

ANNAMALAI UNIVERSITY

218 - B.Sc. Psychology

Programme Structure and Scheme of Examination (under CBCS)
(Applicable to the candidates admitted in Affiliated Colleges from the academic year
2022 -2023 onwards)

Course Code	Part	Study Components & Course Title	Hours/ Week	Credit	Maximum Marks		
					CIA	ESE	Total
		SEMESTER – I					
22UTAML11	I	Language Course - I : Tamil/Other Languages	5	3	25	75	100
22UENGL12	II	English Course - I : Communicative English I	5	3	25	75	100
22UPSYC13	III	Core Course - I : General Psychology I	6	4	25	75	100
22UPSYC14		Core Course - II : Lifespan Psychology I	6	4	25	75	100
22UPSYA01		Allied - I :Medical Sociology	6	4	25	75	100
22UENVS18	IV	Environmental Studies	2	2	25	75	100
		Total	30	20			600
		SEMESTER – II					
22UTAML21	I	Language Course - II : Tamil/Other Languages	5	3	25	75	100
22UENGL22	II	English Course - II : Communicative English II	5	3	25	75	100
22UPSYC23	III	Core Course – III : General Psychology II	4	4	25	75	100
22UPSYC24		Core Course– IV : Lifespan Psychology II	3	4	25	75	100
22UPSYC25		Core Course– V : Theories Of Counselling	3	4	25	75	100
22UPSYA02		Allied – II : Biopsychology I	3	4	25	75	100
22UPSYE27		Internal Elective – I	3	3	25	75	100
22UVALE27	IV	Value Education	2	1	25	75	100
22USOFS28		Soft Skill	2	1	25	75	100
		Total	30	27			800

Internal Elective Courses

Semester I	22UPSYE27-1	Introduction to Counseling
	22UPSYE27-2	Health Psychology

Allied Courses

22UPSYA01	Theory	Medical Sociology
22UPSYA02	Theory	Biopsychology I

SEMESTER: I CORE: I PART: III	22UPSYC13: GENERAL PSYCHOLOGY I	CREDITS: 4 HOURS: 60
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COURSE OBJECTIVES

To enable the student to understand

1. The definition, approaches, careers and methods of Psychology
2. The structure and functions of brain and nervous system
3. The structure and functions of the sense organs
4. The processes of perception and consciousness
5. The concept of consciousness, sleep and dreams

Unit-I: Introduction

Hours: 12

Define Psychology – Modern Approaches to Psychology – Cultural Diversity: Discrimination in Psychology – Previous Approaches – Learning from History – Careers in Psychology – Research Areas in Psychology – Applying / Exploring Study Skills. - Methods of Science – Case Study: Testimonials – Survey – Correlation – Decisions about Doing Research – Experiments Scientific Method: Applying / Exploring Human Subjects and Animal Research.

Unit-II: Brain

Hours: 12

The Big Picture: The Human Brain – Development of Neurons - Neuron Structure and Function – Relax Response – Axon Structure and Function – Neurotransmitters Receptors – Neurons, Nerves and Nervous System – Applying / Exploring: Brain Transplant – New Treatment for Parkinson's Disease.

Unit-III: Nervous System

Hours: 14

Central And Peripheral Nervous Systems – The Human Brain Cultural Diversity: Racial Myths about Brain Size – The Master Control Centre: The Brain – Techniques Studying the Living Brain Inside The Fore Brain – The Endocrine System – Organization of the Brain – Applying / Exploring Split – Brain Research. Vision: Stimulus: Light Waves – Structure And Function of the Eye - The Retina: A Miniature Computer – The Visual Pathway: Eye to Brain – Colour Vision – Applying / Exploring: Visual Experiences.

Unit-IV: Hearing and other Senses

Hours: 12

Hearing – Structure and Function of the Ear – Direction, Loudness and Pitch – Vestibular System – Chemical Sense: Taste – Cultural Diversity: Different Tastes – Chemical Sense: Smell – Sense of Touch Applying / Exploring: The Experience of Pain. Basic Perceptual Processes-Perceptual Threshold – Sensation Visas Perception – Principles of Perceptual Organization – Depth Perception Perceptual Constancies – Illusions: Fooling our Perception – Applying /Exploring: Creating Perceptual Experiences.

Unit-V: Influences on Perception

Hours: 10

Studying Heredity and Experience Effects of Restricted Experiences – Learning Influences – Perceptual Sets – Cultural Diversity: Culture and Perception – Applying

/Exploring Extrasensory Perception. - consciousness, Sleep and Dreams - The Continuum of Consciousness – Rhythms of Sleeping and Waking – The World of Dreams – Applying / Exploring: Sleep Problems and Treatment - Attention –Motor skills-Motivation-Memory-Personality tests-IQ tests.

COURSE OUTCOMES

1. The students define Psychology & explain its various approaches and methods
2. The students understand the structure and functions of human brain & nervous system
3. The students explain the structure and function of the sense organs
4. The students describe the basic perceptual process
5. The students describe the concepts of consciousness, sleep and dream

Text Books

1. Morgan and King, Kalat, J.W. (1996). *Introduction to Psychology* (4th Ed) New York: Brooks/Cole Publishing Company.
2. Rod Plotnik.(1993). *Introduction to Psychology*, Brooks/Cole Publishing Company Pacific Grove, California.3rd Edition.

Reference Books

1. Rajamanickam, M. (2000). *Modern General Psychology*. Agra: H.P. Bhargava Book House.
2. Benjamin,L.T., Hopkins, J R., National R., (1987).*Psychology*, New York: Macmillan Publishing Company.
3. Wade, C., &Tavaris .C., (1987).*Psychology* New York Happer& Row Publishers Inc.

OUTCOME MAPPING

Course	PO1	PO2	PO3	PO4	PO5
CO1	3	2		3	2
CO2			3		
CO3		3			3
CO4	3			3	
CO5	3	2	3		3

SEMESTER: I CORE: II PART: III	22UPSYC14: LIFESPAN PSYCHOLOGY	CREDITS: 4 HOURS: 60
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COURSE OBJECTIVES

To enable the student to understand the

1. different approaches and various methods in human development
2. various stages of human development
3. principles and patterns of physical, intellectual, social and personality development in early childhood
4. principles and pattern of physical, intellectual, social and personality development in middle childhood
5. principles and pattern of physical, intellectual, social and personality development in adolescence

Unit-I: Human Development

Hours: 12

Meaning of Human Development – Early Approaches – Human Development Today – Influences on Development – Timing of Influences – Theoretical Perspectives – Psychoanalytic – Learning – Cognitive – Evolutionary – Contextual Approaches – Research Methods – Methods of Data Collection Basic Research Designs – Ethics in Research.

Unit-II: Conception To Birth

Hours: 14

Conceiving New Life – Heredity and Environment – Prenatal Development – Birth Process. Infancy and Toddler Hood: New Born Baby – Survival and Health- Early Physical Development – Cognitive Development – Classic Approaches – Newer Approaches – Language Development – Foundations of Psychosocial Development – Developmental Issues in Infancy And Toddlerhood – Contact with other Children- Children of Working Parents.

Unit-III: Early Childhood

Hours: 12

Aspects of Physical Development – Bodily Growth and Change – Nutrition Sleep Pattern and Problems – Motor Skills – Health and Safety – Cognitive Development – Language and other Cognitive Abilities – Early Child Hood Education – Psychosocial Development in Early Child Hood – Developing Self- Parenting – Relationship with Other Children.

Unit-IV: Middle Childhood

Hours: 10

Aspects of Physical Development – Healthy and Safety – Cognitive Development – Language and Literacy – Child in School – Psychosocial Development- Child in Family – Child in Peer Group – Mental Health.

Unit-V: Adolescence

Hours: 12

Physical Development – Puberty – Physical and Mental Health – Cognitive Development – Aspects of Cognitive Maturation – Educational and Vocational

Issues–Psychosocial Development – Search for Identity – Sexuality – Relationships with Family Peers and Adult Society.

COURSE OUTCOMES

1. The students understand the concept of human development
2. The student will know about the various stages of human development
3. The students explore the principles and patterns of physical, intellectual, social and personality development in early childhood
4. The students learn the principles and pattern of physical, intellectual, social and personality development in middle-childhood
5. The students acknowledge the principles and pattern of physical, intellectual, social and personality development in adolescence

Text Books

1. Papalia, D. E., and Olds, S.D.(2004)*Human Development* (9th Edn.) New Delhi: Tata McGraw Hill publishing Co., Ltd.,
2. Ambron& Brodzinsky, *Life Span Human Development*New York: Holt Rinhart Winston.

Reference Books

1. Schiamberg,L (1984). B. *Human Development* (2nd Edn. New York: Macmillan publishing Co.,.
2. Hurlock, E. B (1976). *Child Development* (4th Edn.). New Delhi: Tata McGraw Hill Co. Ltd.,

OUTCOME MAPPING

Course	PO1	PO2	PO3	PO4	PO5
CO1	3		3		2
CO2		3		3	
CO3	3		3		3
CO4		3		3	
CO5	3	2	3		2

SEMESTER: II CORE: III PART: III	22UPSYC23: GENERAL PSYCHOLOGY II	CREDITS: 4 HOURS: 60
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COURSE OBJECTIVES

To enable the student to understand

1. The types of motives and emotions
2. The different types of Learning
3. Various types of memory and forgetting
4. The meaning of intelligence
5. The various personality theories and assessments

Unit-I: Motivation

Hours: 14

Motivation: Approaches to motivation Biological and Social needs – Hunger – Body weight – Sexual behaviour – Achievement – Intrinsic motivation – Applying exploring: Eating problems. Emotion - Basic Emotions-Peripheral theories – Cognitive Appraisal theory – Happiness – Functions of Emotions – Cultural Diversity: Expressions and intensity of Emotions – Applying Exploring: The Lie Detector Test.

Unit-II: Learning Classical Conditioning

Hours: 12

Three approaches to learning – establishing classical conditioning – classical conditioning: An example – other conditioning concepts – classical conditioning: Two explanations – Classical conditioning all around us – Applying / exploring: Chemotherapy and Conditioned nausea.

Operant Conditioning and Cognitive Learning - Operant conditioning – A closer look at reinforces schedules of reinforcement – examples of operant conditioning – other conditioning terms – cognitive learning – Biological factors in learning cultural diversity: Eastern teacher, Western teacher, Western researcher applying / Exploring Applications of Operant Conditioning.

Unit-III: Memory

Hours: 10

Three Kind of memory – Sensory memory recording – Short-term memory working – Long – term memory storing – Encoding Transferring information – Applying exploring: Unusual memory abilities. Remembering and Forgetting: Ways to remember – How memory is organized – Lasting memories – Reasons for forgetting the Biological Base of memory – Mnemonics: Memorizations methods.

Unit-IV: Intelligence

Hours: 12

Approaches to defining intelligence – Measuring intelligence – Widely used IQ tests – Distribution of IQ scores – Problems with IQ test- Cultural Diversity IQ tests and immigration – The Nature – Nature Question – Applying Exploring: Intervention programs - Thought and Language - Concepts – Forming concepts – Solving problems-Thinking creatively – Language Basic rules – Acquiring language – Language stages – Language and thought – Applying exploring Do animals have Language?

Unit-V: Personality

Hours: 12

Personality – Definition, meaning- Theories- Freud’s Psychodynamic theory – Divisions of the mind – Development of Personality – Freud’s followers – Humanistic theories –Social Learning theory – Trait Theory – Four theories of Personality Applying exploring: Measuring traits- Assessment of personality.

COURSE OUTCOMES

1. The students understand the concepts of motivation and emotion.
2. The students personalize the concept of learning and theories of learning.
3. The students become aware of the different kinds of memory and forgetting.
4. The students understand the concept of intelligence and acquire the skill to administer the IQ Tests.
5. The students explain the various personality theories and assessments

Text Books

1. Morgan and King, Kalat, J.W. (1996). *Introduction to Psychology* (4th Ed) New York: Brooks/Cole.Publishing Company.
2. Rod Plotnik. (1993). *Introduction to Psychology*, Brooks/Cole Publishing Company, Pacific Grove, California. 3rd Edition.

Reference Books

1. Rajamanickam, M. (2000). *Modern General Psychology*. Agra: H.P. Bhargava Book House.
2. Benjamin,L.T.,Hopkings, .J.R., Nation, .J.R. (1987). *Psychology*, New York: MacmillanPublishingCompany.
3. Wade, C.&Tavris. C., (1987). *Psychology*, New York: Harper and Row Publishers Inc.

OUTCOME MAPPING

Course	PO1	PO2	PO3	PO4	PO5
CO1	2			2	
CO2		3	3		3
CO3		3		3	
CO4		3	3		3
CO5	3			3	

SEMESTER: II CORE: IV PART: III	22UPSYC24: LIFE SPAN PSYCHOLOGY II	CREDITS: 4 HOURS: 60
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COURSE OBJECTIVES

To enable the student to understand

1. The physical and psychosocial development in young adulthood
2. The principles and patterns of physical, intellectual, social and personality development in the middle adulthood.
3. The psychosocial development of middle adulthood
4. The principles and patterns of physical, intellectual, social and personality development in late adulthood
5. The psychological issues and purpose of life and death

Unit-I: Young Adulthood

Hours: 13

Physical development – Health and Physical condition – Sexual and reproductive issues – Cognitive development – Perspectives on adult cognition – Moral development – Education and work – Psychosocial development – Personality development – four views Foundations of intimate relationships – parenthood.

Unit-II: Middle Adulthood: Physical and Cognitive Development

Hours: 12

Physical development – Physical changes – Health Cognitive development – Measuring cognitive abilities – Distinctiveness of adult cognition – creativity – work and education. Middle Adulthood

Unit-III: Middle Adulthood: Psychosocial Development

Hours: 12

Change at midlife: Classic theoretical approaches – The self at midlife – Changes in relationships- Consensual relationships- Relationship with maturing children – Other Kinship ties.

Unit-IV: Late Adulthood

Hours: 13

Old age today – Physical development – Longevity and aging – Physical changes – Physical and mental health – Aspects of cognitive development – Psychosocial development theory and research – lifestyle and social issues – Personal relationships in late life.

Unit-V: Death & Bereavement

Hours: 10

The many faces of death – Psychological issues – Special losses – Medical, Legal and ethical issues – Finding meaning and purpose in life and death.

COURSE OUTCOMES

1. The students understand the young adulthood development
2. The students demonstrate middle adulthood development
3. The students acknowledge about psychosocial development
4. The students imbibe importance of late adulthood changes
5. The student personalize the knowledge about death and bereavement

Text Books

1. Papalia, D. E., & Olds, S.D.(2004). *Human Development* (9th Edn.) New Delhi: Tata McGraw Hill Publishingco., Ltd.,
2. Ambron& Brodzinsky, *Life Span Human Development* New York: Holt Rinhart Winston.

Reference Books

1. Schiamberg, L. B. *Human Development* (2nd Edn. New York: Macmillan publishing Co., 1984.
2. Hurlock, E. B. *Child Development* (4th Edn.). New Delhi: Tata McGraw Hill Co. Ltd., 1976

OUTCOME MAPPING

Course	PO1	PO2	PO3	PO4	PO5
CO1	3	2		3	2
CO2			3		
CO3	2			3	
CO4		3			3
CO5	2		2		

SEMESTER: II CORE: V PART: III	22UPSYC25: THEORIES OF COUNSELING	CREDITS: 4 HOURS: 60
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COURSE OBJECTIVES

To enable the student to understand

1. The nature and theories of counselling
2. The application of Psychoanalytic theory
3. The application of theories (Adler and Erick Bern) in counselling
4. The application of theories of Rogers and Skinner in counselling
5. The rational and emotive approaches to counselling

Unit-I : Toward a Personal Theory of Counselling

Hours : 10

The Nature of Counselling - Theory - Theory in Counselling.

Unit-II : Classical Psychoanalytic Theory

Hours : 12

Theory of Personality Development - Process of Development - Abnormal Personality Development goals of Therapy.Ego-Counselling- Theory of Personality - The Development of Abnormal Behavior - The Goals of Counselling - Techniques of Ego-Counselling.

Unit-III: The Individual Psychology of Adler:

Hours: 12

Theory of Personality Development - Abnormal Development - goals of Counselling - Techniques of Counselling.Transaction Analysis.- Theory of Personality - Maladaptive Personality Development - Transactional Analysis in Counselling..

Unit-IV: Self-Theory:

Hours: 16

Background - Theory of Personality -The Development of maladaptive Behavior - The Counselling Process - Recent extensions of Self-Theory. Behavior Approaches to Counselling Theory of Personality - Development Behavior -Theory of personality - Abnormal personality development - Goals of Counselling - The Process of Counselling - Techniques of Counselling.

Unit-V: Rational Approaches to Counselling

Hours: 10

Reality Therapy - Goals of Counselling - Process and Techniques of Counselling - Rational Emotive Counselling - Reality Therapy and Rational - Emotive therapy - A Final Word.

Text Books

1. Hansen, J.C. Stevic, R.R. Warner, R. W. Jr. (1977) *Counselling: Theory and Process* (2nd Edition). Boston: Ally and Bacon Inc.,.
2. Narayanan Rao, S. (1981) *Counselling Psychology*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.,.

Supplementary Readings

1. Lewis, E.C. (1970) *The Psychology of Counselling*. New York: Holt, Rinehart and Winston, Inc.
2. Bordin, E.S. (1968) *Psychology of Counselling*. New York: Appleton Century Crafts.
3. Blum and Bolinsky, B. (1961) *Counselling and Psychology*, Bombay: Asia Publishing House.

COURSE OUTCOMES

The student will be able to

1. Define counselling
2. Understand various theories of counselling
3. Evaluate various approaches to counselling
4. Find out suitable counselling technique to a problem
5. Apply counselling technique in real life situation

OUTCOME MAPPING

Course	PO1	PO2	PO3	PO4	PO5
CO1	2			3	
CO2		2	2		3
CO3		3		3	
CO4	3		3		
CO5			2	3	3

SEMESTER II INTERNAL ELECTIVE: I	22UPSYE27-1: INTRODUCTION TO COUNSELLING	HOURS: 4 CREDITS: 3
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Course Objectives:

To enable the student to understand

- The nature and theories of counseling
- The application of Psychoanalytic theory
- The application of theories (Adler and Erick Bern) in counseling
- The application of theories of Rogers and Skinner in counseling
- The rational and emotive approaches to counseling

Unit-I

Toward a Personal Theory of Counselling

The Nature of Counselling - Theory - Theory in Counselling.

Unit-II

Classical Psychoanalytic Theory

Theory of Personality Development - Process of Development - Abnormal Personality Development goals of Therapy. Ego-Counselling

Theory of Personality - The Development of Abnormal Behavior - The Goals of Counselling - Techniques of Ego-Counselling.

Unit-III

The Individual Psychology of Adler

Theory of Personality Development - Abnormal Development - goals of Counselling - Techniques of Counselling. Transactional Analysis

Theory of Personality - Maladaptive Personality Development - Transactional Analysis in Counselling.

Unit-IV

Self-Theory: Background - Theory of Personality -The Development of maladaptive Behavior - The Counselling Process - Recent extensions of Self-Theory.

Behavior Approaches to Counselling Theory of Personality - Development Behavior - Theory of personality - Abnormal personality development - Goals of Counselling - The Process of Counselling - Techniques of Counselling.

Unit-V

Rational Approaches to Counselling Reality Therapy - Goals of Counselling - Process and Techniques of Counselling - Rational Emotive Counselling - Reality Therapy and Rational - Emotive therapy - A Final Word.

Diversity and Social Justice Issues in Counselling

Approaches to Counselling: Psychoanalytic and Humanistic Approach

Eating habits and Personality Development,

Transpersonal Theory, Family therapy

Course Outcomes:

The student will be able to explain

CO1. The nature and theories of counseling;

- CO2. The application of Psychoanalytic theory;
 CO3. The application of theories (Adler and Erick Bern) in counseling;
 CO4. The application of theories of Rogers and Skinner in counseling;
 CO5. The rational and emotive approaches to counseling;

Text Book

1. Hansen, J.C. Stevic, R.R. Warner, R. W. Jr. Counselling: Theory and Process (2nd Edition). Boston: Ally and Bacon Inc., 1977.
2. Narayanan Rao, S. Counselling Psychology. New Delhi: Tata McGraw Hill Publishing Co. Ltd., 1981.
3. Lewis, E.C. The Psychology of Counselling. New York: Holt, Rinehart and Winston, Inc. 1970.
4. Bordin, E.S. Psychology of Counselling. New York: Appleton Century Crafts, 1968.
5. Blum and Bolinsky, B. Counselling and Psychology, Bombay: Asia Publishing House, 1961.

Course	PO1	PO2	PO3	PO4	PO5
CO1		3		2	
CO2	2				3
CO3	3		3	2	
CO4		3			3
CO5		2		3	

SEMESTER II INTERNAL ELECTIVE: I	22UPSYE27-2: HEALTH PSYCHOLOGY	HOURS: 4 CREDITS: 3
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Course Objectives

To enable the student to understand

- a) The meaning of health psychology
- b) Sources and coping mechanism of stress
- c) AIDS and heart problems
- d) Pain and related illness
- e) Intervention strategies and research techniques

Unit – I

Definition – Foundation of health psychology – Growing Partnership in health care – Meaning of disease – Bio medical and Psychological foundation of health & illness. Social – Ecological theories of health and illness.

Unit – II

Stress Model: Symptoms – Sources and coping – Substance abuse I: Kicking harmful habits- Substance abuse II: Use and misuse of alcohol; Eating behavior: healthy and unhealthy habits.

Unit – III

The AIDS pandemic: A behavioural disease- Heart health: Silent killers and the hurry sickness -Insomnia – Mental handicap – Obesity – Sexual behavior.

Unit – IV

The problem of pain: Headaches and low back pain - Chronic illness: Cancer and Arthritis - Aging and health: myths, realities and actions.

Unit – V

Interventions: Cognitive, Behavioural, Pharmacotherapy and Positive Behavior Therapy. Research techniques in health psychology- Experimental, Clinical and Epidemiological strategies Psychosomatic drugs and Behavioral drugs, Aims and Future of Health Psychology. Cannon`s Flight or Fight model of stress, Stress and change in Physiology The role of Psychology in the study of HIV, Sex and Well-being The Gate Control theory of pain, Health psychology and Placebo Effects Measuring Subjective health.

Course outcomes:

- CO1. the meaning of health psychology
- CO2. sources and coping mechanism of stress
- CO3. AIDS and heart problems
- CO4. pain and related illness
- CO5. intervention strategies and research techniques

Text Books:

- 1) Philip, L.T. (1998). *Health Psychology*. Brooks/ Cole Publishing Co. New York.
- 2) Shelly, E. Taylor. (1995). *Health Psychology*, McGraw Hill Book co., New Delhi.
- 3) Hemalatha Natesan (2004). *Positive Behavior Therapy*, Coimbatore: Ganesh Krupa Publishers

Reference Books:

- 1) Briffiths, D. (1981) *Psychology and Medicine*. The MacMillam Press Ltd. London.
- 2) Marks, D. F. (2008). *Health Psychology*, N D: Sage. Werth Publications.
- 3) Straub, R. O. (2002). *Health Psychology*, N D: Worth Publications.
- 4) Brannon, L & Feist, J. (2001). *Health Psychology*, Singapore. Wordsworth.

Course	PO1	PO2	PO3	PO4	PO5
CO1	2				3
CO2		2		3	
CO3	3				3
CO4		3	2		
CO5		3			2