

B.Sc. PSYCHOLOGY

SYLLABUS

**FROM THE ACADEMIC YEAR
2023-2024**

**TIRUVALLUVAR UNIVERSITY
VELLORE**

**Illustration for B.Sc Psychology Curriculum Design
First Year**

Semester-II

Part	List of Courses	Credit	Hours per week(L/T/P)
Part-I	Language –Tamil	3	6
Part-II	English	3	6
Part-III	Introduction to Psychology II	5	5
	Psychology of Childhood	5	5
	Cross Cultural Psychology	3	4
Part-IV	Skill Enhancement Course	2	2
	Skill Enhancement Course (Discipline / Subject Specific) – Psychological First Aid	2	2
		23	30

Title of the Course		Introduction to Psychology II					
Paper Number		CORE III					
Category	Core	Year	I	Credits	4	Course Code	
		Semester	II				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		4	1		--	5	
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> ● To examine the various spectrum of Cognition like problem – solving and Decision making. ● To understand the way memory works and stages of memory. ● It provides an overview of theories of motivation and its implication on behaviour. ● To understand what is intelligence and various theoretical approaches to it and to know how to asses Intelligence. ● To understand the underlying concept of personality and how it applies in different settings such as the workplace, in a marriage, in forming friendship, also emphasis on the measurement of and practical applications of personality. 					
Course Outline		<p>Unit I: Cognition: Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes Morphemes – Syntax - Semantics – Pragmatics.</p> <p>Unit II: Memory: Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery. Memory storage – Sensory Memory, short – Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval</p> <p>Unit III: Motivation: Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories</p> <p>Unit IV: Intelligence: Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell.</p>					

	<p>Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.</p> <p>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</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Passer, M.W. & Smith R.E. (2007) <i>Psychology- The Science of mind and Behaviour</i> (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5thed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. <i>Psychology</i> 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. & Hockenbury, S. E. (2003). <i>Psychology</i> (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). <i>Introduction to Psychology</i>,7th Edition. Singapore: Mcgraw-Hill. 2. Myers, D.G. (2004). <i>Psychology</i>.5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) <i>Introduction To Psychology</i>, 8th Edition, Wordsworth Pub.Co. 4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) <i>Introduction To Psychology</i>.14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) <i>Understanding Psychology</i>, 6th Edition, Tata McGraw Hill, New Delhi
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 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

	<p>4. https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf</p> <p>5. http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf</p>
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COURSE OUTCOMES

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

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

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

Title of the Course		Psychology of Childhood					
Paper Number		CORE IV					
Category	Core	Year	I	Credits	4	Course Code	
		Semester	II				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> ● To provide an overview of the human development stages from conception to babyhood. ● To understand the characteristics of early childhood at physiological domain. ● To analyse the emotional development of childhood and socialization process. ● To examine the characteristics of late childhood at physiological domain, challenges of development. ● To provide various perspectives to explain cognitive and personality development in early childhood. 					
Course Outline		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 Concrete operations, Information Processing Approach of memory development, Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self- concept, Freud’s Phallic stage and Latency stage, Erikson’s Initiative Vs guilt and Industry Vs inferiority.					

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) <i>Human Development</i> (9thEd.) Chennai: McGraw-Hill Education (India) Private Limited. 2. Santrock J.W. (2011) <i>Life-Span Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 3. Santrock J.W. (2013) <i>Child Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 4. Hurlock E.B. (2010) <i>Developmental Psychology: A Life Span Approach</i>, Tata McGraw, Hill Education Pvt Ltd
Reference Books	<ol style="list-style-type: none"> 1. Berndt, T.J. (1997). <i>Child development</i>, Madison, WI: Brow & Benchmark Publishers. 2. Smith, Barry D. (1998). <i>Psychology Science and Understanding The McGraw-Hill Company</i>. 3. Bee H. & Boyd D. <i>The Developing Child</i> (10th Ed.) Delhi: Pearson Education. 4. Berk L.E. (2013) <i>Child Development</i> (9th Ed.) New Delhi: PHI Learning Pvt Limited. 5. Feldman R.S. & Babu N. (2019) <i>Child Development</i> (8th Ed.) Noida: Pearson.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. Genes and Environment (https://genesenvironment.biomedcentral.com/) 2. Developmental psychology commons (http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/) 3. https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/ 4. https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development 5. https://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.

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

Title of the Course		Cross Cultural Psychology					
Paper Number		ELECTIVE II (Discipline specific)					
Category	Elective	Year	I	Credits	3	Course Code	
		Semester	II				
Instructional Hours per week		Lecture	Tutorial	Lab Practice	Total		
		3	1	--	4		
Pre-requisite							
Objectives of the Course		<ul style="list-style-type: none"> ● Introduce the principles, concepts and issues associated with the study of cross-cultural psychology. ● Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations. ● Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives. ● Examine the role of Culture in various development aspects of human development process and emotionality. ● Explore gender sensitisation in view of cultural spectrum. 					
Course Outline		<p>UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY Definition of Culture, Origins of Culture, Contents of Culture, Pan cultural Principles Ethics & Emics.</p> <p>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.</p> <p>UNIT III: CULTURE AND DEVELOPMENTAL PROCESS – TEMPERAMENT Three major categories of temperaments Thomas & Chess, 1977, Goodness of fit - Cross- Cultural research on Temperament; Attachment- Bowlby's (1969) evolutionary theory of attachment, Ainsworth's <i>Classification System of Attachment</i>; Moral reasoning- Kohlberg's Theory of Morality, Criticism: Kohlberg's Theory of Morality.</p> <p>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.</p> <p>UNIT V: CULTURE AND GENDER Definition of terms, Gender differences- Hofstede's Masculinity vs. Femininity, Cognitive differences ,Gender stereotypes, Gender role ideology, Future research</p>					

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Matsumoto, D., & Juang, L. (2013). Culture and Psychology (5 th Ed.). Belmont, CA: Wadsworth Cengage Learning.
Reference Books	1. Kenneth D. Keith (2019) Cross-Cultural Psychology: Contemporary Themes and Perspectives (2 nd Ed.) John Wiley & Sons Ltd. 2. Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1990). Human 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.

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

