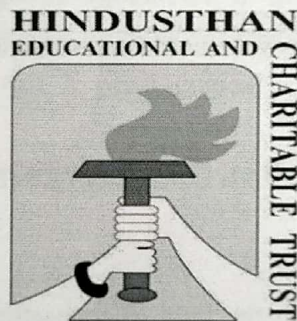


**LEARNING OUTCOMES-BASED CURRICULUM
FRAMEWORK (LOCF)**

in the

**UNDERGRADUATE PROGRAMME BACHELOR OF
PSYCHOLOGY**

**FOR THE STUDENTS ADMITTED FROM THE
ACADEMIC YEAR 2021 - 2022 AND ONWARDS**



HICAS

HINDUSTHAN COLLEGE OF ARTS & SCIENCE (AUTONOMOUS)

(Affiliated to Bharathiar University and Accredited by NAAC)

COIMBATORE-641028

TAMILNADU, INDIA.

Phone: 0422-4440555

Website: www.hicas.ac.in

PREAMBLE

The department was established in the year 2021 with Under Graduate Program. There are two qualified faculty members and one Laboratory Assistant. Separate class rooms with Audio Visual Aids are available for effective teaching to students. A well equipped laboratory with latest and advanced Psychological tests and measurement tools are available for the benefit of students.

Learning Outcome Based Curriculum Framework for Undergraduate education in Bachelor of psychology

VISION

Using a holistic approach, psychology education aims to develop the most effective human beings with the highest ethical standards.

MISSION

Providing students with career options in a wide variety of fields with in psychology, emphasizing specialized training in psychology through understanding themselves and others, attaining a basic knowledge of psychometric assessments and therapeutic principles.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

(5 PEO's are mandatory)

- PEO1:** To prepare students in the field of counselling and Human Resource through global, rigorous education.
- PEO2:** To provide students with a concrete foundation in psychology and help them in gaining skills in the various areas of psychology.
- PEO3:** To provide students adequate skill development required to design, develop intervention strategies for behavior modification.
- PEO4:** To Increase students skills in effective communication, teamwork, and inter-disciplinary approach, as well as to enhance their ability to apply psychology techniques to solve issues.
- PEO5:** To provide the student with an academic environment aware of excellence, outstanding leadership, written ethical codes and guidelines with moral values, and the life-long learning needed for a successful career.

PROGRAMME OUTCOME (PO)

FOR LAB ORIENTED SCIENCE COURSES

- PO1: Students graduating with a degree in Psychology will know the theories, major concepts and mechanisms, which explain human thought and behavior.
- PO2: Identify, formulate, review of literature and analyze human potentials and design programs for enhancing human behavior.
- PO3: Students graduating with a degree in Psychology will be able to apply ethical standards to evaluate psychological science and practice.
- PO4: Students graduating with a degree in Psychology will be able to locate, evaluate, and apply psychological information.
- PO5: Understand the impact of Psychology in societal and environmental contexts, and demonstrate the knowledge and need for sustainable development.
- PO6: Apply knowledge of psychology to help humans in society to find solution to their problems and improve quality of life.
- PO7: Use research based knowledge and research methods including design of experiments, analysis and interpretation of data, in psychological research.

PROGRAMME SPECIFIC OUTCOME (PSO)

(5 PSO's are mandatory)

PSO1: Understand the concepts, principles of psychology and its application in various fields.

PSO2: Learn the concepts which form a mechanism to behavior.

PSO3: Learn to relate human behavior at work and develop intervention techniques problems encountered at work place.

PSO4: Develop the methods to write case analysis and assessment using different psychological tests/instruments.

PSO5: Understand the areas of Psychology and the research in specific areas.

**HINDUSTHAN COLLEGE OF ARTS & SCIENCE (AUTONOMOUS),
COIMBATORE-641028**

**SCHEME OF EXAMINATIONS - CBCS & LOCF PATTERN
(For the Students admitted from the Academic year 2021-2022 and Onwards)**

UG PROGRAMME

Programme: PSYCHOLOGY

Branch: B.Sc

Part	Course Code	Course Type	Course Title	Credit points	Lecture Hours/Week		Exam Duration (hours)	MAX. MARKS		
					Theory	Practical		I.E.	E.E	Total
Semester - I										
I	21LAT01 21LAH01 21LAM01 21LAF01	MIL	Tamil-I/ Hindi-I/ Malayalam - I/ French-I	4	6		3	30	70	100
II	21ENG01	AECC	English - I	4	6		3	30	70	100
III	21SYU01	DSC	Core I : General Psychology I	4	6		3	30	70	100
III	21SYU02	DSC	Core II: Life-Span Development- I	4	6		3	30	70	100
III	21SYU03	GE	Allied I : Biological Psychology-I	4	5		3	30	70	100
IV	21GSU01	AECC	Environmental Studies	1	2		2	50	-	50
IV	21SYUV01	SEC	VAC-I/Life Skills-I @ / Communicative English	1*	2		2	50	-	50**
IV	21SYUE01	AEE	Open Elective - I	2	3		3	100	-	100
IV	-	SEC	SDR- Student Development Report	Assessment will be in the Fifth Semester						
V	-	AECC	Extension Activities NSS/NCC/SPORTS/YRC/SIS/SA	Assessment will be in the Fourth Semester						
Total				23	36			300	350	650
Semester - II										
I	21LAT02 21LAH02 21LAM02 21LAF02	MIL	Tamil-II/ Hindi-II/ Malayalam-II/ French-II	4	6		3	30	70	100
II	21ENG02	AECC	English - II	4	6		3	30	70	100
III	21SYU04	DSC	Core III : General Psychology II	4	4		3	30	70	100
III	21SYU05	DSC	Core IV : Life-Span Development II	4	4		3	30	70	100
III	21SYU06	DSC	Core V : Health Psychology	4	4		3	30	70	100
III	21SYU07	GE	Allied II : Biological Psychology-II	4	5		3	30	70	100
III	21SYU08	DSE	Electives / DSE-I	3	3		3	30	70	100

IV	21SYUV02	SEC	VAC-II /Life Skills-II @/ Language	1*	2	2	50	-	50**
III	21SYU09	SEC	Internship / Industrial Visit / Mini Project	1	-	-	100		100
IV	21SYUJ01	SEC	Aptitude / Placement Training	Grade *	2	2	50		50**
Total				28	36		310	490	800
Semester - III									
III	21SYU10	DSC	Core VI : Social Psychology I	4	5	3	30	70	100
III	21SYU11	DSC	Core VII : Abnormal Psychology-I	4	5	3	30	70	100
III	21SYU12	DSC	Core VIII : Psychology of Crime-I	4	5	3	30	70	100
III	21SYU13	DSC	Core IX : Practical I- Experimental Psychology I	3	5	3	40	60	100
III	21SYU14	GE	Allied III : Psychological Statistics-I	4	5	3	30	70	100
III	21SYU15	DSE	Electives / DSE-II	3	3	3	30	70	100
IV	21SYUE02	AEE	Open Elective-II	2	3	3	100		100
IV	21GSU02	AECC	Human Rights	1	2	2	50		50
IV	21SYUJ02	SEC	Aptitude / Placement Training	Grade *	2	2	50		50**
IV	21SYUJ03	SEC	Online Course	-	1		-	-	C/NC #
Total				25	36		340	410	750
Semester - IV									
III	21SYU16	DSC	Core X : Social Psychology II	5	5	3	30	70	100
III	21SYU17	DSC	Core XI : Abnormal Psychology-II	5	5	3	30	70	100
III	21SYU18	DSC	Core XII : Industrial/Organizational Psychology I	5	5	3	30	70	100
III	21SYU19	DSC	Core XIII : Practical II- Experimental Psychology II	3	5	3	40	60	100
III	21SYU20	GE	Allied IV : Psychological Statistics-II	4	4	3	30	70	100
III	21SYU21	DSC	Core XIV : Counseling Psychology-I	4	5	3	30	70	100
IV	21GSU03	AECC	Internet Security	1	2	2	50	-	50
III	21SYU22	SEC	Internship / Institutional Training / Mini-Project	1	-	-	100	-	100
IV	21SYUV03	ACC	VAC-III	1*	2	2	50	-	50**
IV	21SYUJ04	SEC	Aptitude / Placement Training	Grad*	2	2	50		50**

IV	21SYUJ05	SEC	Online Course	-	1		-	-	-	C/NC ≠
V	21GSU04	AECC	Extension Activities NSS/NCC/SPORTS/YRC/SIS/SA#	2	-		-		-	C/NC ≠
Total				30	36			340	410	750
Semester - V										
III	21SYU23	DSC	Core XV : Counseling Psychology-II	5	6		3	30	70	100
III	21SYU24	DSC	Core XVI : Psychology of Crime-II	5	5		3	30	70	100
III	21SYU25	DSC	Core XVII : Positive Psychology	5	5		3	30	70	100
III	21SYU26	DSC	Core XVIII : Practical III- Experimental Psychology III	3	5		3	40	60	100
III	21SYU27	DSC	Core XIX : Industrial/Organizational Psychology II	4	6		3	30	70	100
IV	21SYUE03	AEE	Open Elective-III	2	3		3	100	-	100
IV	21GSU05	AECC	General Awareness	1	1		2	50	-	50
IV	21GSU06	AECC	Law of Ethics	1	-		2	50	-	50
IV	21SYUV04	ACC	VAC-IV	1*	2		2	50	-	50**
IV	21SYUJ06	SEC	Aptitude / Placement Training	Grade *	2		2	50	-	50**
IV	21SYUJ07	SEC	Online Course	-	1		-	-	-	C/NC ≠
IV	21SYUJ08	SEC	SDR- Student Development Report	2*	-		-	-	-	-
Total				26	36			360	340	700
Semester - VI										
III	21SYU28	DSE	Electives / DSE-III	3	3		3	30	70	100
III	21SYU29	DSE	Electives/DSE-IV	3	3		3	30	70	100
III	21SYU30	SEC	Project Work /Student Research / Paper	4	4		-	40	60	100
III	21SYU31	SEC	Self-Study Course	3	-		3	30	70	100
Total				13	10			130	270	400
Grand Total				145						4050

- *denotes Extra credits which are not added with total credits.
- **denotes Extra marks which are not added with total marks.
- **VAC**-Value Added Course(Extra Credit Courses)
- *Grades depends on the marks obtained
- ‡ C-Completed/ NC- Not Completed

Range of Marks	Equivalent remarks
80 and above	Exemplary
70-79	Very good
60-69	Good
50-59	Fair
40-49	Satisfactory
Below 40	Not Satisfactory=Not completed

- Part IV& V not included in total marks and CGPA calculation.
- **I.E**-Internal Exam
- **E.E**-External Exam
- **J**-Job Oriented Course
- **E**-Open Elective Papers

PASSING MINIMUM

- Passing Minimum for UG 40% and for PG 50 %
- For UG : 35 % (25 marks) in EE and 40 % in Total Marks
- For PG 50 % (30 marks) in EE and 50 % in Total Marks

ABSTRACT FOR SCHEME OF EXAMINATION

(For the candidates admitted during the academic year 2021 - 2022 and onwards)

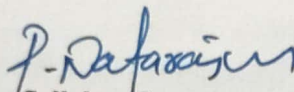
Part	Course	Papers	Credit	Total Credits	Marks	Total Marks
Part I	Languages/ (MIL)	2	4	8	100	200
Part II	English/AECC-I	2	4	8	100	200
Part III	Core /DSC	19	3/4/5	79	100	1900
	Allied /GE	4	4	16	100	400
	Electives/DSE	4	3	12	100	400
	Project SEC	1	4	4	100	100
	<i>Internship/Institutional Training/Mini-Project</i>	2	1	2	100	200
Part IV	Open Electives /AEE	3	2	6	100	300*
	AECC –EVS/ HR/IS/GA/LE	5	1	5	50	250
	<i>Job Oriented Course / Value Added Course</i>	2	1	2*	50	100**
	Skill Based/ Placement/Aptitude SEC	4	Grade	Grade	50	200**
	Online courses / SEC	3	C/NC	C/NC	-	-
	Life Skills / SEC	2	1	2*	50	100**
	<i>Self-Study Course /SEC</i>	1	3	3	100	100
	<i>SDR- Student Development Report</i>	1	2	2*	-	-
Part V	Extension Activities NSS / NCC/Sports/YRC / SIS / SA - AECC	1	C/NC	2	-	-
	Total			145 (6 Extra Credits)		4050 + (400**)

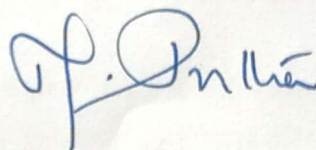
List of Open Elective Papers	
Open Electives	Yoga for Human Excellence Human Health & Hygiene Indian Culture and Heritage Indian Constitution and Political System Consumer Awareness and Protection Professional Ethics and Human Values Human Rights, Women's Rights & Gender Equality Disaster Management Green Farming Corporate Relations start a Business? Research Methodology and IPR General Studies for Competitive Examinations IIT JAM Examination (for Science only) CUCET Examination
VAC Papers	
Courses offered by the Departments to other Programmes	

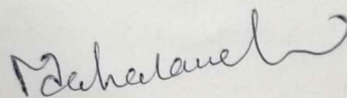
Note: VAC / JOC courses can be added along with the above open electives

List of Elective Papers/ DSE
(Can choose any one of the paper as electives)

	Course Code	Title
Electives/ DSE-I	21SYU08A	Educational Psychology
	21SYU08B	Psychology & Gender Issues
Electives/ DSE-II	21SYU15A	Consumers Behavior
	21SYU15B	Behaviour Modification
Electives/ DSE-III	21SYU28A	Environmental Psychology
	21SYU28B	Sports Psychology
Electives/ DSE-IV	21SYU29A	Forensic Psychology
	21SYU29B	Cognitive Psychology


Syllabus Coordinator


BOS-Chairman/Chairperson


Academic Council – Member Secretary

Co-ordinator
Academic Audit Cell
Hindusthan College of Arts & Science,
Coimbatore-641 028.


PRINCIPAL

PRINCIPAL
Hindusthan College of Arts and Science
Hindusthan Gardens, Behind Nava India.
Coimbatore - 641 028.

Regulations

1. Internship / Institutional Training / **Mini-Project** is related to the discipline can be permitted to complete during the end of I and III semesters for minimum seven days each and permitted to submit a report.

Internship / Institutional Training	Not more than seven days
Mini project	Depends on the departments

2. Project work is considered as a special course involving application of knowledge in problem solving / analyzing /exploring a real-life situation. A Project work may be given in lieu of a discipline specific elective paper.
3. **Two core courses DSC- XVIII & DSC- XIX are the subjects which are to be related with NPTEL courses.**
4. **If the students who are all completed the NPTEL courses before semester -V, they can avail exemption from appearing exams of DSC- XVIII & DSC- XIX in Fast track scheme.**
5. NSS / NCC/Sports/YRC / SIS / SA is mandatory for all students as per New Education Policy and the students must attend the allocated hours within two years and complete the programme. They will be evaluated during the end of second year (Fourth Semester) and also a certificate will be issued.
6. SDR – Student Development Report to be received by the department from the students till end of the fifth semester. (Evidences of Curriculum activities and Co-curriculum activities)
7. For online courses minimum of 2 certificates in any of the online platform is mandatory.

Extension Activities

NSS – National Service Scheme, as enrolled member with the College Unit.

NCC – National Credit Corps, as enrolled member with the College Unit.

SPORTS – Sports & Games Participation with College Team

YRC/RRC–Youth Red Cross / Red Ribbon Club, as enrolled member with the College Unit.

Rotaract Club - Rotaract Club, as enrolled member with the College Unit.

SIS – Special Interest Subjects, as approved by the Academic Council

SA – Social Activity for not less than 50 hours with NGGO like Aram Foundation / Shanthi Social Service / Siruthuli / KulangalPathukappuAmaipu /Old age Home / Nature Foundation / etc.

SEC-Skill Enhancement Course (Life Skills/ Aptitude/Placement Training/online course/Internship/SDR)

ECC- Ability Enhancement Compulsory Course (Environmental Studies/ Human Rights/Internet Security/

General Awareness/ Law of Ethics/Extension Activities)

UG Courses- Scheme of Evaluation (Internal & External Components)

(For the students admitted during the academic year 2021-2022 and onwards)

1. Internal Marks for all UG

Components	Marks
Test I	5
Test II	5
Model Exam	10
Assignment	5
Attendance*	5
TOTAL	30

*Split-up of Attendance Marks

♣	75-79 - 1 marks
♣	80-84 - 2 marks
♣	85-89 - 3 marks
♣	90-94 - 4 marks
♣	95-100 - 5 marks

2. a) Components for Practical I.E.

Components	Marks
Test -I	20
Test - II	20
Total	40

b) Components for Practical E.E.

Components	Marks
Experiments	50
Record	5
Viva	5
Total	60

3. Institutional/ Industrial Training, Mini Project and Major Project Work

Institutional / Industrial Training (I.E)		Mini Project (I.E)	Major Project Work		
Component	Marks	Marks	Component	Marks	Total Marks
Work diary	25	-	I.E		
Report	50	50	a)Attendance	10	
Viva-voce	25	50	b)Review/Work diary*	30	40
Total	100	100	E.E** a) Final report	40	
			b)Viva-voce	20	60
			Total		100

*Review is for Individual Project and Work Diary is for Group Projects (group consisting of minimum 3 and maximum 5)

**Evaluation of report and conduct of viva voce will be done jointly by Internal and External Examiners

4. Guidelines for Internet Security/Human Rights/Law of Ethics/Environmental studies (Part IV)

Components	Marks
Two Tests (each 2 hours) of 20 marks each [4 out of 7 descriptive type questions 4 x 5 = 20 Marks]	40
Two assignments (2 x 5)	10
Total	50

5. Guidelines for General Awareness (Part IV)

Components	Marks
Two Tests (each 2 hours) of 25 marks each [50 objective type questions $50 \times 1/2 = 25$ Marks]	50

6. Guidelines for Open Elective (Part IV)

No of Activities	Marks
Two Tests (each 3 hours) of 50 marks each [5 out of 8 descriptive type questions $5 \times 10 = 50$ Marks]	100

7. Value Added Courses / Aptitude/Placement courses:

Components	Marks
Two Test (each 1 hour) of 25 marks each QP is objective pattern ($25 \times 1 = 25$)	50
Total	50

Guidelines:

1. The passing minimum for these items should be 40%
2. If the candidate fails to secure 40% passing minimum, he / she may have to reappear for the same in the subsequent Semesters
3. Item No's:4,5,6 and 7 are to be treated as 100% Internal papers.
4. For item No.07, Tests conducted through online modules (Google Form/any other)

UG PATTERN

QUESTION PAPER PATTERN FOR CIA I and CIA II EXAM

Reg.No:-----

Q.P.CODE:

HINDUSTHAN COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)
----- DEGREE CIA-I/CIA-II EXAMINATIONS -----20---
(----- SEMESTER)

BRANCH: -----

SUBJECT NAME: -----

Time: Two Hours

Maximum:50 Marks

SECTION - A (6 x 1 = 6 Marks)

Answer ALL Questions

ALL Questions Carry EQUAL Marks

(Q.No: 1 to 6: Multiple choice/Fill up the blanks /True or False questions)

SECTION - B (4x 5 = 20 marks)

Answer ALL Questions

ALL Questions Carry EQUAL Marks

(Q.No: 7 to 10 Either Or type)

SECTION - C (2x12 = 24 marks)

Answer any TWO Questions out of THREE Questions

ALL Questions Carry EQUAL Marks

(Q.No: 11 to 13)

QUESTION PAPER PATTERN FOR MODEL/END SEMESTER EXAMINATION

Reg.No:-----

Q.P.CODE:

HINDUSTHAN COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)
----- DEGREE MODEL EXAMINATIONS -----20-----
(-----SEMESTER)

BRANCH : -----

SUBJECT NAME:-----

Duration: Three Hours

Maximum: 70 Marks

SECTION - A (10x1=10 Marks)

Answer ALL Questions

ALL Questions Carry EQUAL Marks

(Q.No 1 to 10 Multiple choice/Fill up the blanks /True or False questions)

(Two questions from each unit)

SECTION - B (5x6=30 Marks)

Answer ALL Question

ALL Questions Carry EQUAL Marks

(Q.No 11 to 15 Either or type)

(One question from each Unit)

SECTION- C (3x10=30 Marks)

Answer any THREE Questions out of FIVE Questions

ALL Questions carry EQUAL Marks

(Q.No 16 to 20) (One question from each Unit)

For UG (Question paper pattern) (Max. 70 marks)

Sec-A (10x1=10marks)	All Questions will be in K1 Level
Sec-B (5x6=30marks) Either or type	4 Questions will be in K1 Level, 3 Questions will be in K2, K3 each
Sec-C (3x10=30marks) Any 3 out of 5 questions	2 Questions will be in K2, 3 Questions will be in K3 & K4 level

SPECIMEN SYLLABUS

Course Code:	21SYU01	GENERAL PSYCHOLOGY -I						Batch:	2021-2022 and Onwards
Hrs/Week:	6	L	6	T	-	P	-	Semester:	I
								Credits:	4

COURSE OBJECTIVES:

1. To understand the nature of psychology and branches of psychology.
2. Learn the methods, experimentation and critical thinking in psychology.
3. To acquire knowledge about sensation and perception.
4. To gain knowledge on mind, consciousness and altered states of mind.
5. To learn about learning types, principles and its application.

COURSE OUTCOMES (CO)

S. No	COURSE OUTCOME	BLOOMS LEVEL
CO1	Explore the nature of human behavior based on science.	KI, K2, K3, K4
CO2	Review psychology as a science which leads to experimentation and critical thinking.	K1 to K4
CO3	Discover the knowledge regarding sensation and perception.	K1 to K4
CO4	Assess the skill required to learn awareness, consciousness and altered states of mind.	K1 to K4
CO5	Investigate the learning of psychology, principles to everyday life.	K1 to K4

KI- Remember, K2- Understand, K3- Apply, K4- Analyze

SYLLABUS

21SYU01	GENERAL PSYCHOLOGY -I	Sem: I
Unit No.	Topics	Hours
I	<u>Introducing psychology</u> What is psychology: A working definition Origin of psychology Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics, Development of psychology in India Branches of psychology- Scope of psychology- Brief history of modern scientific psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach -Psychology and other disciplines.	14
II	<u>Experimentation and critical thinking in Psychology</u> Psychology as a science- Goals of scientific enterprise- Steps in scientific investigation. Methods of psychology. : Naturalistic observation, case study, survey, correlational studies, experimental method. Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables –	14

	Experimental control –placebo effect, experimental effect, double blind procedure, lab and field experiment. Steps in conducting psychological research. How to evaluate claims of human behaviour? Pseudo – psychologies – palmistry, astrology, graphology, Ouija board etc. How do they work? How to evaluate popular psychology news? Developing critical thinking abilities.	
III	<u>Sensation and Perception</u> Sense modalities, Psychophysics- Absolute threshold, Differential threshold, Just Noticeable Difference (jnd) Attention– factors affecting attention – subjective and objective factors Selective attention, Phenomena associated with attention – span of attention, division of attention, distraction of attention Perception, Subliminal perception. Perceptual set, Perceptual defense. Perceptual organization. Gestalt principles Perception of depth, space and distance: monocular and binocular cues. Perceptual styles Perceptual constancies Color perception – color theories- Illusions of different types. Habituation, Extra sensory perception – critical view. Enhancing perceptual accuracy.	15
IV	<u>Mind, Consciousness and altered states</u> Awareness and consciousness, States of mind: Nature of consciousness, Functions of consciousness, Changes in consciousness: dream and sleep, Circadian Rhythm, Sleep cycle, Stages of sleep. Altered states: Lucid dreaming, Hypnosis- facts and myths, meditation, Hallucinations, Religious ecstasy, drug induced states.	14
V	<u>Learning</u> Definition. Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Illustrations (child, developmental, school). Applications. Trial and error learning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect. Applications: Contingencies in schools, Premack principle. Behavior modification. Types of learning- Verbal learning. Social and cognitive learning: Observational learning. Process and principles. Latent learning, cognitive map, Insight learning. Improving learning- Economy in learning.	15

Note: Distribution of marks: Problems %, Theory %

Teaching Methods: PowerPoint Projection through LCD, Assignment, Discussion and Activity.

TEXT BOOKS

Text Books:

1. S K Mangal "General Psychology", Sterling Publishers Pvt. Ltd, New Delhi, (2013).

REFERENCE BOOKS

Reference Books:

1. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education.
2. Lee. J A (2010) *The Scientific Endeavour*. New Delhi: Pearson
3. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.
4. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to Psychology*, 7th ed. New Delhi: Tata McGraw Hill.
5. Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.

WEB RESOURCES

Web Link:

1. https://en.wikibooks.org/wiki/Introduction_to_Psychology/Introduction
2. <https://www.psychologicalscience.org/observer/on-critical-thinking>
3. https://en.wikipedia.org/wiki/Philosophy_of_perception
4. <https://en.wikipedia.org/wiki/Consciousness>
5. <https://en.wikipedia.org/wiki/Learning>

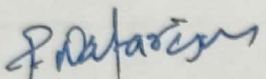
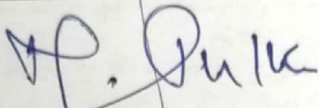

MAPPING WITH PROGRAM OUTCOMES

For Lab oriented Science courses:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO7	PO7
CO1	S	M	S	S	S	S	S
CO2	S	S	S	S	S	S	S
CO3	S	S	M	S	S	S	S
CO4	S	S	S	M	S	S	S
CO5	S	S	S	S	M	M	M

ASSESSMENT PATTERN (if deviation from common pattern)

Follows common pattern of Internal and External assessment, suggested in the Regulations.

Course Designed by	Verified by HOD	Approved by CDC Coordinator
 Dr.P.Natarajan	 Dr.M.Punitha	

Co-ordinator
Curriculum Development Cell
Hindusthan College of Arts & Science,
Coimbatore-641 028.

SPECIMEN SYLLABUS

Course Code:	21SYU02	LIFE-SPAN DEVELOPMENT- I						Batch:	2021-2022 and Onwards
								Semester:	I
Hrs/Week:	6	L	6	T	-	P	-	Credits:	4

COURSE OBJECTIVES:

1. To gain knowledge on the basic of life span development and its theories.
2. To learn the concepts and consequences of prenatal development.
3. To analyze the physical development of life span.
4. To make aware on cognitive and language development.
5. To know the emotional development and its theories.

COURSE OUTCOMES (CO)

S. No	COURSE OUTCOME	BLOOMS LEVEL
CO1	Comprehend the basic concepts of human lifespan under various periods.	K1, K2, K3, K4
CO2	Enrich the knowledge on periods that undergo prenatal development and its consequences.	K1 to K4
CO3	Scrutinize the physical development in different stages of life.	K1 to K4
CO4	Assess cognitive and language progress in early, middle and late childhood.	K1 to K4
CO5	Explore on emotional maturity and its theories.	K1 to K4

KI- Remember, K2- Understand, K3- Apply, K4- Analyze

SYLLABUS

21SYU02	LIFE-SPAN DEVELOPMENT- I	Sem: I
Unit No.	Topics	Hours
I	<u>Introduction to Life Span Development</u> Introduction. Importance of life span development, Historical perspective. Characteristics of life span perspective. Nature of development. Cross sectional and longitudinal approaches in developmental study. Theories by Freud - Erickson- Piaget- Vygotsky. Information processing Behavioral -Social cognitive- eclectic orientation.	14
II	<u>Prenatal Development</u> Fertilization - Germinal period- embryonic period- Fetal period. Prenatal diagnostic tests. Effects of teratogens. Neonatal health and responsiveness. Consequences of low birth weight.	14
III	<u>Physical Development</u> Newborn- reflexes- perception (vision, hearing, other senses, inter modal perception) Height and weight in infancy and childhood. Gross and fine motor	14

	skills. Handedness Physical development in puberty. Changes in early, middle and late adulthood. Theories of aging.	
IV	<u>Cognitive Development</u> Stages of cognitive development- sensory motor stage- object permanence- pre operational stage- intuitive thought- concrete operations- semantics- pragmatics. Language development - How language develops- babbling- two word utterance- advances in early, middle and late childhood- metalinguistic awareness.	15
V	<u>Emotional Development</u> Introduction- Development of emotion through infancy, childhood, adolescence and adulthood. Describing and classifying temperament- Chess and Thomas, Kagan, Rothbart and Bates. Theories of attachment- care giving and attachment Moral development- Piaget's and Kohlberg's theory- stages- Social conventional reasoning- basic processes- Resistance to temptation- self control- Empathy- Moral characters.	15

Note: Distribution of marks: Problems %, Theory %

Teaching Methods: PowerPoint Projection through LCD, Assignment, Discussion and Activity.

TEXT BOOKS

Text Books:

1. Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company.

REFERENCE BOOKS

Reference Books:

1. Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd.
2. Hurlock, E.B (1978) Child Development (6th ed.) London: McGraw Hill Book Company.
3. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company.
4. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company.

WebLink:

1. https://en.wikipedia.org/wiki/Developmental_psychology
2. https://en.wikipedia.org/wiki/Prenatal_development
3. https://en.wikipedia.org/wiki/Child_development
4. https://en.wikipedia.org/wiki/Cognitive_development
5. https://en.wikipedia.org/wiki/Social_emotional_development

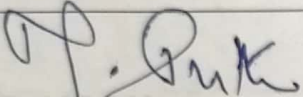
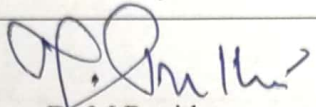

MAPPING WITH PROGRAM OUTCOMES

For Lab oriented Science courses:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO7	PO7
CO1	S	M	S	S	S	S	M
CO2	S	M	S	S	M	S	S
CO3	S	M	M	S	S	S	S
CO4	S	M	S	M	S	S	M
CO5	S	M	S	S	M	S	S

ASSESSMENT PATTERN (if deviation from common pattern)

Follows common pattern of Internal and External assessment, suggested in the Regulations.

Course Designed by	Verified by HOD	Approved by CDC Coordinator
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Coimbatore-641 028.

SPECIMEN SYLLABUS

Course Code:	21SYU03	BIOLOGICAL PSYCHOLOGY-I						Batch:	2021-2022 and Onwards
								Semester:	I
Hrs/Week:	5	L	5	T	-	P	-	Credits:	4

COURSE OBJECTIVES:

1. To understand the relationship brain structures and functional of neural systems.
2. To explain the visual system and auditory system.
3. To understand the role of endocrine system and it's functioning.
4. To learn the bio psychology of emotion, stress and health.
5. To gain knowledge on sexual behavior and its complication.

COURSE OUTCOMES (CO)

S. No	COURSE OUTCOME	BLOOMS LEVEL
CO1	Enhance the knowledge on basic brain structures and functional of neural systems.	KI, K2, K3, K4
CO2	Recognize the process of visual system and auditory system.	K1 to K4
CO3	Investigation the role of endocrine system and its operation.	K1 to K4
CO4	Relate the stress response and its effect of stress on immune system and its functions	K1 to K4
CO5	Assess the role of internal and external stimuli on sexual motivation, the brain and sexual behavior	K1 to K4

KI- Remember, K2- Understand, K3- Apply, K4- Analyze

SYLLABUS

21SYU03	BIOLOGICAL PSYCHOLOGY-I	Sem: I
Unit No.	Topics	Hours
I	<u>Nervous system</u> Neurons: Structure, Neural communication: Glial cells, Axon terminal, synapse, graded potential, action potential, Synaptic transmission, How do neurons influence behavior?, How do drugs and other chemicals alter neurotransmission? Major Divisions of The Nervous System: Central Nervous system: Functions, Cerebrum: Cerebral cortex: Frontal, Occipital, parietal and temporal lobes, Midbrain: Mid brain: Hypothalamus and limbic system, Brain stem: Medulla, pons, reticular activating system, cerebellum, Spinal cord. Autonomic Nervous system, Sympathetic and Parasympathetic Nervous system: Role in regulating emotions.	12
II	<u>Sensory processing</u>	12

	<p>Visual System- Anatomy of the eye, Nervous connections of the eye- optic nerve, lateral geniculate nucleus, Superior colliculus, Vision and the Brain: Processing, Visual Information Visual cortex. Basic Functions of the Visual System: Acuity, Dark Adaptation, and colour vision.</p> <p>- Anatomy of the Auditory system, Nervous connections of the ear, pathway- Organ of Corti, Ventral cochlear nucleus, inferior colliculus, medial geniculate body, auditory cortex. Pitch perception, Sound localization.</p>	
III	<p><u>The Endocrine system</u></p> <p>The endocrine glands and their functions: Thyroid, parathyroid, pituitary, adrenal, pancreas, testes and ovary.</p> <p>Hormones, hormonal influence on learning and memory, Hormones and emotion, hormones and behavior.</p>	12
IV	<p><u>Bio psychology of Emotion, stress and health</u></p> <p>Limbic system and emotion: Kluver-Bucy syndrome, Emotions and autonomic nervous system, Polygraph, Individual differences in the experiences of emotion. Fear, Defense and aggression: Aggression and testosterone</p> <p>The stress response: The two system view of stress by Selye, Stress and gastric ulcers, Psychoneuroimmunology: immune system, Antigens and antibodies, phagocytosis, cell mediated immunity, antibody mediated immunity, macrophage, effect of stress on immune system and its functions, Stress and hippocampus.</p>	12
V	<p><u>Physiological basis of sexual behavior</u></p> <p>Defining sexual behavior, The sexual response cycle, Dynamics, hormones and its impact: role of Estrogen and testosterone, Role of internal and external stimuli on sexual motivation, the brain and sexual behavior, Sexually transmitted diseases: AIDS, Syphilis, gonorrhoea.</p>	12

Note: Distribution of marks: Problems %, Theory %

Teaching Methods: PowerPoint Projection through LCD, Assignment, Discussion and Activity.

TEXT BOOKS

Text Books:

1. Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.).New York: Brooks/Cole

REFERENCE BOOKS

Reference Books:

1. Pineal, J. P. J. (2006).Biopsychology (6th Ed.), India, Dorling Kindersley.
2. Schneider, A.M. & Tarshis, B. (1986). An Introduction to Physiological Psychology.(3rd Ed.). New York: Random House, Inc.
3. Baron, R.A. (2004).Psychology, 5th ed. New Delhi: Pearson Education.
4. Gerrig, R. J & Zimbardo, P. G. (2002).Psychology and life (16thEd). USA: Allyn & Bacon publishers
5. Myers, D.G. (2010). Psychology 9thedition.New York, worth publishers.

Web Link:

1. https://en.wikipedia.org/wiki/Nervous_system
2. https://en.wikipedia.org/wiki/Sensory_processing
3. https://en.wikipedia.org/wiki/Endocrine_system
4. https://en.wikipedia.org/wiki/Psychological_stress
5. https://en.wikipedia.org/wiki/Human_sexual_activity

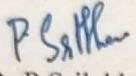
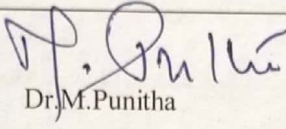
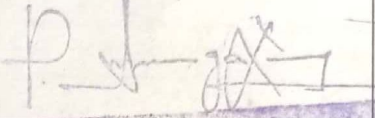
MAPPING WITH PROGRAM OUTCOMES

For Lab oriented Science courses:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO7	PO7
CO1	S	M	S	S	S	S	L
CO2	S	S	S	S	M	S	S
CO3	L	M	L	S	S	S	S
CO4	S	S	S	M	S	S	S
CO5	L	S	S	S	M	L	M

ASSESSMENT PATTERN (if deviation from common pattern)

Follows common pattern of Internal and External assessment, suggested in the Regulations.

Course Designed by	Verified by HOD	Approved by CDC Coordinator
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Coimbatore-641 028.

SPECIMEN SYLLABUS

Course Code:	21SYU04	GENERAL PSYCHOLOGY - II						Batch:	2021-2022 and Onwards
								Semester:	II
Hrs/Week:	4	L	4	T	-	P	-	Credits:	4

COURSE OBJECTIVES:

1. To explain the importance of memory in everyday life.
2. To discuss the thinking, language and the processes of problem solving.
3. To improve the knowledge on motivation & emotion.
4. To acquire knowledge the intelligence, intelligence testing and its approaches.
5. To facilitating the students to understand the dynamics seen in the human personality.

COURSE OUTCOMES (CO)

S. No	COURSE OUTCOME	BLOOMS LEVEL
CO1	Recognize the memory process, level, measurement and phenomenon of memory.	KI, K2, K3, K4
CO2	Inculcate the concepts of thought, language, concepts and components of problems solving.	K1 to K4
CO3	Relate the concepts of motivation & emotion and their theories.	K1 to K4
CO4	Explore the intelligence as a process, intelligence testing and its approaches.	K1 to K4
CO5	Assess the concept and structure of personality.	K1 to K4

KI- Remember, K2- Understand, K3- Apply, K4- Analyze

SYLLABUS

21SYU04	GENERAL PSYCHOLOGY- II	Sem: II
Unit No.	Topics	Hours
I	<u>Memory</u> Encoding, storage and retrieval processes. Sensory, short term and long term memories. Organizing information-Chunking, Hierarchies. Information processing model of memory, Working memory. Levels of processing. Implicit and explicit memory Semantic, episodic and procedural memory. State dependent memory. Memory construction. Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory. Measuring memory: recall, recognition, relearning, and integration. Forgetting: Curve of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia, motivated forgetting, Strategies for improving memory: rehearsal, elaboration, organization, giving meaning, mnemonics, Good sleep.	10

II	<p><u>Thinking and language</u> Components of thought: Images and Concepts. Structure of language: Phonemes, Morphemes, Grammer. Language and thought. Reasoning: deductive and inductive. Problem solving- Steps. Barriers to effective problem solving: Mental set, Confirmation bias, Fixation. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving. Creativity. Convergent and divergent thinking, Stages in creativity. Decision making: Using and misusing heuristics, Belief perseverance phenomenon, Overconfidence.</p>	10
III	<p><u>Motivation and Emotion</u> Definition of motivation, Motivational concepts: Need, Instinct, drive, incentives, Drive reduction theory. Primary and secondary motives: Motivation of hunger and eating, sexual motivation, Need to belong, Levels of arousal, Yerke's-Dodson law. Learned motives: affiliation, achievement and power motive, Hierarchy of motives. Definition of Emotion Elements of emotional experience. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis Cognition and emotion.</p>	10
IV	<p><u>Intelligence</u> Definition of Intelligence. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone and Cattell. Triarchic approach. Multiple intelligences, PASS model. Relationship of intelligence with Creativity 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>	9
V	<p><u>Personality</u> Self. Concept of personality. Determinants of personality. Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somato types. Limitations. Psychodynamic approaches. Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development, Neo Freudian Approaches- Jung, Adler, Horney. (In Brief) Trait theories- Allport, Cattell, Eysenck, Humanistic perspective, The social-cognitive perspective.</p>	9

Note: Distribution of marks: Problems %, Theory %

Teaching Methods: PowerPoint Projection through LCD, Assignment, Discussion and Activity.

TEXT BOOKS

Text Books:

1. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education.

REFERENCE BOOKS

Reference Books:

1. Myers, D.G.(2010). *Psychology* 9thedition. New York, Worth publishers.
2. Bootzin, R., & Bower, G.H. (1991). *Psychology today-An Introduction*, 7th ed. New York: McGraw Hill Inc.
3. Coon, D. (1983). *Introduction to psychology: Exploration and application*. New York: West Publishing Co.
4. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.
5. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to psychology*, 7th ed. New Delhi: Tata McGraw Hill.
6. Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.

WebLink:

1. <https://en.wikipedia.org/wiki/Memory>
2. https://en.wikipedia.org/wiki/Language_and_thought
3. https://en.wikipedia.org/wiki/Motivation_and_Emotion
4. <https://en.wikipedia.org/wiki/Intelligence>
5. <https://en.wikipedia.org/wiki/Personality>

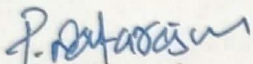
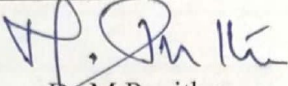
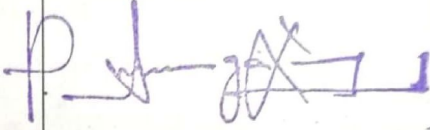
MAPPING WITH PROGRAM OUTCOMES

For Lab oriented Science courses:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO7	PO7
CO1	M	M	M	S	M	M	S
CO2	M	M	M	S	M	M	S
CO3	M	S	S	S	M	M	S
CO4	M	S	S	M	S	M	M
CO5	M	M	L	M	S	M	M

ASSESSMENT PATTERN (if deviation from common pattern)

Follows common pattern of Internal and External assessment, suggested in the Regulations.

Course Designed by	Verified by HOD	Approved by CDC Coordinator
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Hindusthan College of Arts & Science,
Coimbatore-641 028.

SPECIMEN SYLLABUS

Course Code:	21SYU05	LIFE-SPAN DEVELOPMENT -II						Batch:	2021-2022 and Onwards
								Semester:	II
Hrs/Week:	4	L	4	T	-	P	-	Credits:	4

COURSE OBJECTIVES:

1. To learn about the childhood growth and development.
2. To become aware the physiological and psychological development of adolescence.
3. To gain knowledge on physiological and mental development of adulthood.
4. To know about the physiological and psychological development of middle age.
5. To acquire knowledge on old age and adjustment issues.

COURSE OUTCOMES (CO)

S. No	COURSE OUTCOME	BLOOMS LEVEL
CO1	Recognize the physiological and psychological development of childhood.	KI, K2, K3, K4
CO2	Express the physiological and psychological development of adolescence.	K1 to K4
CO3	Interpret the physiological and psychological development of adulthood.	K1 to K4
CO4	Assess the physiological and psychological development of middle age.	K1 to K4
CO5	Discover the characteristics, problems and adjustment issues of old age.	K1 to K4

KI- Remember, K2- Understand, K3- Apply, K4- Analyze

SYLLABUS

21SYU05	LIFE-SPAN DEVELOPMENT -II	Sem: II
Unit No.	Topics	Hours
I	<u>Childhood:</u> Introduction- Characteristics of Early & Late Childhood- Speech Improvement in Childhood, Emotional Expression in Childhood, Social Behavior in Childhood, Moral development in Childhood, Hazards of Childhood.	10
II	<u>Adolescence:</u> Introduction- Characteristics of Adolescence, Development Tasks of Adolescence, Physical change in Adolescence, Social and Morality Change in Adolescence, Sex- Role typing in Adolescence, Family Relationships in Adolescence, ,Physical & Psychological Hazards of Adolescence.	10
III	<u>Adulthood:</u> Introduction- Characteristics of Early & Late Adulthood- Developmental Tasks of Early & Late Adulthood, Personal & Social Hazards of Early Adulthood, Vocational & Family Adjustment in Early Adulthood, Marital Adjustment in	10

	Adulthood, Hazards of Adulthood	
IV	<u>Middle Age:</u> Introduction- Characteristics of Middle Age- Developmental Tasks of Middle Age, Adjustment to Mental Changes, Adjustment to Social Changes, Vocational Adjustment in Middle Age, Family Adjustment, Hazards of Middle Age.	9
V	<u>Old Age:</u> Introduction- Characteristics of Old Age- Problems Unique to Old Age, Physical Adjustment, Adjustment to Motor Ability, Mental Adjustment, Vocational Adjustment, ,Adjustment to Retirement, Coping with Family Life, Hazards of Old Age.	9

Note: Distribution of marks: Problems %, Theory %

Teaching Methods: PowerPoint Projection through LCD, Assignment, Discussion and Activity.

TEXT BOOKS

Text Books:

1. Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd.

REFERENCE BOOKS

Reference Books:

1. Hurlock, E.B (1978) Child Development (6th ed.) London: McGraw Hill Book Company.
2. Hurlock, E.B (1981) Developmental Psychology-A Life span Approach.(5th ed.) New Delhi: Tata McGraw Hill Publishing Company.
3. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company.
4. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company.

Web Link:

1. <https://en.wikipedia.org/wiki/Child>
2. <https://en.wikipedia.org/wiki/Adolescence>
3. <https://en.wikipedia.org/wiki/Adult>
4. https://en.wikipedia.org/wiki/Middle_Ages
5. https://en.wikipedia.org/wiki/Old_age

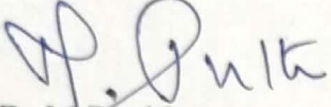
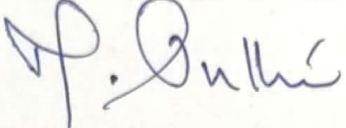
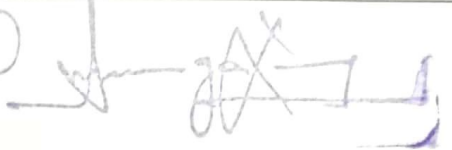
MAPPING WITH PROGRAM OUTCOMES

For Lab oriented Science courses:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO7	PO7
CO1	M	M	M	M	M	M	M
CO2	M	M	M	M	M	M	M
CO3	M	M	M	M	M	M	M
CO4	M	S	S	S	S	S	M
CO5	M	M	L	S	S	L	L

ASSESSMENT PATTERN (if deviation from common pattern)

follows common pattern of Internal and External assessment, suggested in the Regulations.

Course Designed by	Verified by HOD	Approved by CDC Coordinator
 Dr.M.Punitha	 Dr.M.Punitha	

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Coimbatore-641 028.

SPECIMEN SYLLABUS

Course Code:	21SYU06	HEALTH PSYCHOLOGY						Batch:	2021-2022 and Onwards
								Semester:	II
Hrs/Week:	4	L	4	T	-	P	-	Credits:	4

COURSE OBJECTIVES:

1. To learn the foundation of health psychology.
2. To knowledge on the concepts and issues related to stress pain and coping.
3. To learn the behavioural factors in various disease.
4. To critically evaluate on behaviour habitual health.
5. To acquire knowledge on future challenges in health psychology.

COURSE OUTCOMES (CO)

S. No	COURSE OUTCOME	BLOOMS LEVEL
CO1	Enhance the knowledge introduction of health psychology.	KI, K2, K3, K4
CO2	Comprehend about measuring and managing stress, pain and coping.	K1 to K4
CO3	Recognize the behavioural factors in cardiovascular, cancer and chronic disease.	K1 to K4
CO4	Focus the effects of smoking tobacco, alcohol and other drugs.	K1 to K4
CO5	Forecast the future challenges in health psychology.	K1 to K4

KI- Remember, K2- Understand, K3- Apply, K4- Analyze

SYLLABUS

21SYU06	HEALTH PSYCHOLOGY	Sem: II
Unit No.	Topics	Hours
I	<u>Foundation of Health Psychology</u> Introducing Health Psychology- Conducting Health Research- Seeking and Receiving Health Care- Adhering to healthy Behaviour.	10
II	<u>Stress, Pain and Coping</u> Defining, Measuring and Managing Stress- Understanding Stress, Immunity and Disease-: Understanding and Managing Pain-Considering Alternative Approaches.	10
III	<u>Behaviour and Chronic Disease</u> Behavioural Factors in Cardiovascular disease- Behavioural Factors in Cancer- Living with Chronic illness.	10
IV	<u>Behavioural Health</u> Smoking Tobacco- Using Alcohol and other drugs- Eating and Weight- Exercising.	9

V

Looking Toward the Future
Future Challenges.

9

Note: Distribution of marks: Problems %, Theory %

Teaching Methods: PowerPoint Projection through LCD, Assignment, Discussion and Activity.

TEXT BOOKS

Text Books:

1. Brannon, L., & Feist (2007). Health Psychology. San Francisco: Wadsworth.
2. Friedman, H.S. (2002). Health Psychology, 2nd edition. Upper Saddle River, NJ: Prentice Hall.

REFERENCE BOOKS

Reference Books:

1. Allen, F. Health Psychology: Theory and Practice. Allen & Unwin. (1998).
2. Bennett, P., Sprugeon, P., & Weinman, J. (1990). Current Developments in Health Psychology. Gordon & Breach Publishing.
3. Bernard, L.C. & Krupat, E. Health Psychology. Harcourt Brace College. (1997).
4. Carroll, D. Health Psychology: Stress, Behavior, and Disease. Taylor & Francis, Inc. (1992).
5. Crossley, M.L. Rethinking Health Psychology. Open University Press. (2000).

Web Link:

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2. <https://en.wikipedia.org/wiki/Coping>
3. https://en.wikipedia.org/wiki/Chronic_condition
4. https://en.wikipedia.org/wiki/Behavioral_medicine
5. <https://en.wikipedia.org/wiki/Future>

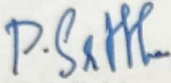
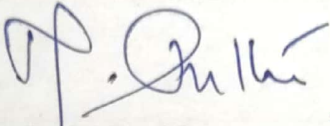

MAPPING WITH PROGRAM OUTCOMES

For Lab oriented Science courses:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO7	PO7
CO1	M	S	M	M	M	M	S
CO2	M	S	M	M	M	M	S
CO3	M	S	M	M	M	M	S
CO4	M	S	M	L	S	M	S
CO5	M	M	M	M	S	M	M

ASSESSMENT PATTERN (if deviation from common pattern)

Follows common pattern of Internal and External assessment, suggested in the Regulations.

Course Designed by	Verified by HOD	Approved by CDC Coordinator
 Dr.P.Srilekha	 Dr.M.Punitha	

Co-ordinator
Curriculum Development Cell
Hindusthan College of Arts & Science,
Coimbatore-641 028.

SPECIMEN SYLLABUS

Course Code:	21SYU07	BIOLOGICAL PSYCHOLOGY-II						Batch:	2021-2022 and Onwards
								Semester:	II
Hrs/Week:	5	L	5	T	-	P	-	Credits:	4

COURSE OBJECTIVES:

1. To understand the importance of physiology of emotion and its response patterns.
2. To explain the physiology basis of learning and its related components.
3. To acquire knowledge the physiology basis of memory.
4. To learn about the influence of physiology of reproductive behaviour and effects of pheromones.
5. To gain the concept of neurological disorders and its infectious diseases.

COURSE OUTCOMES (CO)

S. No	COURSE OUTCOME	BLOOMS LEVEL
CO1	Enhance the knowledge on the influence of physiology of emotions and its related components.	KI, K2, K3, K4
CO2	Enrich the learning the importance, nature and related components of learning.	K1 to K4
CO3	Discover the physiological basis of memory and relational learning.	K1 to K4
CO4	Relate the physiology of reproductive behaviour and human sexual behavior.	K1 to K4
CO5	Explore the impact of neurological disorders and its infectious diseases.	K1 to K4

KI- Remember, K2- Understand, K3- Apply, K4- Analyze

SYLLABUS

21SYU07	BIOLOGICAL PSYCHOLOGY-II	Sem: II
Unit No.	Topics	Hours
I	Physiology of Emotions Physiology of Emotions – Emotion as response patterns: Fear, Anger and Aggression Hormonal control of aggressive behavior. Communication of emotions: Facial expression emotions. Neural basis of the communication of emotions. Feelings of Emotions.	12
II	Physiological basis of Learning Physiological basis of Learning: The nature of learning. Learning and synaptic plasticity: Induction of long-term potentiation, Role of NMDA receptors. Mechanisms of synaptic plasticity, Long term depression. Perceptual learning. Physiology of Classical conditioning - Physiology of instrumental conditioning.	12
III	Physiological basis of Memory	12

	Physiological basis of Memory: Relational learning. Human anterograde amnesia: Basic description- Spared learning abilities – Declarative and no declarative memories. Anatomy of anterograde amnesia. Failure of relational learning – Role of hippocampal formation in spatial memory. Relational learning in laboratory animals.	
IV	Physiology of Reproductive Behaviour Physiology of Reproductive Behaviour: Hormonal control of sexual behavior: female reproductive cycles Hormonal control of sexual behavior of laboratory animals. Androgens and behavior: Masculinization and defeminization. Effects of pheromones-Human sexual behavior-Sexual orientation. Neural control of sexual behavior-Parental behaviour.	12
V	Neurological Disorders Neurological Disorders: Tumors –Seizure disorders – Cerebrovascular accidents. Disorders of development. Degenerative disorders: Transmissible spongiform encephalopathies, Parkinson’s disease Huntington’s disease, Alzheimer’s disease, Multiple sclerosis. Disorders caused by infectious diseases.	12

Note: Distribution of marks: Problems %, Theory %

Teaching Methods: PowerPoint Projection through LCD, Assignment, Discussion and Activity.

TEXT BOOKS

Text Books:

1. Pineal, J. P. J. (2006). Biopsychology (6th Ed.), India, Dorling Kindersley.

REFERENCE BOOKS

Reference Books:

1. Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.). New York: Brooks/Cole.
2. Schneider, A.M. & Tarshis, B. (1986). An Introduction to Physiological Psychology. (3rd Ed.). New York: Random House, Inc.
3. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education.
4. Gerrig, R. J & Zimbardo, P. G. (2002). Psychology and life (16th Ed). USA: Allyn & Bacon publishers.
5. Myers, D.G. (2010). Psychology 9th edition. New York, worth publishers.

Web Link:

1. <https://en.wikipedia.org/wiki/Emotion>
2. https://en.wikipedia.org/wiki/Psychology_of_learning
3. <https://en.wikipedia.org/wiki/Memory>
4. https://en.wikipedia.org/wiki/Reproductive_system
5. https://en.wikipedia.org/wiki/Neurological_disorder

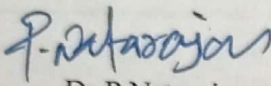
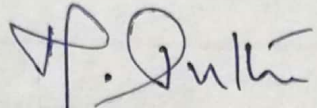
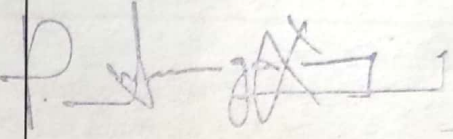
MAPPING WITH PROGRAM OUTCOMES

For Lab oriented Science courses:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO7	PO7
CO1	M	M	M	S	M	M	S
CO2	M	M	M	S	M	S	S
CO3	M	M	M	S	M	S	S
CO4	M	M	M	S	M	S	S
CO5	M	M	M	M	M	S	L

ASSESSMENT PATTERN (if deviation from common pattern)

Follows common pattern of Internal and External assessment, suggested in the Regulations.

Course Designed by	Verified by HOD	Approved by CDC Coordinator
 Dr.P.Natarajan	 Dr.M.Punitha	

Co-ordinator
Curriculum Development Cell
Hindusthan College of Arts & Science,
Coimbatore-641 028.

SPECIMEN SYLLABUS

Course Code:	21SYU08A	EDUCATIONAL PSYCHOLOGY						Batch:	2021-2022 and Onwards
								Semester:	II
Hrs/Week:	3	L	3	T	-	P	-	Credits:	3

COURSE OBJECTIVES:

1. To learn about the importance of exploring educational psychology.
2. To explain the cognitive development Piaget's theory and Vygotsky's theory.
3. To understand the Language Developments and Intelligence.
4. To explain the influence of stress, drug – intake on the brain functioning.
5. To understand the concept of cerebral lateralization.

COURSE OUTCOMES (CO)

S. No	COURSE OUTCOME	BLOOMS LEVEL
CO1	Determine the aspects of teaching and classroom management	KI, K2, K3, K4
CO2	Explore the importance of brain damage and various disorders related to human brain.	K1 to K4
CO3	Inculcate the role of limbic system in managing human emotions.	K1 to K4
CO4	Assess the role of left cerebral hemisphere in decision making.	K1 to K4
CO5	Investigate the impact of neural degeneration in an individual.	K1 to K4

KI- Remember, K2- Understand, K3- Apply, K4- Analyze

SYLLABUS

21SYU08A	EDUCATIONAL PSYCHOLOGY	Sem: II
Unit No.	Topics	Hours
I	<u>Exploring Educational Psychology</u> Exploring Educational Psychology: Historical Background- Teaching: Art and Science- Effective Teaching: Professional knowledge and Skills-Goal Setting and Instructional planning Skills-Classroom Management Skills-Motivational Skills-Technological Skills. Research in Educational Psychology: The Scientific Research Approach – Research Methods- Programme Evaluation Research- Research Challenges.	7
II	<u>Cognitive Development: Piaget's theory and Vygotsky's Theory</u> Cognitive Development: Piaget's theory: Cognitive Processes-Piagetian Stages-Evaluating Piaget's Theory: Contributions and Criticisms. Vygotsky's Theory-Assumptions- Zone of Proximal Development-Scaffolding-	7

	Language and Thought.	
III	<u>Language Developments and Intelligence</u> Language Development: Language-Morphology-Syntax- Semantics-How Language Develops-Biological and Environmental Influence. Memory: Encoding-Storage-Retrieval and Forgetting. Intelligence: Intelligence Tests- Theories of Multiple Intelligence-Information-Processing Approach	7
IV	<u>Learning and Motivation</u> Learning: Behavioral Approach to Learning-Classical Conditioning- Operant Conditioning. Increasing Desirable Behaviors- Decreasing Undesirable Behavior. Bandura's Social Cognitive Theory- Observational Learning. Teaching Techniques: Description-Demonstration- Lecture Method- Discussion Method- Dramatization-Explanation- Aptitude Treatment Interaction –Mastery Learning –Teaching through Multimedia	6
V	<u>Special Education</u> Children with Disabilities- Learning Disabilities- ADHD- Mental Retardation- Physical Disorders- Sensory Disorders- Speech and Language Disorders- Autism Spectrum Disorders- Emotional and Behavioural Disorders Children who are gifted- Characteristics and educating children who are gifted.	7

Note: Distribution of marks: Problems %, Theory %

Teaching Methods: PowerPoint Projection through LCD, Assignment, Discussion and Activity.

TEXT BOOKS

Text Books:

1. Santrock, J. W. (2006) Educational Psychology, 2nd Edition, New Delhi, Tata McGraw Hill.

Reference Books:

Web Link:

1. https://en.wikipedia.org/wiki/Educational_psychologist
2. https://en.wikipedia.org/wiki/Lev_Vygotsky
3. https://en.wikipedia.org/wiki/Language_development
4. https://en.wikipedia.org/wiki/Motivation_in_second-language_learning
5. https://en.wikipedia.org/wiki/Special_education

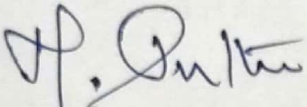
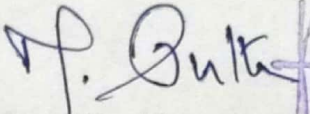
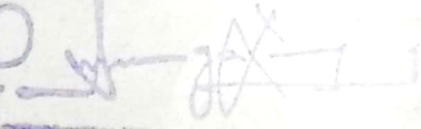
MAPPING WITH PROGRAM OUTCOMES

For Lab oriented Science courses:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO7	PO7
CO1	S	S	M	M	S	M	S
CO2	S	S	M	M	S	M	S
CO3	S	S	M	M	S	M	S
CO4	S	S	M	M	S	M	S
CO5	M	M	M	M	M	M	S

ASSESSMENT PATTERN (if deviation from common pattern)

Follows common pattern of Internal and External assessment, suggested in the Regulations.

Course Designed by	Verified by HOD	Approved by CDC Coordinator
 Dr.M.Punitha	 Dr.M.Punitha	

Co-ordinator
Curriculum Development Cell
Hindusthan College of Arts & Science,
Coimbatore-641 028.

SPECIMEN SYLLABUS

Course Code:	21SYU08B	PSYCHOLOGY & GENDER ISSUES					Batch:	2021-2022 and Onwards	
							Semester:	II	
Hrs/Week:	3	L	3	T	-	P	-	Credits:	3

COURSE OBJECTIVES:

1. To learn about the gender stereotypes.
2. To know the theoretical positions about gender development.
3. To gain knowledge on the women's health.
4. To acquire knowledge on the gender identity and career.
5. To know the psychopathology and gender issues.

COURSE OUTCOMES (CO)

S. No	COURSE OUTCOME	BLOOMS LEVEL
CO1	Enhance the knowledge on meaning and concepts of gender, other gender biases.	KI, K2, K3, K4
CO2	Recognize the concept, sex, gender, Stereotypes and psychology of women.	K1 to K4
CO3	Relate the perspectives of dual-career, marital interaction and Women's health.	K1 to K4
CO4	Comprehend the importance of victimization issues.	K1 to K4
CO5	Scrutinize the equality for women and the criminal justice system.	K1 to K4

KI- Remember, K2- Understand, K3- Apply, K4- Analyze

SYLLABUS

21SYU08B	PSYCHOLOGY & GENDER ISSUES	Sem: II
Unit No.	Topics	Hours
I	<u>Gender Stereotypes and Other Gender Biases</u> Gender Comparisons in Cognitive Abilities and Attitudes About Achievements Gender Comparisons in Social and Personality Characteristics, Race and gender as psychological variables: Social and ethical issues. Theoretical Positions about gender development and Functioning; Hormones and Chromosomes Theories of Gender Development, Developing Gender Identity, Social Cognitive Theory of gender development and functioning; Sex role theory.	7
II	<u>Gender Concepts</u> Concepts: gender, sex, masculinity, femininity, feminism, men and masculinity,	7

	<p>Studying gender: Methods and History of Gender Research, Gender Stereotypes: Masculinity and Femininity Gender-Role Attitude</p> <p>Introduction to the Psychology of Women, History of the Psychology Women and Feminist Pedagogy, Feminist child-rearing, Women's conception of self and morality, of Are women morally superior to men?</p>	
III	<p><u>Sex, Love & Intimate Relationships:</u></p> <p>Current perspectives on dual-career families, The social psychophysiology of marriage, Perspectives on marital interaction, Male sexual proprietariness and violence against wives Women's health: Mothering and Reproductive Rights; Pregnancy, Childbirth, and Motherhood, Menstruation, menopause, abortion, AIDS; Biological influences Implications for single-sex schooling; Health compromising behavior: alcoholism, smoking; Health enhancing behavior: proper diet, exercise.</p>	8
IV	<p><u>Gender Identity and Career</u></p> <p>Intelligence and Cognitive Abilities, Emotions, Relationships and Sexuality; Lesbian and bisexual women, Women's health: Menstruation, menopause, abortion, AIDS; Victimization issues: Rape, battering, harassment</p> <p>Careers and Work; Examining personal characteristics and influences, gender differences in pay and in occupational pursuits, gender gap in political attitudes, Women, men, work, and family: An expansionist theory.</p>	7
V	<p><u>Health and Fitness, and Psychopathology</u></p> <p>Sex Treatment for Mental Disorders, Stress, Coping, and Differences in Health: Evidence and Explanations, Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers issues;</p> <p>Women and the Criminal Justice System; women as criminal offenders, women as victims, Successful practices to prevent violence against women, Effective strategies and practices to support victims of violence, including victims of sexual assault.</p>	7

Note: Distribution of marks: Problems %, Theory %

Teaching Methods: PowerPoint Projection through LCD, Assignment, Discussion and Activity.

TEXT BOOKS

Text Books:

1. Brannon L. (2012). Gender: Psychological Perspectives, 6/E, McNeese State

Reference Books:

1. University Helgeson, V. S. (2010) Psychology of Gender, 4/E, Carnegie Mellon University.
2. Magnusson E. and Marecek, J. (2012). Gender and Culture in Psychology: Theories and Practices.
3. Norem J. K. and Clinchy B. M. (1998). The Gender and Psychology Reader.
4. Rudman, L. A. and Glick, P. (2008). The Social Psychology of Gender: How Power and Intimacy Shape Gender.

Web Link:

1. https://en.wikipedia.org/wiki/Gender_inequality
2. https://en.wikipedia.org/wiki/Gender_role
3. https://en.wikipedia.org/wiki/Sexual_desire_and_intimate_relationships
4. https://en.wikipedia.org/wiki/Gender_identity
5. https://en.wikipedia.org/wiki/Wikipedia:Contents/Health_and_fitness

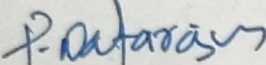
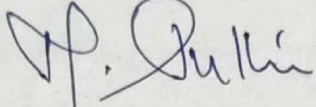
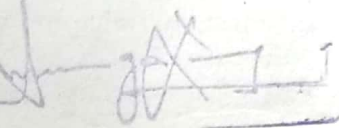
MAPPING WITH PROGRAM OUTCOMES

For Lab oriented Science courses:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO7	PO7
CO1	M	S	S	M	S	M	S
CO2	M	S	S	M	S	M	S
CO3	M	S	S	M	S	M	S
CO4	M	S	S	M	S	M	M
CO5	M	S	S	M	S	L	S

ASSESSMENT PATTERN (if deviation from common pattern)

Follows common pattern of Internal and External assessment, suggested in the Regulations.

Course Designed by	Verified by HOD	Approved by CDC Coordinator
 Dr.P.Natarajan	 Dr.M.Punitha	

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Hindusthan College of Arts & Science,
Coimbatore-641 028.