

ANNA ADARSH COLLEGE FOR WOMEN

DEPARTMENT OF PSYCHOLOGY

BSc PSYCHOLOGY

2021 – 22

FACULTY MEMBERS

SHIFT I

S.No	Name	Qualification	Designation
1	Dr. Malathi	Ph.D	Assistant Professor
2	Ms. S.Varsha Vardhini	M.Sc, SET	Assistant Professor

PREAMBLE

What makes some people jump for joy when they win a lottery, while other people burst into tears? How does someone have such a phenomenal memory that he can reel off 1000 lines of poetry? Where does cyber-bullying originate? When does a child stop believing in fairy tales? How does a person choose to buy a car or a motorcycle? Is the mind of a Ramanujam, a Bill Gates or a Mother Teresa different from more ordinary mortals? Do dreams have meaning? It is fascinating to observe and understand “the why” of these behaviors.

What makes human beings human? How are we able to think, feel and express ourselves? Why do we dream in our sleep and what is the significance of our dreams? How we are able to conceptualize thoughts and why we feel the way we feel and act the way we act? The curiosity about the human mind and its inner dynamics is a sign you might be interested in studying Psychology. Psychology is a study of human behaviour, thoughts and emotions that influence such behaviour. It facilitates the shaping and moulding of the inner self and also dealing with the development of personality inside out, thus making the person an effective human being.

There is an increasing demand for Psychologists in different areas such as Schools, Colleges, Hospitals and Clinical settings, Industries and Organisations, Forensics, Defence, NGOs and Media field.

The graduate programme in Psychology offers a perfect blend of subjects of both fundamental and applied subjects such as General Psychology, Biological Psychology, Developmental Psychology, Theories of Personality, Statistics in Psychology, Health Psychology, Experimental Psychology, Abnormal Psychology, Social Psychology, Research Methodology, Guidance and Counselling, Cyber psychology, Sports psychology and many more. It prepares a student to diversify further into any course of choice in the field of psychology or its related fields for higher education or practice. This programme offers unique opportunities to understand one’s own self and others and in addition to enhance one’s ability, to improve skills and competencies to bring out the inner potential.

ANNA ADARSH COLLEGE FOR WOMEN

DEPARTMENT OF PSYCHOLOGY

BSc PSYCHOLOGY

2021 – 22

FACULTY MEMBERS SHIFT II

S.No	Name	Qualification	Designation
1	Ms. D. Padmalakshmi	M.Phil, SET	Assistant Professor
2	Ms. V. Archana	M.Phil, NET, SET	Assistant Professor

PREAMBLE

What makes some people jump for joy when they win a lottery, while other people burst into tears? How does someone have such a phenomenal memory that he can reel off 1000 lines of poetry? Where does cyber-bullying originate? When does a child stop believing in fairy tales? How does a person choose to buy a car or a motorcycle? Is the mind of a Ramanujam, a Bill Gates or a Mother Teresa different from more ordinary mortals? Do dreams have meaning? It is fascinating to observe and understand “the why” of these behaviors.

What makes human beings human? How are we able to think, feel and express ourselves? Why do we dream in our sleep and what is the significance of our dreams? How we are able to conceptualize thoughts and why we feel the way we feel and act the way we act? The curiosity about the human mind and its inner dynamics is a sign you might be interested in studying Psychology. Psychology is a study of human behaviour, thoughts and emotions that influence such behaviour. It facilitates the shaping and moulding of the inner self and also dealing with the development of personality inside out, thus making the person an effective human being.

There is an increasing demand for Psychologists in different areas such as Schools, Colleges, Hospitals and Clinical settings, Industries and Organisations, Forensics, Defence, NGOs and Media field.

The graduate programme in Psychology offers a perfect blend of subjects of both fundamental and applied subjects such as General Psychology, Biological Psychology, Developmental Psychology, Theories of Personality, Statistics in Psychology, Health Psychology, Experimental Psychology, Abnormal Psychology, Social Psychology, Research Methodology, Guidance and Counselling, Cyber psychology, Sports psychology and many more. It prepares a student to diversify further into any course of choice in the field of psychology or its related fields for higher education or practice. This programme offers unique opportunities to understand one’s own self and others and in addition to enhance one’s ability, to improve skills and competencies to bring out the inner potential.

PROGRAMME LEARNING OUTCOME

- i) **Nature and Extent of the Programme:** The Bachelor of Science in Psychology is a 3-year degree full time course introducing students to various facets in Psychology. This program in Psychology will help students in demonstrating the acquisition of both factual knowledge and the ability to conceptualize and apply this knowledge to their own behaviour, to ways of interacting with others, and to their roles in the society. Students will understand and be able to apply principles of the scientific method and critical thinking. Psychologists contribute to the society's well-being by helping people understand their behaviours, emotions and managing them to lead a better lifestyle. The contribution of psychologists is present at every aspect of human life.
- ii) **Aim of the Programme:** The program aims to impart fundamental knowledge in Psychology in order to understand one's own self and relate with others; enabling students to acquire professional and personal skills of living. Following the course of the program, students will be enabled to become professional psychologists and are prepared to be resilient and meet the challenges of life. The program further aims to create good citizenship qualities and be socially responsible individuals. Having personal integrity and understanding human values, they will be able to excel in their place of work. Further, it helps prepare the students to take professional careers in Psychology and opens avenues to branch out to specialization in different areas of Psychology. The student will have better prospects when applying for the civil service examination.
- iii) **Graduate attributes:** After completing the B.Sc Psychology course, students will be trained to inculcate the following attributes indicating a professional outlook to their discipline: 1. Disciplinary Knowledge 2. Interpersonal skills and understanding 3. Analytical and logical reasoning 4. Psychological assessment and report writing. The subject focuses on reaching the young minds to understand and know themselves better. It paves the way to have an insight into the fundamental concepts of the mind and various schools of thought in understanding human behaviour. Knowledge of the concepts of Psychology and its branches are useful for applying in real life. Further, the students learn the practice of psychological assessment using the experimental method. The Domain includes appreciation of ethical principles of professional practices in human services. The subject serves as a catalyst and a facilitating platform to enhance human skills.

PROGRAMME OUTCOME (PO)

At the end of three years, the students will be able to:

PO 1: Acquire a strong theoretical foundation in the basics of psychology.

PO 2: Develop skills of scientific enquiry, critical thinking and problem solving, and the ability to plan, design and conduct research.

PO 3: Understand the various specializations of psychology and their roles.

PO 4: Extend the acquired knowledge base, skills and techniques to professional setting

PO 5: Discover one's own pattern of thought and emotion and enrich their own mental wellbeing.

COURSE STRUCTURE:

FIRST SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-I	Language Paper – I	6	3	25	75	100
Part-II	Communicative English I	3	3	50	50	100
Part-III	General Psychology–I	5	4	25	75	100
	Biological Psychology-I	6	4	25	75	100
	Introduction to Indian Psychology	6	5	25	75	100
Part-IV	Basic Tamil/Adv. Tamil/NME*	-	2	25	75	100
	English for Arts and Social Sciences I	4	4	50	50	100

SECOND SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-I	Language Paper – III	6	3	25	75	100
Part-II	Communicative English II	3	3	50	50	100
Part-III	General Psychology–II	5	4	25	75	100
	Biological Psychology-II	6	4	25	75	100
	Introduction to Community Psychology	6	5	25	75	100
Part-IV	Basic Tamil/Adv. Tamil/NME*	-	2	25	75	100
	English for Arts and Social Sciences II	4	4	50	50	100

THIRD SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-I	Language Paper – IV	6	3	25	75	100
Part-II	Language Through Literature II	6	3	50	50	100
Part-III	Developmental Psychology-II	5	4	25	75	100
	Experimental Psychology	6	4	40	60	100
	Statistics in Psychology	5	5	25	75	100
Part-IV	Environmental Studies	1	Examination will be held in Semester IV			
	Soft Skills	-	3	50	50	100

FOURTH SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-I	Language Paper – II	6	3	25	75	100
Part-II	Language Through Literature I	6	3	50	50	100
Part-III	Developmental Psychology-I	5	4	25	75	100
	Psychological Assessment	6	4	40	60	100
	Consumer Behaviour and Advertising	5	5	25	75	100
Part-IV	Environmental Studies	1	2	25	75	100
	Soft Skills	-	3	50	50	100

FIFTH SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-III	Abnormal Psychology-I	6	4	25	75	100
	Social Psychology-I	6	4	25	75	100
	Introduction to Research Methodology	6	4	25	75	100
	Health Psychology	6	4	25	75	100
	Sports Psychology	5	5	25	75	100
Part-IV	Value Education	1	2	25	75	100

SIXTH SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-III	Abnormal Psychology-II	6	4	25	75	100
	Social Psychology-II	6	4	25	75	100
	Introduction to Theories of Personality	6	4	25	75	100
	Guidance and Counselling Psychology	6	5	25	75	100
	Human Resource Management	6	5	25	75	100
Part-IV	Extension Activities	-	1	-	-	-

PROGRAM OUTCOME

At the end of three years, the students will be able to:

- PO1 Acquire a strong theoretical foundation in the basics of psychology.
- PO2 Develop skills of scientific enquiry, critical thinking and problem solving, and the ability to plan, design and conduct research.
- PO3 Understand the various specializations of psychology and their roles.
- PO4 Extend the acquired knowledge base, skills and techniques to professional setting
- PO5 Discover one's own pattern of thought and emotion and enrich their own mental wellbeing.

SEMESTER I

GENERAL PSYCHOLOGY I

COURSE OBJECTIVES (what the teacher plans to impart to the students, one objective for one unit is enough, or overall at least 3 objectives)

1. Impart basic understanding of the origin of psychology
2. Encourage understanding and application of sensation and perception mechanisms
3. Enrich the understanding of consciousness and its various levels
4. Outline the various theories guiding learning
5. Summarize the function and process of memory and forgetting

UNIT I: INTRODUCTION AND METHODS

What is Psychology? Definition – Goals – What is not psychology? Pseudo psychology. The History of Psychology – Schools - Modern Perspectives – Psychology in India – Psychology: The Science – Methods: Introspection – Observation – Survey – Experiment – Case Study – Correlation Research – Scope of Psychology: Branches of basic Psychology – Branches of applied Psychology

UNIT II: SENSATION, PERCEPTION AND ATTENTION

Sensation: Meaning – Psychophysics -Thresholds – Weber's Law – Adaptation – Basic sensation: Vision – Hearing – Touch and other Skin senses – Olfaction- Gustation - Proprioception: Kinesthetic sense – Vestibular sense – Perception: Meaning– Organizing principles of perception –Constancies-Pattern perception, Distance perception- Errors in Perception - Illusion – Types; Hallucinations – Types; Extra Sensory Perception. - Factors that influence perception – Depth perception Attention: Meaning – Types – Determinants.

UNIT III: CONSCIOUSNESS

States of Consciousness: Consciousness – Definition – Two Major Types – Natural State of Consciousness: Biological Rhythms – Circadian Rhythms; Waking States of Consciousness – Sleep – Functions – Stages – Sleep Disorders – Dream – Theories. Altered States of Consciousness: meaning – Hypnosis – Use of Drugs – Meditation – Other Altered States. Sensory deprivation: Near death Experience- Lucid dreaming.

UNIT IV: LEARNING

Learning: Definition – Nature- Association Learning: Classical Conditioning – Basic Principles; Operant Conditioning – Basic Principles – Reinforcement – Types – Punishment – Types. Schedules of Reinforcement – Shaping – Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning. Social and Cognitive Learning: Latent Learning – Insight Learning – Observational Learning.

UNIT V: MEMORY AND FORGETTING

Memory: Definition –Memory Process: Encoding – Storage – Retrieval – The information processing model – Sensory memory – Short term memory – Long term memory – Forgetting: Meaning – Forgetting curve-Theories of forgetting - Causes – Memory and Brain – Improving memory.

REFERENCES

1. Cicarelli, K. S., Meyer, E. G. & Misra, G. (2008). General psychology. New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Baron, R. A. (2010). Psychology. New Delhi, India: Pearson India Education Services Pvt Ltd.

WEB RESOURCES

1. Psychology of Everyday
<https://nptel.ac.in/courses/109/104/109104151/>
2. Introduction to Psychology
<https://nptel.ac.in/courses/109104105/>
3. Introduction to Psychology
<https://www.coursera.org/learn/introduction-psych>
4. Understanding Memory : Explaining the Psychology of Memory
https://www.coursera.org/learn/memoryandmovies?utm_source=google&utm_medium=seo&utm_campaign=search_app&utm_content=CourseraContent

COURSE OUTCOME:

After completion of the General Psychology – I course, students will be able to:

1. Explain the nature, scope, methods and branches of various fields of Psychology
2. Summarize the fundamental processes underlying human behaviour such as sensation, perception and attention
3. Relate the nature of consciousness and the underlying theoretical interpretations and describe the various stages of sleep & dreams
4. Outline and compare the nature, principles and the various theories of learning
5. Summarize and compare the various functions and memory processes involved in memory and forgetting

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME (PSOs are below, map them with the course outcome)

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	
CO2	S	S	S	S	
CO3	S			S	S
CO4	S	S		S	S
CO5	S			S	S

Key: S-Strong, M-Medium/Moderate, L-Low

QUESTION PAPER PATTERN

Time 3 Hours

SUBJECT NAME	MARKS	TOTAL	SPECIAL INSTRUCTION IF ANY
General Psychology I	10 (out of 12) x2=20	75	-
	5 (out of 7) x5=25		
	3 (out of 5) x 10= 30		

BIOPSYCHOLOGY I

COURSE OBJECTIVES

1. Impart basic knowledge of the relationship between mind and body
2. Encourage understanding of the neuron and its function
3. Enrich the understanding of the process of neural communication
4. Outline the various parts of the nervous system
5. Summarize the basic endocrine glands, their secretions and their functions

SYLLABUS

UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR

Introduction: Meaning of Biological Psychology- Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behaviour – Levels of analysis - Correlating brain anatomy with behaviour - Recording brain activity - Effects of brain damage - Effects of brain stimulation

UNIT II: NEURONS- BASIC UNIT OF NERVOUS SYSTEM

Basic features of the Nervous System: An overview, Meninges, Ventricular system and production of cerebrospinal fluid. Cells of the Nervous System: Neurons, Supporting cells, The blood-brain barrier – Neural Communication: An overview, Measuring electrical potentials of axons. The Membrane Potential: Balance of two forces, The Action Potential, Conduction of the action potential.

UNIT III: COMMUNICATION BETWEEN NEURONS–SYNAPTIC TRANSMISSION

Communication between Neurons: Structure of synapses, Neurotransmitter: meaning- types, Release of the Neurotransmitter: Activation of receptors- Postsynaptic potentials- Termination of postsynaptic potentials.

UNIT IV: STRUCTURE & DIVISIONS OF THE NERVOUS SYSTEM

Nervous System: Development of the central nervous system, Brain: The forebrain, The hind

brain, midbrain & forebrain, Division of Nervous System: Central Nervous System, The Peripheral Nervous System- Spinal nerves, Cranial nerves, The Autonomic Nervous system – Sympathetic and Parasympathetic.

UNIT V: HORMONES AND THE BRAIN

Hormonal actions- General principles of hormonal actions, Hormonal action on cellular mechanisms- Hormonal influence on growth and activity, Feedback control mechanisms in regulating secretion of hormones, Endocrine glands and its specific hormones: Pituitary- Pineal- Thyroid- Parathyroid-Pancreas- Adrenal- Gonads

COURSE OUTCOMES

After completion of the Biological Psychology I course, the student will be able to:

1. Explain the research methods and perspectives of biopsychology and the reciprocal relationship between brain and behavior
2. Illustrate the anatomy and function of the neural cell
3. Relate how neurons communicate with each other
4. Name the divisions of the nervous system, its chief structure and functions
5. Outline the role of Endocrine glands and Hormones in influencing Human Behaviour

REFERENCE BOOKS

1. Carlson, N.R. (2007). Foundations of physiological psychology. New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Kalat, J.W. (2011). Biopsychology. Delhi, India: Cengage Learning India Private Limited.
3. Pinel, J. (2007). Biopsychology. New Delhi, India: Pearson India Education Services Pvt Ltd.
4. Purves, D., Brannon, E., Huettel, S.A., LaBar, K.S., Platt, M.L., & Woldorff, G.M. (2008). Principles of cognitive neurosciences. Sunderland, MA: Sinauer Associates, Inc. Publishers.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1		S		S	
CO2	S		S		
CO3	S				
CO4	S				
CO5	S				S

Key: S-Strong, M-Medium/Moderate, L-Low

QUESTION PAPER PATTERN

Time 3 Hours

SUBJECT NAME	MARKS	TOTAL	SPECIAL INSTRUCTION IF ANY
Biopsychology I	10 (out of 12) x2=20	75	-
	5 (out of 7) x5=25		
	3 (out of 5) x 10= 30		

ALLIED PAPER I - INTRODUCTION TO INDIAN PSYCHOLOGY

COURSE OBJECTIVES

1. To introduce the students to the origins and roots of Psychology that has stemmed from Indian Sub-Continents.
2. To illustrate various perspectives such as Upanishads, Nyaya, Advaita Vedantam, Vaisaseka, Mimamsa, Visista Advaita on Personality, Perception, Functions of mind and States of consciousness.
3. To orient them to the concepts of Yoga, its application in management of Psychiatric disorders and for self-development.
4. To acquaint students with diverse religious schools of thoughts such as Buddhism, Jainism, Sufism and its view on the concept of Mind.
5. To enrich their knowledge on Practical applications of Indian Psychology.

SYLLABUS

Unit – I Introduction to Indian Psychology:

Nature of Indian Psychology, Fundamental assumptions of Indian Psychology, Mind-body complex, Psychology: Eastern and Western Approach

Unit – II Concepts of Indian Psychology:

Upanishads – states of consciousness, factors of personality, mental functions, higher mental powers and Yoga. Nyaya – concept of personality, psychology of perception, states of consciousness, Vaisasesika – theory of consciousness, factors of personality, theory of perception. Mimamsa – factors of personality, psychophysical system, cognition, perception. Advaita Vedantam – Human personality, psychophysical apparatus, states of consciousness, functions of mind, Visista Advaita – Nature of consciousness, factors of personality, functions of mind.

Unit – III Yoga Psychology:

States of consciousness, factors of personality, functions of mind, path of yoga, super conscious state, Integral yoga – gunas of prakriti, self-ego and individuality, Manifold being-surface being, inner being, the outer being.

Unit – IV Psychology of Buddhism, Jainism and Sufi:

Buddhism – factors of personality, levels of consciousness, functioning of mind. Jainism – nature of consciousness – cognition, sense organs, non-verbal comprehension, verbal comprehension, extra sensory perception, affection, conation, mental activity. Sufi – Historical background and aim, basic concepts: spirit, views of the self and soul, sufism and the integration of man, Metaphysical concepts: attributes of God, freedom of will, beliefs and action, reason and revelation.

Unit – V Applying Indian Psychology:

Counselling and therapy – vipassana and mindfulness, Hathayaoga based therapies: The Gita as guide. Education – Gandhi's NaiTalim, Satyagraha- psychospiritual tool for conflict resolution: Tagore's system of education; Sri Aurobindo's integral education. Organizational behavior and community work – Gita-based approaches to Organizational behaviour. Life and Education – The Thirukkural approach.

COURSE OUTCOMES

After completion of this subject, students will be able to:

1. Define the fundamental concept of Indian Psychology in comparison with Western Psychology concepts.
2. Classify various concepts of Indian Psychology on Personality and states of consciousness through Upanishads, Nyaya, Advaita Vedantam etc.
3. Interpret the ideas of Yoga and apply the knowledge for self-development.
4. Discriminate various religious schools of thought in explaining the concept of Mind.
5. Practically implement the concept of Indian psychology in various fields like counselling, education, organizational behaviour etc.

REFERENCES

1. Safaya, R. (1975). Indian Psychology. New Delhi: Munshiram Manoharlal Publishers
2. Dalal, A.S. (Ed.) (2011). A greater psychology: An introduction to the psychological thought of Sri Aurobindo. New York: Penguin Putnam Inc.
3. Rao, K.R. & Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd.
4. Kuppuswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd.

WEB RESOURCES

1. Soul Beliefs: Causes and Consequences – www.coursera.org
2. Psychology 101: Why we think, Feel & Act the way we do – Udemy.co

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

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

Key: S-Strong, M-Medium/Moderate, L-Low

QUESTION PAPER PATTERN

Time 3 Hours

SUBJECT NAME	MARKS	TOTAL	SPECIAL INSTRUCTION IF ANY
Introduction to Indian Psychology I	10 (out of 12) x 2 = 20 marks	75 marks	-----
	5 (out of 7) x 5 = 25 marks		
	3 (out of 5) x 10 = 30 marks		

SEMESTER II

GENERAL PSYCHOLOGY II

COURSE OBJECTIVES

1. Explore the various aspects of cognition, thinking, problem solving and reasoning
2. Encourage understanding of motivation and its importance
3. Enrich the understanding of emotions and stress and theories associated with them.
4. Elaborate on intelligence and creativity and their testing
5. Summarize the various theories explaining personality

SYLLABUS:

UNIT I: COGNITION

Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes- Morphemes – Syntax - Semantics – Pragmatics.

UNIT II: MOTIVATION

Motivation: Definition – Needs – Biological Needs – Social Needs - Psychological Needs , Theories of Motivation: Instincts – Drive-reduction theory – Arousal – Incentive – Opponent-Process – Cognitive theories – Social cognitive theory – Need theories, Classification of Motives: Physiological motives – Psychological motives, Conflict: Meaning- Types. Frustration: Meaning- Causes.

UNIT III: EMOTION AND STRESS

Emotion: Meaning – Basic emotions- Components - Physiology of emotion - Expression of emotion – Theories of Emotions, Stress: Definition – Four variations - Stressors – Effects – General Adaptation Syndrome – Individual differences - Coping mechanism.

UNIT IV: INTELLIGENCE AND CREATIVITY

Intelligence: Definition - Concept of IQ - Individual differences in Intelligence –Mental retardation – Mentally gifted – Assessment of Intelligence, Emotional Intelligence: Meaning

– Characteristics, Creativity: Definition- Nature – Steps - Characteristics of creative people – Creativity tests.

UNIT V: PERSONALITY

Personality: Definition - Theories – Psychoanalytic - Neo Freudian: Jung –Adler - Karen Horney – Erikson - Behavioristic view – Social Cognitive view - Humanism and Personality: Roger’s theory – Maslow’s theory - Trait Theories Psychology – Allport – Cattell - The Big Five Factors. Assessment of Personality, Uses of Personality tests,

REFERENCES

1. Cicarelli, K. S., Meyer, E. G. & Misra. (2008). General psychology. New Delhi, India: Dorling Kingsley (India) Private Limited.
2. Baron, R. A. (2010) Psychology. New Delhi, India: Pearson India Education Services Pvt Ltd.

WEB RESOURCES

1. <https://www.udemy.com/courses/search/?q=psychology&src=sac&kw=psychology>
2. <https://www.saylor.org/?s=psychology&submit=Search>
3. <https://www.coursera.org/learn/introduction-psychology>
4. <https://www.udemy.com/courses/search/?q=psychology&src=sac&kw=psychology>
5. <https://www.saylor.org/?s=psychology&submit=Search>
6. <https://www.coursera.org/learn/introduction-psychology>
7. <https://www.coursera.org/learn/self-determination-theory>
8. <https://www.coursera.org/learn/ignite-creativity>

COURSE OUTCOME:

After completion of the General Psychology II course, students will be able to:

1. Spell out the different types of cognition, thinking processes, decision making and language development
2. Summarize the various theories of Motivation, frustration and conflicts

3. Outline the characteristics and theories of emotions and stress
4. Explain the nature, theories and assessment of Intelligence, Emotional Intelligence and creativity
5. Analyze various theories of Personality and describe the assessment & application of the Personality tests

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	
CO2	S	S	S	S	
CO3	S			S	S
CO4	S	S		S	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

QUESTION PAPER PATTERN

Time 3 Hours

SUBJECT NAME	MARKS	TOTAL	SPECIAL INSTRUCTION IF ANY
General Psychology II	10 (out of 12) x2=20	75	-
	5 (out of 7) x5=25		
	3 (out of 5) x 10= 30		

BIOPSYCHOLOGY II

COURSE OBJECTIVES (what the teacher plans to impart to the students, one objective for one unit is enough, or overall at least 3 objectives)

1. Impart basic knowledge of the circadian rhythm, sleep and dreaming
2. Encourage exploration of brain development and plasticity
3. Enrich the understanding of the process thirst and hunger
4. Outline the biological origins of emotions
5. Elaborate on biological explanation of memory and its disorders

SYLLABUS

UNIT I: CIRCADIAN RHYTHMS, SLEEP AND DREAMING

Rhythms of waking and sleeping: Endogenous cycles- Setting and resetting the biological clock- Mechanisms of the biological clock, Sleep and brain mechanisms: Sleep and other interruptions of consciousness, the onset of sleep and hypnagogic hallucinations, stages of sleep. Paradoxical or REM sleep, Brain mechanisms of wakefulness and arousal: Brain functions in REM sleep- Functions of sleep, Dreaming: REM sleep and dreaming. Biological perspectives on dreaming.

UNIT II: BRAIN DEVELOPMENT AND PLASTICITY

Development of the brain- Maturation of the vertebrate brain, Growth and development of neurons -New neurons later in life- Path finding by axons, Determinants of neuronal survival, Neural plasticity: Meaning- Plasticity after brain damage.

UNIT III: BIOLOGICAL BASIS OF THIRST AND HUNGER

Thirst: Mechanisms of water regulation- Osmotic thirst- Hypovolemic thirst and sodium specific hunger, Hunger: Digestion and food selection-Short and long term regulation of feeding-Brain mechanisms - Eating Disorders.

UNIT IV: BIOLOGICAL BASIS OF EMOTIONS

Emotions: Introduction, Emotions and Autonomic arousal: James-Lange theory, Brain areas

associated with emotions- The functions of emotions. Attack and Escape Behaviours: Attack behaviours - Escape - Fear and anxiety- Stress and Health

UNIT V: BIOLOGICAL BASIS OF LEARNING AND MEMORY

Memory: Localized representations of memory- Types of memory- The hippocampus- Theories on the function of the hippocampus- Other types of amnesia: Korsakoff's syndrome, Alzheimer's Disease- The role of the other brain areas.

REFERENCES

1. Carlson, N. R. (2007). Foundations of Physiological Psychology, New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Kalat, J.W. (2011). Biopsychology, Delhi, India: Cengage Learning India Private Limited.
3. Pinel, J. (2007). Biopsychology, New Delhi, India: Pearson India Education Services Pvt Ltd
4. Purves, D., Brannon, E., Huettel, S.A., LaBar, K.S., Platt, M.L., & Woldorff, G.M. (2008). Principles of cognitive neurosciences. Sunderland, MA: Sinauer Associates, Inc. Publishers.

WEB RESOURCES

1. <https://www.edx.org/course/ap-psychology-course-2-how-the-brain-works>
2. <https://ocw.mit.edu/courses/brain-and-cognitive-sciences/9-22j-a-clinical-approach-to-the-human-brain-fall-2006/index.htm>
3. www.mooc-list.com/course/neuropsychology-saylororg

COURSE OUTCOMES:

After completion of the Biological Psychology II course, student will be able to:

1. Outline the biological basis of Sleep & Dream and various sleep disorders
2. Explain brain development and neuro plasticity
3. Summarize the brain mechanism involved in regulating thirst, hungry and feeding
4. Relate biopsychology of emotions in relation to stress and ill health
5. Identify the brain areas associated with learning& memory and outline the causes of memory disorders

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S		S	S
CO2	S	S	S	S	S
CO3	S		S	S	S
CO4	S		S	S	S
CO5	S	S		S	S

Key: S-Strong, M-Medium/Moderate, L-Low

QUESTION PAPER PATTERN

Time 3 Hours

SUBJECT NAME	MARKS	TOTAL	SPECIAL INSTRUCTION IF ANY
Biopsychology II	10 (out of 12) x2=20	75	-
	5 (out of 7) x5=25		
	3 (out of 5) x 10= 30		

COMMUNITY PSYCHOLOGY

COURSE OBJECTIVES

1. Impart basic understanding of community especially in the Indian context
2. Encourage exploration of the various viewpoints of community Psychology
3. Enrich the understanding of Socio economic indicators of community
4. Outline the Psycho social indicators of community
5. Elaborate on promotion of wellbeing and prevention of illness in community

SYLLABUS

UNIT 1: INTRODUCTION

Community psychology- nature & Scope, Definition; Core values in community psychology; Role of community psychologist; understanding community; community in India; human diversity in context; applied social psychology in India.

UNIT 2: MODELS OF COMMUNITY PSYCHOLOGY

Mental health model; Behavioural model; Organisational model; Ecological model; Social action model; Integration of modern psychology with Indian thought, culture & psychology: culture & perspectives of psychology; Basic Indian values and behavioural disposition in the context of nation's development; Ambiguity of role models and values among Indian youth.

UNIT 3: SOCIO-ECONOMIC INDICATORS

Definition of social indicators; Population; Poverty; Beggary; Problems of education- Drop outs, education for special groups, rehabilitation, technological impact; unemployment & underemployment.

UNIT 4: PSYCHO-SOCIAL INDICATORS

Human development- family scenario in a developing country and its implication on mental health; Socialisation, family & psychological differentiation; Alcoholism & drug dependence; delinquency & crime; sexual harassment & violence; mental illness & mental health; understanding stress & coping in context.

UNIT 5: PROMOTION & PREVENTION

Social competence- key concepts; implementing programs; empowerment & citizen participation; Preventive efforts for mental illness- Primary, Secondary & Tertiary; Preventing problematic behaviour & promoting social; competence community and social change; program evaluation & program development.

REFERENCES

1. Shanmugam, T.E. (1988). Community Psychology. Utsavshanmugam pub.
2. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities, Wadsworth, Cengage Learning: Belmont, CA, USA.
3. Sinha,D., Misra, G., &Dalal A.K. (2015). Psychology in india. New Delhi
4. Orford, J. (2008). Community Psychology: Challenges, Controversies and Emerging Consensus. John Wiley & Sons.
5. Mohanty, A. K., &Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept Pub. Co
6. Zax, M. & Spector, G. A. (1974). An introduction to community psychology. New York: John Wiley & Sons.
7. Henry, N., & Powell, A. (2014). Preventing sexual violence: interdisciplinary approaches to overcoming a rape culture. New York: Palgrave Macmillan.

WEB RESOURCES

1. Community change in public health- www.coursera.org
2. Foundational Skills for community at health – www.coursera.org

COURSE OUTCOMES:

After completion of the community psychology course, students will be able to:

1. Define and explain the core values of community psychology in Indian context
2. Analyse and evaluate various socio-cultural psychological models and behaviours of Indian youth

3. Critically examine the socio-economic indicators and its impact on development
4. Appraise the role of human development and family structure on Mental Health
5. Develop preventive measures and design promotion programmes for better community Development

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S		S	S
CO2	S	S	S	S	S
CO3	S		S	S	S
CO4	S		S	S	S
CO5	S	S		S	S

Key: S-Strong, M-Medium/Moderate, L-Low

QUESTION PAPER PATTERN

Time 3 Hours

SUBJECT NAME	MARKS	TOTAL	SPECIAL INSTRUCTION IF ANY
Community psychology	10 (out of 12) x2=20	75	-
	5 (out of 7) x5=25		
	3 (out of 5) x 10= 30		

RUBRICS

INTERNAL ASSESSMENT

Total - 25 Marks

Mode of assessment	Computation of marks
CIA I – 25 Marks (Continuous Internal Assessment – Written test in 1 or 2 units in the paper)	Average of the 2 CIAs, converted into 10 marks.
CIA II – 25 Marks	
3 – 4 written assignments on topics in the subject	Total of marks obtained in the assignments, converted into 5 marks
1 seminar on topics in the subject (presentation may be individually assigned or as group work) Please note: Seminars may be replaced by other modes of assessment such as Quiz, Debate & Group Discussion	Marks obtained in seminar, converted into 5 marks
Attendance – 5 Marks	5 marks
TOTAL	25 marks

R. Shanthy

Malathi