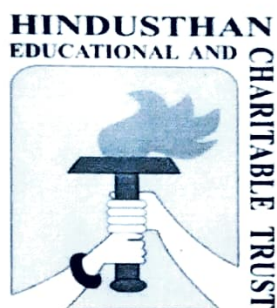


**LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK
(LOCF)**

**in the
UNDERGRADUATE PROGRAMME
IN PSYCHOLOGY**

**FOR THE STUDENTS ADMITTED FROM THE
ACADEMIC YEAR 2022 - 2023 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 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)

- PEO1:** To prepare students in the field of counseling and Human Resource through global, rigorous education.
- PEO2:** To provide students with a concrete foundation in psychology and help them in gaining skills in various areas of psychology.
- PEO3:** To provide students adequate skill development knowledge 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)

- PO1: Students graduating with a degree in Psychology will know the theories, major concepts and mechanisms, which explain human thought and behavior.
- PO2: Students will Identify, formulate, 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)

- 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 to solve 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 2022-2023 and Onwards)
UG PROGRAMME**

Programme: B.Sc.,

Branch: PSYCHOLOGY

Sl. No.	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	22LAT01 22LAH01 22LAM01 22LAF01	MIL	Tamil-I/ Hindi-I/ Malayalam – I/ French-I	4	6		3	50	50	100
I	22ENG01	AECC	English – I	4	6		3	50	50	100
II	22SYU01	DSC	Core I : General Psychology I	4	6		3	50	50	100
II	22SYU02	DSC	Core II: Life-Span Development- I	4	6		3	50	50	100
II	22SYU03	GE	Allied I : Biological Psychology-I	4	5		3	50	50	100
V	22GSU01	AECC	Environmental Studies	1	2		2	50	-	50
V	22SYUV01	SEC	VAC-I/Life Skills-I @ / SEC-Communicative English	1*	2		2	50	-	50**
V	22SYUE01	AEE	Open Elective – I	2	3		3	100	-	100
V	-	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			400	250	650
Semester – II										
I	22LAT02 22LAH02 22LAM02 22LAF02	MIL	Tamil-II/ Hindi-II/ Malayalam-II/ French-II	4	6		3	50	50	100
I	22ENG02	AECC	English – II	4	6		3	50	50	100
I	22SYU04	DSC	Core III : General Psychology II	4	4		3	50	50	100
I	22SYU05	DSC	Core IV : Life-Span Development II	4	4		3	50	50	100

III	22SYU06	DSC	Core V : Practical I- Experimental Psychology I	3	-	5	3	50
III	22SYU07	GE	Allied II : Biological Psychology-II	4	4		3	50
III	22SYU08A /B	DSE	Electives / DSE-I	3	3		3	50
IV	22SYUV02	SEC	VAC-II /Life Skills-II @ / SEC – Language	1*	2		2	50
IV	22SYU09	SEC	Internship / Industrial Visit / Mini Project	1	-	-		100
IV	22SYUJ01	SEC	Aptitude / Placement Training	Grade*	2		2	50
Total				27	31	5		450
Semester – III								
III	22SYU10	DSC	Core VI : Social Psychology I	4	5		3	50
III	22SYU11	DSC	Core VII : Abnormal Psychology-I	5	5		3	50
III	22SYU12	DSC	Core VIII : Health Psychology	4	5		3	50
III	22SYU13	DSC	Core IX : Practical II- Experimental Psychology II	3	-	5	3	50
III	22SYU14	GE	Allied III : Psychological Statistics-I	4	5		3	50
III	22SYU15A /B	DSE	Electives / DSE-II	3	3		3	50
IV	22SYUE02	AEE	Open Elective-II	2	3		3	100
IV	22GSU02	AECC	Human Rights	1	2		2	50
IV	22SYUJ02	SEC	Aptitude / Placement Training	Grade*	2		2	50
IV	22SYUJ03	SEC	Online Course	-	1			-
Total				26	31	5		450
Semester – IV								
III	22SYU16	DSC	Core X : Social Psychology II	5	5		3	50
III	22SYU17	DSC	Core XI : Abnormal Psychology-II	5	5		3	50
III	22SYU18	DSC	Core XII : Industrial Psychology I	5	5		3	50
III	22SYU19	DSC	Core XIII : Practical III- Experimental Psychology III	3	-	5	3	50
III	22SYU20	GE	Allied IV : Psychological Statistics-II	4	4		3	50
III	22SYU21	DSC	Core XIV : Counseling Psychology-I	4	5		3	50
IV	22GSU03	AECC	Internet Security	1	2		2	50

IV	22SYU22	SEC	Internship / Institutional Training / Mini-Project	1	-	-	100	-	100
IV	22SYUV03	ACC	VAC-III	1*	2	2	50	-	50**
IV	22SYUJ04	SEC	Aptitude / Placement Training	Grade*	2	2	50	-	50**
IV	22SYUJ05	SEC	Online Course	-	1	-	-	-	C/N C ^z
V	22GSU04	AECC	Extension Activities NSS/NCC/SPORTS/YRC /SIS/SA#	2	-	-	-	-	C/N C ^z
Total				30	31	5	450	300	750
Semester – V									
III	22SYU23	DSC	Core XV : Counseling Psychology-II	5	6	3	50	50	100
III	22SYU24	DSC	Core XVI : Criminal Psychology	5	5	3	50	50	100
III	22SYU25	DSC	Core XVII : Positive Psychology	5	5	3	50	50	100
III	22SYU26	DSC	Core XVIII : Practical IV- Experimental Psychology IV	3	-	5	50	50	100
III	22SYU27	DSC	Core XIX : Industrial Psychology II	4	6	3	50	50	100
IV	22SYUE03	AEE	Open Elective-III	2	3	3	100	-	100
IV	22GSU05	AECC	General Awareness	1	1	2	50	-	50
IV	22GSU06	AECC	Law of Ethics	1	-	2	50	-	50
IV	22SYUV04	ACC	VAC-IV	1*	2	2	50	-	50**
IV	22SYUJ06	SEC	Aptitude / Placement Training	Grade*	2	2	50	-	50**
IV	22SYUJ07	SEC	Online Course	-	1	-	-	-	C/N C ^z
IV	22SYUJ08	SEC	SDR- Student Development Report	2*	-	-	-	-	-
Total				26	31	5	450	250	700
Semester – VI									
III	22SYU28A /B	DSE	Electives / DSE-III	3	3	3	50	50	100
III	22SYU29A /B	DSE	Electives/DSE-IV	3	3	3	50	50	100
IV	22SYU31	SEC	Self-Study Course	3	-	-	50	50	100
III	22SYU30	SEC	Project Work /Student Research / Paper	4	4		50	50	100
Total				13	10		200	200	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 39	Not Satisfactory = Not completed

- Part IV & V not included in total marks and CGPA calculation.
- LE-Internal Exam
- E.E-External Exam
- JOC-Job Oriented Course

PASSING MINIMUM

- Passing Minimum for UG 40%

ABSTRACT FOR SCHEME OF EXAMINATION

(For the candidates admitted during the academic year 2022 - 2023 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 ActivitiesNSS / NCC/Sports/YRC / SIS/ SA – AECC	1	C/NC	2	-	-
	Total			145 (6 Extra Credits)		4050 + (400**)

List of Open Elective Papers & VAC / JOC	
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
	Campus to Corporate
	Start-up Business
	Research Methodology and IPR
	General Studies for Competitive Examinations
	IIT JAM Examination (for Science only)
	CUCET Examination
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	22SYU08A	Educational Psychology
	22SYU08B	Psychology & Gender Issues
Electives/ DSE-II	22SYU15A	Consumer Behavior
	22SYU15B	Behaviour Modification
Electives/ DSE-III	22SYU28A	Environmental Psychology
	22SYU28B	Sports Psychology
Electives/ DSE-IV	22SYU29A	Forensic Psychology
	22SYU29B	Cognitive Psychology


Syllabus Coordinator


BOS – Chairman/Chairperson
Dr. M.PUNITHA, MA, M.Phil, Ph.D., MBA.,
Professor & Head
PG & Research Department of Social Work
Hindusthan College of Arts and Science
Coimbatore - 641 028.


Academic Council – Member Secretary


PRINCIPAL
PRINCIPAL
Hindusthan College of Arts & Science (Autonomous),
Hindusthan Gardens, Behind Nava India,
Coimbatore - 641 028.

UG - Scheme of Evaluation (Internal & External Components)

(For the students admitted during the academic year 2022-2023 and onwards)

1. Internal Marks for all UG

Components	Marks
Test I	10
Test II	10
Model Exam	10
Assignment	5
Attendance*	5
Internal Assessment components **	10
TOTAL	50

*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

** List of components for Internal Assessment (MCQ Compulsory)

S.No	Components
1	Multiple choice questions
2	Club activities
3	Seminar
4	Collaborative Learning

(Any two components from the above list with five marks each will be calculated
.2x5=10 marks)

2. a) Components for Practical I.E.

Components	Marks
Test -I	15
Test - II	15
Observation	10
Application*	10
Total	50

b) Components for Practical E.E.

Components	Marks
Experiments/Exercise	40
Record	5
Viva	5
Total	50

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: a)'Attendance'	20	50
Report	50	50	b)'Review/Work diary'	30	
Viva-voce	25	50			
Total	100	100	E.E** :a) Evaluation	30	50
			b)Viva-voce	20	
				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 $4 \times 5 = 20$ 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)

Components	Marks
Two Tests (each 2 hours) of 50 marks each [5 out of 8 descriptive type questions $5 \times 10 = 50$ Marks]	100

7. Value Added Courses and 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.7, Tests conducted through online modules (Google Form/any other)
5. Item No.2: * - Application should be from the relevant practical subject other than the Listed programmes. It must be enclosed in the practical record.

UG PATTERN

QUESTION PAPER PATTERN FOR CIA I and CIA II EXAM

Reg.No:-----

Q.P.CODE:

HINDUSTHAN COLLEGE OF ARTS & 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 6 = 24 marks)

Answer **ALL** Questions

ALL Questions Carry **EQUAL** Marks

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

SECTION - C (2x10 = 20 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 & 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** Questions

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)

Blue Print of Question Paper for all UG Programmes

(For the academic year 2021-22, 2022-23)

FOR CIA I, CIA II - QUESTION PATTERN

Max. Marks: 50

Sec	Question No	Type	No of Question	Questions to be answered	Mark per question	K-level
A	1 to 6	MCQ/ True or False/ Fill up	6	6	1 (6x1=6)	All Questions will be in K1
B	7 to 10	Either or Type (a or b)	8	4	6 (4x6=24)	4 Questions will be in K2 4 Questions will be in K3
C	11 to 13	Open choice	3	2	10 (2x10=20)	1 Question will be in K2 2 Question will be in K3

FOR MODEL/ESE - QUESTION PATTERN

Max. Marks: 50

Sec	Question No	Type	No of Question	Questions to be answered	Mark per question	K-level
A	1 to 10	MCQ/ True or False/ Fill up	10	10	1 (10x1=10)	All Questions will be in K1
B	11 to 15	Either or Type (a or b)	10	5	6 (5x6=30)	6 Questions will be in K2 4 Questions will be in K3
C	16 to 20	Open choice	5	3	10 (3x10=30)	2 Question will be in K2 3 Question will be in K3

(For the academic year 2020-21)

FOR CIA I, CIA II - QUESTION PATTERN

Max. Marks: 50

Sec	Question No	Type	No of Question	Questions to be answered	Mark per question	K-level
A	1 to 6	MCQ/ True or False/ Fill up	6	6	1 (6x1=6)	All Questions will be in K1
B	7 to 10	Either or Type (a or b)	8	4	5 (4x5=20)	4 Questions will be in K2 4 Questions will be in K3
C	11 to 13	Either or Type (a or b)	6	3	8 (3x8=24)	3 Question will be in K2 3 Question will be in K3

FOR MODEL/ESE - QUESTION PATTERN

Max. Marks: 50

Sec	Question No	Type	No of Question	Questions to be answered	Mark per question	K-level
A	1 to 10	MCQ/ True or False/ Fill up	10	10	1 (10x1=10)	All Questions will be in K1
B	11 to 15	Either or Type (a or b)	10	5	4 (5x4=20)	6 Questions will be in K2 4 Questions will be in K3
C	16 to 20	Either or Type (a or b)	10	5	8 (5x8=40)	5 Question will be in K2 5 Question will be in K3

Blue Print of Question Paper

Distribution of section-wise marks with K levels for UG 2021-22, 2022-23

CIA							
Sec.	K1	K2	K3	K4	Total questions	Questions to be answered	Total marks
A - MCQ/T or F / Fill up	6				6	6	6x1=6
B - Either or type		4	4		8	4	4x6=24
C - Open choice			1	2	3	2	2x10=20
Total Marks	6	24	34	20			84
% of marks without choice	7.14	28.57	40.48	23.81			100

Model Exam							
Sec.	K1	K2	K3	K4	Total questions	Questions to be answered	Total marks
A- MCQ/T or F/ Fill up	10				10	10	10x1=10
B - Either or type		6	4		10	5	5x6=30
C - Open choice			2	3	5	3	3x10=30
Total Marks	10	36	44	30			120
% of marks without choice	8.33	30	36.67	25			100

Distribution of section-wise marks with K levels for UG (2020-21)

CIA							
Sec.	K1	K2	K3	K4	Total questions	Questions to be answered	Total marks
A MCQ/T or F/ Fill up	6				6	6	6x1=6
B - Either or type		4	4		8	4	4x5=20
C - Either or type			3	3	6	3	3x8=24
Total Marks	6	20	54	24			104
% of marks without choice	5.77	19.23	51.92	23.08			100

Model Exam							
Sec.	K1	K2	K3	K4	Total questions	Questions to be answered	Total marks
A MCQ/True or False/ Fill up	10				10	10	10x1=10
B - Either or type		6	4		10	5	5x4=20
C - Either or type			5	5	10	5	5x8=40
Total Marks	10	24	56	40			130
% of marks without choice	7.69	18.46	43.08	30.77			100

UG Programme Regulations for the academic year 2022-2023

1. Internal marks components for the candidates admitted from the academic year 2022-2023 and onwards is as follows.

For Theory courses

Components	Marks
Test I	10
Test II	10
Model Exam	10
Assignment	5
Attendance	5
Internal Assessment components	10
TOTAL	50

For Practical courses

Components	Marks
Test - I	15
Test - II	15
Observation/Exercise	10
Application*	10
TOTAL	50

- The pattern of the question paper for External Examination will be maximum of 70 marks for theory courses, the marks obtained will be converted into 50 as per the scheme.
- Passing minimum for all UG programme is 40% in Internal and 40 % in External and the composition of total 40 marks out of 100 marks.
- Internship / Institutional Training / Mini-Project is related to the discipline. The students can be permitted to complete the Internship / Institutional Training / Mini-Project before the end of First year (end of II semester) and before the end of the second year (end of IV semester) and submit report.

Internship / Institutional Training	Duration: Not more than seven days
Mini project	During the course of study for not more than seven days.

- 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 discipline specific elective paper. Distribution of marks for major project for all UG programmes will be 50:50 pattern for both Internal and External in total of 100/200 marks.
- Two tests for fully internal subjects should be conducted during CIA-I and CIA -II by the department.
- Retest for the failure candidates in CIA I or CIA II or Part IV or Part V or Extra credit should be conducted during the model examination after getting approval from the office. The candidates who are not able to complete the minimum pass mark in components even getting chance of reappearance, will be treated as arrear candidates.
- For the Theory cum Practical blended courses, 50:50 Internal and External pattern will be followed for theory examination and Fully internal pattern will be followed for Practical examination. For theory part, External examination will be conducted as regular pattern (max of 70 marks) and it will be converted into 25 marks.

course
CIA
internal

Course	Internal Marks		External marks		Total marks (Max. marks 50)	
	Min.	Max.	Min.	Max.	Min.	Max.
Theory	10	25	10	25	20	50
Practical	20	50	-	-	20	50

For Practical components for Theory cum Practical courses (Fully Internal)

Components	Marks
Test I	10
Test II	10
Experiment/Excercise	20
Record	5
Viva	5
Total	50

The Internal mark 50 will be converted into 25.

9. For the candidates admitted under the Fast Track System (FTS) must register their names to their concerned department heads and get approval from the COE office at the beginning of the III semester.
10. Students who are not willing to select the Project/Research work in Semester VI, can chose the theory papers offered by their departments as per the prescribed theory pattern.
11. Self Study will be a Core Paper of the department for which the examination pattern will be as like part III courses is followed.
12. 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.
13. SDR – Student Development Report to be received by the department from the students till end of the fifth semester. (Evidences of Curricular activities and Co-curricular activities)
14. For online courses minimum of 2 certificates in any of the online platform is mandatory.
15. Open elective courses:
Departments can offer list of subjects which teaches moral ethics to the young community for the better future. The topics relevant to Indian ethics, Culture, Women rights, Yoga, Green farming, Indian constitution etc., as an open elective courses. These courses can be offered by the department or other department as inter department courses. Marks earned for this courses will not be included for CGPA calculations.

Extension Activities

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

NCC – National Cadet 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 NGO like Aram Foundation / Shanthi Social Service /Siruthuli /Kulangal Pathukappu Amaipu /Old age Home / Nature Foundation / etc.

Regulations of Fast Track System (FTS)

- From the academic year 2021-22, our college is offering Fast Track System (FTS) for all UG and PG programmes. In this system, we are offering two courses under the course type of Discipline Specific Elective (DSE) in the sixth semester for all UG programmes and fourth semester for all PG programmes, which are equivalent and related with **National Programme on Technology Enhanced Learning/Study Webs of Active-Learning for Young Aspiring Minds (NPTEL/SWAYAM)** courses.
- The students have the option of taking two subjects of the sixth semester of their programme through NPTEL/SWAYAM portal from the list given by NPTEL and can complete the online course before fifth semester and submit the received original certificates to the COE office for getting approval. If the student completes these courses before the beginning of the sixth semester (UG)/fourth semester (PG), the candidate can be considered and exempted to write the examination from the assigned DSE courses in the sixth semester/fourth semester. They should complete only the self study course and project work during the VI/IV semester as assigned in the scheme. The candidate who completes the online courses and submits the successful course completion credentials, the credit transfer will be considered as per our Scheme of Examination for qualifying the degree. **The minimum duration of the registered online course must be 12 weeks.** Course duration of less than 12 weeks will not be considered.
- For all PG programmes, the candidates who were admitted during the academic year 2021-2022 under the Fast track system, for the self study course, the internal mark component will be as follows. For others regular internal pattern follows.

TEST	Max. Marks	Mode
CIA I	50 (50x1=50)	Online objective type
Model Exam.	50 (50x1=50)	Online objective type

Out of these two tests, the total marks will be converted into 40 marks as Internal.

- For all UG programmes, the candidates who were admitted during the academic year 2021-2022 under the Fast track system, for the self study course, the internal mark component will be as follows. For others regular internal pattern follows.

TEST	Max. Marks	Mode
CIA I	50 (50x1=50)	Online objective type
CIA II	50 (50x1=50)	Online objective type
Model Exam.	50 (50x1=50)	Online objective type

Out of three tests, the total mark will be converted into 30 marks as Internal.

- For the students admitted in Fast Track System, must enroll their names to the concerned department heads and get approval from the COE office at the beginning of III semester for all UG Programmes and at the beginning of II semester for all PG programmes.
- The students who cleared and got certified for online courses under the fast track system, the grade obtained will be converted into average marks of range. The received certificates must be submitted to the COE office for approval of the Controller and the Principal. The FTS courses will be treated as fully external.

DEPARTMENT OF PSYCHOLOGY				CLASS: I B.Sc Psychology				
Sem	Course Type	Course Code	Course Title	Credits	Contact Hours / Week	CIA	Ext	Total
1	DSC	22SYU01	Core I: General Psychology - I	4	6	50	50	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	✓
	Entrepreneurship Oriented	
	Skill Development	✓

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.

Unit	Course Contents	Hours	K Level
I	Introducing psychology What is psychology: Definition, Origin of psychology Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics, Brief history of modern scientific psychology: Development of Psychology in India. Branches of psychology- Scope of psychology- Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach -Psychology and other disciplines.	15	Upto K4
II	Experimentation and critical thinking in Psychology Psychology as a science- Methods of psychology. Naturalistic observation, case study, survey, correlational studies, experimental method. Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control –placebo effect, experimental effect, double blind procedure, lab and field experiment. Steps in conducting psychological research. Pseudo – psychologies	15	Upto K4
III	Sensation and Perception Sense modalities, Psychophysics- Absolute threshold, Differential threshold, Just Noticeable Difference (jnd)	14	Upto K4

	<p>Attention– factors affecting attention – subjective and objective factors: Selective attention. Weber’s Law Phenomena associated with attention – span of attention, division of attention, distraction of attention Perception: Meaning– Organising principles of perception - Constancies – Illusions – Hallucination - Factors that influence perception – Depth perception – ESP – Attention: Meaning – Types – Determinants.</p>		
IV	<p>Consciousness and altered states Awareness and consciousness, States of mind: Nature of consciousness, Functions of consciousness, Changes in consciousness: dream and sleep, Altered states: Lucid dreaming, Hypnosis- facts and myths, meditation, Hallucinations, Religious ecstasy, drug induced states.</p>	14	Upto K4
V	<p>Learning Definition, Nature of Learning, 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: Premack principle, Behavior modification, Role of the Cortex and Basal Ganglia Types of learning- Verbal learning, Social and cognitive learning: Observational learning, Process and principles, Latent learning, cognitive map, Insight learning, Improving learning.</p>	14	Upto K4

Note: The Questions should be asked 100% in theory.

Book for Study

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

Books for Reference (five 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

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>

Pedagogy: Chalk & Talk, Exercise, Assignments & PPTs.

Rationale for Nature of the Course:

Can provide students with basic and core knowledge for their career development

Activities to be given:

1. Prepare assignments on various basic areas of Psychology
2. Discussion/ Debate on School of Psychology
3. A Skit on Contemporary issues related to Psychology.


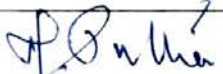
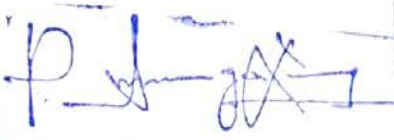
Course Learning Outcomes

CLOs	On Completion of the Course, the students should be able to	K – Level
CLO1	Explore the nature Psychology as a science.	Upto K4
CLO2	Predict experimentation and critical thinking in Psychology.	Upto K4
CLO3	Discover the knowledge regarding sensation and perception.	Upto K4
CLO4	Assess the skill required to learn awareness, consciousness and altered states of mind.	Upto K4
CLO5	Investigate the learning of psychology, principles to everyday life.	Upto K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	Programme Outcomes (with Graduate Attributes)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CLO1	2	3	2	1	2	2	3
CLO2	2	2	3	2	3	2	2
CLO3	3	1	3	3	3	3	2
CLO4	2	2	3	3	2	3	3
CLO5	3	3	3	2	3	3	2

Level 3 – Advance Application 2 – Intermediate Level 1 – Basic

Course Designed by	Verified by HOD	Approved by CDC Coordinator
 Mr G Jagathprabu	 Dr. M. PUNITHA, MA, M Phil, Ph.D., MBA. Professor & Head PG & Research Department of Social Work Hindusthan College of Arts and Science Coimbatore - 641 028.	

Curriculum Development Cell
 Hindusthan College of Arts and Science,
 Coimbatore-641 028.

DEPARTMENT OF PSYCHOLOGY				CLASS: I B Sc Psychology				
Sem	Course Type	Course Code	Course Title	Credits	Contact Hours / Week	CIA	Ext	Total
1	DSC	22SYU02	Core II: Life Span Development- I	4	6	50	50	100

Nature of Course

Knowledge and Skill Oriented	Employability Oriented	✓
	Entrepreneurship Oriented	✓
	Skill Development	✓

Course Objectives

1. Comprehend the basic concepts of human lifespan under various periods.
2. Enrich the knowledge on periods that undergo prenatal development and infancy.
3. Scrutinize various aspects of Babyhood.
4. Scrutinize various aspects of Early Childhood.
5. Scrutinize various aspects of Late Childhood.

Unit	Course Contents	Hours	K Level
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.	15	Upto K4
II	<u>Prenatal Development and Infancy:</u> Fertilization - Germinal period- embryonic period- Fetal period. Prenatal diagnostic tests. Effects of teratogens. Neonatal health and responsiveness. Consequences of low birth weight. Infancy: Characteristics of Infancy. developmental tasks- Newborn reflexes-Gross and fine motor skills -Major adjustment of Infancy – Development of emotion - Conditions influencing adjustment to Postnatal life – Characteristics of the Infant – Hazards of Infancy.	14	Upto K4
III	<u>BABYHOOD</u> Characteristics of Babyhood – Developmental tasks of babyhood – Physical development – Physiological	14	Upto K4

	development – Muscle Control – Speech development – Emotional behaviour – Socialization – Interest in Play – Development of Understanding – Beginnings of Morality – Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness.		
IV	EARLY CHILDHOOD Characteristics of Early Childhood – Developmental tasks – Physical development – Physiological habits – Skills of Early Childhood – Improvement in Speech – Emotions – Socialization – Play – Development of Understanding – Moral development – Common Interests – Sex-role Typing – Family Relationship – Personality development – Hazards and Happiness.	14	Upto K4
V	LATE CHILDHOOD Characteristics of Late Childhood – Developmental tasks – Physical development – Skills – Speech improvement – Emotions and Emotional Expressions – Social groupings and Social behaviour – Play interest and activities – Increase in Understanding – Moral attitudes and behaviour – Interests – Sex-role Typing – Changes in Family relationships – Personality Changes – Hazards and Happiness.	15	Upto K4

Note: The Questions should be asked 100% in theory

Book for Study:

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

Books for Reference:

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 BookCompany.
3. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGrawHill PublishingCompany.
4. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGrawHill PublishingCompany.

Web Resources

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

Pedagogy :Chalk & Talk, Exercise, Assignments & PPTs.

Rationale for Nature of the Course:

Enables students with Insights about Developmental Psychology.

Activities to be given:


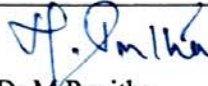

1. Assignment on the various related theories.
2. Group works on Stages of child development.
3. Individual Assignment on child behavior.

Course Learning Outcomes

CLOs	On Completion of the Course, the students should be able to	K - Level
CLO1	Comprehend the basic concepts of human lifespan under various periods.	Upto K+
CLO2	Enrich the knowledge on periods that undergo prenatal development and Infancy.	Upto K+
CL03	Scrutinize the Physical and Cognitive development in Babyhood.	Upto K+
CLO4	Assess various aspects of Early Childhood.	Upto K+
CLO5	Explore the phase of Late childhood in detail	Upto K+

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	Programme Outcomes (with Graduate Attributes)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CLO1	2	3	2	1	2	2	3
CLO2	2	2	3	2	3	2	3
CLO3	3	1	3	3	3	3	3
CLO4	2	2	3	3	2	3	2
CLO5	3	3	3	2	3	3	2
Level	3 – Advance Application		2 – Intermediate Level		1 – Basic		

Course Designed by	Verified by HOD	Approved by CDC Coordinator
Ms V V Preethi 	 Dr. M. Punitha Dr. M. PUNITHA, MA, M.Phil., Ph.D. MBA., Professor & Head PG & Research Department of Social Work Hindusthan College of Arts and Science Coimbatore - 641 028.	


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

DEPARTMENT OF PSYCHOLOGY				CLASS: I B Sc Psychology				Total
Sem	Course Type	Course Code	Course Title	Credits	Contact Hours / Week	CIA	Ext	
1	GE	22SYU03	Allied II: Biological Psychology - I	4	5	50	50	100

Nature of Course

Knowledge and Skill Oriented	Employability Oriented	
	Entrepreneurship Oriented	
	Skill Development	✓

Course Objectives:

1. To understand the relationship brain structures and functional of neural systems.
2. To explain the Communication of Neurons.
3. To understand the anatomy and functions of visual and auditory system.
4. To understand the anatomy and functions of somatosensory, Gustatory and Olfactory system
5. To gain knowledge on various Endocrine glands and their functions.

Unit	Course Contents	Hours	K Level
I	<u>Nervous system:</u> Meaning of Biological Psychology. Major Divisions of <u>The Nervous System</u> : Central Nervous system: Functions, Cerebrum: Cerebral cortex: Frontal, Occipital, parietal and temporal lobes, <u>Midbrain</u> : Mid brain: Hypothalamus and limbic system. <u>Hind Brain</u> : brain stem: Medulla, pons, reticular activating system, cerebellum, Spinal cord. Autonomic Nervous system, Sympathetic and Parasympathetic Nervous system: Role in regulating emotions.	12	Upto K4
II	<u>Communication of Neurons:</u> Neurons: Structure, Neural communication: Glial cells, Axon terminal, synapse, graded potential, action potential, Synaptic transmission, How do drugs and other chemicals alter neurotransmission? <u>Communication:</u> Structure of synapses, Neurotransmitter: meaning types, Release of the Neurotransmitter: Activation of receptors Postsynaptic potentials- Termination of postsynaptic potentials.	12	Upto K4
III	<u>Sensory System I:</u> <u>Basic sensation:</u> Vision - Hearing - Touch, olfaction,	12	Upto K4

	<p>Gustation. <u>Proprioception</u> Kinesthetic sense –Vestibular sense.</p> <p><u>Visual System</u>- 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. <u>Auditory system</u>, Nervous connections of the ear, pathway- Organ of Corti, Ventral cochlear nucleus, inferior colliculus, medial geniculate body, auditory cortex. Pitch perception, Sound localization.</p>		
IV	<p>Sensory System II: Anatomy of the skin and its Receptive organs – Perception of Cutaneous Stimulation – The Somatosensory Pathways – Perception of pain – Gustation – The Stimuli – Anatomy of the Taste Buds and Gustatory Cells – Perception of Gustatory Information – The Gustatory Pathway – Olfaction – The stimulus and Anatomy of the Olfactory Apparatus – Transduction of Olfactory Information – Perception of Specific Odors.</p>	12	Upto K4
V	<p><u>Neuro endocrine system</u> The Exocrine and Endocrine: Thyroid, parathyroid, pituitary, adrenal, pancreas, testes and ovary and others. Exocrine and Endocrine. Hormone receptors: Surface and Intercellular – Agonist and Antagonist hormones–endocrine glands and their functions hormonal influence on learning and memory, Hormones and emotion, hormones and behavior.</p>	12	Upto K4

Book for Study

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

Books for Reference

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 (16th Ed). USA: Allyn

& Bacon publishers
 5. Myers, D.G. (2010). Psychology 9th edition. New York, Worth Publishers.

Web Resources

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

Pedagogy: Chalk & Talk, Exercise, Assignments & PPTs.

Rationale for Nature of the Course:

Embeds students with basic knowledge about various physiological systems of body.

Activities to be given:




1. Assignment about various systems of the body
2. Recite various contemporary articles related to the core
3. Review a book in a brief manner.

Course Learning Outcomes

CLOs	On Completion of the Course, the students should be able to	K - Level
CLO1	Enhance the knowledge on basics of neural systems.	Upto K-
CLO2	Recognize the process in Communication of Neuron	Upto K-
CLO3	Enhance the knowledge on visual and auditory systems.	Upto K-
CLO4	Investigation the role somatosensory, gustatory and olfactory systems	Upto K-
CLO5	Assess the role of hormones in various functioning of the body.	Upto K-

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	Programme Outcomes (with Graduate Attributes)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CLO1	2	3	2	1	2	2	2
CLO2	2	2	3	2	3	2	3
CLO3	3	1	3	3	3	3	3
CLO4	2	2	3	3	2	3	2
CLO5	3	3	3	2	3	3	2
Level	3 – Advance Application		2 – Intermediate Level		1 – Basic		

Course Designed by	Verified by HOD	Approved by CDC Coordinator
 Mr G Jagathprabu	 Dr. M. PUNITHA, MA, M.P.M., Ph.D., MBA Professor & Head PG & Research Department of Social Work Hindusthan College of Arts and Science Coimbatore - 641 028.	

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

DEPARTMENT OF PSYCHOLOGY				CLASS: I B Sc Psychology			
Sem	Course Type	Course Code	Course Title	Credits	Contact Hours / Week	CIA	Ext
II	DSC	22SYU04	Core III: General Psychology - II	4	4	50	50

Nature of Course	
Knowledge and Skill Oriented	Employability Oriented
	Entrepreneurship Oriented
	Skill Development

Course Objectives

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

Unit	Course Contents	Hours	K Level
I	<p>Memory 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, false memory, childhood amnesia, flashbulb memory. Techniques for Measuring memory: recall, recognition, relearning, and integration.</p> <p>Forgetting: Curve of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia, motivated forgetting, Korsakoff's syndrome, Anatomy of anterograde and retrograde amnesia. Strategies for improving memory: rehearsal, elaboration, organization, giving meaning, mnemonics, Goodsleep.</p>	10	Upto 8-
II	<p>Thinking and language Components of thought: Images and Concepts. Structure of language: Phonemes, Morphemes, Grammar. Language and thought. Reasoning: deductive and inductive. Problem solving- Steps. Barriers to effective problem solving: Mental set, Confirmation bias, Fixation.</p>	10	Upto 8-

	<p>Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving.</p> <p><u>Creativity</u>. Convergent and divergent thinking. Stages in creativity. Decision making: Using and misusing heuristics. Belief perseverance phenomenon. Overconfidence.</p>		
III	<p><u>Motivation and Emotion</u></p> <p>Definition of <u>Motivation</u>. 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.</p> <p>Definition of Emotion Elements of emotional experience. Physiological correlates of emotion. Facial expressions, Feelings. 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	Upto K4
IV	<p><u>Intelligence</u></p> <p>Definition of Intelligence. Structure of intelligence: Approaches of Spearman, Thurstone and Cattell. Triarchic approach. Multiple intelligences. PASS model. Relationship of intelligence with Creativity</p> <p>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	Upto K4
V	<p><u>Personality</u></p> <p>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.</p> <p>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	Upto K4

Note: The Questions should be asked 100% in theory.

Book for Study:

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

Books for Reference:

1. Myers, D.G.(2010). *Psychology* 9th edition. 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.

Web Resources:

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>

Pedagogy :Chalk & Talk, Exercise, Assignments & PPTs.

Rationale for Nature of the Course:

Ensuring, students become competent enough to attend entrance exams for Post Graduation

Activities to be given:


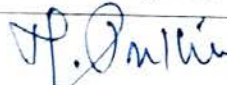
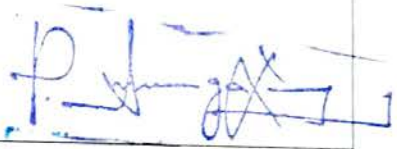
1. An assignment on various Scopes of Psychology in brief
2. Assignment on gathering details about higher study related entrances in India
3. Debate/ Discussion about different perspectives in Psychology

Course Learning Outcomes

CLOs	On Completion of the Course, the students should be able to	K - Level
CLO1	Recognize the memory process, level, measurement and phenomenon of memory.	Upto K4
CLO2	Inculcate the concepts of thought, language, concepts and components of problems solving.	Upto K4
CLO3	Relate the concepts of motivation & emotion and their theories.	Upto K4
CLO4	Explore the intelligence as a process, intelligence testing and its approaches.	Upto K4
CLO5	Assess the concept and structure of personality.	Upto K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	Programme Outcomes (with Graduate Attributes)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CLO1	2	3	2	1	2	2	3
CLO2	2	2	3	2	3	2	2
CLO3	3	1	3	3	3	3	2
CLO4	2	2	3	3	2	3	2
CLO5	3	3	3	2	3	3	3
Level	3 – Advance Application		2 – Intermediate Level		1 – Basic		

Course Designed by	Verified by HOD	Approved by CDC Coordinator
 Mr G Jagathprabu	 Dr. M. Punitha Dr. M. PUNITHA, MA, M.Phil., Ph.D., MBA., Professor & Head PG & Research Department of Social Work Hindusthan College of Arts and Science Coimbatore - 641 028.	 Co-ordinator Curriculum Development Cell Hindusthan College of Arts & Science, Coimbatore-641 028.

DEPARTMENT OF PSYCHOLOGY				CLASS: I B Sc Psychology				
Sem	Course Type	Course Code	Course Title	Credits	Contact Hours / Week	CIA	Ext	Total
II	DSC	22SYU05	Core IV: Life Span Development - II	4	4	50	50	100

Nature of Course	
Knowledge and Skill Oriented	Employability Oriented
	Entrepreneurship Oriented
	Skill Development
	✓

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

Unit	Course Contents	Hours	K Level
I	<p>Childhood: 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.</p> <p>PUBERTY: Meaning - Characteristics – Criteria – Causes – Age – Growth spurt – Body changes – Effects of puberty changes – Hazards & Happiness.</p>	10	Upto K4
II	<p>Adolescence: 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.</p>	10	Upto K4
III	<p>Adulthood: 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 Adulthood, Hazards of Adulthood</p>	10	Upto K4
IV	<p>Middle Age:</p>	9	Upto K4

	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		
V	Old Age: 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	Upto K4

Note: The Questions should be asked 100% in theory

Book for Study:

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

Books for Reference:

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 McGrawHill Publishing Company.
4. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGrawHill Publishing Company.

Web Resources:

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

Pedagogy :Chalk & Talk, Exercise, Assignments & PPTs.

Rationale for Nature of the Course:

Embeds students with knowledge that is crucial for their higher studies.

Activities to be given:

1. A Skit on various milestones of development
2. An Assignment on reciting the contemporary research works on related topics.
3. Visiting a Occupational Therapy centre/Home for children

Course Learning Outcome:

CLOs	On Completion of the Course, the students should be able to	K - Level
CLO1	Recognize the physiological and psychological development of childhood.	Upto K4
CLO2	Express the physiological and psychological development of adolescence.	Upto K4
CLO3	Interpret the physiological and psychological development of adulthood.	Upto K4
CLO4	Assess the physiological and psychological development of middle age.	Upto K4
CLO5	Discover the characteristics, problems and adjustment issues of old age.	Upto K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	Programme Outcomes (with Graduate Attributes)					
	PO 1	PO 2	PO 3)	PO 4	PO 5	PO 6
CLO1	2	3	2	1	2	2
CLO2	2	2	3	2	3	2
CLO3	3	1	3	3	3	3
CLO 4	2	2	3	3	2	3
CLO 5	3	3	3	2	3	3
Level	3 – Advance Application		2 – Intermediate Level		1 – Basic	

Course Designed by	Verified by HOD	Approved by CDC Coordinator
<p>Ms V V Preethi</p> <p><i>V.V. Preethi</i></p>	<p><i>[Signature]</i></p> <p>Dr M Punitha</p>	<p><i>[Signature]</i></p>

Dr. M. PUNITHA, MA, M Phil, Ph D., MGA,
 Professor & Head
 PG & Research Department of Social Work
 Hindusthan College of Arts and Science
 Coimbatore - 641 028.

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

DEPARTMENT OF PSYCHOLOGY				CLASS: I B Sc Psychology				
Sem	Course Type	Course Code	Course Title	Credits	Contact Hours / Week	CIA	Ext	Total
II	DSC	22SYU06	Core V: Practical – I Experimental Psychology I.	3	5	50	50	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	✓
	Entrepreneurship Oriented	✓
	Skill Development	✓

Course Objectives

1. To Develop skills in the Psychological Testing.
2. To Learn the basic psychological processes involved in Human Behavior.
3. To provide hands on training to the psychological testing material.
4. To know the procedure of administering a test in clinical / industrial / school setting
5. To administer a test, evaluate the test using the manual, norms and scoring key.

Unit	Course Contents	Hours	K Level
	The Students shall complete TEN (2 from each unit) of the following experiments. (Experiments – Any 10)		
I	SENSATION AND PERCEPTION 1. Muller Lyer Illusion 2. Depth perception 3. Size weight illusion 4. Colour blindness 5. Kinaesthetic sensitivity	9	Upto K4
II	ATTENTION AND MEMORY 1. Span of attention 2. Division of attention 3. Distraction of attention 4. Memory for meaningful and meaningless stimuli 5. Immediate memory span	10	Upto K4
III	LEARNING 1. Insight learning 2. Mirror Drawing Test 3. Transfer of Training 4. Learning style	10	Upto K4
IV	PERSONALITY	9	Upto K4

1 Ascendance Submission Test		
2 Self-Concept		
3 Locus of Control		
4 Big Five Personality Factors		
INTELLIGENCE		
10 Alexander Pass along Test		
11 Standard Progressive Matrices	10	Upto K4
12 General Mental Ability		

The Questions should be asked in the ratio of 80% Problems and 20 % for theory

Book for Study:

Parameshwaran, E. G. and Ravichandran, R., "Experimental Psychology," Neelkamal Publication Pvt., Ltd., Hyderabad, 2001

Books for Reference:

1. Kuppasamy, B., "Elementary Experiments in Psychology," Oxford University Press, Madras, 1954.
2. Postman and Egan, J. P., "Experimental Psychology," Kalyani Publications, New Delhi, 1985.
3. Anastasi & Urbina (2010). Psychological Testing (7th Ed.). New Delhi: PHI Learning Pvt.Ltd.
4. Rajamanickam (2005). Experimental Psychology, Vol I & II. New Delhi: Concept Publishing Company.
5. Collins, M. and Drever, J: Experimental Psychology. Ludhiana: Lyall Book Depot, 1968.

Web Resources:

1. <https://imotions.com/blog/what-is-experimental-psychology/>
2. <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.612805/full>
3. <https://www.onlinepsychologydegree.info/faq/what-is-experimental-psychology/>
4. <https://online.csp.edu/resources/article/what-is-experimental-psychology/>
5. <https://www.britannica.com/science/experimental-psychology>

Pedagogy: Chalk & Talk, Exercise, Assignments & PPTs.

Rationale for Nature of the Course:

Enable the students to get Practical Knowledge about the Psychological tools and Assessments.

Activities to be given:

NIL

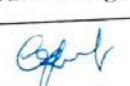
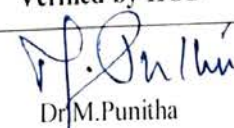
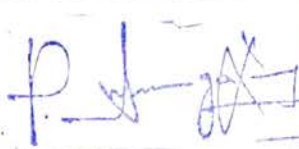
Course Learning Outcomes

CLOs	On Completion of the Course, the students should be able to	K - Level
CLO1	Assess and interpret the sensation and perception of individual.	Upto K4
CLO2	Assess and interpret the attention, memory and learning of the individual.	Upto K4
CLO3	Acquire psychological skills in learning and memory domain.	Upto K4
CLO4	Develop skills in the psychological domain.	Upto K4
CLO5	Learn the basic psychological processes involved in Human Behaviour	Upto K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	Programme Outcomes (with Graduate Attributes)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CLO1	2	3	2	1	2	2
CLO2	2	2	3	2	3	2
CLO3	3	1	3	3	3	2
CLO4	2	2	3	3	2	3
CLO5	3	3	3	2	3	3

Level 3 – Advance Application 2 – Intermediate Level 1 – Basic

Course Designed by	Verified by HOD	Approved by CDC Coordinator
 Mr G Jagathprabu	 Dr. M. Punitha Professor & Head	

PG & Research Department of Social Work
 Hindusthan College of Arts and Sciences
 Coimbatore - 641 028.

Coordinator
 Curriculum Development Cell
 Hindusthan College of Arts & Sciences
 Coimbatore-641 028.

DEPARTMENT OF PSYCHOLOGY			CLASS: B Sc Psychology				
Course Type	Course Code	Course Title	Credits	Contact Hours / Week	CIA	Ext	Total
GE	22SYU07	Allied II: Biological Psychology- II	4	4	50	50	100

Nature of Course

Knowledge and Skill Oriented	Employability Oriented	
	Entrepreneurship Oriented	
	Skill Development	✓

Course Objectives:

- To understand the importance of Evolution and Genetics.
- To explain various aspects of brain development and plasticity
- To acquire knowledge about different areas contributing to the communication in human.
- To learn about sleep and various other phenomenon related to it.
- To gain the concept of neurological disorders and its infectious diseases.

Unit	Course Contents	Hours	K Level
I	Evolution and Genetics: Introduction – Darwin's Theory of evolution: Mutation and selection - Theory of Natural Selection – Problem of Inheritance - Mendelian Genetics: Law of segregation – Law of independent assortment – Genetic imprinting – Genetic diseases / disorders: Phenylketonuria (PKU) - Huntington's disease (HD) - Haemophilia – Neurofibromatosis – Sickle cell anaemia- Down's syndrome – Theories of kin selection - Concept of the selfish gene - Sociobiology and Evolutionary Psychology	9	Upto K4
II	BRAIN DEVELOPMENT AND PLASTICITY <u>Development of the brain-</u> Maturation of the vertebrate brain, Growth and development of neurons -New neurons later in life- Path finding by axons, Determinants of neuronal survival. <u>Neural plasticity:</u> Meaning - Mechanisms of synaptic plasticity Long term potentiation and Long term depression – Learning and Synaptic Plasticity, Plasticity after brain damage, <u>Neuroimaging</u> (Brief): Anatomical and Functional – CT Scan – PET – MRI – fMRI – Magnetic Resonance Spectroscopy – fNIR - fTCD - neuropsychological investigation and assessment	10	Upto K4
III	HUMAN COMMUNICATION		Upto K4

	Language Production and Comprehension : Brain Mechanisms – Lateralization – Language Production – Language Comprehension – Bilingualism – Prosody – Recognition of People’s Voices – Disorders of Language Production and Comprehension – Broca’s Aphasia Wernicke’s Aphasia – Conduction Aphasia – Aphasia in People who are Deaf – Stuttering – Disorders of Reading and Writing – Relation to Aphasia – Pure Alexia – Toward an Understanding of Reading and Writing, Apraxia – Spatial Dyslexia and Dyscalculia – Unilateral Spatial Neglect – Gerstmann’s Syndrome.	10	
IV	SLEEP AND BILOGICAL RHYTHMS: Sleep and its tages: Paradoxical or REM sleep, Brain activity during sleep, functions of slow – wave sleep, REM sleep – sleep and learning. Dreaming: REM sleep and dreaming. Circadian Rhythms, Mechanisms of the biological clock, - Setting and resetting. Zetigebers, Shift Work and Jet Lag. Sleep and other interruptions of consciousness. Sleep and hypnagogic hallucinations. Disorders of sleep - Insomnia , Hypersomnia, Sleep apnea, Narcolepsy, REM Sleep Behaviour Disorder	9	Upto K4
V	Neurological Disorders Neurological Disorders: Tumors –Seizure disorders – Autism Spectrum Disorder . 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.	10	Upto K4

Note: The Questions should be asked asked 100% in theory

Book for Study:

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

Books for Reference:

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 Resources:

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

Methodology :Chalk & Talk, Exercise, Assignments & PPTs.

Rationale for Nature of the Course:

Provides students with insights about the physiological attributes contributing to various psychological phenomenon.

Activities to be given:

- Recite on contemporary studies related to the subject
- An Assignment on the scope of Biological Psychology
- Book review – Individual work.

Course Learning Outcomes

CLOs	On Completion of the Course, the students should be able to	K – Level
CLO1	Enhance the knowledge on Evolution and Genetics.	Upto K4
CLO2	Enrich the learning about the brain development and plasticity.	Upto K4
CLO3	Discover the physiological bases of human communication.	Upto K4
CLO4	Relate the various phenomenon related to sleep and its consequences.	Upto K4
CLO5	Explore the impact of neurological disorders and its infectious diseases.	Upto K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	Programme Outcomes (with Graduate Attributes)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CLO1	2	3	2	1	2	2	3
CLO2	2	2	3	2	3	2	2
CLO3	3	1	3	3	3	3	2
CLO4	2	2	3	3	2	3	2
CLO5	3	3	3	2	3	3	3

Level 3 – Advance Application 2 – Intermediate Level 1 – Basic

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

Dr. M. PUNITHA, MA, W.Phil, Ph.D., MBA
 Professor & Head
 PG & Research Department of Social Work
 Hindusthan College of Arts and Science
 Coimbatore - 641 028.

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

DEPARTMENT OF PSYCHOLOGY			CLASS: IB Sc Psychology				
Course Type	Course Code	Course Title	Credits	Contact Hours / Week	CIA	Ext	Total
DSE	22SYU08A	Electives/ DSE – I – Educational Psychology	3	3	50	50	100

Nature of Course

Knowledge and Skill Oriented	Employability Oriented	
	Entrepreneurship Oriented	
	Skill Development	✓

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

Unit	Course Contents	Hours	K Level
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- TechnologicalSkills. Research in Educational Psychology: The Scientific Research Approach – Research Methods- Programme Evaluation Research- Research Challenges	7	Upto K4
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- Language and Thought.	7	Upto K4
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.	7	Upto K4

	Intelligence: Intelligence Tests- Theories of Multiple Intelligence-Information- Processing Approach		
IV	<p><u>Learning and Motivation</u></p> <p>Learning: Behavioral Approach to Learning-Classical Conditioning- Operant Conditioning. Increasing Desirable Behaviors- Decreasing Undesirable Behavior. Bandura's Social Cognitive Theory- Observational Learning.</p> <p>Teaching Techniques: Description-Demonstration- Lecture Method- Discussion Method- Dramatization- Explanation- Aptitude Treatment Interaction –Mastery Learning –Teaching through Multimedia</p>	7	Upto K4
V	<p><u>Special Education</u></p> <p>Children with Disabilities- Learning Disabilities- ADHD- Mental Retardation- Physical Disorders- Sensory Disorders- Speech and Language Disorders- Autism Spectrum Disorders- Emotional and Behavioural Disorders</p> <p>Children who are gifted- Characteristics and educating children who are gifted</p>	8	Upto K4

Note: The Questions should be asked 100% in theory

Book for Study:

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

Books for Reference:

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 & BreachPublishing.
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 UniversityPress. (2000).

Web Resources:

1. <https://en.wikipedia.org/wiki/Psychology>
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>

Technology : Chalk & Talk, Exercise, Assignments & PPTs.

Rationale for Nature of the Course:

To inculcate students with knowledge about the various influencing factors in determining the nature of Learning Environment.

Activities to be given:




- 1. Chart presentation on various strategies/Techniques of teaching.
- 2. Assignment on various Theories of Learning.
- 3. Group work on Classification on various Neurological Disorders.

Course Learning Outcomes

CLOs	On Completion of the Course, the students should be able to	K – Level
CLO1	Determine the aspects of teaching and classroom management	Upto K4
CLO2	Explore the importance of brain damage and various disorders related to human brain.	Upto K4
CLO3	Inculcate the role of limbic system in managing human emotions.	Upto K4
CLO4	Assess the role of left cerebral hemisphere in decision making.	Upto K4
CLO5	Investigate the impact of neural degeneration in an individual.	Upto K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	Programme Outcomes (with Graduate Attributes)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CLO1	2	3	2	1	2	2	3
CLO2	2	2	3	2	3	2	2
CLO3	3	1	3	3	3	3	3
CLO4	2	2	3	3	2	3	2
CLO5	3	3	3	2	3	3	3
Level	3 – Advance Application		2 – Intermediate Level			1 – Basic	

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

Dr. M. PUNITHA, MA., M.Phil., Ph.D., MBA.,
 Professor & Head
 PG & Research Department of Social Work
 Hindusthan College of Arts and Science
 Coimbatore - 641 028.

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

DEPARTMENT OF PSYCHOLOGY			CLASS: I B Sc Psychology				
Course Type	Course Code	Course Title	Credits	Contact Hours / Week	CIA	Ext	Total
DSE	22SYU08B	Electives / DSE -I PSYCHOLOGY & GENDER ISSUES	3	3	50	50	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	
	Entrepreneurship Oriented	
	Skill Development	✓

Course Objectives:

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

Unit	Course Contents	Hours	K Level
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	Upto K4
II	<u>Gender Concepts</u> Concepts: gender, sex, masculinity, femininity, feminism, men and masculinity, Studying gender: Methods and History of Gender Research, Gender Stereotypes: Masculinity and Femininity Gender-Role Attitude 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?	7	Upto K4
III	<u>Sex, Love & Intimate Relationships:</u>		Upto K4

	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.	7	
IV	<u>Gender Identity and Career</u> Intelligence and Cognitive Abilities, Emotions, Relationships and Sexuality; Lesbian and bisexual women, Women's health: Menstruation, menopause, abortion, AIDS; Victimization issues: Rape, battering, harassment 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.	7	Upto K4
V	<u>Health and Fitness, and Psychopathology</u> 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; 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.	8	Upto K4

Note: The Questions should be asked 100% in theory

Book for Study:

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

Books for Reference:

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 Resources

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

Pedagogy: Chalk& Talk, Exercise, Assignments & PPTs.

Rationale for Nature of the Course:

enables students to comprehend various aspects of gender and sex role in different social contexts.

Activities to be given:

1. Develop a difference chart about the differences between the historical and contemporary gender roles.
2. Assignment on the Achievements made by women on different respects.
3. Study the latest amended laws relating to Gender/Sex.


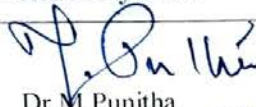

Course Learning Outcomes

LOs	On Completion of the Course, the students should be able to	K - Level
CL01	Enhance the knowledge on meaning and concepts of gender, other gender biases.	Upto K4
CL02	Recognize the concept, sex, gender, Stereotypes and psychology of women.	Upto K4
CL03	Relate the perspectives of dual-career, marital interaction and Women's health.	Upto K4
CL04	Comprehend the importance of victimization issues.	Upto K4
CL05	Scrutinize the equality for women and the criminal justice system.	Upto K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

CLOs	Programme Outcomes (with Graduate Attributes)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CLO1	2	3	2	1	2	2	3
CLO2	2	2	3	2	3	2	3
CLO3	3	1	3	3	3	3	2
CLO4	2	2	3	3	2	3	2
CLO5	3	3	3	2	3	3	3

Level 3 – Advance Application 2 – Intermediate Level 1 – Basic

Course Designed by	Verified by HOD	Approved by CDC Coordinator
 Mr G Jagathprabu	 Dr. M. Punitha Dr. M. PUNITHA, MA., M. Phil., Ph.D., MBA., Professor & Head PG & Research Department of Social Work Hindusthan Colloge of Arts and Science Coimbatore - 641 028.	

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