demonstrate sensitivity and readiness to share their knowledge, experience, and capabilities with the marginalised and oppressed in their communities

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF PSYCHOLOGY

PROGRAMME DESCRIPTION

The Bachelor's programme will place emphasis on the genetic, physical, physiological, sensory, cognitive, temperamental and social components that mediate the study of human behaviour. The course covers topics such as developmental psychology, basic psychology, social psychology, biological psychology, research methods and statistics, counselling psychology, abnormal psychology, experimental psychology, rehabilitation psychology, psychological testing, applied psychology and organizational psychology. Students will explore these topics through lectures, assignments, audio-visual teaching aids and laboratory practices. By the end of the programme, students will be able to effectively apply theoretical knowledge in different domains of psychological practice.

PROGRAMME SPECIFIC LEARNING OUTCOMES

On successful completion of this programme, it is expected that students will be able to

- Demonstrate an understanding of basic concepts in psychology
- Demonstrate an understanding of the dynamics of human interaction within an organizational context
- Communicate knowledge of various approaches in counselling and be able to incorporate the same in critiquing counselling process
- Demonstrate a deep understanding of the psychological implications of physical disabilities and physiological illnesses and conceptualize the same through a bio- psychosocial lens
- Assess, and interpret psychological constructs in individuals using standardised psychometric tests
- Accurately diagnose psychological disorders based on an appropriate classification system; and determine the etiology of the illness
- Demonstrate an ability to undertake, conduct and publish a systematic psychological research study

- Demonstrate sensitivity to the need for individualised intervention programmes in rehabilitation of those with physical disabilities and ailments, and those with psychopathological conditions
- Exhibit a strong ethical sensibility and abide by the ethical guidelines for psychotherapeutic practice
- Demonstrate a non-judgemental attitude, treat all clients equally
- Strive to provide only support to those who seek their aid
- Create an inclusive, integrated and healthy community that facilitates an empathetic, humane and empowered society
- Demonstrate in-depth knowledge and skill in specific areas of psychology
- Communicate effectively, think critically, behave ethically and with cultural Awareness
- Demonstrate the ability to work cordially with people from a wide variety of backgrounds

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI 600 086

B.Sc. DEGREE:PSYCHOLOGY

COURSES OF STUDY

(Effective from the academic year 2019-2020)

CHOICE BASED CREDIT SYSTEM

C-Credit, L-Lecture Hours, T-Tutorial Hours, P- Practical Hours, Ex-Exam Hours, CA- Continous Assessment Marks, ES-End Semester Marks, M-Maximum Marks									
Subject Code	Title of Course	C	L	T	P	Ex	CA	ES	M
SEMESTER-I									
19PY/MC/GP14	General Psychology I	4	4	1	0	3	50	50	100
19PY/MC/BP14	Biological Psychology I	4	4	1	0	3	50	50	100
19PY/AC/SP15	Social Psychology I	5	5	0	0	3	50	50	100
19PY/SS/PS13	Life Skills:Personal and Social	3	3	0	0	-	50	-	100
CD / ET / SC	Value Education	2	2	0	0	-	50	-	100
SEMESTER-II									
19PY/MC/GP24	General Psychology II	4	4	1	0	3	50	50	100
19PY/MC/BP23	Biological Psychology II	3	3	1	0	3	50	50	100
19PY/AC/SP25	Social Psychology II	5	5	0	0	3	50	50	100
19PY/GC/ES12	Environmental Studies	2	2	0	0	-	50	-	100
	Life Skills:Personality Development (EL)	3	3	0	0	-	50	-	100
	Basic Tamil I / General Elective I								
SEMESTER-III									
19PY/MC/DP34	Developmental Psychology I	4	4	1	0	3	50	50	100
19PY/MC/RM34	Introduction to Research Methodology	4	4	1	0	3	50	50	100
19PY/AC/ST35	Statistics in Psychology	5	5	0	0	3	50	50	100
19PY/SS/HC13	Life Skills:Health, Energy and Computer Basics	3	3	0	0	-	50	-	100
CD / ET / SC	Value Education	2	2	0	0	-	50	-	100
	Basic Tamil II / General Elective II	2	2	0	0	-	50	-	100
SEMESTER-IV									
19PY/MC/DP44	Developmental Psychology II	4	4	1	0	3	50	50	100
19PY/MC/EP45	Experimental Psychology Practical	5	3	0	4	3	50	50	100
19PY/AC/HP45	Health Psychology	5	5	0	0	3	50	50	100
	Major Elective I								
SEMESTER-V									
19PY/MC/AB55	Abnormal Psychology I	5	5	1	0	3	50	50	100
19PY/MC/AP54	Applied Psychology	4	4	1	0	3	50	50	100
19PY/MC/PA55	Psychological Assessment Practical	5	3	0	4	3	50	50	100
Inter Disciplinary Core Course (PY and CE) to students of Psychology & Eng. and Commun. Skills									
19ID/IC/LP55	Literature and Psychology	5	5	1	0	3	50	50	100
Inter Disciplinary Core Courses (CS and PY) to students of Computer Science									
19ID/IC/HC55	Human Computer Interaction	5	5	1	0	3	50	50	100
	General Elective III	2	2	0	0	-	50	-	100
	SAP / SL	2	2	0	0	-	50	-	100
SEMESTER-VI									
19PY/MC/AB65	Abnormal Psychology II	5	5	1	0	3	50	50	100

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B.Sc. DEGREE:PSYCHOLOGY

COURSES OF STUDY

(Effective from the academic year 2019-2020)

CHOICE BASED CREDIT SYSTEM

C-Credit, L-Lecture Hours, T-Tutorial Hours, P- Practical Hours, Ex-Exam Hours, CA- Continous Assessment Marks, ES-End Semester Marks, M-Maximum Marks									
Subject Code	Title of Course	C	L	T	P	Ex	CA	ES	M
19PY/MC/CP64	Counselling Psychology	4	4	1	0	3	50	50	100
19PY/MC/RP65	Rehabilitation Psychology	5	5	1	0	3	50	50	100
19VE/SS/HL63	Life Skills:An Approach to a Holistic Way of Life	2	2	0	0	-	50	-	100
	Major Elective II								
	General Elective IV	2	2	0	0	-	50	-	100
Major Elective Courses									
19PY/ME/CY45	Consumer Psychology	5	5	0	0	3	50	50	100
19PY/ME/OP45	Organisational Psychology	5	5	0	0	3	50	50	100
19PY/ME/TP45	Theories of Personality	5	5	0	0	3	50	50	100
19PY/ME/FP45	Foundations of Psychotherapy	5	5	0	0	3	50	50	100
19PY/ME/PR45	Project	5	1	0	4	-	50	50	100
General Elective Courses									
19PY/GE/HB22	Fundamentals of Human Behaviour	2	2	0	0	-	50	-	100
19PY/GE/BC22	Basic Skills in Counselling	2	2	0	0	-	50	-	100
19PY/GE/SB22	Introduction to Social Behaviour	2	2	0	0	-	50	-	100
19PY/GE/PP22	Principles of Psychology	2	2	0	0	-	50	-	100
19PY/GE/GS22	Gender and Sexuality	2	2	0	0	-	50	-	100
19PY/GE/AD22	Psychology of Adolescence	2	2	0	0	-	50	-	100
Independent Elective Course									
19PY/UI/PC23	Psychology Classics	3	0	0	0	-	-	100	100
19PY/UI/PE23	Personality Enrichment	3	0	0	0	-	-	100	100

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

GENERAL PSYCHOLOGY- I

CODE:19PY/MC/GP14

CREDITS:4

LTP:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To introduce students to the basic concepts in Psychology.
- To familiarize students in the application of these concepts.
- To acquaint students with the scientific nature of Psychology
- To introduce students to the basic psychological processes such as memory, perception and sensation.

COURSE LEARNING OUTCOMES

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

- Describe the different schools, subfields and possible careers in psychology.
- Understand the differences between and process involved in sensation and perception.
- Explain the biological rhythms and the various levels of consciousness.
- Explicate the theories and practical applications on learning and memory.
- Apply the different techniques to enhance memory.

Unit 1 (10 Hours)

Introduction

- 1.1 Definition of Psychology
- 1.2 Psychology as a science: Research methods of Psychology
- 1.3 Different schools of Psychology and modern perspectives of Psychology
- 1.4 Scope and branches of Psychology

Unit 2 (14 Hours)

Sensation and Perception

- 2.1 Sensation: Basic concepts and processes in sensation
- 2.2 Types of senses- visual, auditory, olfactory, vestibular and kinesthetic.
- 2.3 Sensory adaptation, habituation and integration of senses
- 2.4 Perception- basic concepts, learning, set, motivation and emotion; figure ground separation.
- 2.5 Different processes of perception- laws of organization, depth perception, constancy of perception, perception of movement

Unit 3 **(14 Hours)**

Consciousness

- 3.1 Fundamental Process, nature of consciousness
- 3.2 Variations in levels of consciousness and brain activity
- 3.3 Sleep and dreams:stages of sleep and sleep disorders
- 3.4 Dreams: theory of dreams
- 3.5 Meditation, Hypnosis, psi phenomena
- 3.6 Psychoactive drugs

Unit 4 **(12 Hours)**

Learning

- 4.1 Definition of learning
- 4.2 Classical conditioning
- 4.3 Operant conditioning
- 4.4 Cognitive Learning
- 4.5 Social Learning

Unit 5 **(15 Hours)**

Memory

- 5.1 Meaning and Stages of memory
- 5.2 Atkinson and Shiffrin Model: sensory, short-term, long term memory
- 5.3 Levels of processing theories
- 5.4 Long term memory-organizations and process
 - 5.4.1 Organization of long term memory
 - 5.4.2 Encoding and storing long term memories
 - 5.4.3 Retrieval from long term memory
- 5.5 Forgetting- Motivated forgetting, Interference, amnesia
- 5.6 Techniques of improving memory

BOOKS FOR STUDY

Baron, R.A. (2002). *Psychology (5th ed)*.India: Prentice Hall.

Hilgard ,E.R., Atkinson,R.L.,Atkinson,R.C. (2009)..*Introduction to Psychology (14th ed)*.
Wordsworth Pub. Co.

Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2007). *Introduction to Psychology (7th ed)*. Singapore: McGraw- Hill.

BOOKS FOR REFERENCE

Feldman, R.S. (2006).*Understanding Psychology (6th ed)*.New Delhi:Tata McGraw Hill.

Kalat, J. (2007). *Introduction to Psychology (8th ed)*. Wordsworth Pub.Co.

Myers, D.G. (2004). *Psychology (5th ed)*. New York: Worth Publishers.

WEB RESOURCES

<https://www.youtube.com/watch?v=D-RS80DVvrg>

https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory?language=en

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 50

Duration: 90 minutes

Section A – 5 x 3 = 15 marks (all questions to be answered in 50 words)

Section B – 4 x 5 = 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 15 = 15 marks (1 out of 2 questions to be answered in 1200 words)

Other Component:

Total Marks: 50

Seminars/Assignments/Quiz

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

BIOLOGICAL PSYCHOLOGY I

CODE:19PY/MC/BP14

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To understand the physiological basis of behavior.
- To familiarize students to the applications of the concepts.
- To understand the neurobiological underpinnings of behaviour.

COURSE LEARNING OUTCOMES

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

- Discern the structure and functioning of the nervous system.
- Describe the various parts of the brain and its functions.
- Explain the influence of nature and nurture on behavior.
- Display an understanding of the various research methods within the realm of biological psychology.
- Exhibit an awareness of the career prospects pertaining to biopsychology.

Unit 1

(13 Hours)

Biopsychology as a neuroscience

- 1.1 Definition of Biopsychology
- 1.2 Biological approach to behaviour
 - 1.2.1 Biological explanations of behaviour
 - 1.2.2 Career Opportunities

Genetics and Behaviour

- 1.3 Mendelian Genetics
- 1.4 Heredity and Environment
- 1.5 The Evolution of Behavior

Unit 2

(13 Hours)

Nervous system

- 2.1 Structure of the Vertebrate Nervous System
 - 2.1.1 The Spinal Cord
 - 2.1.2 The Autonomic Nervous System
 - 2.1.3 The Hindbrain
 - 2.1.4 The Midbrain
 - 2.1.5 The Forebrain
 - 2.1.6 The Ventricles
- 2.2 The Cerebral Cortex
 - 2.2.1 Organization of the Cerebral Cortex
 - 2.2.2 The Occipital Lobe

- 2.2.3 The Parietal Lobe
- 2.2.4 The Temporal Lobe
- 2.2.5 The Frontal Lobe
- 2.2.6 Functioning of the Cerebral Cortex

Unit 3 (15 Hours)

Nerve Cells and Nerve Impulses

- 3.1 The Cells of the Nervous System
 - 3.1.1 Anatomy of Neurons and Glia
 - 3.1.2 The Blood–Brain Barrier
 - 3.1.3 Nourishment in Vertebrate Neurons
- 3.2 The Nerve Impulse
 - 3.2.1 The Resting Potential of the Neuron
 - 3.2.2 The Action Potential
 - 3.2.3 Propagation of the Action Potential
 - 3.2.4 The Myelin Sheath and Saltatory Conduction
 - 3.2.5 Local Neurons

Unit 4 (15 Hours)

Synapses and Synaptic transmission

- The Concept of the Synapse
 - The Properties of Synapses
 - Relationship among EPSP, IPSP, and Action Potentials
- Chemical Events at the Synapse
 - The Discovery of Chemical Transmission at Synapses
 - The Sequence of Chemical Events at a Synapse

Unit 5 (9 Hours)

Research methods in biological psychology

- 5.1 Effects of Brain Stimulation
- 5.2 Recording Brain Activity
- 5.3 Correlating Brain Anatomy with Behavior
- 5.4 Brain Size and Intelligence
- 5.5 The Use of Animals in Research
 - 5.5.1 Reasons for Animal Research
 - 5.5.2 The Ethical Debate

BOOKS FOR STUDY

- Carlson, N. R. (2007). *Foundations of Physiological Psychology (6th ed)*. New Delhi: Pearson Education.
- Kalat, J. W. (2012). *Biological Psychology (11th ed)*. USA: Wadworth, Belmont, 2013.

BOOKS FOR REFERENCE

- Pinel, J. P. (2007). *Biopsychology (6th ed)*. New Delhi: Pearson Education.
- Rosenzweig, M. R., Breedlove, M.S & Leiman, A. L. (2002). *Biological psychology (3rd ed)*. Sunderland: Sinauer Associates Inc.

WEB RESOURCES

<https://www.youtube.com/watch?v=eOoPAcvkKQk>

<https://www.youtube.com/watch?v=nvXuq9jRWKE>

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Seminars/Assignments/Quiz

End-Semester Examination: **Total Marks: 100** **Duration: 3 hours**

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Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIAL PSYCHOLOGY I

CODE:19PY/AC/SP15

CREDITS:5

LTP :5 0 0

TOTAL TEACHING HOURS :65

OBJECTIVES OF THE COURSE

- To introduce students to the basic concepts of Social Psychology.
- To familiarise students with the various applications of Social Psychology.
- To enable students to understand the theories related to social behaviour.

COURSE LEARNING OUTCOMES

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

- Identify the aspects of social psychology in real life.
- Understand how attitudes can be formed and changed.
- Demonstrate understanding of social pressure and prosocial behaviour.
- Evaluate and critique the theoretical concepts of social psychology.
- Communicate knowledge of the various theoretical underpinnings of interpersonal attraction.

Unit 1 (13 Hours)

Introduction to Social Psychology:

- 1.1 Meaning and Definition of Social Psychology
- 1.2 Nature of Social Psychology
- 1.3 Scope of Social Psychology
- 1.4 Research methods in social psychology

Unit 2 (13 Hours)

Social Perception

- 2.1 Definition of Self-concept: self- image, self-esteem, self-presentation
- 2.3 Impression Formation and Impression Management
- 2.4 Attribution- Meaning and definition
- 2.5 Theories of attribution; attribution errors

Unit 3 (13 Hours)

Attitude

- 3.1 Nature and Formation of Attitudes
- 3.2 Theories of attitude change
- 3.3 Persuasion- meaning and definition
- 3.4 Resistance to Persuasion

Unit 4 (13 Hours)
Conformity

- 4.1 Definition of Conformity
- 4.2 Factors influencing conformity
- 4.3 Classic studies- Sheriff, Asch, Milgram's obedience studies
- 4.4 Resisting Social Pressure

Unit 5 (13 Hours)
Interpersonal Attraction and Altruism

- 5.1 The Beginning of Attraction: Proximity, physical attraction, similarity, the need to affiliate.
- 5.2 Theories of interpersonal attraction- Sternberg's love triangle, learning and cognitive theory
- 5.3 Altruism, Prosocial Behaviour: meaning and definition
- 5.4 Internal and external influences on decision to help
 - 5.4.1 Increasing helping Behaviour

BOOKS FOR STUDY

Baron, R. A., & Byrne, D. (2014). *Social Psychology (13th ed)*. Prentice-Hall of India.

Myers, D. G. (2012). *Social psychology (11th ed)*. New York, NY: McGraw.

BOOKS FOR REFERENCE

Fiske, S. T. (2010). *Handbook of Social Psychology*. New Jersey: John Wiley and Sons.

Gruman, J. A., Schneider, F. W. (2012). *Applied Social Psychology-Understanding Social problems and Practical Problems*. New Delhi: Sage South Asia.

Singh, A. (2015). *Social Psychology*. Eastern Economy Edition, India.

WEB RESOURCES

<https://www.youtube.com/watch?v=wdUu3u9Web4>

<https://www.youtube.com/watch?v=NyDDyT1lDhA>

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End-Semester Examination: **Total Marks: 100** **Duration: 3 hours**

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Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**Soft Skills Course Offered to students of
B.A. / B.Sc. / B.Com. / B.B.A. / B.V.A. / B.S.W. / B.C.A. Degree Programme**

**SYLLABUS
(Effective from the academic year 2019 - 2020)**

LIFE SKILLS: PERSONAL AND SOCIAL

CODE: 19PY/SS/PS13

CREDITS: 3

L T P: 3 0 0

TOTAL TEACHING HOURS: 39

OBJECTIVES OF THE COURSE

- To enable students to understand the working of Indian Governance and laws
- To empower students as citizens by teaching them how to use the RTI, the PIL and the FIR
- To provide students an insight into the strengths and virtues essential to improve wellbeing
- To bring about awareness of societal dynamics
- To create awareness, impart knowledge and hone skills necessary to make sound financial decisions

COURSE LEARNING OUTCOMES

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

- demonstrate knowledge of the working of the government
- file RTIs, PILs and FIRs
- improve their quality of life
- exhibit social consciousness
- exhibit prudent behaviour in managing personal finance

Unit 1 (13 Hours)

Legal Literacy

- 1.1 Structure of Government- Central and State, Urban and Rural
- 1.2 Laws pertaining to Women (CEDAW) and Children (POCSO)
- 1.3 Right to Information Act 2005, drafting and filing an RTI
- 1.4 Introduction to PIL, Landmark PIL cases -Vishaka Vs. State of Rajasthan, Hussainara Khatoon Vs. State of Bihar, MC Mehta Vs. Union of India
- 1.5 Importance of FIR and lodging an FIR

Unit 2 (13 Hours)

2.1 Understanding Self

- 2.1.1 Psychological wellbeing - meaning, components and barriers
- 2.1.2 Gratitude- meaning, nature and expression
- 2.1.3 Resilience- meaning, nature, benefits and simple techniques for building resilience.

2.2 Understanding Society

- 2.2.1 Concepts of class, caste, gender, disability, race, culture, religion, ethnicity, context and language
- 2.2.2 Importance of societal analysis
- 2.2.3 Social indicators of development – HDI, GDI, Poverty Index, Hunger Index
- 2.2.4 Issues and challenges for social change in India

Unit 3

(13 Hours)

Personal Financial Planning

- 3.1 Meaning, Need and Importance of Personal Financial Planning
- 3.2 Core concepts in Financial Planning – Budget, Savings and Investment
- 3.3 Converting non-essential expenditure into Savings and Investment
 - 3.3.1 Forms of Savings – Deposits, Insurance
 - 3.3.2 Types of Investments – Securities, Real Estate and Gold
- 3.4 Digital transformation in Finance
 - 3.4.1 De-Mat Account
 - 3.4.2 Net Banking and Mobile Banking

BOOKS FOR REFERENCE

Agarwal, R.C. Constitutional Development and National Movement of India. New Delhi: S. Chand, 1988.

Ahuja Ram. Social Problems in India. Rawat Publications. 3rd Edition, 2014

Allan, R. Modern Politics and Government. New York: Palgrave MacMillan, 2000.

Baumgardner, S., & Crothers, M. Positive Psychology. Chennai: Pearson. 1st Edition, 2015.

Grenville-Cleave, B. *Positive Psychology A practical Guide*. United Kingdom: Icon Books Ltd, 2012.

Pandey, J.N. Constitutional Law of India. Allahabad: Central Law Agency, 2014.

Weiner, M. The Indian Paradox. New Delhi: Sage , 1989.

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 50

- Two to three Task based components
- Task based classroom activities
- Case studies
- Group discussions
- Group presentation
- Role play

No End Semester Examination

No CA test

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc.DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

GENERAL PSYCHOLOGY II

CODE:19PY/MC/GP24

CREDITS:4

LTP :4 1 0

TOTAL TEACHING HOURS :65

OBJECTIVES OF THE COURSE

- To introduce students to the basic concepts of Psychology.
- To familiarize students to the applications of the concepts.
- To acquaint students to the basic psychological processes such as motivation, emotions and personality.

COURSE LEARNING OUTCOMES

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

- Communicate knowledge of cognitive processes
- Discern the influences of motivation and emotion through the various theories
- Demonstrate an understanding of the theories of personality
- Understand the role of emotions and motivation with respect to human behaviour.
- Evaluate and critique the different theoretical conceptualizations of intelligence.

Unit 1 (10 Hours)

Thinking, Reasoning and Language

- 1.1 Basic elements of thought-Concepts , propositions and images
- 1.2 Reasoning
- 1.3 Decision Making
1. 4 Problem Solving
- 1.5 Language

Unit 2 (15 Hours)

Intelligence and Creativity

- 2.1 Definition and determinants of Intelligence
- 2.2 Theories of intelligence: Factor theories and cognitive theories; assessment of intelligence
- 2.3 Recent trends in intelligence-multiple intelligence, emotional intelligence, social intelligence, environmental intelligence
- 2.4 Creative Thinking- insight in creative thinking, stages in creative thinking, nature of creative thinking and characteristics of creative thinkers.

Unit 3 (12 Hours)

Motivation

- 3.1 Definition of Motivation, Motivation and Behavior
- 3.2 Theories of motivation – Instinct, Drive reduction, Arousal, Incentive, Cognitive, Humanistic approaches.

- 3.3 Types - Biological motives, Social motives
- 3.4 Frustration and conflict of motives

Unit 4 (13 Hours)

Emotion

- 4.1 Definitions of Emotions: Nature of emotions
- 4.2 Cognitive appraisal and emotion, Subjective experience and emotion, bodily Changes and emotion, facial expression and emotion
- 4.3 Theories of emotion – James Lange Theory, Cannon Bard Theory, Cognitive Theory
- 4.4 Assessment of Emotions- Management of emotions

Unit 5 (15 Hours)

Personality

- 5.1 Definition and Concept of Personality
- 5.2 Determinants of Personality
- 5.3 Approaches - Psychoanalytic approach, Behaviouristic approach, Cognitive approach, Humanistic approach
- 5.4 Assessment of Personality – Questionnaire, Rating Scales and Projective Tests

BOOKS FOR STUDY

- Baron, R.A. (2016). *Psychology (14th ed)*. India: Prentice Hall.
- Hilgard ,E.R., Atkinson,R.L.,Atkinson,R.C. (2014). *Introduction to Psychology (16th ed)*. Wordsworth Pub. Co.
- Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2007). *Introduction to Psychology (7th ed)*. Singapore: McGraw- Hill.

BOOKS FOR REFERENCE

- Feldman, R.S. (2006). *Understanding Psychology (6th ed)*. New Delhi: Tata McGraw Hill.
- Kalat, J. (2007). *Introduction to Psychology (8th ed)*. Wordsworth Pub.Co.
- Myers, D.G. (2004). *Psychology (5th ed)*. New York: Worth Publishers.

WEB RESOURCES

<https://www.youtube.com/watch?v=gwfn6ffh-tk>

PATTERN OF ASSESSMENT

Continuous Assessment: Total Marks: 50 Duration: 90 minutes

Section A – 5 x 3= 15 marks (all questions to be answered in 50 words)

Section B – 4 x 5= 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 15= 15 marks (1 out of 2 questions to be answered in 1200 words)

Other Component: Total Marks: 50

Seminars/Assignments/Quiz

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc.DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

BIOLOGICAL PSYCHOLOGY II

CODE:19PY/MC/BP23

CREDITS:3

LTP:3 1 0

TOTAL TEACHING HOURS:52

OBJECTIVES OF THE COURSE

- To understand the physiological basis of behavior
- To familiarize students to the applications of the concepts in biological psychology.
- To enable understanding of how bodily processes are controlled on a physiological level.

COURSE LEARNING OUTCOMES

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

- Demonstrate understanding of how the nervous system develops
- Comprehend the biological basis for homeostasis
- Communicate knowledge of neuroanatomical underpinnings of human emotions.
- Explain the influence of hormones on behaviour.
- Expound the biological rationale in psychological processes like learning and memory.

Unit 1 (10 Hours)

Development of the nervous system

- 1.1 Phases of neurodevelopment
- 1.2 Postnatal development in Human Infants
- 1.3 Neuro-plasticity in Adults
- 1.4 Disorders of Neurodevelopment – ASD, motor disorders.

Unit 2 (10 Hours)

Homeostasis I: Biological basis of temperature regulation and sex

- 2.1 Homeostasis and Allostasis
- 2.2 Controlling body temperature- advantages of constant high body temperature, brain mechanisms and fever.
- 2.3 Sex and hormones- organizing effects of sex hormones, activating effects of sex hormones, parental behavior.
- 2.4 Evolutionary interpretations of mating behavior.

Unit 3 (11 Hours)

Homeostasis II: Biological basis of thirst and hunger

- 3.1 Mechanisms of water regulation
- 3.2 Osmotic thirst, hypovolemic thirst, sodium-specific hunger
- 3.3 Digestion and food selection
- 3.4 Brain mechanisms of hunger
- 3.5 Eating disorders

Unit 4 (11 Hours)

Learning and memory

- 4.1 Localized representations of memory
- 4.2 Theories of the function of the hippocampus
- 4.3 Basal Ganglia, other brain areas in memory
- 4.4 Types of amnesia

Unit 5 (10 Hours)

Biology of emotions

- 5.1 Emotions, autonomic arousal
- 5.2 Brain areas associated with emotions
- 5.3 Functions of emotions

BOOKS FOR STUDY

Carlson, N. R. (2007). *Foundations of Physiological Psychology (6th ed)*. New Delhi: Pearson Education.

Kalat, J. W. (2012). *Biological Psychology (11th ed)*. USA: Wadworth, Belmont, 2013.

BOOKS FOR REFERENCE

Pinel, J. P. (2007). *Biopsychology (6th ed)*. New Delhi: Pearson Education.

Rosenzweig, M. R., Breedlove, M.S & Leiman, A. L. (2002). *Biological psychology (3rd ed)*. Sunderland: Sinauer Associates Inc.

WEB RESOURCES

<https://www.youtube.com/watch?v=LfFbjqRp3EQ>

<https://www.youtube.com/watch?v=-aRut2kyksQ>

PATTERN OF ASSESSMENT

Continuous Assessment: **Total Marks: 50** **Duration: 90 minutes**

Section A – 5 x 3 = 15 marks (all questions to be answered in 50 words)

Section B – 4 x 5 = 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 15 = 15 marks (1 out of 2 questions to be answered in 1200 words)

Other Component: **Total Marks: 50**

Seminars/Assignments/Quiz

End-Semester Examination: **Total Marks: 100** **Duration: 3 hours**

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIAL PSYCHOLOGY II

CODE:19PY/AC/SP25

CREDITS 5

L T P:5 0 0

TOTAL TEACHING HOURS : 65

OBJECTIVES OF THE COURSE

- To facilitate students to have a deeper understand of the concepts in Social Psychology
- To enable students to understand the application of social psychology in social life
- To promote application of theories in social psychology to interdisciplinary fields.

COURSE LEARNING OUTCOMES

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

- Demonstrate understanding of social psychological principles.
- Identify processes in group dynamics.
- Display an understanding of the process that contributes to differential treatment of group members.
- Be familiar with the aspects related to aggression, prejudice and conflict
- Appreciate the concepts relating to social psychology and apply them in everyday life

Unit 1 (12 Hours)

Group Dynamics

- 1.1 Meaning and Definition Group
- 1.2 Formation of groups, Types of Groups
- 1.3 Social facilitation, social loafing
- 1.4 Deindividuation
- 1.5 Group Polarization
- 1.6 Group think
- 1.7 Leadership

Unit 2 (13 Hours)

Aggression

- 2.1 Meaning and Definition of aggression
- 2.2 Types of Aggression
- 2.3 Theoretical Perspectives- Biological theories, Drive theories, Social learning theories, frustration-aggression theory
- 2.4 Influence on aggression- Social determinants, Situational determinants
- 2.5 Management of aggression

Unit 3 (14 Hours)

Prejudice

- 3.1 Meaning and definition of prejudice
- 3.2 The Nature of Prejudice
- 3.3 Sources of Prejudice- Social, cognitive, motivational sources
- 3.4 Features of prejudice- discrimination, Stereotypes, Racism, Sexism, Ageism
- 3.5 Consequences of prejudice; methods to reduce prejudice

Unit 4 (13 Hours)

Conflict and Peace Making

- 4.1 Meaning and Definition of conflicts
- 4.2 Conflict: Social dilemmas, competition, perceived injustice, Misperception.
- 4.3 Conflict resolution – concept and strategies
- 4.4 Peacemaking; meaning and definition
- 4.5 Strategies for peace: Contact, co-operation, communication, conciliation.

Unit 5 (13 Hours)

Application of Social Psychology:

- 5.1 Legal System: Effects of police procedures and media coverage; Eyewitness Testimony- Effects of judges and defendants.
- 5.2 Clinical Settings- accuracy of clinical judgements, cognitive processes accompanying behavior problems, social-psychological approaches to treatment, social relationships and wellbeing.
- 5.3 Positive wellbeing- introduction to optimism- pessimism, benefits of optimism, positive coaching exercises
- 5.4 Applying Social Psychology in political behaviour- causes of political behaviour, political attitudes and beliefs; cognitive processes in deciding, role of groups, group identification and intergroup competition in political behaviour.

BOOKS FOR STUDY

- Myers, D. G. (2012). *Social Psychology* (11th ed.). McGraw-Hill Education.
- Baron, R. A., & Byrne, D. (2014). *Social Psychology* (13th ed.). Prentice-Hall of India.
- Schneider, F. W., & Gruman, J. A. (2012). *Applied Social Psychology-Understanding and Social and Practical Problems*. New Delhi: Sage South Asia.

BOOKS FOR REFERENCE

- Singh, A. K. (2015). *Social Psychology*. India: Eastern Economy Edition.
- Fiske, S. T., & Gilbert, D. T. (2010). *Handbook of Social Psychology* (Vol. I & II). New Jersey: John Wiley and Sons.

WEB RESOURCES

- https://www.youtube.com/watch?v=i0lcj9b1D_g
- <https://www.youtube.com/watch?v=ewE2K8A7Ddw>

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 50

Duration: 90 minutes

Section A – 5 x 3 = 15 marks (all questions to be answered in 50 words)

Section B – 4 x 5 = 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 15 = 15 marks (1 out of 2 questions to be answered in 1200 words)

Other Component:

Total Marks: 50

Seminars/Assignments/Quiz

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

**General Core Course Offered to students of
B.A. / B.Sc. / B.Com. / B.B.A. / B.V.A. / B.S.W. / B.C.A. Degree Programme**

SYLLABUS

(Effective from the academic year 2019-2020)

ENVIRONMENTAL STUDIES

CODE:19PY/GC/ES12

CREDITS:2

L T P:2 0 0

TOTAL TEACHING HOURS:26

OBJECTIVES OF THE COURSE

- To help students to gain the fundamental knowledge of the environment
- To create in students an awareness of current environmental issues
- To inculcate in students an eco-sensitive, eco-conscious and eco-friendly attitude

COURSE LEARNING OUTCOMES

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

- Articulate the interdisciplinary context of environmental issues
- Adopt sustainable alternatives that integrate science, humanities and social perspectives
- Appreciate the importance of biodiversity and a balanced ecosystem
- Calculate one's carbon footprint

Unit 1 (10 Hours)

- 1.1 Introduction: The multidisciplinary nature of environmental studies;
Environmental Ethics-Role of the Individual in protecting the environment
- 1.2 Natural Resources: renewable (forests and water)and non-renewable (minerals)-
energy resources: renewable and non-renewable sources, impact of over-
exploitation
- 1.3 Ecosystems: terrestrial (forest, grassland and desert) and aquatic (ponds, oceans
and estuaries); structure and function
- 1.4 Biodiversity: India as a mega-diversity nation; threats to biodiversity; *in-situ* and
ex-situ conservation of biodiversity
- 1.5 Solid Waste Management, Source Segregation and Rain Water Harvesting

Unit 2 (10 Hours)

- 2.1 Environmental Pollution: Air, Water, Noise and Plastic Pollution: causes, effects
and control measures -Impact of over-population on pollution and health –
carbon footprint
- 2.2 The Environmental Dimension of Sustainable Development: The United Nations
Sustainable Development Goals of the 2030 Agenda

- 2.3 Climate Change and Environmental Disasters: Natural Disasters: floods, earthquakes, cyclones, tsunamis and landslides; man-made disasters: Bhopal Gas Tragedy and Chernobyl Nuclear Disaster
- 2.4 Environmental Movements: Chipko, Silent Valley and Narmada Bachao Andolan International Agreements: Montreal Protocol, Kyoto Protocol and Climate Change Conferences
- 2.5 An Overview of Environmental Laws in India: Environmental (Protection) Act 1986, Biological Act, 2002, National Green Tribunal Act, 2010, Coastal Regulation Zone Notification, 2011

Unit 3 (6 Hours)

- 3.1 A study of the eco-friendly initiatives on campus
- 3.2 A critical review of an environmental documentary film
- 3.3 Ecofeminism and the contributions of Indian Women Environmentalists
- 3.4 The highlights of Environmental Encyclical-*Laudato si*-On Care for our Common Home
- 3.5 Environmental Calendar

BOOK FOR STUDY

Bharucha, Erach. *Textbook of Environmental Studies for Undergraduate Courses*, (2nd ed.) Universities Press, 2013.

BOOKS FOR REFERENCE

Bhattacharya, K.S. Arunima Sharma, *Comprehensive Environmental Studies* Narosa Publishing House Pvt.. Ltd., New Delhi, 2015.

Saha, T.K., *Ecology and Environmental Biology* Books and Allied (P) Ltd., Kolkata 2016.

Sharma, J.P. *Environmental Studies (for undergraduate classes)* 3rd edition, University Science Press, 2016.

JOURNALS

Journal of Environmental Studies and Sciences

Journal of Environmental Studies

WEB RESOURCES

www.emn.com

www.nationalgeographic.com

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 25 Duration: 60 minutes

Section A-10 x 1 = 10 Marks (All questions to be answered) Multiple Choice Questions

Section B - 3 x 5 = 15 Marks (3 out of 6 to be answered in 150 words each)

Other Component: Total Marks: 25

Any **one** of the following for 25 marks

Quiz/Scrap Book/Assignment / Poster Making/Case Study/Project/Survey/Model-Making

No End Semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

DEVELOPMENTAL PSYCHOLOGY I

CODE:19PY/MC/DP34

CREDITS: 4

LTP:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To understand the developmental concepts and processes of development of the human being
- To comprehend the development through the various life stages, challenges in development
- To familiarize students to the concepts, theories and research which define the field of developmental psychology.

COURSE LEARNING OUTCOMES

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

- Compare the different theories of development
- Comprehend the development that occurs from the prenatal stage to adolescence
- Illustrate the physical, cognitive, and psychosocial aspects of development in these stages
- Connect course content to their personal behaviour.
- Identify the characteristics that signify each developmental stage.

Unit 1 (13 Hours)

Human Development

- 1.1 Human Development through the Life Span
- 1.2 Psychosexual development (Freud)
- 1.3 Cognitive Development (Piaget)
- 1.4 Moral Development - Kohlberg
- 1.5 Psychosocial Development – Eric Erickson
- 1.6 Social Learning theory – Albert Bandura

Unit 2 (13 Hours)

Prenatal Development, Infancy and Babyhood

- 2.1 Conception: Fertilization, Heredity and Environment
- 2.2 Prenatal Development, Birth: stages, methods and settings of childbirth.
- 2.3 Characteristics of infancy and babyhood,
- 2.4 Physical and motor development in infancy and babyhood
- 2.5 Cognition and language development in infancy and babyhood
- 2.6 Psychosocial development- emotions, temperament, attachment
- 2.7 Hazards in infancy and babyhood

Unit 3 (13 Hours)

Early Childhood

- 3.1 Characteristics of early childhood.
- 3.2 Physical and motor development in early childhood.
- 3.3 Cognition and language development in early childhood.
- 3.4 Play development in early childhood
- 3.5 Effect of parenting in early childhood
- 3.6 Hazards in early childhood.

Unit 4 (13 Hours)

Late childhood

- 4.1 Characteristics of late childhood
- 4.2 Physical and motor development in late childhood
- 4.3 Cognition and language development in late childhood
- 4.4 Family influence in late childhood
- 4.5 Peer group influence in late childhood
- 4.5 Hazards in late childhood

Unit 5 (13 Hours)

Adolescence

- 5.1 Characteristics of Adolescence, Developmental tasks of adolescence
- 5.2 Physical development- physical changes, physical and mental health
- 5.3 Cognitive development in adolescence
- 5.4 Psychosocial development- identity formation, family relationships, sex roles, relationship with peers, personality changes, children in conflict with the law.

BOOKS FOR STUDY

Hurlock, E. B. (2010). *Developmental Psychology: A Life-Span Approach*. Tata McGraw-Hill Education Pvt.

Santrock, J. W. (2007). *Life Span Development (13th ed)*. McGraw Hill Education.

Shaffer, D. R. (2014). *Developmental Psychology (9th Edition)*. Wadsworth, Canada.

BOOKS FOR REFERENCE

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2009). *Human development (11th ed)*. New York, NY: McGraw-Hill Companies.

Santrock, J. W. (2007). *Child Development (11th edition)*. Tata McGraw Hill Publishing Company.

WEB RESOURCES

<https://www.youtube.com/watch?v=Eqxjc4IUDyY>

<https://www.youtube.com/watch?v=WH9ZJu4wRUE>

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 50

Duration: 90 minutes

Section A – 5 x 3= 15 marks (all questions to be answered in 50 words)

Section B – 4 x 5= 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 15= 15 marks (1 out of 2 questions to be answered in 1200 words)

Other Component:

Seminars/Assignments/Quiz

Total Marks: 50

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A: $10 \times 3 = 30$ Marks (all 10 questions to be answered in 50 words each)

Section B: $5 \times 8 = 40$ Marks (5 out of 8 questions to be answered in 250 words each)

Section C: $2 \times 15 = 30$ Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

INTRODUCTION TO RESEARCH METHODOLOGY

CODE:19PY/MC/RM34

CREDITS:4

L T P :4 1 0

TOTAL TEACHING HOURS :65

OBJECTIVES OF THE COURSE

- To enable students to understand the research process and techniques in Psychology.
- To equip students with the skills to undertake and complete mini research studies.
- To impart students with ethical values and moral principles of research as outlined by the American Psychological Association.

COURSE LEARNING OUTCOMES

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

- Possess the ability to understand and critique research articles.
- Understand the importance of abiding by the ethical guidelines of behavioural research.
- Discern an appropriate method of research investigation based on the research question.
- Read, interpret and evaluate social research.
- Apply theory and existing literature to create and test research questions and hypotheses.

Unit 1

(13 Hours)

Introduction to Research Methods in Psychology

- 1.1 Definition and Meaning of Research
- 1.2 Characteristics of Research
- 1.3 Objectives of Research
- 1.4 Types of Research
- 1.5 Significance of Research
- 1.6 Criteria of Good Research

Unit 2

(15 Hours)

Research Process

- 2.1 Formulation of research problem
- 2.2 Concepts, Variables
- 2.3 Hypothesis- types, procedure for hypothesis testing, types of errors, one tailed and two tailed tests.
- 2.4 Review of Literature
- 2.5 Research Designs- exploratory, descriptive, and experimental
- 2.6 Sampling- definition, significance of sampling, types of sampling designs- non probability and probability sampling.

Unit 3 (12 Hours)
Methods and Tools of Data Collection and Analysis of Data
3.1 Sources of data – Primary and Secondary sources
3.2 Observation as a method of data collection
3.3 Interview as a method of data collection
3.4 Questionnaires and survey as a method of data collection
3.5 Case study as a method of data collection
3.6 Processing and Interpretation of data

Unit 4 (15 Hours)
Measurement and Scaling Techniques
4.1 Measurement in Research
4.2 Levels of Measurement
4.3 Scaling Techniques- Guttman, Likert, Thurstone, and semantic differential scales.
4.4 Reliability- test-retest, split half, parallel forms, inter rater
4.5 Validity- content, construct, criterion
4.6 Sources of error in measurement

Unit 5 (10 Hours)
Report Writing and Ethics
5.1 Significance of Report writing
5.2 Types of Report writing
5.3 American Psychological Association (APA) style of report writing – An Overview
5.4 Writing of a Research Proposal
5.5 Ethical considerations in conducting behavioural research

BOOKS FOR STUDY

Kothari, C. R. (1985). *Research methodology: Methods and Techniques*. New Delhi: Wiley Eastern.
Kerlinger, F. N. (2004). *Foundations of Behavioral Research*.

BOOKS FOR REFERENCE

Haslam, S. A., & MacGarty, C. (2003). *Research Methods and Statistics in Psychology*. New Delhi: Sage Publications.
Tripathi, P. C. (2005). *A Text Book of Research Methodology in Social Science*. New Delhi: Sultan Chand & Sons.

WEB RESOURCES

<https://www.youtube.com/watch?v=8xWdCuO6vqE>
https://www.ted.com/talks/ilona_stengel_the_role_of_human_emotions_in_science_and_research?language=en

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 50

Duration: 90 minutes

Section A – 5 x 3 = 15 marks (all questions to be answered in 50 words)

Section B – 4 x 5 = 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 15 = 15 marks (1 out of 2 questions to be answered in 1200 words)

Other Component:

Total Marks: 50

Seminars/Assignments/Quiz

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

STATISTICS IN PSYCHOLOGY

CODE:19PY/AC/ST35

CREDITS:5

L T P:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To familiarize students to various descriptive statistical methods used in Psychology
- To train students in the use of statistical tools for data analysis
- To enable students to understand the assumptions underlying different statistical techniques.

COURSE LEARNING OUTCOMES

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

- Clarify the need and importance of statistics in psychology
- Comprehend basic elements of statistical testing
- Distinguish and describe parametric and non-parametric tests
- Compute and interpret basic statistics.
- Use appropriate statistical techniques for research purposes.

Unit 1 (13 Hours)

Introduction to Statistics

1.1 Meaning, need and importance of statistics in psychology

1.2 Functions and limitations of statistics

1.3 Organization of data

1.3.1 Coding, Tabulation and Classification of Data

1.3.2 Frequency Distributions- Discrete and continuous, Cumulative frequencies, Percentage frequencies

1.3.3 Graphical Representations- Bar Graph, Histogram, Pie Graph, Frequency Polygon

1.4 Introduction to descriptive and inferential statistical methods

Unit 2 (16 Hours)

Measures of Central Tendency & Variability

2.1 Arithmetic & Weighted Mean, Median, Mode

2.2 Merits and demerits of the measures of central tendencies.

2.3 Range, Quartile Deviation, Average Deviation, Standard Deviation, Coefficient of variation.

Unit 3 (10 Hours)

Normal Distribution

3.1 Sampling distribution and standard error of means, z test

3.2 Characteristics of normal distribution

3.3 Applications of Normal Distribution

3.4 Measures of Divergence from normality- Kurtosis, Skewness

Unit 4 (13 Hours)

Parametric tests

- 4.1 Characteristics of parametric tests
- 4.2 Correlation- types of correlation, estimating correlation coefficient (Pearson's product moment)
- 4.3 t test- single sample t test, independent sample t test, paired samples t test.
- 4.4 Theoretical foundations- F test*, ANOVA*

Unit 5 (13 Hours)

Non-parametric tests

- 5.1 Characteristics and assumptions of non-parametric distributions
- 5.2 Estimating Spearman's rank order correlation coefficient, chi square test
- 5.3 Theoretical foundations- Mann Whitney U test*, Sign test*

* These tests are for theoretical understanding only; not for computation.

BOOKS FOR STUDY

- Gupta, S. P. (2002). *Statistical Methods*. New Delhi: Sultan Chand and Sons.
Mangal, S. K. (2002). *Statistics in Psychology and Education* (2nd ed.). New Delhi: Prentice-Hall of India.
Garrett, H. E. (1968). *Statistics in Psychology and Education*.

BOOKS FOR REFERENCE

- Aron, A., Aron, E. N., & Coups, E. J. (2006). *Statistics for Psychology* (4th ed.). New Delhi: Pearson Education Inc.
Gravetter, F. J., & Wallnau, L. B. (1995). *Essentials of Statistics for the Behavioral Sciences* (2nd ed.). New York: West Publishing Company.
Levin, J., & Fox, J. A. (2006). *Elementary Statistics in Social Research* (10th ed.). New Delhi: Pearson Education.

WEB RESOURCE

<https://www.youtube.com/watch?v=iYiOVISWXS4>

PATTERN OF ASSESSMENT

Continuous Assessment: **Total Marks: 50** **Duration: 90 minutes**

Section A – 5 x 3 = 15 marks (all questions to be answered in 50 words)

Section B – 4 x 5 = 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 15 = 15 marks (1 out of 2 questions to be answered in 1200 words)

Other Component: **Total Marks: 50**

Seminars/Assignments/Quiz

End-Semester Examination: **Total Marks: 100** **Duration: 3 hours**

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**Soft Skills Course Offered to students of
B.A. / B.Sc. / B.Com. / B.B.A. / B.V.A. / B.S.W. / B.C.A. Degree Programme**

SYLLABUS

(Effective from the academic year 2019 – 2020)

LIFE SKILLS – HEALTH, ENERGY AND COMPUTER BASICS

CODE: 19PY/SS/HC13

CREDITS: 3

L T P: 3 0 0

TOTAL TEACHING HOURS: 39

OBJECTIVES OF THE COURSE

- To sensitise students to the fact that good health lies in nature
- To create an awareness about energy obtained from different components of food and to plan for a balanced diet
- To enable students to understand the significance of energy conservation and strategies for conserving energy
- To provide a basic knowledge of computer fundamentals and Email configuration

COURSE LEARNING OUTCOMES

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

- identify the importance of a few plants and their health benefits
- recognise the causes and symptoms of common disorders
- calculate food energy values and follow the Recommended Dietary Allowances (RDA) and appreciate the need for them.
- conserve energy and use it responsibly
- understand computer configuration for purchase of personal computer and E mail setting

Unit 1

(13 Hours)

Food and Health

1.1 Traditional food and their health benefits

1.1.1 **Six tastes** – Natural guide map towards proper nutrition

1.1.2 Nutritional value and significance of Navadhanya (Sesame seed, Bengal gram, Horse gram, Green gram, Paddy seeds, White beans, Wheat, black gram and Chick pea) and Greens (Vallarai, Thuthuvalai, Manathakkali, Pulichakeerai, Agathi Keerai, Murungai Keerai, Karuveppilai, Puthina and Kothamalli)

1.2 Causes, symptoms and home remedies for the following ailments

Common cold, Anaemia, Hypothyroidism, Obesity, Diabetes, Mellitus, Polycystic Ovarian Syndrome, Ulcer, Wheezing and Hypertension

Unit 2 **(13 Hours)**

Food and energy balance

- 2.1 Units of Energy, Components of Total Energy Requirement – Basal Metabolic Rate, energy requirements for (work) physical activity and Thermic effect of food
- 2.2 Factors affecting Basal Metabolic Rate and Thermic Effect of food
- 2.3 Recommended Dietary Allowances and Balanced Diet, Food Energy Values- Calculation

Unit 3 **(13 Hours)**

3.1 Energy conservation

3.1.1 Needs for Energy Conservation – Power consumption of domestic appliances – Electrical Energy Audit – Strategies for Energy Conservation - Modern lighting systems– Light emitting diode (LED), Compact fluorescent lamps (CFL), Green indicators and Inverter, Green building - Home lighting using Solar cell - Solar water heaters- Water and waste management - Biogas plant

3.1.2 Safety Practices in using electronic gadgets and electricity at home – Precautions - Shock- Use of testers to identify leakage

3.2 Computer fundamentals

3.2.1 Essentials of Purchasing a Personal Computer - Fundamentals of Networks – Local Area Network, Internet, Networking in real-time scenario- Computer Hacking – Computer Forensics Fundamentals – Cyber Laws - Secure Browsing

3.2.2 Configuring Email

Configure Email Settings – Attachments – Compression – Organizing Emails – Manage Folders - Auto Reply - Electronic Business Card - Email Filters- Manage Junk Mail - Calendar - Plan Meetings, Appointments - Scheduling Emails

3.2.3 Emerging Trends in IT - 3D Printing, Cloud Storage, Augmented Reality, Artificial Intelligence, Internet of Things (IoT)

BOOKS FOR REFERENCE

Achaya K. T. *The Illustrated Foods of India*. Oxford Publications, 2009.

Guyton, A.C. *Text Book of Medical Physiology*. (12th ed.). Philadelphia: W.B. Saunders & Co., 2011.

Joe Benton, *Computer Hacking: A Beginner's Guide to Computer Hacking, How to Hack, Internet Skills, Hacking Techniques, and More!*, Createspace Independent Pub, 2015.

John Vacca, *Computer Forensics: Computer Crime Scene Investigation*, Laxmi Publications 2015.

Pradeep Sinha, Priti Sinha, *Computer Fundamentals 6th Edition*, BPB Publications, 2003.

Srilakshmi, B. *Nutrition Science* (4th Revised Edition), New Delhi: New Age International (P) Ltd., 2014.

Suzanne Le Quesne *Nutrition: A Practical Approach*, Cornwall: Thomson, 2003.

Therapeutic Index – Siddha, 1st edition, SKM Siddha and Ayurveda, 2010.

Trevor Linsley, *Basic electrical installation work*. Newnes rint of Elsevier 2011.

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 50

Two to three Task based components

Task based classroom activities

Case studies

Group discussions

Group presentation

Role play

No End Semester Examination

No CA test

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

DEVELOPMENTAL PSYCHOLOGY II

CODE:19PY/MC/DP44

CREDITS:4

LTP:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To understand the developmental concepts and processes of development of the human being
- To comprehend the development through the various life stages, challenges in development
- To familiarize students to the concepts, theories and research which define the field of developmental psychology.

COURSE LEARNING OUTCOMES

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

- Conceptualize human functioning and behaviour from a developmental perspective.
- Understand the development of humans across the life span.
- Identify psychological and social factors that influence development of personality, emotions and other aspects of human development.
- Communicate knowledge of the key issues specific to different developmental stages of humans.
- Identify the characteristics that signify each developmental stage.

Unit 1 (13 Hours)

Early Adulthood

- 1.1 Characteristics of adulthood developmental task
- 1.2 Physical development
- 1.3 Health in adulthood, changes in interest in adulthood, social mobility, sex role adjustment
- 1.4 Personal and social hazards of adulthood, intellectual development
- 1.5 Vocational adjustment, marital adjustment, adjustment to parenthood.

Unit 2 (13 Hours)

Middle Adulthood

- 2.1 Characteristics of middle age, developmental tasks
- 2.2 Physical changes, Sensory and Psychomotor functioning
- 2.3 Health in middle age
- 2.4 Cognitive development during middle adulthood

Unit 3 (13 Hours)

Middle Adulthood-Psychosocial Aspects

- 3.1 Personal and social hazards
- 3.2 Changes in interests, work in the middle age
- 3.3 Adjustment to changed family patterns, marital hazards of middle age
- 3.4 Relationship with maturing children and aging parents.

Unit 4 (13 Hours)

Late Adulthood

- 4.1 Characteristics of old age, developmental tasks
- 4.2 Physical development, sensory and psychomotor functioning, intellectual changes
- 4.3 Health in old age, social adjustment in old age
- 4.4 Physical hazards, psychological hazards, successful aging

Unit 5 (13 Hours)

Late Adulthood-Psychosocial Aspects

- 5.1 Lifestyle and social issues related to aging
- 5.2 Relationship with siblings, friends, adult children; family management of elder care
- 5.3 Adjustment to retirement, adjustment to single-hood, vocational and family hazards of old age, living arrangements for the elderly;
- 5.4 Death: facing death; three aspects of death, coping with loss

BOOKS FOR STUDY

- Hurlock, E. B. (2010). *Developmental Psychology: A Life-Span Approach*. Tata McGraw-Hill Education Pvt.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2009). *Human development (11th ed)*. New York, NY: McGraw-Hill Companies.

BOOKS FOR REFERENCE

- Santrock, J. W. (2007). *Life Span Development (13th ed)*. McGraw Hill Education.
- Shaffer, D. R. (2014). *Developmental Psychology (9th Edition)*. Wadsworth, Canada.

WEB RESOURCES

- <https://www.youtube.com/watch?v=Eqxjc4IUDyY>
- <https://www.youtube.com/watch?v=WH9ZJu4wRUE>

PATTERN OF ASSESSMENT

Continuous Assessment: Total Marks: 50 Duration: 90 minutes

Section A – 5 x 3= 15 marks (all questions to be answered in 50 words)

Section B – 4 x 5= 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 15= 15 marks (1 out of 2 questions to be answered in 1200 words)

Other Component: Total Marks: 50

Seminars/Assignments/Quiz

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

EXPERIMENTAL PSYCHOLOGY - PRACTICAL

CODE:19PY/MC/EP45

CREDITS:5

L T P:3 0 4

TOTAL TEACHING HOURS:52

OBJECTIVES OF THE COURSE

- To enable students understand the use of experiments in Psychology
- To acclimatize them to interpret and draw conclusions based on the norms given in the manual
- To facilitate students to write reports of experiments while adhering to APA conventions.

COURSE LEARNING OUTCOMES

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

- Interact respectfully with people of diverse backgrounds
- Use the knowledge and skills acquired to use relevant and appropriate experiments based on the need
- Demonstrate competencies in conducting experiments and reporting the same
- Explain the experimental procedures in scientific testing.
- Behave ethically and responsibly towards participants of research.

Ten Experiments to be conducted.

1. Distraction of Attention
2. Determination of two point threshold
3. Division of Attention
4. Span of Attention
5. Visual Acuity
6. Mapping of Blind Spot
7. Colour Blindness
8. Muller Lyer Illusion
9. Set in perception
10. Perception of Space in Depth
11. Perception of Size Constancy
12. Transfer of Learning - Habit Interference
13. Maze Learning
14. Knowledge of Results
15. Study of Learning by Insight
16. Proactive and Reactive Inhibition
17. Study of Bilateral Transfer
18. Concept Formation
19. Problem Solving

20. T Puzzle
21. Heart and Bow
22. Motor Learning
23. Manual Dexterity
24. Finger Dexterity
25. Steadiness Test
26. Minnesota Rate of Manipulation Test
27. Effect of meaning on memory
28. Triads test
29. Word Association Test
30. Muscular fatigue

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 50

Duration: 90 minutes

50 (Viva Voce, Record, Test)

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

(Viva Voce, Record, Conduction, Plan and Procedure, Results and Tabulation, Discussion, Conclusion)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

HEALTH PSYCHOLOGY

CODE:19PY/AC/HP45

CREDITS:5

L T P:5 0 0

TOTAL TEACHING HOURS :65

OBJECTIVES OF THE COURSE

- To familiarize students to health and wellness
- To understand the impact of psychological factors on health and disease.
- To enable students to understand specific health issues that warrant an in-depth look

COURSE LEARNING OUTCOMES

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

- Demonstrate an understanding on the importance of health psychology
- Compare and contrast the various models on the modification of health habits
- Elucidate on the impact of stress and the ways to cope with it
- Describe the value of health psychology and possible career prospects within the field.
- Evaluate the strengths and weaknesses of various psychotherapeutic approaches employed in health promotion and wellness.

Unit 1 (13 Hours)

Introduction to Health Psychology- Health Behaviour

- 1.1 Health psychology- Definition and Need
- 1.2 The biopsychosocial model, patient practitioner relationship
- 1.3 Training for a career in health psychology
- 1.4 Introduction to health behaviour
- 1.5 Factors influencing the practice of health behavior

Unit 2 (13 Hours)

Modification of Health Behaviour

- 2.1 Changing health habits using theoretical models- Health belief model, Theory of planned behaviour
- 2.2 Cognitive behavioural approaches to change health behaviour
- 2.3 Transtheoretical model of behaviour change
- 2.4 Avenues for health habit modification

Unit 3 (16 Hours)

Chronic Illness and Pain

- 3.1 Illness Factors- Onset, Progression, Types of Symptoms
- 3.2 Quality of Life
- 3.3 Personal issues in chronic illness
 - 3.3.1. Coping with chronic illness
 - 3.3.2 Comanagement of chronic illness
 - 3.3.3 Psychosocial Interventions

- 3.4 Pain- definition, types of pain
 - 3.4.1 Pain control techniques
 - 3.4.2 Pain management

Unit 4 **(13 Hours)**

Stress

- 4.1 Stress- definition, dimensions of stress, sources of chronic stress.
- 4.2 Theoretical contributions- Lazarus's Appraisal Model, Flight or fight response, General adaptation Syndrome, Tending and Befriending Model.
- 4.3 Physiology of Stress- HPA Activation, SAM Activation, Individual differences in stress reactivity.
- 4.4 Psychoneuroimmunology

Unit 5 **(10 Hours)**

Coping

- 5.1 Coping with Stress
- 5.2 Coping and external resources
- 5.3 Social Support
- 5.4 Coping Interventions

BOOKS FOR STUDY

- Boyer, B & Pahlia, I. (2008). *Comprehensive Handbook of Clinical Health Psychology*. New Jersey: John Wiley & Sons.
- Sarafino, E. (1994). *Health Psychology*. New Jersey: John Wiley and Sons.
- Taylor, S. (1995). *Health psychology (6th ed)*. Toronto: McGraw-Hill Ryerson.

BOOKS FOR REFERENCE

- Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C & Sykes, C.M. (2008). *Health Psychology: Theory, Research and Practice (2nd ed)*. New Delhi: Sage Publications.

WEB RESOURCES

- <https://youtu.be/BIfK0L8xDP0>
- https://www.ted.com/talks/elliott_krane_the_mystery_of_chronic_pain?language=en

PATTERN OF ASSESSMENT

Continuous Assessment: **Total Marks: 50** **Duration: 90 minutes**

Section A – 5 x 3= 15 marks (all questions to be answered in 50 words)

Section B – 4 x 5= 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 15= 15 marks (1 out of 2 questions to be answered in 1200 words)

Other Component: **Total Marks: 50**

Seminars/Assignments/Quiz

End-Semester Examination: **Total Marks: 100** **Duration: 3 hours**

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE: PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

ABNORMAL PSYCHOLOGY I

CODE:19PY/MC/AB55

CREDITS:5

LTP:5 1 0

TOTAL TEACHING HOURS:78

OBJECTIVES OF THE COURSE

- To enable students to differentiate between abnormal and normal behaviour.
- To impart knowledge about the theoretical approaches in understanding abnormality.
- To help ascertain the diagnosis based on the clinical manifestation of the illness using an appropriate classification system.
- To enable students to discern the causal factors of presenting illnesses and formulate a case conceptualization.
- To learn the appropriate evidence based approaches in treatment and management of mental illnesses.

COURSE LEARNING OUTCOMES

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

- Define the basis of abnormal psychology and the differences between normal and abnormal behaviour.
- Differentiate between major theoretical orientations in abnormal psychology.
- Identify the standards for the diagnosis and classification of major psychopathological conditions.
- Possess knowledge of multiple influences of abnormal behaviour as viewed from different theoretical perspectives.
- Construct diagnostic formulations and thereby develop and implement psychotherapeutic interventions.

Unit 1

(15 Hours)

Introduction to Abnormal Psychology

1.1 Psychological Abnormality -Definition of abnormal behaviour

1.2 Historical views of abnormal behaviour and its treatment, Current Perspectives of abnormality

1.3 Incidence of mental disorders. Classification of mental disorders – International Classification of Diseases – 10 (ICD-10) and Diagnostic and Statistical Manual of Mental Disorders (DSM) – An Overview

1.4 Humanitarian approach, Contemporary views of abnormal behaviour

Unit 2 (16 Hours)

Childhood and adolescence Disorders

- 2.1 Defiant and conduct disorder
- 2.2 Attention- Deficit/Hyperactivity disorders
- 2.3 Autism spectrum disorders
- 2.4 Childhood onset mental illness
- 2.5 Learning disabilities
- 2.6 Treatment

Unit 3 (16 Hours)

Anxiety and obsessive-compulsive related disorders

- 3.1 Anxiety disorders – Generalized Anxiety Disorder, Panic Disorders
- 3.2 Phobias - Specific Phobias, Social Phobia
- 3.3 Biological, Psychosocial and Socio Cultural causal factors of anxiety disorders
- 3.4 Treatment of anxiety disorders
- 3.5 Obsessive compulsive disorder- causes, diagnostic criteria, and treatment outcomes.
- 3.6 Overview of intermittent explosive disorder, pyromania, kleptomania, gambling, excoriation disorder, trichotillomania

Unit 4 (16 Hours)

Somatoform and Dissociative Disorders

- 4.1 Somatoform Disorder- Conversion Disorder, Somatization Disorder, Pain Disorder, Hypochondriasis and Body Dysmorphic Disorder
- 4.2 Dissociative Disorders- Dissociative Amnesia and Fugue, Depersonalization Disorder, Dissociative Identity Disorder

Stressor and Trauma Related Disorders

- 4.3 Acute Stress Disorder and Post Traumatic Stress Disorder
- 4.4 Overview of Adjustment Disorders
- 4.5 Biological, Psychosocial and Socio cultural causal factors of Somatoform, Dissociative, Stress and Trauma Related Disorders
- 4.6 Treatment and Management

Unit 5 (15 Hours)

Sexual Disorders and Gender Identity Disorder

- 5.1 Sexual dysfunctions
- 5.2 Causes and treatment of sexual dysfunctions
- 5.3 Paraphilias – causes and treatment
- 5.4 Sexual variants, Sexual and gender variants
- 5.5 Gender Identity Disorder
- 5.6 Treatment and Management

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019- 2020)

APPLIED PSYCHOLOGY

CODE:19PY/MC/AP54

CREDITS:4

LTP :4 1 0

TOTAL TEACHING HOURS : 65

OBJECTIVES OF THE COURSE

- To introduce students to an understanding about the interface between Society and Psychology
- To familiarise students with the various Applications of Psychology
- To impart knowledge of theoretical foundations employed in a variety of applied settings in the field of psychology.

COURSE LEARNING OUTCOMES

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

- Demonstrate an understanding of the application of psychological principles in various real world settings.
- Communicate knowledge about social issues at the local, national and global levels and its impact on the society.
- Develop creative and practical solutions to challenges faced by the larger community.
- Evaluate and choose career prospects within the field of psychology.
- Demonstrate knowledge of how theoretical foundations of psychology translate into practical applications.

Unit 1 (13 Hours)

Introduction to Applied Psychology

- 1.1 Definition of Applied Psychology
- 1.2 Importance of Applied Psychology
- 1.3 Geriatric Psychology
 - 1.3.1 Meaning and Definition of Geriatric Psychology
 - 1.3.2 Nature and scope of Geropsychology
 - 1.3.3 Cognitive, Social and health factors that impact aging
 - 1.3.4 Role of Geriatric Psychologist

Unit 2 (13 Hours)

Sports Psychology

- 2.1 Meaning and definition of Sports Psychology
- 2.2 Nature and Scope of Sports Psychology
- 2.3 Personality, attitude, motivation, aggression and social factors in sports
- 2.4 Role of Sports Psychologist

- Unit 3** **Forensic Psychology** **(13 Hours)**
 3.1 Meaning and Definition of Forensic Psychology
 3.2 Nature and Scope of Forensic Psychology
 3.3 Areas of Forensic Psychology
 3.4 Role of Forensic Psychologist
- Unit 4** **Positive Psychology** **(13 Hours)**
 4.1 Definition and nature of positive psychology
 4.2 Happiness and Psychological well-being
 4.3 Coping and Resilience
 4.4 Cultivating positive emotions
 4.5 Role of positive psychology in mental health
- Unit 5** **Education Psychology** **(13 Hours)**
 5.1 Meaning and Definition of education psychology
 5.2 Classroom management and learning environment
 5.3 Student Diversity- individual styles of learning and thinking, , multiple intelligences, gifted and talented students, gender differences, accommodating cultural diversity in practice
 5.4 Role of education psychologist

BOOKS FOR STUDY

Bartol, R.C. (2012). *Forensic Psychology*. New Delhi: Sage Publications.

Gregory, W.L. & Burroughs, W.J. (1989). *Introduction to Applied Psychology*. Scott, Foresman and Company.

Jain, R. (2005). *Sports Psychology*. New Delhi: D.K Publishers.

Schaie, W. & Willis, S. L. (2011). *Hand Book Of the Psychology of Aging*. New York :Elsevier Publication.

Sharma, R. (2004). *Advanced Applied Psychology*. Atlantic. New Delhi.

Snyder, C. R., Lopez, S. J. (2011). *Positive Psychology*. Sage South Asia Edition.

Seifert, K., & Slutton, R. (2011). *Education Psychology* [Adobe Digital] (3rd ed.).

BOOKS FOR REFERENCE

Davey, G. (2011). *Applied Psychology (1st ed)*. Britain: BSP Blackwell and British Council Library.

Jarvis, M. (2006). *Sport Psychology: A Student's Handbook*. London, England: Routledge.

Style, C. (2011). *Brilliant Positive Psychology*. Pearson India.

WEB RESOURCES

https://www.ted.com/talks/jim_fallon_exploring_the_mind_of_a_killer?language=en

https://www.ted.com/talks/scott_fraser_the_problem_with_eyewitness_testimony?language=en

https://www.youtube.com/watch?v=yG7v4y_xwzQ

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 50

Duration: 90 minutes

Section A – 5 x 3 = 15 marks (all questions to be answered in 50 words)

Section B – 4 x 5 = 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 15 = 15 marks (1 out of 2 questions to be answered in 1200 words)

Other Component:

Total Marks: 50

Seminars/Assignments/Quiz

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

PSYCHOLOGICAL ASSESSMENT - PRACTICAL

CODE:19PY/MC/PA55

CREDITS:5

L T P:3 0 4

TOTAL TEACHING HOURS:52

OBJECTIVES OF THE COURSE

- To familiarize students on the different types of testing used in the clinical setting; and the appropriate use of a test.
- To enable students to develop the skills required for Psychological testing.
- To impart knowledge about the ethical considerations of psychological testing and administration.

COURSE LEARNING OUTCOMES

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

- Understand the significance of psychometric properties of an assessment; and evaluate the effectiveness of the test based on the same.
- Discern the test that will be most applicable for a given target group based on norms, psychometric properties and contradictors for the test.
- Administer psychological assessments to relevant population groups.
- Interpret results of a psychological assessment and report results of the test.
- Behave ethically and responsibly towards participants of research.

Ten tests to be conducted.

1. Multiple Intelligence Scale
2. Raven's Standard Progressive Matrices
3. Bhatia's Battery of performance test
4. Wechsler Adult Intelligence Test (WAIS)
5. Wechsler Intelligence Scale for Children (WISC)
6. Binet Kamath Test of Intelligence
7. Achievement Motivation Scale
8. Wallach-Kogan Creativity Test
9. Eysenck Personality Inventory
10. Test of Self -concept scale
11. Test of values
12. Locus of Control
13. Adjustment Scale
14. Self-esteem Scale
15. Trait and State Anxiety Scale

16. Trait and State Anger Expression Inventory
17. Becks Depression Scale
18. Sentence completion test
19. Chatterjee's non language preference record
20. NEO-FFI
21. Career Maturity Scale
22. Vocational Preference Inventory
23. MMPI
24. Vineland Social Maturity Scale
25. Marriage Attitude Scale
26. Alcohol and Drugs Attitude Scale
27. Differential Aptitude Test
28. Family Environment Scale
29. Suicidal Ideation scale
30. Hamilton's Anxiety Scale

PATTERN OF ASSESSMENT

Continuous Assessment: **Total Marks: 50** **Duration: 90 minutes**
50 (Record, Assignment, Test)

End-Semester Examination: **Total Marks: 100** **Duration: 3 hours**
(Viva-, Record-, Conduction-, Plan and Procedure-, Results and Tabulation-, Discussion-, Conclusion)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

Interdisciplinary Core Course Offered by the Departments of Psychology and English(English and Communication Skills) to B.Sc. Psychology and B.A. English(English and Communication Skills) Degree Programmes

SYLLABUS

(Effective from the academic year 2019-2020)

LITERATURE AND PSYCHOLOGY

CODE: 19ID/IC/LP55

CREDITS: 5

LTP: 5 1 0

TOTAL TEACHING HOURS: 78

OBJECTIVES OF THE COURSE

- To introduce students to the interdisciplinary aspects between Literature and Psychology
- To help students understand the fundamentals of human behaviour
- To encourage students to employ psychological concepts in their understanding of literary texts

COURSE LEARNING OUTCOMES

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

- demonstrate an ability to interpret literary texts from literary and psychological perspectives
- explain psychological theories and their application in the attitude of individuals and group behaviour
- integrate basic concepts of psychology to explain human behavior in everyday life
- critique literary works using key concepts in psychology
- appreciate and identify various attribute of interdisciplinarity of texts

Unit 1 Introduction to Core Concepts

(14 Hours)

- 1.1 Personality- nature, brief overview of determinants of personality
- 1.2 Overview of social behaviour and positive psychology
- 1.3 Overview of developmental psychology and abnormal psychology
- 1.4 Introduction to major theorists – Freud, Jung, Lacan, Kristeva

Unit 2 Developmental Psychology

(20 Hours)

- 2.1 Stephen Chbosky *The Perks of Being a Wallflower*
- 2.2 Psychosocial issues in adolescence
- 2.3 Identity development in adolescence
- 2.4 Trauma, abuse and sexual identity

Unit 3 Abnormal Psychology

(16 Hours)

- 3.1 Henry James *The Turn of the Screw*
- 3.2 Psychosis- losing touch with reality, visual hallucinations
- 3.3 Edgar Allan Poe *The Tell-Tale Heart*
- 3.4 Psychosis- delusions and paranoia
- 3.5 Psychopathy- presentation and traits

Unit 4 Social Psychology		(12 Hours)
4.1 Anne Sexton	“ <i>Pain for Daughter</i> ”	
4.2 Grief, stages of grieving		
4.3 Meena Kandasamy	“ <i>ONE-eyed</i> ”	
4.4 Prejudice, discrimination and casteism		

Unit 5 Positive Psychology		(16 Hours)
5.1 Gabriele Muccino	<i>The Pursuit of Happiness</i>	
5.2 Resilience, optimism and hope		
5.3 Coping and gratitude.		

BOOKS FOR REFERENCE

Baron. *Psychology*. Pearson Education India, 2001

Gottschall, Jonathan and David Sloan Wilson, editors. *The Literary Animal: Evolution and the Nature of Narrative*. Northwestern University Press, 2005.

Haycock, Dean. *Characters on the Couch: Exploring Psychology through Literature and Film*. Greenwood, 2016.

Knapp, John V. “New Psychologies and Modern Assessments: Rethinking Classics in Literature, including Film and Music.”

Lindauer, Martin S. *Psyche and the Literary Muses: The Contribution of Literary Content to Scientific Psychology*.

Santos, Rosemary Conceição et al. “Psychology of Literature and Literature in Psychology.”

Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. SAGE Publications, 2011

Winterowd, W. R., & Preston, C. *Themes and Variations: A College Reader*. Harcourt, 1985

PATTERN OF EVALUATION

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A – Two out of four in 250 words		2 x 10 = 20
Section B – Passage analysis 350 words		2 x 15 = 30

Other Components:	Total Marks: 50
Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Passage Analysis	
Quiz/Panel Discussion/Group Presentation	

Term paper: **Total Marks: 100**
students will choose a theory and will be tested on its application to a corresponding texts
(Word limit: 1500-2000 words)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

Interdisciplinary Core Course Offered by the Departments of Computer Science and Psychology to B.C.A. Degree Programme

SYLLABUS

(Effective from the academic year 2019–2020)

HUMAN COMPUTER INTERACTION

CODE:19ID/IC/HC55

CREDITS:5

L T P:5 1 0

TOTAL TEACHING HOURS:78

OBJECTIVES OF THE COURSE

- To learn the foundations of Human Computer Interaction concepts
- To be familiar with the design technologies for individuals and persons with disabilities
- To learn the guidelines for user interface
- To understand constraints, get an insight into the design space, and on deep knowledge of the materials of the design, that is, the user, the task, and the machine
- To discuss the psychological and physiological attributes of the user, providing the students with a basic overview of the capabilities and limitations that affect the ability to use computer systems

COURSE LEARNING OUTCOMES

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

- To design an effective HCI for any interface
- To design an effective HCI for individuals and persons with disabilities
- To assess the importance of user feedback
- To explain the HCI implications for designing Multimedia/ VR
- To develop meaningful user interface

Unit 1

(15 Hours)

1.1 Introduction to Interaction Design

Introduction-Good and poor design-What is Interaction Design? -What is involved in the process of Interaction Design? -The goals of interaction design-More on usability: Design and usability principles.

1.2 The Human

Understanding the human mind- computation: connectionism and symbol systems. Levels of information processing. Memory- Atkinson and Shrifin model; structure of the working memory.

1.3 The Computer

Devices – Memory – Processing and Networks.

1.4 Interaction

Models – Frameworks – Ergonomics: Bias - Arrangement of controls and displays, physical environment of interaction, health issues, use of colours, and ergonomics and HCI. – Styles – Elements – Interactivity- Paradigms-Experience, engagement and fun-understanding and designing experience and physical design & engagement.

Unit 2 (12 Hours)

2.1 Understanding Users

Cognition- Attention: visual and auditory attention. Parallel processing. Perception-perceptual grouping- figure and ground, similarity, proximity, continuity, symmetry, closure.

2.2 Designing for collaboration and communication

Introduction- Social mechanisms used in communication and Collaboration- Ethnographic studies of collaboration and Communication-Conceptual frameworks

2.3 Understanding how interfaces affect users

Introduction- What are affective aspects? - Expressive Interfaces-User Frustration
Virtual characters: agents

Unit 3 (15 Hours)

3.1. Types of Users

Visualizers and verbalizers. High and low OSL. Variety and Novelty Seekers. Need for cognition.

Designing for special populations- children, the elderly and the disabled.

3.2 Observing users

Introduction-Goals, questions and Paradigms-What and when to observe -How to observe- Participant observation and Ethnography-Data collection- Indirect observation tracking users' activities- Analyzing, interpreting and presenting data.

3.3. Asking users and experts

Introduction -Asking users: Interviews- Asking users: Questionnaires- Asking users: Inspections- Asking users: Walkthroughs

Unit 4 (18 Hours)

4.1. Interactive Design Basics

Process – Scenarios – Navigation – Screen Design – Iteration and Prototyping.

4.2. HCI in Software Process

Software Life Cycle – Usability Engineering – Prototyping in Practice – Design Rationale.

4.3. Design Rules – Principles, Standards, Guidelines, Rules -Universal Design-User-centred approaches to interaction design

Unit 5 (18 Hours)

5.1 Modelling Interaction

Descriptive models. Predictive model- A model continuum model

5.2 Groupware

Introduction-Groupware Systems-Computer-mediated Communication-Meeting and decision support systems-Shared applications and artifacts-Frameworks for groupware- Implementing synchronous groupware

5.3 Ubiquitous computing and augmented realities

Introduction-Ubiquitous computing applications research-Virtual and augmented reality-Information and data visualization

5.4. Hypertext, multimedia and the World Wide Web

Introduction-Understanding hypertext- Finding Things-Web technology and issues - Static web content-Dynamic web content

BOOKS FOR STUDY

Dix Alan, Finlay Janet, Abowd Gregory, Beale Russell. Human Computer Interaction, 3rd Edition, Pearson Education, 2004 (Unit 1(Chap1,2,3), Unit 4(Chap 5,6,7,10), Unit 5(Chap 19,20,21))

MacKenzie, I. Scott. *Human-computer interaction: An empirical research perspective*. Newnes, 2013. Elsevier. (Unit 5(Chap 7).

Preece Jenny. Rogers Yvonne. Interaction design beyond human-computer interaction, John Wiley & Sons, 2nd Edition 2002 (Unit 1(Chap1), Unit 2(Chap 3,4,5), Unit 3(Chap12,13), Unit 4(Chap 9))

BOOKS FOR REFERENCE

Cooper Alan. Riemann Robert. Cronin David. Essentials of Interaction Design, Wiley India

Hourcade, J. P. (2008). *Interaction Design and Children*. Now Publishers.

Lauesen Soren. User Interface Design. Pearson Education Asia, 4th Edition.

O. Galitz, Wilbert. The Essential Guide to User Interface Design. Wiley India, 3rd Edition

Pullin, G. (2009). *Design Meets Disability*. Cambridge, MA: MIT Press.

Rogers Preece. Sharps Interaction Design. Wiley India, 3rd Edition.

Schiffman, Leon G, Wisenblitt, Joseph, Kuman S Ramesh. *Consumer behaviour*. Chennai. Pearson Education, Inc. 2015.

Sears, A., & Jacko, Julie. A (2008) *The Human- Computer Interaction Handbook*, New York. Taylor and Francis Group.

Sears, A., & Jacko, Julie. A (2009) *The Human- Computer Interaction- Interaction Designs and Usability*, Boca Raton, FL: CRC Press.

Shneidermann Ben. Designing the user interfaces. Pearson Education Asia, 3rd Edition.

WEB RESOURCES

<http://www.hcibook.com/e3/online/>

http://teaching.paulos.net/cs160_FL2018/syllabus.html

<http://www.it.bton.ac.uk/staff/rng/teaching/CS221/CS221syllabus.html>

<https://course.ccs.neu.edu/is4300f15/schedule.htm>

<https://graphics.tu-bs.de/teaching/ss17/AHCI>

CASE STUDY

<http://reports-archive.adm.cs.cmu.edu/anon/2000/CMU-CS-00-132.pdf>

<https://medium.com/mlreview/case-study-sign-to-speech-converter-facilitated-wireless-communication-358b3914d398>

<http://campar.in.tum.de/pub/bigdelou2012m2cai/bigdelou2012m2cai.slides.pdf>

PATTERN OF ASSESSMENT

Continuous Assessment Test: **Total Marks: 50** **Duration:1 1/2 hours**

Section A - $3 \times 2 = 6$ (3 out of 5)

Section B - $3 \times 8 = 24$ (3 out of 5)

Section C - $1 \times 20 = 20$ (1 out of 2)

Other Components: **Total Marks: 50**

Assignment/Seminars/Quiz/Open book tests/Case Studies

End-Semester Examination: **Total Marks: 100** **Duration:3 hours**

Section A – $10 \times 2 = 20$

Section B - $8 \times 5 = 40$ marks (8 out of 10)

Section C - $2 \times 20 = 40$ marks (2 out of 4)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE: PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019 - 2020)

ABNORMAL PSYCHOLOGY II

CODE: 19PY/MC/AB65

CREDITS: 5

LTP: 5 1 0

TOTAL TEACHING HOURS: 78

OBJECTIVES OF THE COURSE

- To help ascertain the diagnosis based on the clinical manifestation of the illness using an appropriate classification system.
- To enable students to discern the causal factors of presenting illnesses and formulate a case conceptualization.
- To learn the appropriate evidence based approaches in treatment and management of mental illnesses.

COURSE LEARNING OUTCOMES

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

- Define the basis of abnormal psychology and the differences between normal and abnormal behaviour.
- Differentiate between major theoretical orientations in abnormal psychology.
- Identify the standards for the diagnosis and classification of major psychopathological conditions.
- Possess knowledge of multiple influences of abnormal behaviour as viewed from different theoretical perspectives.
- Construct diagnostic formulations and thereby develop and implement psychotherapeutic interventions.

Unit 1

(17 Hours)

Mood Disorders

- 1.1 Mood Disorders- Unipolar Mood Disorders
- 1.2 Biological, psychosocial, socio-cultural causal factors in Unipolar Mood Disorders
- 1.3 Bipolar Disorders
- 1.4 Biological, Psychosocial and socio cultural causal factors affecting Bipolar Disorders
- 1.5 Treatment and Management

Unit 2

(15 Hours)

Schizophrenia and related disorders

- 2.1 Schizophrenia- Clinical features of Schizophrenia, subtypes of schizophrenia
- 2.2 Overview of schizophrenia related disorders- delusional disorder, brief psychotic disorder, schizophreniform disorder, schizoaffective disorder, shared psychotic disorder.

2.3 Causes of Schizophrenia
2.4 Treatment and Management

Unit 3 (12 Hours)

Personality Disorders

3.1 Disorders of Adult Personality and Behaviour - Clinical features, Causes
3.2 Specific Personality Disorders – Paranoid, Schizoid, Dissocial, Histrionic, Borderline
3.3 Treatment and Management

Unit 4 (17 Hours)

Substance Related Disorders

4.4 Addiction Disorders- Alcohol abuse and dependence
4.5 Addiction Disorders - Drug abuse and drug dependence
4.6 Treatment and Prevention

Unit 5 (17 Hours)

Neurocognitive Disorders

5.1 Delirium
5.2 Major & Mild Neurocognitive Disorder
5.3 Specific Neurocognitive Disorders - Traumatic Brain Injury, Parkinson's, Huntington's, Alzheimer's, Frontotemporal Disorder, Lewy Body Disease.
5.4 Causes of Neurocognitive Disorders
5.5 Treatment and Management of Neurocognitive Disorders

BOOKS FOR STUDY

Comer, R. J. (2009). *Fundamentals of Abnormal Psychology*. New York: Worth Publishers.
Durand, V. M., & Barlow, D. H. (2000). *Abnormal Psychology (2nd ed)*. Thomson Brooks/Cole.
Sarason, I. G., & Sarason, B. R. (2005). *Abnormal Psychology*. New Delhi : Prentice Hall.

BOOKS FOR REFERENCE

Carson, R.C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2007). *Abnormal Psychology (13th ed)*. Delhi, India: Pearson Education.
Durand, V. M., & Barlow, D. H. (2009). *Abnormal Psychology- An Integrative Approach (6th ed)*. Wadsworth: Cengage Learning.

WEB RESOURCES

<https://www.youtube.com/watch?v=IehtMYlOuIk>

PATTERN OF ASSESSMENT

Continuous Assessment: **Total Marks: 50** **Duration: 90 mins**

Section A – 3 x 2 = 6 marks (all questions to be answered in 50 words)

Section B – 4 x 5 = 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words)

Other Component: **Total Marks: 50**

Seminars/Assignments/Quiz

End semester examination: **Total Marks: 100** **Duration: 3 hours**

Section A: 10 x 2 = 20 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 20 = 40 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019- 2020)

COUNSELLING PSYCHOLOGY

CODE: 19PY/MC/CP64

CREDITS: 4

L T P : 4 1 0

TOTAL TEACHING HOURS : 65

OBJECTIVES OF THE COURSE

- To help students understand the basic processes of counselling.
- To enable students to learn the various approaches of counselling.
- To learn the application of counselling skills.

COURSE LEARNING OUTCOMES

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

- Exhibit an understanding of the counselling process and the role of a counsellor in the same.
- Demonstrate micro and macro skills used in the counselling process.
- Respect and follow the ethical guideline laid down by the APA.
- Discern the approach of counselling most appropriate for a given client or use their discretion to use an eclectic approach.
- Critique and evaluate various approaches in counselling.

Unit 1 (12 Hours)

Counselling- An Introduction

- 1.1 Introduction: Definitions of counselling
- 1.2 Characteristics of an effective counsellor
- 1.3 Functions of counsellors
- 1.4 Goals of counselling
- 1.5 Ethics in counselling

Unit 2 (14 Hours)

Approaches to Counselling

- 2.1 Psychodynamic Approach
- 2.2 Behaviouristic Approach
- 2.3 Humanistic Approach
- 2.4 Trait-Factor Approach
- 2.5 Gestalt Approach
- 2.6 Existential Approach
- 2.7 The Eclectic approach

Unit 3 (13 Hours)

The Egan Model of Counselling – the Skilled Approach

- 3.1 Stage – 1 Problem Exploration and Clarification
Part I – Attending and Listening, orienting oneself to the present

Micro skills – active listening – verbal and non-verbal messages and behaviour
Part II – Helper’s response and clients self-exploration
Helpers skills – accurate empathy (primary level), respect, genuineness, concreteness
Client’s skill – self-exploration

3.2 Stage – 2 Integrative understanding / dynamic self-understanding
Part I – Focusing, summarizing, probing for missing experiences, behaviour Feelings
Part II – Helper’s skills – all the skills of Stage-1, self-disclosure, immediacy, confrontation.
Client’s skill – non-defensive listening, dynamic self-understanding.

Unit 4 (13 Hours)

The Egan Model of Counselling – the Skilled Approach

4.1 Stage-3 Facilitating action; developing a new perspective; preferred scenario
Part I – Helping the client see alternatives
Helping the client choose and formulate an action plan
Helping the client implement and evaluate.
Part II – Helper’s skill-
All the skills of stages 1 & 2
4.2 Termination of counselling- readiness of termination, client responses to termination, counsellors responses to termination, ending in a positive way.

Unit 5 (13 Hours)

Counselling of Special Groups

5.1 Marital and Family Counselling
5.2 School counselling
5.3 Youth Counselling
5.4 Career counselling
5.5 Work place counselling
5.6 De-addiction Counselling
5.7 AIDS Counselling
5.7 Grief counselling
5.8 Counselling suicidal clients.
5.9 Gerontological Counselling
5.10 Telephone, Online Counselling
5.11 Crises Counselling
5.12 Counselling in disaster situation

BOOKS FOR STUDY

Egan, G. (1982). *The Skilled Helper*. Brooks: Cole Publishing.
Patterson, L. E., & Welfel, E. R. (2001). *The Counselling Process*. Bangalore: Eastern Press.

BOOKS FOR REFERENCE

Gibson, R. L., & Mitchell, M. H. (2003). *Introduction to Counseling and Guidance* (6th ed.). Delhi: Pearson Education
Jones, R. N. (2007). *The Theory and Practice of Counselling* (2nd ed.). London: Holt, Rinehart & Winston.

WEB RESOURCES

<https://www.youtube.com/watch?v=it0j6FIxIog>

https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong/discussion

PATTERN OF ASSESSMENT

Continuous Assessment: **Total Marks: 50** **Duration: 90 minutes**

Section A – 5 x 3 = 15 marks (all questions to be answered in 50 words)

Section B – 4 x 5 = 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 15 = 15 marks (1 out of 2 questions to be answered in 1200 words)

Other Component: **Total Marks: 50**

Seminars/Assignments/Quiz

End-Semester Examination: **Total Marks: 100** **Duration: 3 hours**

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE: PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019 – 2020)

REHABILITATION PSYCHOLOGY

CODE: 19PY/MC/RP65

CREDITS: 5

LTP: 5 1 0

TOTAL TEACHING HOURS: 78

OBJECTIVES OF THE COURSE

- To deepen the students' understanding of conceptual frameworks within disability and rehabilitation.
- To familiarize students to rehabilitation psychology, a branch of psychology that focuses on the needs and resources of persons with disabilities.
- To help students understand the role of a rehabilitation psychologist in practice and services within a network of biological, psychological, social, environmental and political capacities.
- To impart knowledge regarding the existing policies for persons with disabilities at both the national and the international levels.

COURSE LEARNING OUTCOMES

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

- Classify disabilities and be sensitive to the needs and potentials of those with disabilities.
- Conduct a needs analysis for persons with disabilities and formulate an intervention plan based on the same.
- Demonstrate an appreciation for the services provided by each member of the multidisciplinary team and understand the importance for the same.
- Identify techniques to reduce barriers in attitude that affect individuals with disabilities.
- Articulate a working knowledge of the stages of human development and the different needs of individuals with disabilities across the life span.

Unit 1

(15 Hours)

Introduction to Rehabilitation Psychology

1.1 Basic constructs- Impairment, handicap, disability

1.2 Meaning and definition of rehabilitation

1.3 Goals, objectives and principles of rehabilitation

1.4 Impact of Disability on the

1.4.1 Individual- person variables, immediate environment, larger culture and sub-culture.

1.4.2 Family- family systems theory, family coping resources.

1.4.3 Community

1.5 Individual and community based rehabilitation

- Unit 2** (15 Hours)
Personality attributes of persons with disabilities
2.1 Personality development of persons with disabilities
2.2 Personality traits and coping styles of persons with disabilities
2.3 Psychological adjustment to disability- Kerr's levels of adaptation to disability, stage theories of disability.
2.4 Personality assessment- observational methods, personality inventories and projective techniques.

- Unit 3** (16 Hours)
Classes of disabilities and their management
Nature, causes and types, characteristics, assessments, management techniques
3.1 Vision impairment
3.2 Hearing and speech impairment
3.3 Intellectual disability
3.4 Neuromuscular and orthopaedic disabilities
3.5 Mental Illness

- Unit 4** (16 Hours)
Psychological assessments and training
4.1 Assessment of intelligence, cognitive functions and adaptive behaviours
4.2 Assessment of aptitude, interests and special abilities.
4.3 Training need analysis, planning and implementation of training programme
4.4 Careers for the disabled
4.5 Role of rehabilitation psychologist in different settings

- Unit 5** (16 Hours)
Frameworks for intervention
5.1 Addressing barriers to rehabilitation
5.2 Overview of policies, laws, and programs for the disabled (national and international)
5.3 National action plan for skill training of persons with disabilities.
5.4 Increasing human resources for rehabilitation

BOOKS FOR STUDY

Baroff, G. S., & Olley, J. G. (2014). *Mental Retardation: Nature, Cause, and Management*. London, England: Routledge.

Farrell, M. (2006). *The Effective Teacher's Guide to Sensory Impairment and Physical Disability: Practical Strategies*. Oxfordshire, England: Taylor & Francis.

McDaniel, J. W. (2013). *Physical Disability and Human Behavior: Pergamon General Psychology Series*. Amsterdam, Netherlands: Elsevier.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE: PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

CONSUMER PSYCHOLOGY

CODE:19PY/ME/CY45

CREDITS :5

L T P :5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To enable students to understand the rationale behind ‘how and why’ consumers behave
- To understand the internal and external influences that impel individuals to act in consumption- related ways
- To provide an insight into the strategies that are most likely to reach, inform, and persuade consumers.

COURSE LEARNING OUTCOMES

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

- Distinguish between different consumer behaviour influences and their relationships
- Establish the relationship between theories of consumer behaviour and marketing concepts.
- Identify the social influences on consumer behaviour specifically in the Indian market, given its cultural diversity.
- Display an understanding of consumer motivations and decision process.
- Effectively develop, interpret and analyse different forms of messages and multimedia presentation used in business.

Unit 1 (12 Hours)

Introduction to Consumer Psychology

1.1 Definition and meaning of Consumer Behaviour

1.2 Nature and importance of Consumer Behaviour

1.3 General model of Consumer Behaviour

Consumer Perception

1.4 Elements of perception- sensory input, absolute threshold, differential threshold and subliminal perception

Unit 2 (13 Hours)

Consumer Motivation

2.1 Meaning of Motivation, Types of Motives, Dynamic Nature of Motives-Needs and Goals of Consumers

Consumer Personality

2.2 Meaning of Personality, Facets of Personality, Personality Traits and Consumer Behaviour

Unit 3 (13 Hours)

Consumer Learning

3.1 Elements of Consumer Learning

3.2 Approaches to Learning- Classical Conditioning, Operant Conditioning

Consumer Communication Process

3.3 Definition of Communication, Communication Process-Traditional Media and New Media

3.4 Designing Persuasive Communication Messages

Unit 4 (15 Hours)

Consumer in the Social and Cultural Settings

4.1 Family as a socialization agent-Parental Styles and Consumer socialization

4.2 Family Decision making and Consumption related roles- Husband and Wife Decision making, Children's influence in decision making, Family member's roles

4.3 Family Life Cycle, Non Traditional Families

4.4 Social Class & Social Status, Social Class Characteristics

4.5 Reference Groups- types of reference groups, factors influencing reference groups influence

4.6 Culture's role and Dynamics- Levels of cultural norms, symbolism, Psychographics

Unit 5 (12 Hours)

Consumer Decision-Making Process

5.1 Stages of Decision Making

5.2 Types of Decision Making

5.3 Consumer Decision Making Model- EK B Model

5.4 Consumer Insights

BOOKS FOR STUDY

Schiffman, Leon G, Wisenblitt, Joseph, Kuman S Ramesh. *Consumer behaviour*. Chennai. Pearson Education, Inc.2015.

Sharma, Rajwanti, Sharma, Jai Pal. *Consumer Behaviour*. New Delhi. JBC Press.2014.

BOOKS FOR REFERENCE

Blythe, Jim *Consumer Behaviour*. New Delhi. Sage .2013.

Graves Philip. *Consumer.ology*. London. Nicholas Brealey. 2013.

Pasricha, Seema. *Consumer Psychology*. New Delhi. Deep & Deep .2005

Sharan, A.K. *Consumer Psychology*. Bangalore. Neha Publishers & Distributors.1999.

JOURNALS

Journal of Consumer Behaviour

<http://www.ingentaconnect.com/content/jws/cbh/2004/00000004/00000002;jsessionid=51ede bvsd1c7i.alice#>

WEB RESOURCES

Consumer-Brand Relationship

http://dx.doi.org/10.1207/s15327663jcp1501_10

What consumers want?

[https://img-](https://img-ssl.tedcdn.com/r/images.ted.com/images/ted/65912_240x180.jpg?quality=89&w=320)

[ssl.tedcdn.com/r/images.ted.com/images/ted/65912_240x180.jpg?quality=89&w=320](https://img-ssl.tedcdn.com/r/images.ted.com/images/ted/65912_240x180.jpg?quality=89&w=320)

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 50

Duration: 90 minutes

Section A – 5 x 3 = 15 marks (all questions to be answered in 50 words)

Section B – 4 x 5 = 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 15 = 15 marks (1 out of 2 questions to be answered in 1200 words)

Other Component:

Total Marks: 50

Seminars/Assignments/Quiz

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

ORGANISATIONAL PSYCHOLOGY

CODE:19PY/ME/OP45

CREDITS: 5

LTP :5 0 0

TOTAL TEACHING HOURS :65

OBJECTIVES OF THE COURSE

- To enable students to gain an understanding of the dynamics of human interaction within an organisational context.
- To understand and appreciate the role of Psychology in organizations
- To help the students understand how theory and research are applied to work settings

COUSE LEARNING OUTCOMES

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

- Demonstrate an understanding of the major areas of organisational psychology.
- Apply theoretical frameworks to real life organisational situations.
- Communicate knowledge of the various roles of the psychologist within an organization.
- Understand influence of personal attributes on job performance, motivation and output.
- Appreciate and be sensitive towards ethical guidelines in work culture.

Unit 1

(10 Hours)

Introduction to Organisational Psychology

- 1.1 Definition of organization and organisational structure
- 1.2 Relevance of psychology in organisation
- 1.3 Meaning, definition and scope of organisational psychology
- 1.4 Historical development of organisational psychology; pioneers of personnel selection
- 1.5 Challenges for organisational psychology- virtual workplace, virtual employees, worker involvement, changing technology and skills.

Unit 2

(12 Hours)

Organisational culture and dynamics

- 2.1 Organisational culture
 - 2.1.1. Definition, creating and sustaining an ethical and customer responsive culture.
 - 2.1.2. Employees learn culture
- 2.2 Organisational Dynamics
 - 2.2.1 Contemporary issues for managers
 - 2.2.2 Forces for change
 - 2.2.3 Managing planned change
 - 2.2.4 Resistance to change
 - 2.2.5 Overview to the approaches to change

Unit 3 **(13 Hours)**

Assessment of job, performance and people

- 3.1 Job analysis- definition
 - 3.1.1 Job oriented approach, person oriented approach
 - 3.1.2 Purpose of job analysis
- 3.2 Performance appraisal- definition
 - 3.2.1 Reasons for appraisal
 - 3.2.2 Methods of performance appraisal
- 3.3 Selecting employees- definition
 - 3.3.1 Recruitment process, interviews and psychological tests
- 3.4 Training-Definition
 - 3.4.1 Training methods- on the job and off the job training

Unit 4 **(14 Hours)**

Work Motivation and Job Satisfaction

- 4.1 Meaning and definition of motivation
 - 4.1.1 Early theories of work motivation- need hierarchy, two-factor theory
 - 4.1.2 Contemporary theories of motivation- ERG theory; Mclelland's theory of needs, reinforcement theory.
- 4.2 Job satisfaction
 - 4.2.1 Nature of job satisfaction
 - 4.2.2 Antecedents of job satisfaction- environmental and personal antecedents.
 - 4.2.3 Potential effects of job satisfaction

Unit 5 **(16 Hours)**

Work Groups, Work Teams and Leadership

- 5.1 Definition of work groups and work teams
 - 5.1.1 Important group concepts- roles, norms, group cohesiveness, process loss
 - 5.1.2 Building effective teams- context, composition, work design, process
- 5.2 Leadership
 - 5.2.1 Definition of leadership
 - 5.2.2 Styles of leadership
 - 5.2.3 Behavioural theories- Managerial Grid
 - 5.2.4 Contingency theories- Fred Fiedler model
 - 5.2.5 Situational theory- Hersey and Blanchard's model.

BOOKS FOR STUDY

Robbins, S. P. (2005). *Organisational Behavior* (11th ed.). New Delhi: Prentice Hall of India.

Schultz, D., & Schultz, S. E. (2015). *Psychology and Work Today: Pearson New International Edition CourseSmart eTextbook*. New Delhi, England: Pearson India.

Spector, P. E. (2016). *Industrial and Organisational Psychology: Research and Practice, 7th Edition: Research and Practice*. Hoboken, NJ: Wiley Global Education.

BOOKS FOR REFERENCE

Davis, K., & Newstrom, J. W. (2002). *Human Behavior at Work: Organisational Behavior*(11th ed.). New York, NY: McGraw-Hill College.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE: PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

THEORIES OF PERSONALITY

CODE:19PY/ME/TP45

CREDITS:5

LTP:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To help students develop knowledge about the dimensions of human personality
- To familiarize students with the various contributions made by eminent psychologists in the realm of personality theories.
- To familiarize students with major models related to the study of personality.

COURSE LEARNING OUTCOMES

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

- Possess skills required to identify and personality theories and translate theoretical knowledge to explanations of individual behaviour.
- Exhibit an understanding of human personality, its dimensions and its application in psychology.
- Compare and contrast the various personality theories based on their premises and postulates.
- Categorize and evaluate personality tests based on their approach to measuring personality.
- Appreciate individual differences and be sensitive towards these differences.

Unit 1 (12 Hours)

Introduction to Personality Theories

- 1.1 Definition and meaning of personality
- 1.2 Meaning and definition of theory, Scientific Statements- Objective & Subjective data, operational definition
- 1.3 Personality in the history of psychology, Dimensions of personality
- 1.4 Application of Personality Theories-assessment, research and psychotherapy

Unit 2 (13 Hours)

Psychoanalytic and Neo-psychoanalytic theories

- 2.1 Sigmund Freud- Structure, Psychosexual Stages, Defense Mechanisms
- 2.2 Carl Jung-Psychic Energy, The Ego, Psychological Types, Personal and Collective unconscious, Self realization
- 2.3 Alfred Adler- Inferiority Feelings, Striving for superiority, Style of life, Social interest, Birth Order

Unit 3 (15 Hours)

Trait and Type Theories

- 3.2 Raymond Cattell- Approach to Personality Traits, Source Traits, Dynamic Traits, Influence of Heredity and Environment, Stages of Personality Development
- 3.3 Hans Eysenck- Dimensions of Personality

Unit 4 (12 Hours)

Humanistic Theories

- 4.1 Carl Rogers- Actualization, The Self, Congruence and Incongruence, Development of Personality, Fully Functioning Person
- 4.2 Abraham Maslow- Personality Development, Hierarchy of Needs, Study of Self-Actualizers

Unit 5 (13 Hours)

Other Theories

- 5.1 Hippocrates and Galen's initial conceptualizations of personality.
- 5.2 Sheldon's theory of personality.
- 5.3 Contributions of Indian Philosophers (Overview)-J.Krishnamurthy, Sri Aurobindo, Rajneesh (Osho)

BOOKS FOR STUDY

Engler, B. (2013). *Personality Theories*. Boston, MA: Cengage Learning.

Schultz, D. P., & Schultz, S. E. (2016). *Theories of Personality*. Boston, MA: Cengage Learning.

Hall, C.S., Lindzey, G., Loehlin, J. C., & Manosevitz, M. (1985). *Introduction to personality theorie*. Wiley.

Krishnamurthy, J. (1967). *Life Ahead*. California: New World Library.

Osho. (2010). *Joy: The Happiness That Comes from Within*. New York, NY: St. Martin's Griffin.

WEB RESOURCES

https://www.ted.com/talks/brian_little_who_are_you_really_the_puzzle_of_personality?language=en

PATTERN OF ASSESSMENT

Continuous Assessment: **Total Marks: 50** **Duration: 90 minutes**

Section A – 5 x 3= 15 marks (all questions to be answered in 50 words)

Section B – 4 x 5= 20 marks (4 out of 6 questions to be answered in 250 words)

Section C – 1 x 15= 15 marks (1 out of 2 questions to be answered in 1200 words)

Other Component: **Total Marks: 50**

Seminars/Assignments/Quiz

End-Semester Examination: **Total Marks: 100** **Duration: 3 hours**

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE: PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

FOUNDATIONS OF PSYCHOTHERAPY

CODE:19PY/ME/FP45

CREDITS: 5

LTP: 5 0 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- The course introduces students to various theoretical orientations to psychotherapy.
- It provides students with the opportunity to learn the nuances of psychotherapeutic techniques and its application.
- To enable students to compare and contrast different approaches to psychotherapy.

COURSE LEARNING OUTCOMES

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

- Demonstrate knowledge of the basic principles and practices in psychotherapy.
- Apply principles of psychotherapy in personal and professional contexts to develop a better understanding of others.
- Conceptualize a given presenting problem from various psychotherapeutic approaches.
- Evaluate and critique view-points offered by various realms of psychotherapy.
- Demonstrate sensitivity towards cultural and diversity issues in psychotherapy.

Unit 1

(10 Hours)

Introduction to Psychotherapy

- 1.1 Definition of Psychotherapy
- 1.2 Objectives of Psychotherapy
- 1.3 Difference between Counselling and Psychotherapy
- 1.4 Processes of change in Psychotherapy
- 1.5 Overview of psychotherapeutic approaches

Unit 2

(13 Hours)

Overview of Psychoanalytic Therapy

- 2.1 Psychoanalytic Psychotherapy: Key concepts- structure of personality, Consciousness and unconscious, development of personality.
- 2.2 Therapeutic process- goals, therapeutic relationship, phases of therapy
- 2.3 Therapeutic techniques and procedures

Overview of Person Centred Psychotherapy

- 2.4 Introduction to Carl Rogers's person centred approach
- 2.5 Key concept- view of human nature, therapeutic process, goals, functions and role of a therapist.
- 2.6 Therapeutic techniques and procedures

Unit 3 **(13 Hours)**

Overview of Behaviour therapy

- 3.1 Introduction to behavioural theories and key concepts- view of human nature, basic characteristics and assumptions
- 3.2 Goals of therapy and therapeutic process
- 3.3 Therapeutic techniques: relaxation procedure, exposure therapy, flooding, implosive therapy and systematic desensitization, contingency management, reinforcement techniques.

Overview of Cognitive Behaviour therapy

- 3.4 Introduction to Ellis's REBT and Beck's CBT.
- 3.5 Key concepts and basic principles; client-therapist relationship
- 3.6 Therapeutic process and goals

Unit 4 **(16 Hours)**

Couples and Family therapy

- 4.1 Theoretical approaches to couples and family therapy
- 4.2 Key concepts in marital and family therapy- cohesion, adaptability, developmental influences.
- 4.3 Formats of marital and family therapy

Group therapy

- 4.4 Introduction to group therapy- types of group, advantages.
- 4.5 Principles of group dynamics- leader behaviours, leadership strategies, member behaviours
- 4.6 Stages in group therapy

Unit 5 **(13 Hours)**

Overview and basic tenets of Contemporary approaches

- 5.1 Art-based therapy
- 5.2 Play therapy
- 5.3 Dance and movement therapy
- 5.4 Psychodrama

BOOKS FOR STUDY

- Capuzzi, D. and Gross, D.R. (2016). *Counselling and Psychotherapy: Theories and interventions*. New Delhi: Pearson Education.
- Corey, G. (2001). *Theory and practice of counseling and psychotherapy*. New York: Brooks/Cole
- Prochaska, J.O. & Norcross, J.C. (2010) *Systems of Psychotherapy*. Cengage

BOOKS FOR REFERENCE

- Kaslow, H. W. (Ed.). (2002). *Comprehensive handbook of psychotherapy (Vols. I toIV)*. New York : John Wiley and Sons.
- Nelson, K. (2013). *Principles & Techniques of Psychotherapy (6th ed)*. Sage publications: London.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE: PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

PROJECT

CODE:19PY/ME/PR45

CREDITS: 5

COURSE LEARNING OBJECTIVES

- To enable students to understand and apply basic research methods in psychology including research methodology, data analysis and interpretation.
- To enable students to critically analyse major theoretical positions in research methodology.
- To enable an understanding of basic research methods such as research methodology, data analysis, and interpretation.

COURSE LEARNING OUTCOMES

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

- Formulate research hypotheses and test the same by designing empirical studies.
- Carry out data collection, organise the collected data, analyse and interpret the results.
- Read, interpret, and evaluate social research.
- Critique existing literature and identify gaps in knowledge within the field of psychology.
- Write research papers and scientific material as per APA conventions.

Students must undertake a survey on a relevant topic. Every student is required to complete this project under the supervision and guidance of a faculty member. This report will be evaluated internally by two examiners.

The project report will be evaluated for 100 Marks

PATTERN OF ASSESSMENT

Internal – Total 50

Project report – 25 marks

Internal VIVA – 25 marks

External – Total 50

Project report – 25 marks

External VIVA – 25 marks

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SYLLABUS

(Effective from the academic year 2019-2020)

FUNDAMENTALS OF HUMAN BEHAVIOUR

CODE:19PY/GE/HB22

CREDITS:2

L T P:2 0 0

TOTAL TECHING HOURS:26

OBJECTIVES OF THE COURSE:

- To help students understand basic Principles of Psychology
- To Create Self-Awareness and Understanding of various aspects of Human Behaviour

COURSE LEARNING OUTCOMES

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

- Demonstrate an understanding of psychology as the scientific study of human behaviour.
- Develop knowledge on the overarching themes in psychology.
- Apply learnt psychological concepts to one's own interaction and social behaviour.

Unit 1

Introduction to Psychology (10 Hours)

- 1.1 Definition of Psychology and Basic concepts- Cognitive and Affective factors
- 1.2 Methods of studying Human Behaviour- Introspection, Observation, Interview, Case Study, Questionnaire, Experimental Method

Unit 2

Affective Factors and Personality (8 Hours)

- 2.1 Motivation (Primary and Secondary Motives)
- 2.2 Emotion (Negative and Positive Emotions), physiological Basis of Emotions
- 2.3 Definition, Assessment and Development of Personality

Unit 3

Social Perception (8 Hours)

- 3.1 Attitudes, prejudice, stereotypes, discrimination
- 3.2 Developing positive first impression.

BOOKS FOR STUDY

Baron, A. Robert. *Psychology*. New Delhi: Prentice Hall, 2007.

Baron. (2009). *Social Psychology*. Delhi, India: Pearson Education India.

Bowdon-Tom Butler. *50 Psychology Classics*. London: Nicholas Brealey, 2008.

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SYLLABUS

(Effective from the academic year 2019-2020)

**BASIC SKILLS IN COUNSELLING
(Skill Development Course)**

CODE:16PY/GE/BC22

CREDITS:2

L T P:2 0 0

TOTAL TECHING HOURS:26

OBJECTIVES OF THE COURSE:

- To understand Basics in Helping Relationships
- To train students in individual and group approaches to counselling through the participatory method

COURSE LEARNING OUTCOMES

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

- Understand the role of a counselor
- Understand the concerns for which counselling is used
- Develop, apply and analyse the counselling skills in practice sessions and role plays

Unit 1

Introduction to Counselling

(10 Hours)

- 1.1 Definition and Goals of Counselling
- 1.2 Characteristics of a Counsellor
- 1.3 Concepts of Advice, Guidance and Psychotherapy in relation to counselling
- 1.4 Ethics in counselling
- 1.5 Individual and Group Counselling

Unit 2

Counselling Process

(10 Hours)

- 2.1 Basics Steps to Counselling (Case study &Role play) – Practical Sessions
- 2.2 Skills in Building Counselling Relationships

Unit 3

Areas in Counselling

(6 Hours)

- 3.1 Counselling in Educational institutions
- 3.2 Counselling in Organizations
- 3.3 Counselling in Families
- 3.4 Counselling in Communities
- 3.5 Online Counselling

BOOKS FOR STUDY

Baron, A. Robert. *Psychology*. New Delhi: Prentice Hall, 2007.

Patterson. Lewis, Welfel. Reynolds, Elizabeth. *The Counselling Process*. Bangalore: Eastern Press, 2001.

WEB RESOURCES

Basic Counselling Skills: Role-play

https://youtu.be/OwW8x_0YGLI

01-Carl Rogers on Empathy

<http://www.youtube.com/watch?v=iMi7uY83z->

PATTERN OF EVALUATION

Continuous Assessment Test:
minutes

Total Marks: 25

Duration:60

Section A – 3 x 5 =15 marks (3 out of 5 questions to be answered in 200 words each)

Section B – 1 x 10=10 marks (1 out of 2 questions to be answered in 500 words)

Other Components:

Total Marks : 25

Seminars / assignments / film analysis

No End Semester Exam

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI-600 086

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SYLLABUS

(Effective from the academic year 2019-2020)

INTRODUCTION TO SOCIAL BEHAVIOR

CODE:19PY/GE/SB22

CREDITS:2

L T P:2 0 0

TOTAL TECHING HOURS:26

OBJECTIVES OF THE COURSE

- To provide students with a basis for understanding interactions of individuals and societies.
- To enable students to understand perception of people and social events.
- To enable students to understand the basis of social behaviour.

COURSE LEARNING OUTCOMES

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

- Communicate knowledge about social behaviour.
- Understand the forces that create multiple patterns of social behaviours.
- Understand the dynamics of inter and intragroup conflict, and cooperation.
- Explain how various social behaviours unfold in the society.
- Identify process in group dynamics.

Unit 1 (10 Hours)

Introduction to Social behaviour

- 1.1 Definition of Social Behaviour
- 1.2 Understanding social behaviour
- 1.3 Social influence and Social Cognition

Unit 2 (8 Hours)

Social Perception

- 2.1 Meaning of Social Perception
- 2.2 Basic principles of Social Perception
- 2.3 Prejudice, Stereotypes, Discrimination

Unit 3 (8 Hours)

Types of Social Behaviour

- 3.1 Pro-Social Behaviour
- 3.2 Anti- Social Behaviour

BOOKS FOR STUDY

Baron. A Robert, Byrne. Donn. *Social Psychology*. New Delhi: Prentice Hall, 2004.

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SYLLABUS

(Effective from the academic year 2019-2020)

PRINCIPLES OF PSYCHOLOGY

CODE:19PY/GE/PP22

CREDITS:2

L T P:2 0 0

TOTAL TEACHING HOURS:26

***Students of BSW are not eligible**

OBJECTIVES OF THE COURSE

- To Introduce the basic principles of Psychology
- To familiarize students to the applications of these principles

COURSE LEARNING OUTCOMES

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

- Demonstrate an understanding of psychology as the scientific study of human behaviour
- Comprehend the historical trends and theoretical perspectives in psychology
- Develop a knowledge on the overarching themes in psychology

Unit 1

Introduction to Psychology

(8 Hours)

- 1.1 Definition and Scope of Psychology
- 1.2 Scientific Methods in Psychology
- 1.3 Schools of Psychology
- 1.4 Branches of Psychology

Unit 2

Cognitive Processes & Language

(8 Hours)

- 2.1 Learning and memory
- 2.2 Intelligence and creativity
- 2.3 Basic language acquisition milestones
- 2.4 Language and thought

Unit 3

Personality and Emotions

(10 Hours)

- 3.1 Definition of Personality
- 3.2 Theories of personality- overview of Freud's, Eysenck's, Roger's contributions
- 3.3 Nature of motivation, types of motivation
- 3.4 Nature of emotions, types of emotions

BOOKS FOR STUDY

Baron, A. Robert. *Psychology*. New Delhi: Prentice Hall, 2004.

Meyers, G. David. *Exploring Psychology*. New York: Worth, 2008.

BOOKS FOR REFERENCE

Christensen.I.P. H.L.Wagner. *Psychology*. U.K: BIOS Scientific, 2004

Hall, Calvin and Lindzey Gardner. *Introduction to Personality theory*. New York: John Wiley,2000.

JOURNALS

Journals of Psychology

WEB RESOURCES

Youtube: Classical Conditioning, Operant Conditioning, Cognitive Learning Theories

<https://www.youtube.com/watch?v=hhqumfpxuzI>

<https://www.youtube.com/watch?v=H6LEcM0E0io>

https://www.youtube.com/watch?v=NjTxQy_U3ac

<https://i.ytimg.com/vi/6-YWrPzsmEE/mqdefault.jpg>

https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.montgomeryschoolsmd.org/curriculum/esol/cpd/module2/docs/chomsky.pdf&ved=2ahUKEwj8oqH3_nfAhVMro8KHymzCkwQFjAAegQIAhAB&usq=AOvVaw0qO64E_rmYrhYQBg8EfonW

PATTERN OF EVALUTION

Continuous Assessment Test:

Total Marks: 25

Duration: 60 minutes

Section A – 3 x 5 =15 marks (3 out of 5 questions to be answered in 200 words each)

Section B – 1 x 10=10 marks (1 out of 2 questions to be answered in 500 words)

Other Components:

Total Marks : 25

Seminars / assignments / film analysis

No End Semester Exam

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SYLLABUS

(Effective from the academic year 2019-2020)

GENDER AND SEXUALITY

CODE:19PY/GE/GS22

CREDITS:2

LTP:2 0 0

TOTAL TEACHING HOURS:26

OBJECTIVES OF THE COURSE

- To help students understand the theoretical foundations of gender; to promote deconstruction of sexism.
- To develop an appreciation and sensitivity for asymmetries and complexities across genders.

COURSE LEARNING OUTCOMES

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

- Evaluate, compare and critique theories of gender and sexuality.
- Identify the effect of gender and sexual identities on the experience of privilege, power dynamics and political voice across cultures and time.
- Critically evaluate the social position of various sexual groups given the Indian context.

Unit 1 (7 Hours)

Introduction to gender and sexuality

- 1.1 Difference between gender and sex; gender identity versus sexual identity
- 1.2 Cis-genders, transgenders and transsexuals
- 1.3 Socio-Cultural construction of gender
- 1.4 Gender stereotypes
- 1.5 Gender differences in personality, emotions and sexuality

Unit 2 (9 Hours)

Theoretical perspectives of gender and sex

- 2.1 Biological theories- genetic inheritance, role of hormones
- 2.2 Social learning theory in acquiring gender roles
- 2.3 Gender schema theory
- 2.4 Eysenck's theory of gender and sexuality
- 2.5 Kohlberg's theory of cognitive competency development in relation to gender

Unit 3 (10 Hours)

Gender and sexuality in operation across time and culture

- 3.1. Status of women: pre and post colonization- sati, widowhood, dowry, child marriage and the modern woman.
- 3.2. Transsexuality in India: discrimination at the workplace, social exclusion and the law.

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SYLLABUS

(Effective from the academic year 2019-2020)

PSYCHOLOGY OF ADOLESCENCE

CODE:19PY/GE/AD22

CREDITS:2

L T P:2 0 0

TOTAL TECHING HOURS:26

OBJECTIVES OF THE COURSE

- To give students a basic understanding of Adolescent Psychology
- To help them understand the impact of Mass Media in shaping their Personality

COURSE LEARNING OUTCOMES

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

- Show improved knowledge of the characteristics of adolescence
- Display an understanding of requisites and difficulties in adolescence
- Heightened awareness of the role played by media during adolescence

Unit 1

Introduction to Adolescence

(10 Hours)

- 1.1 Meaning of Adolescence
- 1.2 Needs and Problems of Adolescence
- 1.3 Physical development: Growth Spurt and its Psychological impact
Health Concerns- Psychological Impact (Eating Disorders & Substance Abuse, Sexual Behaviour, Teenage Pregnancy).
- 1.4 Social Development: Egocentrism, Relationship with Family, Peer Group and Society

Unit 2

Adolescence and personality development

(8 Hours)

- 2.1 Identity Development- Marcia, Erikson
- 2.2 Personality Development: Personality Traits and Temperament in Adolescence

Unit 3

Adolescence and the Mass Media

(8 Hours)

- 3.1 Media Habits of Today's Youth
- 3.2 Developmental differences in processing Mass Media
- 3.3 Aggression, fear, desensitization, eating disorders, sexual behaviour, adolescent consumer behaviour and occupation choice.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

PSYCHOLOGY CLASSICS

CODE:19PY/UI/PC23

CREDITS:3

OBJECTIVES OF THE COURSE

- To help students understand and appreciate the process of self-taught material.
- To instill a deeper understanding of the self.
- To develop knowledge about the work of influential psychologists.

COURSE LEARNING OUTCOMES

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

- Demonstrate knowledge of a few classical theories in psychology.
- Connect and compare learnt material with mainstream theories.
- Apply learnt material to other course work.
- Develop the skills required to draft a self-learning plan/schedule.
- Interpret and analyse original work of eminent psychologists.

Unit 1

Introduction to Personality Theories

- 1.1 Meaning and Definition of Personality
- 1.2 Personality and Human Nature
- 1.3 Myers Briggs- Understanding Personality Type
- 1.4 John Bowlby- Attachment Theory

Unit 2

- 2.1 Mihaly Csikszentmihalyi- Creativity: Flow and the Psychology of Discovery and Invention
- 2.2 Daniel Goleman- Working with emotional intelligence

Unit 3

- 3.1 V.S. Ramachandran- Phantoms in the Brain
- 3.2 RD Laing- The divided self: A study of sanity and madness

Unit 4

- 4.1 Alfred Kinsey- Sexual Behavior in the human female
- 4.2 Harry Harlow- The nature of love

Unit 5

- 5.1 Otto Rank- The Trauma of Birth
- 5.2 Flora Rheta Schreiber- Sybil

BOOKS FOR STUDY

Butler-Bowdon, T. (2007). *50 Psychology Classics: Who We Are, How We Think, What We Do Insight and Inspiration from 50 Key Books*.

Rank, O. (1999). *The Trauma of Birth*. London, England: Psychology Press.

Schreiber, F. R. (1975). *Sybil: The True Story of a Woman Possessed by Sixteen Separate Personalities*.

WEB RESOURCES

<https://www.youtube.com/watch?v=c7-ieoYsPQ4>

https://www.youtube.com/watch?v=_DeuGU6KiZc

PATTERN OF ASSESSMENT

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI-600 086

B.Sc. DEGREE : PSYCHOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

PERSONALITY ENRICHMENT

CODE:19PY/UI/PE23

CREDITS:3

OBJECTIVES OF THE COURSE:

- To help students understand themselves in relationship with others
- To enable students improve their Personal and Communication Skills
- To enable to students to effective manage stress.

COURSE LEARNING OUTCOMES

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

- Define personality in the psychological context
- Demonstrate an understanding on the various factors that determine personality
- Exhibit an enhanced understanding of oneself
- Display better interpersonal relations and assertive style of conflict resolution
- Possess an improved sense of stress management

Unit 1

Introduction to Personality

- 1.1 Overview of Determinants of Personality: Physical, Intellectual, Emotional, Social, Education, Sex, and Family

Unit 2

Getting Acquainted with Ourselves

- 2.1 Self-Discovery
- 2.2 Self-Disclosure- Advantages; Johari Window
- 2.3 Self-Esteem- Strategies to improve Self- Esteem
- 2.4 Values- Development of Values, Clarifying Personal Values

Unit 3

Interpersonal Communication and Relationships

- 3.1 Communication Process
- 3.2 Verbal and Nonverbal Communication
- 3.3 Listening- Barriers to Listening
- 3.4 The Fear of Getting Acquainted- Inaccuracy in Social Perception
- 3.5 Developing Positive Relationships

Unit 4

Resolving Interpersonal Conflict

- 4.1 Causes of Conflicts
- 4.2 Positive and Negative effects of Conflicts
- 4.3 Behaviour Styles of Conflict Management
- 4.4 Learning to be Assertive

Unit 5

Emotions & Stress

5.1 Characteristics of Emotions

5.2 Dealing with Emotions like Fear, Anxiety, Anger and Guilt

5.3 Stress- Causes

5.4 Tips for Managing Stress

BOOKS FOR STUDY

Hurlock, Elizabeth .*Personality Development*. New Delhi: Tata McGraw Hill Publishing Co, Ltd. 2003.

Walker, Velma. Lynn Brooke. *Becoming aware*, Iowa: Kendall/Hunt Publishing Company.2009.

BOOKS FOR REFERENCE

Kindler, Herbert S., Ginsburg, Marilyn. *Measure and Manage Stress*. C.A: Crip Publications and Inc.2004.

Schwebel, Andrew, I. Harvey, A. Barocas. *Personal Adjustment and Growth*. U.S.A: Wm.C.Brown Publishers. 2000.

WEB RESOURCES

Stress

<https://www.youtube.com/watch?v=O0OkAs8nD0k>

Johari Window

https://i.ytimg.com/vi_webp/-7FhcvoVK8s/mqdefault.webp

PATTERN OF ASSESSMENT

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A: 10 x 3 = 30 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 15 = 30 Marks (2 out of 4 questions to be answered in 1200 words each)