**ANNAMALAI UNIVERSITY**

**(AFFILIATED COLLEGES)**

**218 - B.Sc. Psychology**

Programme Structure and Scheme of Examination (under CBCS)

(Applicable to the candidates admitted in Affiliated Colleges from the academic year 2023 -2024 onwards)

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Part** | **Study Components & Course Title** | **Credit** | **Hours/Week** | **Maximum Marks** | | |
| **CIA** | **ESE** | **Total** |
|  |  | **SEMESTER – I** |  |  |  |  |  |
| 23UTAML11  23UHINL11  23UFREL11 | I | Language – I  பொது தமிழ்-I  Hindi-I/  French-I | 3 | 6 | 25 | 75 | 100 |
| 23UENGL12 | II | General English – I | 3 | 6 | 25 | 75 | 100 |
| 23UPSYC13 | III | Core - I:**General Psychology –I** | 5 | 5 | 25 | 75 | 100 |
| 23UPSYC14 | Core - II: **Biological Psychology** | 5 | 5 | 25 | 75 | 100 |
| 23UPSYE15 | Elective –I  (Generic/Discipline Specific)  **Building Psychological Capital** | 3 | 4 | 25 | 75 | 100 |
| 23UTAMB16  23UTAMA16 |  | Skill Enhancement Course –I: (NME-I) /\*  Basic Tamil – I /  Advanced Tamil – I | 2 | 2 | 25 | 75 | 100 |
| 23UPSYF17 | IV | Foundation Course  Careers and Ethics in Psychology | 2 | 2 | 25 | 75 | 100 |
|  | **Total** | | **23** | **30** |  |  | **700** |
|  |  | **SEMESTER – II** |  |  |  |  |  |
| 23UTAML21  23UHINL21  23UFREL21 | I | Language – II  பொது தமிழ்-II  Hindi-II  French-II | 3 | 6 | 25 | 75 | 100 |
| 23UENGL22 | II | General English – II | 3 | 6 | 25 | 75 | 100 |
| 23UPSYC23 | III | Core – III: General Psychology II | 5 | 5 | 25 | 75 | 100 |
| 23UPSYC24 | Core - IV: Psychology of Childhood | 5 | 5 | 25 | 75 | 100 |
| 23UPSYE25 | **Elective -II (**Generic/Discipline Specific):  Cross Cultural Psychology | 3 | 4 | 25 | 75 | 100 |
| 23UTAMB26  23UTAMA26 | IV | Skill Enhancement Course – 2 (NME-II) /\*  Basic Tamil – II /  Advanced Tamil - II | 2 | 2 | 25 | 75 | 100 |
| 23USECG27 | Skill Enhancement Course – 3  Internet and its Application (Common paper) | 2 | 2 | 25 | 75 | 100 |
|  | **Total** | | **23** | **30** |  |  | **700** |

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|  | **NME offered to other Departments** | | | |  |  |  |
| 23UPSYN16 |  | Personality and Life Skill Development | 2 | 2 | 25 | 75 | 100 |
| 23UPSYN26 |  | Communication | 2 | 2 | 25 | 75 | 100 |

\* PART-IV: NME / Basic Tamil / Advanced Tamil (Any one)

Students who have not studied Tamil upto 12th Standard and have taken any Language other than Tamil in Part-I, must choose Basic Tamil-I in First Semester & Basic Tamil-II in Second Semester.

Students who have studied Tamil upto 10th & 12th Standard and have taken any Language other than Tamil in Part-I, must choose Advanced Tamil-I in First Semester and Advanced Tamil-II in Second Semester.

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| **Title of the Course** | | **General Psychology - I** | | | | | | | |
| **Paper Number** | | **CORE-I** | | | | | | | |
| **Category** | Core | **Year** | | I | **Credits** | 5 | **Course Code** | | **23UPSYC13** |
| **Semester** | | I |
| **Instructional Hours**  **Per week:5** | | **Lecture** | **Tutorial** | | | **LabPractice** | | **Total** | |
| 3 | 1 | | | -- | | 4 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the course** | | * To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology. * The basic principles of sensation for vision, hearing, smell, taste and bodily senses. * The principles of Perception and Illusion. * Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning. * Emotions and theoretical perspectives of emotions. | | | | | | | |
| **Course Outline** | | **Unit I:Introduction to Psychology:** Definition of Psychology. Nature of Psychology. Origin of Psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Brief history of modern scientific Psychology: Structuralism, Functionalism, Behaviourism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach. Scientific approach to Psychology. | | | | | | | |
| **Unit II:Scope of Psychology:** Goals of Psychology. Role of a psychologist in society. Branches of Psychology: Clinical Psychology, Industrial Psychology, Counselling Psychology, Developmental Psychology, Social Psychology, Positive Psychology, Sports Psychology, Health Psychology, Criminal Psychology, Gender Psychology, Biopsychology. | | | | | | | |
| **Unit III:Attention, Sensation & Perception:** Attention: Definition, Factors affecting attention, Set in attention. Sensation: Definition, Types of sensation, Elements of Sensation. Perception: Definition, Gestalt Laws, Subliminal perception, ESP | | | | | | | |
| **Unit IV:Learning**: Characteristics of Learning. Classical conditioning (Pavlov) - Principles involved, Significance, Operant Conditioning (B.F Skinner) – Principles involved, Significance, Trial and Error (Thorndike) Conditioning – Principles Involved, Significance, Insight learning (Kohler)- Principles Involved, Significance, Social Learning Theory (Bandura)- – Principles Involved, Significance. | | | | | | | |
| **Unit V:Emotion:** Definition. Nature. Types. Physiological Responses-Arousal and Emotional Intensity. Theories: James Lange Theory, Cannon Bard Theory, Schachter-Singer Theory, Richard Lazarus’ Theory. Communication of Emotion: Emotional Expression, Characteristics, Innate Expression of Emotions, Social Aspects of Emotional Expressions. | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (Tobediscussedduringthe Tutorialhour) | | | | | | | |
| Skillsacquiredfromthis  course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Passer, M.W. & Smith R.E. (2007) *Psychology*- The Science of mind and Behavior (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) *Psychology Indian Subcontinent Edition* (5thed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. *Psychology* 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. &Hockenbury, S. E. (2003). *Psychology* (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) *General Psychology*. Dorling Kindersley (India) Pvt Ltd | | | | | | | |
| **ReferenceBooks** | | 1. Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: Mcgraw- Hill. 2. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co. 4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi | | | | | | | |
| **Website and**  **e-Learning Source** | | 1. Frontiers in Psychology (https:/[/www.fronti](http://www.frontiersin.org/journals/psychology))e[rsin.org/journals/psychology)](http://www.frontiersin.org/journals/psychology)) 2. Archives of Scientific Psychology (https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1) 3. BMC PSYCHOLOGY (<https://bmcpsychology.biomedcentral.com/>) 4. https:/[/www.ps](http://www.psywww.com/careers/specialt.html)y[www.com/careers/specialt.html](http://www.psywww.com/careers/specialt.html)[www.worthpublishers.com/hockenbury](http://www.worthpublishers.com/hockenbury) 5. [https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-prInc.iples-of-perception/](https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/) | | | | | | | |

**Course Outcomes:**

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

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

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| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CO1 |  |  |  | √ |  |  |
| CO2 | √ |  |  |  | √ |  |
| CO3 | √ |  | √ |  | √ |  |
| CO4 |  | √ |  |  | √ |  |
| CO5 |  |  | √ |  | √ | √ |

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| **Title of the course** | | **Biological Psychology** | | | | | | | |
| **Paper Number** | | **CORE-II** | | | | | | | |
| **Category** | Core | **Year** | | I | **Credits** | 5 | **Course Code** | | **23UPSYC14** |
| **Semester** | | I |
| **Instructional Hours**  **Perweek: 5** | | **Lecture** | **Tutorial** | | | **LabPractice** | | **Total** | |
| 3 | 1 | | | -- | | 4 | |
| **Pre-requisite** | |  | | | | | | | |
| **ObjectivesoftheCourse** | | * To place emphasis on the perspectives and research methods of Biological Psychology. * To examine the structure and Communication of the cells of the nervous system and synaptic transmission. * To understand the role of brain in regulating temperature, thirst and hunger * To examine the nature and functions of the endocrine glands. * To examine the causes of brain damage and its effect on behaviour | | | | | | | |
| **CourseOutline** | | **UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR**  Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods. | | | | | | | |
| **UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION**  Development of nervous system, Central Nervous System, Peripheral Nervous System; Neurons – Structure, types; Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier; Neurotransmitters – Meaning, Types, Events at synapse; Membrane Potential – Action potential and Resting potential. | | | | | | | |
| **UNIT III: REGULATION OF INTERNAL BODY STATES**  Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus. | | | | | | | |
| **UNIT IV: HORMONES AND BEHAVIOUR**  Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. Endocrine Glands and its Specific Hormones: The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands. | | | | | | | |
| **UNIT V: BRAIN DAMAGE**  Causes of Brain damage, Neurodegenerative diseases, Stress and illness. | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skills acquired fromthis  course | | Knowledge, Analyticalability,Professional Competency andTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited. 2. Pinel, J. (2007). *Biopsychology*. New Delhi, India: Pearson India Education Services Pvt Ltd. | | | | | | | |
| **ReferenceBooks** | | 1. Rosenweig, Breedlov, Leiman(2002) : Biological psychology, 3rd edition, Sinaven Associate, Inc 2. Carlson, N.R. (2007). *Foundations of physiological psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd. 3. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rded.)Prentice-Hall ofIndiaPvt. Ltd. Psychology, 6th Edition, Tata McGraw Hill, New Delhi 4. Barnes, J. (2013) *Essentials of Biological Psychological.* New Delhi: Sage Publications Pvt Ltd 5. Bremnar, J.D. (2005) *Brain Imaging Handbook.* New York: W.W Norton & Company Inc. | | | | | | | |
| **Website and**  **e-Learning Source** | | 1. Behavioural and Brain Functions (https://behavioralandbrainfunctions.biomedcentral.com/) 2. Biological Psychology (<https://www.journals.elsevier.com/biological-psychology>) 3. <http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-> biopsychology.pdf 4. https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of- neuron-structure-and-function 5. <https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse> | | | | | | | |

**COURSE OUTCOMES**

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

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

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| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CO1 | √ |  |  | √ |  |  |
| CO2 |  | √ |  |  | √ |  |
| CO3 |  |  | √ |  | √ |  |
| CO4 |  | √ |  |  | √ |  |
| CO5 |  |  |  |  | √ | √ |

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| **Title of the Course** | | **Building Psychological Capital** | | | | | | | |
| **Paper Number** | | **ALLIED I (Discipline specific)** | | | | | | | |
| **Category** | Allied | **Year** | | I | **Credits** | **3** | **Course**  **Code** | | 23UPSYE15 |
| **Semester** | | I |
| **InstructionalHours**  **Perweek:4** | | **Lecture** | **Tutorial** | | | **LabPractice** | | **Total** | |
| 3 | 1 | | | -- | | 4 | |
| **Pre-requisite** | |  | | | | | | | |
| **ObjectivesoftheCourse** | | * To offer the students a comprehensive overview of positive psychology and Psychological capital. * The basic of Self efficacy and ways to strengthen individuals Self efficacy to enhance performance. * The differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope. * To understand the various spectrums of optimism and locus of control. * To examine Resilience and 7 C’s Model of resilience. | | | | | | | |
| **CourseOutline** | | **UNIT1: INTRODUCTION**  The need for a different approach, positive vs negative approach, contributions of positive psychology, psy cap in relation to job satisfaction motivation and performance | | | | | | | |
| **UNIT 2: PSYCAP EFFICACY**  Definition, key ingredients of efficacy, ways to strengthen efficacy | | | | | | | |
| **UNIT 3: PSYCAP HOPE**  Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope | | | | | | | |
| **UNIT 4: PSYCAP OPTIMISM**  Definition of optimism in locus of control, ways to develop optimism dispositional optimism, explanatory style | | | | | | | |
| **UNIT 5: PSYCAP RESILIENCE**  Definition, ways to develop resilience 7 C's model of resilience, qualities of a resilient PERSON. | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skillsacquiredfromthis  course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, J. Avolio. (20 l5), Psychological Capital and beyond, New York: Oxford University Press. 2. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York. 3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge. | | | | | | | |
| **ReferenceBooks** | | 1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press. 2. Singh, A.(2013).Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt ltd. | | | | | | | |

**COURSE OUTCOMES**

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

* **CO1 (K4)** – To analyse the positive and negative approach and its effect on work determinants like, job motivation, satisfaction and performance.
* **CO2 (K2)** – To understand the role of self-efficacy and ways to improve it.
* **CO3 (K2)** – To distinguish the various conditions that implicate in developing hope and hopelessness and analyse ways to inculcate hope and build mental well-being.
* **CO4 (K2)** – To distinguish the ways to build optimism and locus of control for better performance.
* **CO5 (K3, K4)** – To analyse and apply7C’s Model of Resilience.

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| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CO1 | √ |  |  | √ |  |  |
| CO2 |  | √ |  |  | √ |  |
| CO3 |  |  | √ | √ | √ |  |
| CO4 |  | √ |  |  | √ |  |
| CO5 |  |  |  |  | √ | √ |

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| **Title of the Course** | | **Careers and Ethics in Psychology** | | | | | | |
| **Paper Number** | | **Foundation Course** | | | | | | |
| **Category** | Core | **Year** | I | **Credits** | 2 | **Course**  **Code** | | **23UPSYF101** |
| **Semester** | I |
| **In structional Hours**  **Per week:2** | | **Lecture** | **Tutorial** | | **Lab Practice** | | **Total** | |
| 1 | 1 | | -- | | 2 | |
| **Pre-requisite** | | **BasisinPsychology** | | | | | | |
| **Objectivesofthe Course** | | * To be able to demonstrate how an understanding of all of the above components of the subject form part of the discipline's calling to reflective,critical,and ethical practice. * Recognize the necessity of ethical behaviour in all aspects of the science and practice of psychology. * Use information and technology ethically and responsibly. * Display high standards of personal integrity with others. * Toenhancetheabilityforethicalreflectionandanincreasedabilitytoapplythiskindofthinkingtoeverydayethicalchallenges. | | | | | | |
| **CourseOutline** | | **Unit I– Ethics in Psychology**  Domainsofethics-academics,researchandpractice,ethicalstandardsinIndiaand other countries, ethics and the law. | | | | | | |
| **Unit II–Professional Codes of Conduct**  APA code of conduct ;ethics for researchers and professionals in different areas such as counselling clinical, human resource management teaching. | | | | | | |
| **Unit III – Ethical Issues**  Ethical issues and their management in India : Current UGC guidelines. | | | | | | |

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|  | **Unit IV–RCI**  RehabilitationCouncilofIndia,needforappropriatenormsinpsychologicaltesting, Testing the vulnerable groups. |
| **Unit V–Practicing Skills for Research**  Systematic method, communication skills, writing a project, Presentation of findings. |
| Extended Professional Component (is a part of internal component only, not to be included in the External Examination  Question paper) | Questionsrelatedtotheabovetopics,fromvariouscompetitiveexaminations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC /others to be solved  (To be discussed during the Tutorial hour) |
| Skills acquired from this  course | Knowledge, Problem Solving, Analytical ability, Professional  Competency, Professional Communication and Transferrable Skill |
| **Recommended Text** | 1. Coolican, H. (2006). Introduction to research methods inPsychology.HodderArnold. 2. Gladding,S.T.(2011).Counseling:Acomprehensiveprofession.Pearson. 3. Kaplan,M.R.,Saccuzzo,D.P(2005).PsychologicalTesting:Principles,Applications, &Issues. Thomson-Wadsworth. 4. Laws, S., Harper, C.., Marcus, R. (2003). Research forDevelopment.Vistaar. 5. McBurney,D.H.&White,T.L.(2007).ResearchMethods.ThomsonWadsworth. |
| **ReferenceBooks** | 1. Miller,S.A.(2013).DevelopmentalResearchMethods.Sage 2. Bennett,B.,etal.(2006).Assessingandmanagingriskinpsychologicalpractice. Rockville, Md: 3. Habben,C.J.(2013).Obtainingalicensetopracticepsychology.In   M.Prinstein(Ed.),Theportablementor:Expertguidetoasuccessful career in psychology. 2nd Edition (pp. 227-234). NewYork:   1. Fowers, C.B., & Davidov, B.J. (2006). The virtue ofmulticulturalism:Personaltransformation,character,andopennesstotheother. American Psychologist, 61, 581-594. 2. Dodgen, D., Fowler, R., & Williams-Nickelson, C. (2013). Gettinginvolvedinprofessionalorganizations.New York. |
| **Websiteand**  **e-LearningSource** | 1. <https://www.apa.org/ethics/code> 2. <https://www.indeed.com/career-advice/career-development/professional-code-of-ethics> 3. <https://academic.oup.com/edited-volume/28158/chapter/212956051?login=false> 4. <http://rehabcouncil.nic.in/> 5. https:/[/www.zippi](http://www.zippia.com/advice/research-skills/)a[.com/advice/research-skills/](http://www.zippia.com/advice/research-skills/) |

# Course Outcomes:

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

* Identify ethical standards used in psychology.
* Recognizethatethicallycomplexsituationscandevelopintheapplicationofpsychologicalprinciples.
* Follow the APA Ethics Code in the treatment of human and nonhuman participants inthedesign,datacollection,interpretation,andreportingofpsychologicalresearch.
* Recognize the necessity of ethical behaviour in all aspects of the science and practice of psychology.
* Demonstrateknowledgeandunderstandingrepresentingappropriatebreadthanddepthin selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code.

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| **Title of the Course** | | **General Psychology II** | | | | | | | |
| **Paper Number** | | **CORE- III** | | | | | | | |
| **Category** | Core | **Year** | | I | **Credits** | 5 | **CourseCode** | | **23UPSYC23** |
| **Semester** | | II |
| **InstructionalHours**  **Per week:5** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **ObjectivesoftheCourse** | | * To examine the various spectrum of Cognition like problem –solving and Decision making. * To understand the way memory works and stages of memory. * It provides an overview of theories of motivation and its implication on behaviour. * To understand what is intelligence and various theoretical approaches to it and to know how to asses Intelligence. * To understand the underlying concept of personality and how it applies in different settings such as the workplace, in a marriage, in forming friendship, also emphasis on the measurement of and practical applications of personality. | | | | | | | |
| **CourseOutline** | | **Unit I: Cognition:** Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes Morphemes – Syntax - Semantics – Pragmatics. | | | | | | | |
| **Unit II:Memory:** Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery. Memory storage – Sensory Memory, short –Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval. | | | | | | | |
| **Unit III:Motivation**: Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories. | | | | | | | |
| **Unit IV:Intelligence**: Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell. Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence. | | | | | | | |
| **Unit V:Personality**: Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual stages of development, defence mechanism. Type approach – Jung’s typology, Trait theory – Allport; Eysenck and BIG Five; Assessment of personality – Objective, Subjective and Projective | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skillsacquiredfromthis  course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Passer, M.W. & Smith R.E. (2007) *Psychology*- The Science of mind and Behavior (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) *Psychology Indian Subcontinent Edition* (5thed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. *Psychology* 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. &Hockenbury, S. E. (2003). *Psychology* (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) *General Psychology*. Dorling Kindersley (India) Pvt Ltd | | | | | | | |
| **ReferenceBooks** | | 1. Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: Mcgraw- Hill. 2. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co. 4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi | | | | | | | |
| **Website and**  **e-Learning Source** | | 1. Judgment and Decision making (<http://journal.sjdm.org/)> 2. <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/> 3. <http://ncert.nic.in/ncerts/l/kepy108.pdf> 4. <https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf> 5. <http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf> | | | | | | | |

**COURSE OUTCOMES**

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

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

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| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CO1 |  | √ |  | √ |  |  |
| CO2 |  | √ |  |  | √ |  |
| CO3 | √ |  | √ |  | √ |  |
| CO4 |  | √ |  |  | √ |  |
| CO5 |  |  | √ |  | √ | √ |

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| **Title of the Course** | | **Psychology of Childhood** | | | | | | | |
| **PaperNumber** | | **CORE- IV** | | | | | | | |
| **Category** | Core | **Year** | | I | **Credits** | 5 | **Course Code** | | **23UPSYC24** |
| **Semester** | | II |
| **InstructionalHours**  **Perweek:5** | | **Lecture** | **Tutorial** | | | **LabPractice** | | **Total** | |
| 4 | 1 | | | -- | | 5 | |
| **Pre-requisite** | |  | | | | | | | |
| **ObjectivesoftheCourse** | | * To provide an overview of the human development stages from conception to babyhood. * To understand the characteristics of early childhood at physiological domain. * To analyse the emotional development of childhood and socialization process. * To examine the characteristics of late childhood at physiological domain, challenges of development. * To provide various perspectives to explain cognitive and personality development in early childhood. | | | | | | | |
| **CourseOutline** | | **UNIT I – HUMAN DEVELOPMENT**  Human development, Period of life span, Conception through Birth, Heredity and environment; Birth – Stages, Methods and settings of Child birth; Characteristics of Infancy and Babyhood. | | | | | | | |
| **UNIT II – EARLY CHILDHOOD**  Characteristics of early childhood, Developmental tasks, Physical development, Physiological habits, Speech during early childhood. | | | | | | | |
| **UNIT III – EMOTIONS AND SOCIALISATION IN EARLY CHILDHOOD**  Emotions – Common emotions of early childhood, Variations in emotional pattern; Socialization– Patterns of early socialization, Early forms of behaviour in social situations, Companionship in early childhood, Social and Unsocial behaviour patterns. | | | | | | | |
| **UNIT IV – LATE CHILDHOOD**  Characteristics of late childhood, Developmental tasks, Physical development, Interests in later childhood, Sex-role typing in late childhood, Hazards of late childhood, Happiness in late childhood. | | | | | | | |
| **UNIT V – COGNITION AND PERSONALITY IN CHILDHOOD**  Cognitive Development – Piaget’s Sensory motor stage, Piaget’s Pre-operational stage, Piaget’s stage of Concert operations, Information Processing Approach of memory development, Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self- concept, Freud’s Phallic stage and Latency stage, Erikson’s Initiative Vs guilt and Industry Vs inferiority. | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skillsacquiredfromthis  Course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) *Human Development* (9thEd.) Chennai: McGraw-Hill Education (India) Private Limited. 2. Santrock J.W. (2011) *Life-Span Development* (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 3. Santrock J.W. (2013) *Child Development* (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 4. Hurlock E.B. (2010) *Developmental Psychology: A Life Span Approach,* Tata McGraw, Hill Education Pvt Ltd | | | | | | | |
| **ReferenceBooks** | | 1. Berndt, T.J. (1997). Child development, Madison, WI: Brow & Benchmark Publishers. 2. Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company. 3. Bee H. & Boyd D. *The Developing Child* (10th Ed.) Delhi: Pearson Education. 4. Berk L.E. (2013) *Child Development* (9th Ed.) New Delhi: PHI Learning Pvt Limited. 5. Feldman R.S. & Babu N. (2019) *Child Development* (8th Ed.) Noida: Pearson. | | | | | | | |
| **Website and**  **e-Learning Source** | | 1. Genes and Environment (https://genesenvironment.biomedcentral.com/) 2. Developmental psychology commons (<http://network.bepress.com/social-and->behavioral-sciences/psychology/developmental-psychology/) 3. <https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/> 4. https:/[/www.gra](http://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-)c[epointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-](http://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-)physical-development 5. https:/[/www.gra](http://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-)c[epointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-](http://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-)emotional-social-development-emotional-expression-and-understanding | | | | | | | |

**COURSE OUTCOMES**

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

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

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| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CO1 | √ |  |  |  |  |  |
| CO2 |  | √ |  |  | √ |  |
| CO3 |  |  | √ |  | √ |  |
| CO4 |  | √ |  |  | √ |  |
| CO5 |  |  |  | √ | √ | √ |

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| **TitleoftheCourse** | | **Cross Cultural Psychology** | | | | | | | |
| **Paper Number** | | **Elective –II (Generic / Discipline Specific)** | | | | | | | |
| **Category** | Allied | **Year** | | I | **Credits** | 3 | **Course Code** | | 23UPSYE25 |
| **Semester** | | II |
| **InstructionalHours**  **Perweek:4** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 3 | 1 | | | -- | | 4 | |
| **Pre-requisite** | |  | | | | | | | |
| **ObjectivesoftheCourse** | | * Introduce the principles, concepts and issues associated with the study of cross-cultural psychology. * Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations. * Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives. * Examine the role of Culture in various development aspects of human development process and emotionality. * Explore gender sensitisation in view of cultural spectrum. | | | | | | | |
| **CourseOutline** | | **UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY**  Definition of Culture, Origins of Culture, Contents of Culture, Pan cultural Principles Ethics&Emics. | | | | | | | |
| **UNIT II: SOCIALIZATION & ENCULTURATION**  Definition, Bronfenbrenner model, Culture & Parenting - Parenting Goals & Beliefs, Baumrind parenting theory, Culture & Peer – Margaret Mead socialization theory, Social and cultural factors that influence math’s achievement. | | | | | | | |
| **UNIT III: CULTURE AND DEVELOPMENTAL PROCESS** –**TEMPERAMENT**  Three major categories of temperaments Thomas & Chess, 1977, Goodness of fit **-** Cross- Cultural research on Temperament; Attachment- Bowlby’s (1969) evolutionary theory of attachment, Ainsworth’s *Classification* System of Attachment; Moral reasoning- Kohlberg’s Theory of Morality, Criticism: Kohlberg’s Theory of Morality. | | | | | | | |
| **UNIT IV: CULTURE, LANGUAGE AND COMMUNICATION**  Structure of language, Language differences across cultures, Culture, language, and cognition – Sapir- Whorf hypothesis support and Criticisms, Bilingualism and culture, Components of communication – Non Verbal Communication, Role of culture in the communication process, Intracultural vs. intercultural communication-- Barna’s obstacles in communication, Improving intercultural communication. | | | | | | | |
| **UNIT V: CULTURE AND GENDER**  Definition of terms, Gender differences- Hofstede’s Masculinity vs. Femininity, Cognitive differences,Gender stereotypes, Gender role ideology, Future research | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skillsacquiredfromthis  course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Matsumoto, D., &Juang, L. (2013). Culture and Psychology (5th Ed.). Belmont, CA: Wadsworth Cengage Learning. | | | | | | | |
| **ReferenceBooks** | | 1. Kenneth D. Keith (2019)Cross-Cultural Psychology: Contemporary Themes and Perspectives (2ndEd.) John Wiley & Sons Ltd. 2. Segall, M. H., Dasen, P. R., Berry, J. W., &Poortinga, Y. H. (1990). Human behavior in global perspective: An introduction to cross-cultural psychology. Pergamon Press. 3. Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge. | | | | | | | |
| **Website and**  **e-Learning Source** | |  | | | | | | | |

**COURSE OUTCOMES**

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

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

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| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CO1 |  | √ |  | √ |  |  |
| CO2 |  | √ |  |  | √ |  |
| CO3 | √ |  | √ |  | √ |  |
| CO4 |  | √ |  |  | √ |  |
| CO5 |  |  | √ | √ | √ | √ |

**NME offered to other Departments**

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| **Title of the Course** | | **PERSONALITY AND LIFE SKILL DEVELOPMENT** | | | | | | | |
| **Paper Number** | | Skill Enhancement Course-1 | | | | | | | |
| **Category** | Skill Enhancement Course | **Year** | | I | **Credits** | 2 | **CourseCode** | | 23UPSYN16 |
| **Semester** | | I |
| **Instructional Hours**  **Per week:2** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 2 | -- | | | -- | | 2 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the Course** | | * To help the students to be aware about the importance attitude in life. * To help them understand what is holding us back and how to motivate self and others. * To help them understand the importance of interpersonal skill. * To help the students understand the necessity of habits and goal setting. | | | | | | | |
| **Course Outline** | | **UNIT-I**  (i) **Attitude:** The benefits of positive attitude; The consequences of negative attitude; Factors that determine attitude.  (ii) **Building positive attitudes:** Eight steps to change attitude; Attitude of winners versus losers | | | | | | | |
| **UNIT- II**  (i) **Success:** What is success? Obstacles to success; Qualities of a successful person  (ii) **Holding back:** What is holding us back? Reasons that we don’t achieve excellence | | | | | | | |
| **UNIT –III**  (i) **Motivation:** Meaning of motivation; Internal and external motivation; Stages from motivation to demotivation.  (ii) **Self Esteem:** Meaning of self-esteem; Advantages of high self-esteem; Causes of low self-esteem; Steps to building a positive self-esteem. | | | | | | | |
| **UNIT -IV**  (i) **Interpersonal skills:** What is positive relationship; Factors preventing positive relationships; Perception of relationships  (ii) **Positive personality**: Characteristics of positive personality; Steps to building a positive personality | | | | | | | |
| **UNIT -V**  (i) **Habits:** What is habit? Subconscious mind and habits; Forming positive habits  (ii) **Goal setting:** What is goal setting? Goal setting and achievement; Why don’t more people set goals | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skillsacquiredfromthis  course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | * Khera, Shiv. (2007).You can win. Macmillan India Ltd. New Delhi * Dale, Karnegei. How to win Friends and influence people. | | | | | | | |

**COURSE OUTCOME**

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

* The students will develop confidence by mastering the seven steps to positive thinking and be successful by turning weaknesses into strengths.
* The students will be able to build trust by developing mutual respect with people around them.
* The students will be able to set the appropriate goals for their life.

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| **Title of the Course** | | **COMMUNICATION** | | | | | | | |
| **Paper Number** | | Skill Enhancement Course-2 | | | | | | | |
| **Category** | Skill Enhancement Course | **Year** | | I | **Credits** | 2 | **Course Code** | | 23UPSYN26 |
| **Semester** | | II |
| **Instructional Hours**  **Perweek:2** | | **Lecture** | **Tutorial** | | | **Lab Practice** | | **Total** | |
| 2 | -- | | | -- | | 2 | |
| **Pre-requisite** | |  | | | | | | | |
| **Objectives of the Course** | | * To understand communication and its different facts in different contexts. * To help students understand the use of non-verbal cues in communication. * To understand the significance of effective communication and its barriers * To help the students apply communication skills in workplace | | | | | | | |
| **Course Out line** | | **Unit I: Introduction**  What is Communication. Definition, Nature, Types, Process and Functions. | | | | | | | |
| **Unit II**  Nonverbal Communication and Interpersonal behaviour. Gender and Cultural issues with respect to Non-Verbal Communication. Functions of Non-Verbal communication. Interaction of verbal and Non-Verbal behaviour in conversation. Pro-social, anti-social behaviour, prejudice, conflict, intergroup behaviour. | | | | | | | |
| **Unit III**  Organizational Communication, Choice of Communication Channel, Persuasive Communications, Barriers to Effective Communication. | | | | | | | |
| **Unit IV: Applications**  Family and Work. | | | | | | | |
| ExtendedProfessionalComponent (is a part ofinternal component only,Not to be included in theExternalExamination  Questionpaper) | | Questions relatedtotheabovetopics,fromvariouscompetitiveexaminationsUPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/otherstobesolved  (TobediscussedduringtheTutorialhour) | | | | | | | |
| Skillsacquiredfromthis  course | | Knowledge,ProblemSolving,Analyticalability,Professional  Competency,ProfessionalCommunicationandTransferrableSkill | | | | | | | |
| **RecommendedText** | | 1. Miner, J.B.(1992). Industrial – Organizational Psychology. McGraw Hill 2. Mumby, D.K. (2001). Organizational Communication: A Critical Approach. Sage Publishing. 3. Pennington, D.C., Gillen, K., & Hill, P. (1999). Social Psychology. Routledge. 4. Robbins, S.P., Judge, T.A., &Hasham, E.S. (2012, Copyright).OrganizationalBehaviour. Arab WorldEdition. Pearson Education Ltd. ISBN: 978-1-4082-5965-8. 5. Robbins, S.P. (2000). Organizational Behaviour: Concepts, Controversies and Applications. VII Ed.New Delhi, Prentice Hall of India. | | | | | | | |

**COURSE OUTCOME**

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

* The students will develop knowledge on concept of communication and its different facets in different contexts.
* The students will be able to use of non-verbal cues in communication.
* The students will apply their effective communication skills in workplace.