

SEMESTER I

ENVIRONMENTAL STUDIES

1. Course Description

Program: BSC
Course Code: U24/EVS/AECC/101
Course Type: AECC
No. of credits: 2

Max. Hours: 30
Hours per week: 2
Max. Marks: 50

2. Course Objectives:

- To Understand the principles of ecology and environmental issues
- To acquire the skills needed and develop a sense of responsibility to actively participate in its protection and improvement

3. Course Outcomes:

On completion of the course the student will be able to:

CO 1: Gain knowledge and develop in-depth understanding of the basics of ecological principles, conservation of biodiversity, renewable energy resources and water conservation

CO 2: Enhanced analytical capability to undertake and participate in finding solutions for various environmental issues and concerns of national and global importance to achieve environmental protection and sustainable development

4. COURSE CONTENT

UNIT - I: Ecosystem, Biodiversity & Natural Resources (15 hrs.)

1. Definition, Scope & Importance of Environmental Studies
2. Structure of Ecosystem – Abiotic & Biotic Components, Ecological Pyramids
3. Definition of Biodiversity, Genetic, Species & Ecosystem Diversity, IUCN Red list, Hotspots of Biodiversity, Threats and Conservation of Biodiversity (*In situ & Ex situ*)
4. Renewable Energy Resources – Solar, Wind and Biomass
5. Water Conservation, Water Footprint, Rain Water Harvesting
6. Environmental Ethics

UNIT – II: Environmental Pollution, Global Issues & Legislation (15 hrs.)

1. Causes, Effects and Control Measures of Air and Water Pollution
2. Solid and Plastic Waste Management, Zero Waste Management
3. Global Warming & Ozone Layer Depletion, Carbon Footprint
4. Environmental Laws and Acts-Wildlife Protection Act, Forest Act, Air Act, Water Act
5. People's Participation in Environmental Protection- Silent Valley, Bishnois of Rajasthan
6. Disaster Management-Flood, Earthquake and Cyclones
7. Environmental Management
8. Role of Information Technology in Environmental Protection and Health

Field visit:

1. Visit to Solar Plant in your Locality/City
2. A Glimpse of Biodiversity in Hyderabad/ Visit to National Parks and a Walk-Through Campus
3. Visit to a Nearby Lake

5. REFERENCES:

Books:

- Text book of Environmental Studies for undergraduate courses (second edition) by Erach Bharucha
- Environmental Studies by Dr. J.P. Sharma
- Perspectives in Environmental Studies – Anubha Kaushik & C.P. Kaushik
- A text book of Environmental Studies by Dr. D. K. Asthana and Dr. Meera Asthana
- Environmental Science by Dr. Syeda Azeem Unnisa

Magazines:

- **Terra Green (a monthly digital magazine on environmental issues)**
- Down to Earth, Centre for Science &
- Environment Survey of the Environment published by The Hindu

E-Resources:

- <https://www.cseindia.org/>
- <https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf>

6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

| Local /Regional/ National /Global Development Needs | Relevance |
|---|--|
| Local needs | <p>Develop a critical understanding of Environmental issues and concerns. Inculcate the environmental ethics and work for sustainable future</p> <p>Utilise the potential application of Methods of Solid Waste Management in the Waste management concerns</p> <p>Involve in community development through extension and organising programs.</p> |
| Regional needs | Creates awareness on pollution and threats to biodiversity in the Ecosystem |
| National needs | Have an over view of mitigation measures of disaster management. Explain major conservation strategies taken in India. Apply the Knowledge of role of information technology in protection of the environment. |
| Global needs | Environmental studies is globally relevant to monitor environmental issues and for the sustainable development. It deals with issues and challenges of environment management in the changing climate scenario. |

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b) Components on Skill Development/Entrepreneurship Development/Employability

| SD/ED/EMP | Syllabus Content | Description of Activity |
|--|-----------------------------------|---|
| Skill Development, Entrepreneurship Development, Employability | Unit II Solid Waste Management | Demonstration of Composting, Vermicomposting and the preparation of Bio-Enzymes. Awareness on scope of green entrepreneurship and employability related to Solid waste management |

7. Pedagogy

| S. No | Student Centric Methods Adopted | Type / Description of Activity |
|-------|---------------------------------|--|
| 1. | Experiential learning | Field trips, Documentary watching, Demonstrations, Student volunteering days, Plantation drives, Clean up drives |
| 2. | Participative Learning | Seminars, Workshops, Guest lectures, Group Discussion, Library reference, Presentations and Competitions, Demonstrations by students |
| 3. | Problem Solving | Case Studies, Projects |

8. Course Assessment Plan

a) Weightage of Marks in Internal Assessments and End Semester Examination

| CO | Internal Assessments IA -40% | End Semester Examination-60% |
|-----|--|------------------------------|
| CO1 | Field Visit report/Case Study/ Poster making/ Presentations/Eco Friendly product making/Model making | Written Exam |
| CO2 | | |

b) Model Question Paper- End Semester Exam

ENVIRONMENTAL STUDIES

Course Code: U24/EVS/AECC/101

Time: 1 Hour

Max. Marks: 30

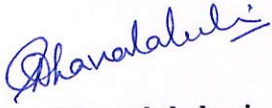


Answer any five of the following:

5X6=30

1. Define environmental studies and mention the importance of environmental studies.
2. "Biomass is an important source of energy", Discuss.
3. Explain the rooftop rainwater harvesting system with the help of a diagram.
4. Identify the reasons for water pollution in your region and suggest measures to reduce the water pollution.
5. Discover the initiatives taken by swachh cities in solid waste management.
6. Comment on "Silent Valley- A people's movement that saved a forest."
7. List out the changes you would make in your lifestyle to reduce your carbon footprint.

c) Question Paper Blueprint

| Modules | Hours Allotted in the Syllabus | COs Addressed | Section A (No. of Questions) | Total Marks |
|---------|--------------------------------|---------------|------------------------------|-------------|
| I | 15 | CO 1 | 3 | 6 |
| II | 15 | CO 2 | 4 | 6 |

| Prepared by | Checked & Verified by | Approved by |
|---|--|---|
|  G. Dhanalakshmi Head, Dept. of Environmental Studies |  G. Dhanalakshmi, Head, Dept. of Environmental Studies |  Dr. Uma Joseph Principal |

SEMESTER II

ENVIRONMENTAL STUDIES

6. Course Description

Program: BA, BMS & BCOM
Course Code: U24/EVS/AECC/201
Course Type: AECC
No. of credits: 2

Max. Hours: 30
Hours per week: 2
Max. Marks: 50

7. Course Objectives:

- To Understand the principles of ecology and environmental issues
- To acquire the skills needed and develop a sense of responsibility to actively participate in its protection and improvement

8. Course Outcomes:

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9. COURSE CONTENT

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1. Causes, Effects and Control Measures of Air and Water Pollution
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Field visit:

1. Visit to Solar Plant in your Locality/City
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| Local /Regional/ National /Global Development Needs | Relevance |
|---|--|
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| SD/ED/EMP | Syllabus Content | Description of Activity |
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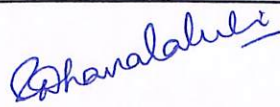

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| II | 15 | CO 2 | 4 | 6 |

| Prepared by | Checked & Verified by | Approved by |
|---|--|---|
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SEMESTER - I

BRITISH LITERATURE (16th -17th CENTURY)

1. Course Description

Programme: B.A

Max. Hours: 75 Hrs

Course Code: U24/LIT/DSC/101

Hours per week:5 Hrs

Course Type: DSC

Max. Marks: 100

No. of credits: 5

2. Course Objectives

- To introduce learners to the tradition of English literature from the 16th -17th century.
- To familiarize the learners with the historical and cultural contexts of the 16th – 17th Century British literature.
- To make learners aware of the major genres and forms of English Literature in the Early Modern Period (1500-1800 AD).

3.Course Outcomes

On completion of the course the students will be able to :

CO1: Gain a perspective to the relevant literary movements/ concepts prevalent in 16th -17th century. (Understand)

CO2: To infer the major aspects of metaphysical movement, aspects of metaphysical poetry. (Application)

CO3: To comprehend and assess the conventions, theme, motifs, and diction in Milton's epic poem Paradise Lost. (Analyse)

CO4: Gain ability to distinguish/analyse between two types of essay writing- Bacon's Aphoristic essay, Samuel Pepys's Diary entry. (Evaluate)

CO5: Learners will be able to recall the background, plot, theme, characters, theatrical devices etc Elizabethan Age as reflected in Shakespeare's play .(Remember)

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4. Course Content**MODULE I: HISTORY OF LITERATURE/CONCEPTS/MOVEMENTS: (15 Hrs)**

Elizabethan Drama, Romantic Comedy, Puritanism, Metaphysical Movement.

MODULE II : Poetry (15 Hrs)

George Herbert- "The Pulley"
John Donne- "The Canonization"

MODULE III : Epic poem (15 Hrs)

John Milton- *Paradise Lost (Book I)*

MODULE IV-Prose (15 Hrs)

Francis Bacon- "Of Friendship"

Samuel Pepys- Diary Entry: "Oh the Miserable and Calamitous Spectacle! Commentary- September 2, 1666"

MODULE V – Drama (15 Hrs)

William Shakespeare- *As You Like It*

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5. References

1. Abrams, M.H. (2009). A Glossary of Literary Terms. New Delhi: Harcourt Publishers.
2. Albert, Edward. (2014). History of English literature. New Delhi: Oxford University Press.
3. Bacon, Francis. (2008). Complete Essays. New York: Dover Publications Inc.
4. Dobson, Michael. (2009). The Oxford Companion to Shakespeare. Oxford: Oxford University.
5. Ford, Boris (ed.). (1990). Penguin Guide to Literature: The Age of Shakespeare. London: Penguin Books.
6. (1990). Penguin Guide to Literature: From Donne to Marvell. London: Penguin Books.
7. Grant, Teresa and Barbara Ravelhofer. (2007). English Historical Drama, 1500-1660: Forms outside the canon (Early Modern Literature in History).
8. Griffith, Tom. (ed.). (1999). The Concise Pepys. Herts: Wordsworth Editions Ltd.
9. Johnson, Samuel. (2009). Johnson's Life of Milton. Whitefish MT: Kessinger Publications.
10. Long, W.J. (2005). English Literature: Its History and Its Significance. New Delhi: Kalyani Publishers.
11. Milton, John. (2003). Paradise Lost. London: Penguin Books.
12. Negri, Paul. (2002). Metaphysical Poetry: An Anthology. New York: Dover Publications
- Peck, J., & Coyle, M. (2008). A Brief History of English Literature. Basingstoke: Palgrave Publishers.
13. Pepys, Samuel. (2007). The Diary of Samuel Pepys: Selection: A selection. London, Penguin Books.
14. Prasad, B. (2012). A Background to the Study of English Literature. New Delhi: Trinity Press.
15. Schwartz, Louis. (2014). The Cambridge Companion to Paradise Lost. Cambridge U
- Traversi, Derek. (1969). An Approach to Shakespeare. London: Hollis and Carter.
16. Vickers, Brian. (1968). Essential Articles for the Study of Francis Bacon. US: Archon Books.
17. Whatley, Richard. (2013). Bacon's Essays-Primary Source Edition. US: Arden Press.
18. Shakespeare, William. (2000). As You Like It. London: Penguin Books.

6.Syllabus Focus

a)Relevance to Local , Regional , National and Global Development Needs

| | |
|--|--|
| Local /Regional/National /Global Development Needs | Relevance |
| Global | Learners will acquaint themselves with the culture of 16 th and 17 th Century England. |
| Global | Learners will understand the brilliance of Shakespeare and appreciate the relevance of his timeless themes. |

b)Components on Skill Development/Entrepreneurship Development/Employability

| SD/ED/EMP | Syllabus Content | Description of Activity |
|-----------|-------------------------------|--|
| SD | Background | Oral presentation on various background themes explored in the texts prescribed. |
| EMP | <i>Paradise Lost (Book I)</i> | Poetry recitation: students will read out their favourite poems of the writers prescribed in the syllabus. |

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7. Pedagogy

| S. No | Student Centric Methods Adopted | Type / Description of Activity |
|-------|---------------------------------|--|
| 1. | Participative Learning | Seminar, oral presentation |
| 2. | Experiential Learning | Interactive Classroom Activities, Quiz |
| 3. | Participative Learning | Group Discussion, Role play |

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

| CO | Continuous Internal Assessments CIA -40% | End Semester Examination-60% |
|-----|---|---------------------------------|
| CO1 | CIA2-Oral presentation | End Semester Exam- written |
| CO2 | CIA1 | |
| CO3 | CIA1 | |
| CO4 | CIA2-MCQs/Objective test | |
| CO5 | CIA2-MCQs/Objective test | |

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b) Model Question Paper- End Semester Exam

BRITISH LITERATURE (16th -17th CENTURY)

SEMESTER-I

Course Code: U24/LIT/DSC/101

Max. Marks: 60

Credits: 5

Max Time: 2 Hrs

SECTION - A

I. Answer the following (250 words)

5 x 10 = 50 M

1. Define Puritanism.

OR

2. Discuss the development of Metaphysical Movement in English Poetry in the later 16th and early 17th century.

3. Discuss the idea of God's omnipotence in the poem "The Pulley."

OR

4. Comment on the title of John Donne's poem "Canonization."

5. Epic Similes employed by Milton have elevated the grandeur of "Paradise Lost"- Book I. Discuss.

OR

6. Discuss the gender divide and power relations between Adam and Eve and its subsequent implications on the designs of Satan in "Paradise Lost"- Book I.

7. What is your assessment of the inimitable style of Francis Bacon as an essayist with reference to his essay "Of Friendship".

OR

8. Discuss the literary significance of Samuel Pepys diary entry.

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9. Consider the symbolic significance employed by Shakespeare in "As you like it" to bring out the complex web of the human psyche.

OR

10. Bring out the significance of the title "As you like it".

SECTION - B

II. Answer any FIVE

2 x 5 = 10

11. Name any two contemporary writers of William Shakespeare and their significant works.

12. Explain the following line from Donne's "The Canonization": "We die and love the same, and prove mysterious by this love".

13. Name two followers of Satan (Lucifer) who Satan addresses in Hell.

14. Describe briefly the historical event recorded as a diary entry by Samuel Pepys

15. How was the banished Duke's life in the Forest of Arden?

16. Annotate the following briefly:

"Better to reign in hell

Than to serve in heaven"

17. How did Rosalind win Orlando's heart?

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SEMESTER – I

INTRODUCTION TO COMMUNICATION AND JOURNALISM

1. Course Description

| | | |
|--|----------------|-----|
| Programme : B.A. | Max. Hours | 75 |
| Course Code : U24/MCJ/DSC/101 | Hours per week | 5 |
| Course Type : Discipline Specific Core | Max. Marks | 100 |
| No. of credits : 5 Crs | | |


2. Course Objectives:

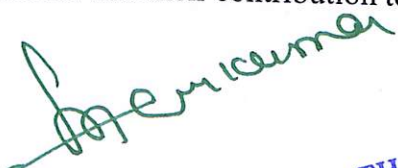
1. To introduce the concepts of communication and journalism to students.
2. To familiarize with the models and theories of communication

3. Course Outcomes

After the successful completion of the course, the student will be able to:

- CO1: Define the basic concepts of communication and its role in society.
 CO2: Describe various models of communication in their own words.
 CO3: Apply theories of mass communication in real-life situations.
 CO4: Analyze the role of journalist in society
 CO5: Assess the different types of journalism and their contribution towards society


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4. Course Content

MODULE I: INTRODUCTION TO COMMUNICATION (15 Hrs)

Definition – Nature – Scope Need for Communication– Elements and Barriers of Communication – Type of Communication – Verbal, Non-verbal, Intra, Interpersonal, Group and Mass Communication. Communication and it's role in society. 7C's of communication. Mass Communication: Definition, Functions and Uses of Mass Communication.

MODULE II: MODELS OF COMMUNICATION (15 Hrs)

Models: Aristotle, Berlo's SMCR, Harold Laswell, Shannon and Weaver – Osgood and Schramm – Dance's Helical Model, Newcomb's model, – Katz and Lazarsfeld – – Spiral of Silence, Knowledge Gap Hypothesis.

MODULE III: THEORIES OF COMMUNICATION (15 Hrs)

Hypodermic or magic bullet theory, Sociological theories- Agenda Setting theory- Cultivation theory, Uses and Gratification theory, Dependency theory. Cognitive Dissonance theory. Normative media theories: Authoritarian theory Libertarian theory– Free press theory – Social responsibility theory, Development Media Theory, Democratic participant theory.

MODULE IV: INTRODUCTION TO JOURNALISM (15 Hrs)

Definition, scope and nature of journalism, Principles of modern Journalism, Role of Journalism in democracy. Media Ethics, creating awareness, building public opinion, Journalism and social change. Journalism as career

MODULE V: JOURNALISM AND MASS MEDIA (15 Hrs)

An introduction to the kinds of Journalism-Print, Broadcast, online/cyber, Sports, Science, development, Cheque book, Yellow, Drone, Investigative, Citizen and community journalism.

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Satish Kumar
DR. SATISH KUMAR THALLADI
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5. Reference Books:

1. Vir Bala Aggarwal & V.S.Gupta(2002). Handbook of Journalism and Mass Communication. Concept Publishing Company, New Delhi.
2. K.C.Sharma (2007). Journalism in India-History-Growth-Development. Regal Publications.
3. Keval J. Kumar, Mass Communication in India (4th Edition) –Jaico Publishing House.
4. Uma Narula, Handbook of Communication Models, Perspectives, Strategies –Atlantic Publishers & Distributors (P) Ltd.
5. Stanley J. Baran, Dennis K. Davis, Mass Communication Theory: Foundations, Ferment, and Future, Sixth Edition –, Sage Publications.

6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

| Module | FOCUS Local /Regional/ National /Global | Relevance |
|------------|---|---|
| Module I | Global | The module is designed to understand the basic concepts of communication |
| Module II | Global | The module is designed to introduce the different models of communication |
| Module III | Global | The module is designed to understand the theories of communication |
| Module IV | Global | The module is designed to understand the role of journalism |
| Module V | Global | The module is designed to understand the various kinds of Journalism. |

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b) Components of Skill Development/ Entrepreneurship Development/Employability

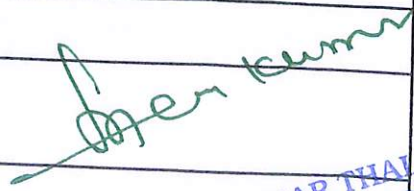
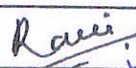
| FOCUS | Syllabus Content | Description of Activity |
|---|------------------|----------------------------|
| Skill Development/ Entrepreneurship Development/ Employability | | |
| Skill Development | Module I | Role Play |
| Skill Development | Module II | Quiz |
| Skill Development | Module III | Group discussions |
| Employability | Module IV | Debate |
| Skill Development | Module V | Quiz and Group discussions |

7. Pedagogy

| S. No | Student Centric Methods Adopted | Type / Description of Activity |
|-------|---------------------------------|--------------------------------|
| 1. | Seminar Presentation | Participative Learning |
| 2. | Audio Visual Presentation | Experiential Learning |
| 3 | Group Discussion | Experiential Learning |

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

| COs | Continuous Internal Assessments - CIA (40%) | End Semester Examination - (60%) |
|-----|---|--|
| CO1 | CIA-1 | End Semester examination |
| CO2 | CIA-1 | |
| C03 | CIA-2 Quiz/ Student Presentation on News Report writing |  |
| C04 | CIA-2 Live Reporting | |
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b) Question Pattern

INTRODUCTION TO COMMUNICATION & JOURNALISM
Model Question Paper

Course Code: U24/MCJ/DSC/101
Credits: 5 Crs

Max Marks: 60
Time: 2 Hrs.

| SECTION A - Answer All the Questions | | | | | 5Q X 10 M = 50 M |
|--------------------------------------|----------|--|------|-----|------------------|
| Q.No | Module | Question | CO | BTL | |
| 1 | Module 1 | Define mass communication. List its functions and uses? (OR) | CO 1 | I | |
| 2 | Module 1 | Describe the barriers to Communication? | CO 1 | I | |
| 3 | Module 2 | Illustrate the model of Osgood & Schramm with an example? (OR) | CO 2 | II | |
| 4 | Module 2 | Illustrate Harold Laswell's model of communication. How far it can validate an election campaign. Summarize your views in the context of the recent Polls. | CO 2 | II | |
| 5 | Module 3 | How would you apply the Agenda setting theory to the current media situation in India? (OR) | CO 3 | III | |
| 6 | Module 3 | Identify the areas in your life in which you can apply the Uses and Gratification theory ? | CO 3 | III | |
| 7 | Module 4 | Analyse the role of Journalism in a democracy? (OR) | CO 4 | IV | |
| 8 | Module 4 | In the practice of media ethics, compare media self regulation with media regulatory bodies? | CO 4 | IV | |
| 9 | Module 5 | Compare how print journalism is different from electronic media journalism (OR) | CO 5 | V | |
| 10 | Module 5 | What is your opinion of Yellow Journalism in the post-truth era? | CO 5 | V | |

| SECTION B - ANSWER ANY 5 OUT OF 7 | | | 5Q X 2 M = 10 M | |
|-----------------------------------|----------|---|-----------------|-----|
| 11 | Module 1 | What are the 7C's of communication? | CO 1 | I |
| 12 | Module 2 | Explain why people don't speak up according to the Spiral of Silence theory? | CO 2 | II |
| 13 | Module 3 | Identify how the magic bullet theory is still relevant today? | CO 3 | III |
| 14 | Module 4 | Examine the ability of Journalism to bring about a social change? | CO 4 | IV |
| 15 | Module 5 | Compare development journalism with community journalism | CO 5 | V |
| 16 | Module 5 | Is Citizen journalism the future of unfiltered news? Give your opinion. | CO 5 | V |
| 17 | Module 2 | Explain the timeless framework of Aristotle's model of communication and its relevance today? | CO 2 | II |

C) Question Paper Blueprint

| Modules | Hours Allotted in the Syllabus | COs Addressed | Section A (No. of Questions) | Total Marks | Section B (No. of Questions) | Total Marks |
|---------|--------------------------------|---------------|------------------------------|-------------|------------------------------|-------------|
| 1 | 15 | CO-1 | 2 | 10 | 1 | 2 |
| 2 | 15 | CO-2 | 2 | 10 | 1 | 2 |
| 3 | 15 | CO-3 | 2 | 10 | 1 | 2 |
| 4 | 15 | CO-4 | 2 | 10 | 1 | 2 |
| 5 | 15 | CO-5 | 2 | 10 | 1 | 2 |

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SEMESTER - I

INTRODUCTION TO PSYCHOLOGY

1. Course Description

Programme: B.A

Max. Hours: 75 hours

Course Code: U24/PSY/DSC/101

Hours per week: 5 hours

Course Type: DSC - I

Max. Marks: 100 M

No. of credits: 5

2. Course Objectives

- To understand the significance of historical foundations in shaping modern psychology and demonstrate comprehension of the methods utilized in psychological research.
- To gain an understanding of the role played by the nervous system in regulating bodily functions and behavior, and acquire knowledge about the characteristics of sensation across different sensory modalities and the underlying sensory processes.
- To apply knowledge of attentional processes, comprehend the principles of perceptual organization and explain the characteristics of emotions, their subjective experiences, physiological responses, and behavioral expressions.

3. Course Outcomes

On completion of the course the student will be able to:

- CO1: Explain the significance of historical foundations in shaping modern psychology while understanding the methods used in psychological research, their respective strengths and limitations. (UNDERSTAND)
- CO2: Explain the role of each division of the nervous system in regulating bodily functions and behavior as well as gain knowledge about the functions of different regions of the brain in regulating physiological and cognitive processes. (UNDERSTAND)



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DEPARTMENT OF PSYCHOLOGY, ST. FRANCIS COLLEGE FOR WOMEN, HYDERABAD

- CO3: Understand the characteristics of sensation and how they differ across sensory modalities, describe the neural mechanisms underlying sensory processes and apply knowledge of attentional processes to understand and improve focus and concentration in various situations. **(UNDERSTAND AND APPLY)**
- CO4: Understand the principles of perceptual organization, describe different types of perceptual illusions and their underlying mechanisms. **(UNDERSTAND)**
- CO5: Explain the characteristics of emotion, including subjective experiences, physiological responses, and behavioral expressions, as well as explain the key principles of the theories of emotions. **(UNDERSTAND)**

4. Course Content

MODULE 1: INTRODUCTION

15 Hrs

Definition, Nature and Scope of psychology

Historical foundations of Psychology

Schools of psychology: Structuralism, Functionalism, Gestalt and Psychoanalytic approaches

Modern Perspectives: Behaviourism, Humanistic, Biological, Cognitive, Socio-cultural and Eclectic.

Methods in Psychology: Introspection, Objective Observation, Survey, Experimental Method,

✧ Correlation and Case Study Method

✧ Ethics in psychological research

MODULE 2: BIOLOGICAL BASIS OF BEHAVIOUR

15 hrs

Overview of divisions of nervous system - Central, Peripheral - somatic, autonomic

Cells of nervous system: Structure and Function of Neurons,

Neurotransmitters and their influence on behaviour

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Spinal cord: overview of structure and function, reflex arc
 Major divisions of the brain - Forebrain, Midbrain, Hindbrain
 Endocrine system and its influence on behaviour,
 Neuroplasticity: Neural degeneration, Neural regeneration, Neural reorganization and recovery of function, blocking neuro-degeneration.

MODULE 3: SENSATION AND ATTENTION**15 Hrs**


Sensory thresholds
 Definition and Characteristics of Sensation
 Sensory processes - Vision, Hearing, Smell, Taste and Touch - Pain
 Definition, types and determinants of attention (objective and subjective factors)


MODULE 4: PERCEPTION**15 Hrs**

Factors Influencing Perception
 Principles of perceptual organization: Form Perception; Depth perception-monocular / binocular cues; Motion Perception; Constancy in perception
 Errors in perception – illusions and hallucinations

MODULE 5: EMOTION**15 Hrs**

Definition and characteristics of Emotion
 Internal & External changes during Emotion
 Physiological basis of emotion
 Adaptive and disruptive effects
 Theories of emotions -James-Lange, Cannon Bard & cognitive theories


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5. References

1. Feldman, R. S., & Garrison, M. (1993). *Understanding psychology* (Vol. 10). New York, NY: McGraw Hall.
2. Hoeksema, Fredrickson. Atkinson and Hillgard's *Introduction to Psychology*. Vol. 12. Philadelphia, PA: Harcourt Brace College Publishers, 1996.
3. Parameswaran, E. G. Beena (2002). *An invitation to psychology*. Hyderabad: Neelkamal Publications.
4. Morgan, C. T., & King, R. A. (1966). *Introduction to psychology*.
5. Weiten, W. (1995). *Themes and variations*. Brooks/Cole Publishing, Pacific Grove (CA).

6.Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

| Local /Regional/National /Global Development Needs | Relevance |
|--|--|
| Local | By applying psychological principles responsibly and ethically, it's possible to address societal needs effectively. |

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b) Components on Skill Development/Entrepreneurship Development/Employability

| SD/ED/EMP | Syllabus Content | Description of Activity |
|--|--|--|
| SD – Ethical reasoning, critical thinking, evaluation skills | Module 1, Ethics in psychological research | Ethical Reasoning: Discuss ethical issues and dilemmas in psychological research and practice. Encourage students to critically evaluate ethical considerations and adhere to ethical guidelines in their own work. |

7. Pedagogy

| S. No | Student Centric Methods Adopted | Type / Description of Activity |
|-------|---------------------------------|---|
| 1. | Experiential Learning | Field trip: Field trip to Birla Planetarium - Illusion Hall allows them to have a real-life experience of the illusions being taught. |
| 2. | Participative learning | Art Project: Students will be given a few topics from all modules, which they have to present visually, representing the theory / concept. |
| 3. | Participative Learning | Assignments: Tracing the timeline of psychology as an emerging field, drawing and labelling the brain, neuron, eye and ear help the student remember. |


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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

| CO | Continuous Internal Assessments CIA -40% | End Semester Examination-60% |
|-----|---|------------------------------|
| CO1 | CIA-1 - Written Test | Written Exam |
| CO2 | CIA-2 - Assignment) | |
| CO3 | CIA-1 - Written Test | |
| CO4 | CIA-2 (Skill Test / Assignment) | |
| CO5 | CIA-2 (Skill Test) | |

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b) Model Question Paper- End Semester Exam

INTRODUCTION TO PSYCHOLOGY

Paper Code: U24/PSY/DSC/101

Time: 2 Hrs

Credits: 5

Max marks: 60

SECTION – A

Answer the following

5x10=50 M

1. Describe the scope of psychology.

OR

2. Explain the various research methods in psychology.

3. Compare and contrast the functions of the somatic and autonomic divisions of the Peripheral Nervous System.

OR

4. Describe the structure of a neuron and explain how its components contribute to its function.

5. Explain the sensory processes involved in vision, including the role of photoreceptors and neural pathways.

OR

6. Discuss the role of pain perception in the body and how it differs from other sensory modalities.

7. What are the factors influencing perception?


OR


8. Write about the principles of perceptual organisation.

9. Explain the characteristics of emotion and the physiological changes observed during emotional experience.

OR

10. Write about James Lange theory of emotion


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SECTION – B

Answer any five of the following:

5 x 2 = 10 M

11. Behaviourism
12. Dualism
13. 4 functions of the forebrain.
14. List out the determinants of attention.
15. Give 2 examples of depth perception.
16. Definition of emotion.
17. Illustrate the major divisions of the brain in a diagram.

c) Question Paper Blueprint

| Modules | Hours Allotted in the Syllabus | COs Addressed | Section A (No. of Questions) | Total Marks | Section B (No. of Questions) | Total Marks |
|---------|--------------------------------|---------------|------------------------------|-------------|------------------------------|-------------|
| I | 15 | CO-1 | 2 | 10 | 2 | 2 |
| II | 15 | CO-2 | 2 | 10 | 1 | 2 |
| III | 15 | CO-3 | 2 | 10 | 1 | 2 |
| IV | 15 | CO-4 | 2 | 10 | 1 | 2 |
| V | 15 | CO-5 | 2 | 10 | 1 | 2 |

9. CO-PO Mapping

| CO | PO | Cognitive Level | Classroom sessions(hrs) |
|----|----|-------------------|-------------------------|
| 1 | 1 | Understand | 15 |
| 2 | 1 | Understand | 15 |
| 3 | 2 | Understand, Apply | 15 |
| 4 | 2 | Understand | 15 |
| 5 | 4 | Understand | 15 |

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