

**ST. MARY'S COLLEGE (Autonomous)**  
**(Re-accredited with 'A<sup>+</sup>' Grade by NAAC)**  
**Thoothukudi-628001, Tamil Nadu**  
**(Affiliated to Manonmaniam Sundaranar University)**



**B.Sc. Psychology**  
**School of Biological Sciences**  
**Outcome Based Curriculum**  
**(W.e.f.2023)**

## **UG Syllabus 2023-2026**

### **Preamble**

The Department of Psychology has been started in the academic year 2017 – 2018 as a self supporting course. It has been the first of its kind in Thoothukudi District to offer a regular Psychology course for the young women in and around Thoothukudi. It has been aptly started in the calendar year of “JOY”, to offer inner liberation and develop immense self esteem and happiness in the minds of the young women.

### **Vision:**

To make young women powerful personalities and great sources of positivity.

### **Mission:**

- To make Psychology a tool to empower women and make them mentally efficient so that they contribute to the development of the society.
- To empower students and make them psychologically strong individuals of the society.
- To conduct various Seminars and Conferences in the field of Psychology.
- To make known the value of Psychology so that even people from other disciplines may get benefitted.
- To conduct various Interactive Programmes with the society to be of use to the public.
- To develop the students into socially responsible citizens

### Programme Outcome

PO. NO.	Upon completion of the Undergraduate Programme, the students of St. Mary's College will be able to
PO-1	acquire an in-depth domain knowledge and a comprehensive knowledge of various disciplines to become skilled professionals
PO-2	enrich their communicative skills, and enhance their creative, numerical, analytical and problem-solving skills
PO-3	gain potential skills to excel in digital literacy, team management, scientific reasoning, research and self-directed life-long learning to emerge as entrepreneurs
PO-4	be aware of the environment with a social responsibility for the well-being of humanity and the planet at large
PO-5	be an empowered, economically independent woman with a global perspective to emerge holistically in the egalitarian society

### Program Specific Outcome

PSO. No.	Upon completion of B.Sc. Programme, the students will be able to	PO mapped
PSO1	acquire knowledge on key concepts and theoretical approaches and gain understanding of the origin and recent advances in the discipline.	PO 1
PSO2	describe multiple areas within psychology (e.g., social, cognitive, clinical, developmental, etc.), including theoretical perspectives, research findings, and their applications.	PO 2, 3
PSO3	think originally, utilize the knowledge and understanding of Psychology to develop, and test the theoretical concepts for applications in various arenas.	PO 2, 3
PSO4	design and conduct psychological studies using appropriate research methods and effectively communicate learned information	PO 3, 4
PSO5	use the relevant sources of scientific knowledge to identify and generate novel solutions for problems for enhancement of self and community and develop a range of generic skills and ethical principles that help in employment	PO 4, 5

**St. Mary's College (Autonomous), Thoothukudi**

**Department of Psychology**

**UG Course Structure (w.e.f. 2023)**

**Semester-I**

Part	Components	Course Code	Course Title	Hours / Week	Credits	Max. Marks		
						CIA	ESE	Total
I	Tamil /	23ULTA11	இக்கால இலக்கியம் : (செய்யுள், இலக்கணம், இலக்கிய வரலாறு, சிறுகதை)	6	3	25	75	100
	French	23ULFA11	Foundation Course French I					
II	General English	23UGEN11	Poetry, Prose, Extensive Reading and Communicative English I	6	3	25	75	100
III	Core I	23UPSC11	Introduction to Psychology I	5	5	25	75	100
	Core II	23UPSC12	Biological Psychology	5	5	25	75	100
	Generic Elective I	23UPSE11	Building Psychological Capital	4	3	25	75	100
IV	Skill Enhancement Course I (Discipline specific)	23UPSSE1	Self-Development Skills	2	2	20	30	50
	Foundation Course	23UPSF11	Careers and Ethics in Psychology	2	2	20	30	50
<b>Total</b>				<b>30</b>	<b>23</b>			

### Semester-II

Part	Components	Course Code	Course Title	Hours / Week	Credits	Max. Marks		
						CIA	ESE	Total
I	Tamil /	23ULTA21	சமய இலக்கியங்கள் : (செய்யுள், இலக்கணம், இலக்கிய வரலாறு)	6	3	25	75	100
	French	23ULFA21	Foundation Course: French II					
II	General English	23UGEN21	Poetry, Prose, Extensive Reading, and Communicative English II	6	3	25	75	100
III	Core III	23UPSC21	Introduction to Psychology II	5	5	25	75	100
	Core Practical I	23UPSCR1	Introduction to Psychology II	3	3	40	60	100
	Generic Elective II	23UPSE21	Psychology of Childhood	4	4	25	75	100
	Generic Elective Practical I	23UPSER1	Psychology of Childhood	2	1	40	60	100
IV	Skill Enhancement Course II (Discipline specific)	23UPSSE2	Inner Child Healing	2	2	20	30	50
	Skill Enhancement Course III (Discipline specific)	23UPSSE3	Psychological First Aid	2	2	20	30	50
<b>Total</b>				<b>30</b>	<b>23</b>			

### Semester III

Part	Components	Course Code	Course Title	Hours/ Week	Credits	Max. Marks		
						CI A	ESE	Total
I	Tamil /	23ULTA31	காப்பிய இலக்கியங்கள்: செய்யுள், இலக்கணம், இலக்கிய வரலாறு, புதினம்	6	3	25	75	100
	French	23ULFA31	French Literature and Grammar I					
II	General English	23UGEN31	English Poetry, Prose, Extensive Reading and Communicative English III	6	3	25	75	100
III	Core IV	23UPSC31	Statistics for Behavioural Science	5	5	25	75	100
	Core Practical II	23UPSCR2	Statistics for Behavioural Science	2	2	40	60	100
	Generic Elective III	23UPSE31	Psychology of Adolescence and Early Adulthood	4	3	25	75	100
	Generic Elective Practical II	23UPSER2	Psychology of Adolescence and Early Adulthood	2	1	40	60	100
	NME I	23UPSN31	Psychology for life	2	2	20	30	50
IV	Skill Enhancement Course IV (Discipline specific)	23UPSSE4	Communication and Presentation skills	2	2	20	30	50
	Ability Enhancement Course I	23UAYM31	Yoga and Meditation	1	1	20	30	50
	Self-Study/MOOC / Internship (Compulsory)	23UPSSS1	Stress management		+2	--	50	50
<b>Total</b>				<b>30</b>	<b>22+2</b>			

### Semester IV

Part	Components	Course Code	Course Title	Hours/ Week	Credits	Max. Marks		
						CIA	ESE	Total
I	Tamil /	23ULTA41	சங்க இலக்கியங்கள்: செய்யுள், இலக்கணம், இலக்கிய வரலாறு, நாடகம்	6	3	25	75	100
	French	23ULFA41	French Literature and Grammar II					
II	General English	23UGEN41	English Poetry, Prose, Extensive Reading and Communicative English IV	6	3	25	75	100
III	Core V	23UPSC41	Introduction to Research Methodology	5	5	25	75	100
	Core Practical III	23UPSCR3	Introduction to Research Methodology	2	2	40	60	100
	Generic Elective IV	23UPSE41	Psychology of Middle and Old age	4	3	25	75	100
	Generic Elective Practical III	23UPSER3	Psychology of Middle and Old age	2	1	40	60	100
	NME II	23UPSN41	Emotional Intelligence	2	2	20	30	50
IV	Skill Enhancement Course V (Discipline specific)	23UPSSE5	Personality Development	2	2	20	30	50
	Ability Enhancement Course II (Entrepreneurial Based)	23UAPS41	Relaxation techniques	1	1	20	30	50
V	NCC / NSS / Sports				1			
	CDP -Extension Activity				+1			
<b>Total</b>				<b>30</b>	<b>23+1</b>			



**Note:** Ability Enhancement course 23UAPS41

Evaluation 20 : 30 will be done only by the department.

Internal and External examinations will be in the form of Practical / Presentation of models / Reports.

### Semester V

Part	Components	Course Code	Course Title	Hours/ Week	Credits	Max. Marks		
						CIA	ESE	Total
III	Core VI	23UPSC51	Psychopathology I	4	4	25	75	100
	Core VII	23UPSC52	Cognitive Psychology	4	4	25	75	100
	Core VIII	23UPSC53	Organisational Psychology	4	4	25	75	100
	Core IX	23UPSC54	Counselling Psychology	4	4	25	75	100
	Core Practical IV	23UPSCR4	Psychopathology I and Cognitive Psychology	4	2	40	60	100
	Core Practical V	23UPSCR5	Organisational Psychology and Counselling Psychology	4	2	40	60	100
	Discipline Specific Elective I	23UPSE51/ 23UPSE52	<b>Sports Psychology/</b> Health Psychology	4	4	25	75	100
IV	Ability Enhancement Course III	23UAEV51	Environmental Studies	2	1	20	30	50
	Self-Study / MOOC / Internship (Optional)	23UPSSS2 / 23UPSI51	Human Rights/ Internship		+2		50	50
<b>Total</b>				<b>30</b>	<b>25+2</b>			

### Semester VI

Part	Components	Course Code	Course Title	Hours/ Week	Credits	Max. Marks		
						CIA	ESE	Total
III	Core X	23UPSC61	Psychopathology II	4	4	25	75	100
	Core XI	23UPSC62	Social Psychology	4	4	25	75	100
	Core XII	23UPSC63	Educational Psychology	4	4	25	75	100
	Core Practical VI	23UPSCR6	Psychopathology II	2	1	40	60	100
	Core Practical VII	23UPSCR7	Social Psychology and Educational Psychology	4	2	40	60	100
	Core XIII (Project)	23UPSP61	Project and Viva Voce	6	4	40	60	100
	Discipline Specific Elective II	23UPSE61/ 23UPSE62	<b>Forensic Psychology</b> / Environmental Psychology	4	3	25	75	100
IV	Skill Enhancement Course VI (Discipline specific)	23UPSSE6	Applications of Positive Psychology	2	2	20	30	50
<b>Total</b>				<b>30</b>	<b>24</b>			

<b>Semester</b>	<b>Hours</b>	<b>Credits</b>	<b>Extra Credits</b>
I	30	23	--
II	30	23	--
III	30	22	2
IV	30	23	1
V	30	25	2
VI	30	24	--
Total	180	140	5

<b>Courses</b>	<b>Number of Courses</b>	<b>Hours / week</b>	<b>Credits</b>	<b>Extra Credits</b>
Tamil / French	4	24	12	--
English	4	24	12	--
Core Theory	10	47	46	--
Core Practical	9	25	20	
Generic Elective Theory	4	20	16	--
Generic Elective Practical	2	4	2	--
Discipline Specific Elective	2	8	6	--
Group Project	1	6	4	--
Skill Enhancement Course	6	12	12	--
Ability Enhancement Course	3	4	3	--
Foundation Course	1	2	2	--
NME	2	4	4	--
Extension Activities (CDP)				+1
NCC, NSS & Sports		--	1	
Self- Study Papers (Optional)	1	--	--	+2
Self-Study Papers (Compulsory)	1	--	--	+2
Total		<b>180</b>	<b>140</b>	<b>5</b>

SEMESTER - 1			
Part – 1 பொதுத்தமிழ் தாள் - 1 இக்கால இலக்கியம் செய்யுள், இலக்கணம், இலக்கிய வரலாறு, சிறுகதை			
23ULTA11	Hrs/Week:6	Hrs/Semester: 90	Credits: 4

### நோக்கங்கள்

	கற்றல் நோக்கங்கள்
1	காலந்தோறும் வளர்ந்துவரும் தமிழ்க் கவிதைகளின் வடிவினையும், கருத்தோட்டத்தினையும் மாணவியர் அறிந்துகொள்வர்.
2	தமிழ் மொழியைப் பிழையின்றி எழுதவும் பேசவும் முடியும்.
3	படைப்பாற்றலை வளர்த்துக் கொள்வர்.
4	இலக்கிய வரலாற்றின் வழி மொழியின் வளர்ச்சியையும் காலந்தோறும் மாறிவரும் இலக்கியங்களின் பல்வேறு வகைகளையும் தெரிந்து கொள்வர். துறைதோறும் தமிழ் மொழியின் வளர்ச்சியை அறிவர்.
5	தன்னம்பிக்கை உருவாக்கி, வேலை வாய்ப்பிற்கான தேர்வுகளில் திறமையுடன் பங்கேற்பர்.

### பாடத்திட்டத்தின் பயன்கள்

CO.NO	இப்பாடத்திட்டம் - மாணவியரிடம்	அறிவாற்றல் திறன்
CO-1	பாரதியார் காலந்தொட்டு தற்காலப் புதுக்கவிதைகள் வரை கவிதை இலக்கியம் அறிமுகப்படுத்தப்படுவதால் படைப்பாற்றல் திறன் பெறுதல்	K1
CO-2	புதுக்கவிதை வரலாற்றினை அறிந்து கொள்வர்	K2
CO-3	மொழியறிவோடு சிந்தனைத்திறன் அதிகரித்தல்	K3
CO-4	இக்கால இலக்கிய வகையினைக் கற்பதன் மூலம் படைப்பாக்கத் திறனைப் பெறுவர். தமிழ் மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச் சொற்களை உருவாக்கவும் அறிந்து கொள்ளுதல்	K4
CO-5	தனிமனித, சமுதாய வாழ்க்கைச் சிக்கல்களை எதிர்கொள்ளும் நிலையை உருவாக்குகிறது.	K5

**அலகு - 1**

**மரபுக் கவிதை**

(18 மணி நேரம்)

1. தமிழ்த் தெய்வ வணக்கம் - பெ.சுந்தரனார்
2. பெண்கள் விடுதலைக் கும்மி - பாரதியார்
3. சிறுத்தையே வெளியே வா - பாரதிதாசன்
4. புத்தரும் சிறுவனும - கவிமணி
5. ஆதிமந்தி புலம்பல - கண்ணதாசன்
6. துறைமுகம் - சுரதா
7. கடல் - தமிழ் ஒளி

**அலகு - 2**

**புதுக்கவிதை**

(18 மணி நேரம்)

1. வீட்டுக்கொரு மரம் வளர்ப்போம் - அப்துல் ரகுமான்
2. சென்றியூ கவிதைகள் - ஈரோடு தமிழன்பன்
3. பிற்சேர்க்கை - வைரமுத்து
4. வாழைமரம் - மு.மேத்தா
5. வள்ளுவம் பத்து - அறிவுமதி
6. ஆனந்த யாழை மீட்டுகிறாய் - நா. முத்துக்குமார்
7. சபிக்கப்பட்ட முத்தம் - சுகிர்த ராணி
8. நீ எழுத மறுக்கும் எனது அழகு - இளம்பிறை

**அலகு - 3**

**சிறுகதை**

(18 மணி நேரம்)

1. வாய்ச் சொற்கள் - ஜெயகாந்தன்
2. கடிதம் - புதுமைப்பித்தன்
3. கரு - உமாமகேஸ்வரி
4. முள்முடி - தி.ஜானகிராமன்
5. சிதறல்கள் - விழி.பா.இதயவேந்தன்
6. வீட்டின் மூலையில் சமையல் அறை - அம்பை
7. ராசப்பா - முனைவர் மி.சு.எழிலரசி
8. ஆண்டன் செக்காவ் - நாயக்காரச் சீமாட்டி (மொழிபெயர்ப்புக் கதை)

**அலகு - 4**

**இலக்கிய வரலாறு**

(18 மணி நேரம்)

1. 20 -ஆம் நூற்றாண்டு கவிஞர் பெருமக்கள்
2. கவிதையின் வகையும் வளர்ச்சியும்
3. தமிழ்ச் சிறுகதையின் தோற்றமும் வளர்ச்சியும்
4. மொழிபெயர்ப்புகள் தோற்றமும் வளர்ச்சியும்

**அலகு - 5**

**மொழித்திறன்**

(18 மணி நேரம்)

1. பொருள் பொதிந்த சொற்றொடர் அமைத்தல்
2. ஓர் எழுத்து ஒரு மொழி
3. வேற்றுமை உருபுகள்
4. திணை, பால், எண், இடம்
5. கலைச்சொல்லாக்கம், மொழிபெயர்ப்பு

## துணைநின்ற நூல்கள்

1. பாரதியார் படைப்புகள் - சீனி.விசுவநாதன் (பதிப்பாசிரியர்)  
அலயன்ஸ் கம்பெனி  
64, ராம கிருஷ்ணா சாலை  
மயிலாப்பூர்  
சென்னை -4.
2. பாரதிதாசன் கவிதைகள் - பேரா. இ. சுந்தரமூர்த்தி  
142, ஜானி ஜான் கான் சாலை,  
இராயப்பேட்டை, சென்னை - 17
3. வைரமுத்து கவிதைகள் - வைரமுத்து  
திருமகள் நிலையம்  
55, வெங்கட்நாராயணா சாலை  
தி.நகர் சென்னை - 17.
4. ரகசியப்பூ - அப்துல் ரகுமான்  
நேஷனல் பப்ளிகேஷன்  
2, தியாகராய நகர்  
சென்னை - 17
5. நன்னூல் - பவணந்தி முனிவர்  
திருநெல்வேலி தென்னிந்திய  
சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட்,  
திருநெல்வேலி - 6.
6. தமிழ் இலக்கிய வரலாறு - தமிழ்த்துறை தொகுப்பு  
தூய மரியன்னை கல்லூரி ( தன்னாட்சி), தூத்துக்குடி.

## பார்வை நூல்கள்

1. நன்னூல் - பவணந்தி முனிவர்  
திருநெல்வேலி தென்னிந்திய  
சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட்,  
திருநெல்வேலி - 6.
2. தமிழ் இலக்கிய வரலாறு - ச.வே.சுப்பிரமணியன்  
மணிவாசகர் பதிப்பகம்  
31, சிங்கர் தெரு  
பாரிமுனை, சென்னை - 18.
3. சிறுகதைக் களஞ்சியம் - அ.சிதம்பரநாதச் செட்டியார் (தொகுப்பாசிரியர்)  
புக்ஸ் (இந்தியா) பிரைவேட்.,  
சென்னை - 1.

### இணைய ஆதாரங்கள்

1. Project Madurai –[www.projectmadurai.org](http://www.projectmadurai.org)
2. Tamil Universal Digital Library – [www.ulib.prg](http://www.ulib.prg)<<http://www.ulib.prg>>
3. Tamil Books on Line – [books.tamilcube.com](http://books.tamilcube.com)

Course Outcomes (PO)	Programme Specific Outcomes (PSO)				
	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	2	3
CO-2	2	3	2	1	1
CO-3	3	2	2	2	3
CO-4	1	3	3	2	2
CO-5	3	1	2	2	3
Ave	2.4	2.1	2.3	1.8	2.4

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER – I</b>			
<b>Part I French</b>	<b>Foundation Course: Paper I – French – I</b>		
<b>Course Code: 23ULFA11/ 23ULFB11</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester: 90</b>	<b>Credits:3</b>

**Learning Objectives:**

- Identify the basic French sentence structure
- Comprehend various grammatical tenses and use them to communicate in French
- Review various documents and discuss them to understand the vocabulary
- Analyze and interpret expressions used to convey the cause, the effect, the purpose, and the opposition in French
- Perceive the French culture and system.

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will be able to</b>	<b>Cognitive Level</b>
CO-1	Remember the usage of grammatical tenses in constructing sentences.	K1
CO-2	Apply the grammar rules and vocabulary to produce grammatically correct sentences.	K2
CO-3	Appreciate the French culture and civilization.	K3
CO-4	Demonstrate knowledge of various expressions used to express opinions, emotions, cause, effect, purpose, and hypothesis in French	K4
CO-5	Evaluate and summarize with thorough understanding the given texts.	K5



<b>SEMESTER – I</b>			
<b>Part I French</b>	<b>Foundation Course: Paper I – French - I</b>		
<b>Course Code: 23ULFA11/ 23ULFB11</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester: 90</b>	<b>Credits:3</b>

### **Unit I – Salut, Enchante**

- 1.1 - Saluer
- 1.2 - Se présenter
- 1.3 - Présenter quelqu'un
- 1.4 - En France et ailleurs
- 1.5 - L'Europe

### **Unit II – J'adore**

- 2.1 - Exprimer ses goûts
- 2.2 - Echanger sur ses projets
- 2.3 - Compléter une fiche d'inscription
- 2.4 - Remplir un chèque bancaire
- 2.5 - La famille en France

### **Unit III – Tu veux bien ?**

- 3.1 - Demander à quelqu'un poliment
- 3.2 - Parler des actions passées
- 3.3 - Comprendre le récit d'actions passées
- 3.4 - Ecrire un message électronique
- 3.5 - Animaux et compagnie

### **Unit IV – On se voit quand ?**

- 4.1 - Proposer, accepter ou refuser une invitation
- 4.2 - Indiquer l'heure et la date
- 4.3 - Fixer un rendez-vous
- 4.4 - Comprendre les informations de cartons d'invitation
- 4.5 - Les français cultivent leur temps libre

### **Unit V – Bonne idée !**

- 5.1 - Exprimer son point de vue
- 5.2 - S'informer sur le prix et la quantité
- 5.3 - Faire des achats dans un magasin
- 5.4 - Comprendre des offres des cadeaux
- 5.5 - Quel cadeau offrir ?

**Textbook:** Régine Mérieux & Yves Loiseau, *Latitudes* -1- (A1 /A2), méthode de français, Didier, 2017 (units 1 - 6 only)

### Books, Journals and Learning Resources

- J.Girardet & J.Pécheur avec la collaboration de C.Gibble, *Echo A1*, CLE international, Paris, 2012.
- Carlo Catherine, Causa Mariella, *Civilisation Progressive du Français – I*, Paris : CLE International, 2003.
- Dintilhac Anneline, De Oliveira Anouchka, Ripaud Delphine, Duplex Dorothee, Cocton Marie-Noëlle, *Saison 1 Niveau 1, Méthode de français et cahier d'exercices*, Paris : Didier, 2015

### Web Resources:

<https://www.lawlessfrench.com/faq/lessons-by-level/>

<https://bonjourdefrance.com/>

[www.francaisfacile.com/exercices /](http://www.francaisfacile.com/exercices/)

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	2	1	1	3	3	2	1	1
<b>CO-2</b>	2	3	2	1	1	3	3	2	1	1
<b>CO-3</b>	2	2	1	3	3	1	2	3	3	3
<b>CO-4</b>	3	3	1	3	2	2	3	3	2	3
<b>CO-5</b>	3	2	1	1	2	2	2	2	2	2
<b>Ave.</b>	2.6	2.4	1.4	1.8	1.8	2.2	2.6	2.4	1.8	2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER-I</b>			
<b>Part II English</b>	<b>Poetry, Prose, Extensive Reading and Communicative English-I</b>		
<b>Course Code: 23UGEN11</b>	<b>Hrs/Week: 6</b>	<b>Hrs/Semester:90</b>	<b>Credits:3</b>

**Learning Objectives:**

- To enable learners to acquire self-awareness and positive thinking required in various life situations.
- To help them acquire the attribute of empathy
- To assist them in acquiring creative and critical thinking abilities
- To enable them to learn the basic grammar
- To assist them in developing LSRW skills

<b>Course Outcomes</b>			
<b>Course Outcomes</b>	<b>Upon completion of the course, the students will be able to</b>	<b>PSOs Addressed</b>	<b>K Level</b>
<b>CO 1</b>	acquire self-awareness and positive thinking required in various life situations	1,2,3	1
<b>CO 2</b>	acquire the attribute of empathy.	2,3,5	2
<b>CO 3</b>	acquire creative and critical thinking abilities.	2,3,4	3
<b>CO 4</b>	learn basic grammar	4,5	4
<b>CO 5</b>	development and integrate the use of four language skills i.e., listening, speaking, reading and writing.	2,3,4,5	5

SEMESTER- I			
Part II English	Poetry, Prose, Extensive Reading and Communicative English –I		
Course Code: 23UGEN11	Hrs/Week: 6	Hrs/Semester:90	Credits:3

## I SELF-AWARENESS(WHO) & POSITIVE THINKING(UNICEF)

### Life Story

- 1.1 Malala Yousafzai - Chapter 1 from I am Malala
- 1.2 M.K. Gandhi - An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3)

### Poem

- 1.3 Rabindranath Tagore - Where the Mind is Without Fear – Gitanjali 35
- 1.4 Chinua Achebe - Love Cycle

## II EMPATHY

### Poem

- 2.1 David Roth - Nine Gold Medals
- 2.2 William Wordsworth - Alice Fell or poverty
- 2.3 E.V. Lucas - The School for Sympathy
- 2.4 William Faulkner - Barn Burning

## III CRITICAL & CREATIVE THINKING

### Poem

- 3.1 Edgar Guest - The Things That Haven't Been Done Before
- 3.2 Robert Frost - Stopping by the Woods on a Snowy Evening

### Readers Theatre

- 3.3 A Tale of China - The Magic Brocade
- 3.4 Aaron Shepard - Stories on Stage – (Three Sideway Stories from Wayside School” by Louis Sachar)

## IV Part of Speech

- 4.1 Articles
- 4.2 Noun
- 4.3 Pronoun
- 4.4 Verb
- 4.5 Adverb
- 4.6 Adjective
- 4.7 Preposition

## V Paragraph and Essay Writing

- 5.1 Descriptive
- 5.2 Expository
- 5.3 Persuasive
- 5.4 Narrative Reading Comprehension

### Textbook:

Units I-III, V – To be compiled by the PG and Research Department of English  
Unit – IV - Joseph, K.V. *A Textbook of English Grammar and Usage*. Chennai: Vijay Nicole Imprints Private Limited, 2006.

### Reference Books:

Martin Hewings. *Advanced English Grammar*. Cambridge University Press, 2000.

**Web Resources:**

1. MalalaYousafzai. I am Malala (Chapter 1) <https://archive.org/details/i-am-malala>
2. M.K Gandhi. An Autobiography or The Story of My Experiments with Truth(Chapter-1)- Rupa Publication, 2011 <https://www.indiastudychannel.com/resources/146521Book-Review-An-Autobiography-or-The-story-of-my-experiments-withTruth.aspx>
3. Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings)<https://www.poetryfoundation.org/poems/45668/gitanjali-35>
4. Aaron Shepard.Stories on Stage, Shepard Publications, 2017 <https://amzn.eu/d/9rVzINv>
5. J C Nesfield. Manual of English Grammar and Composition. <https://archive.org/details/in.ernet.dli.2015.44179>

**PSO Relation Matrix**

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-2</b>	2	3	2	3	2	3	3	3	3	3
<b>CO-3</b>	3	3	3	2	3	3	3	3	3	3
<b>CO-4</b>	3	3	2	3	3	3	3	2	3	2
<b>CO-5</b>	3	3	3	2	3	3	3	2	2	3
<b>Ave.</b>	2.8	3	2.6	2.6	2.8	3	3	2.6	2.8	2.8

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER I</b>			
<b>Core I</b>		<b>Introduction to Psychology I</b>	
<b>Code:23UPSC11</b>	<b>Hrs/Week:5</b>	<b>Hrs/ Sem: 75</b>	<b>Credit: 5</b>

### **Objectives:**

- To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology.
- To make the students aware of the basic principles of sensation for vision, hearing, smell, taste and bodily senses.
- To enlighten the students about attention, emotion and experiences of daily life.

### **Course Outcome:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	acquire knowledge on the history, methods and special areas in the field of Psychology	K2
CO 2	explain sensory systems through which information processing happens	K3
CO 3	relate the process of attention to perception and infer how we make sense of the world around us	K4
CO 4	critically examine the process of learning	K5
CO 5	gain insight into complex emotional experiences of human being and analyse the experience of self in day-to-day life.	K1, K4

## **Unit I: Introduction to Psychology**

Definition of Psychology. Nature of Psychology. Origin of Psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Brief history of modern scientific Psychology: Structuralism, Functionalism, Behaviourism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach. Scientific approach to Psychology

## **Unit II: Scope of Psychology**

Goals of Psychology. Role of a psychologist in society. Branches of Psychology: Clinical Psychology, Industrial Psychology, Counselling Psychology, Developmental Psychology, Social Psychology, Positive Psychology, Sports Psychology, Health Psychology, Criminal Psychology, Gender Psychology, Biopsychology.

## **Unit III: Attention, Sensation & Perception**

Attention: Definition, Factors affecting attention, Set in attention. Sensation: Definition, Types of sensation, Elements of Sensation. Perception: Definition, Gestalt Laws, Subliminal perception, ESP

## **Unit IV: Learning**

Characteristics of Learning. Classical conditioning (Pavlov) - Principles involved, Significance, Operant Conditioning (B.F Skinner) – Principles involved, Significance, Trial and Error (Thorndike) Conditioning – Principles Involved, Significance, Insight learning (Kohler)- Principles Involved, Significance, Social Learning Theory (Bandura)- – Principles Involved, Significance.

## **Unit V: Emotion**

Definition. Nature. Types. Physiological Responses-Arousal and Emotional Intensity. Theories: James Lange Theory, Cannon Bard Theory, Schachter-Singer Theory, Richard Lazarus' Theory. Communication of Emotion: Emotional Expression, Characteristics, Innate Expression of Emotions, Social Aspects of Emotional Expressions.

### **Recommended Text**

1. Passer, M.W. & Smith R.E. (2007) *Psychology- The Science of mind and Behaviour* (3<sup>rd</sup> ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd
2. Baron, R.A. & Misra, G. (2017) *Psychology Indian Subcontinent Edition* (5<sup>th</sup>ed.) India, U.P.: Pearson India Inc.
3. Ciccarelli, S.K., & White, J.N. *Psychology* 5<sup>th</sup>ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd

4. Hockenbury, D. H. & Hockenbury, S. E. (2003). *Psychology* (3<sup>rd</sup> ed.) New York: Worth Publishers.
5. Khatoon, N. (2012) *General Psychology*. Dorling Kindersley (India) Pvt Ltd

### **Reference Books**

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2007). *Introduction to Psychology*, 7<sup>th</sup> Edition. Singapore: Mc Graw- Hill.
2. Myers, D.G. (2004). *Psychology*. 5<sup>th</sup> Edition, Worth Publishers: New York.
3. Kalat, J. (2007) *Introduction to Psychology*, 8<sup>th</sup> Edition, Wordsworth Pub. Co.
4. Hilgard, E.R., Atkinson, R.L, R.C., (2003) *Introduction to Psychology*. 14<sup>th</sup> Edition Wordsworth Pub. Co
5. Feldman, R.S. (2006) *Understanding Psychology*, 6<sup>th</sup> Edition, Tata McGraw Hill, New Delhi

### **Website and e-Learning Source**

1. Frontiers in Psychology (<https://www.frontiersin.org/journals/psychology>)
2. Archives of Scientific Psychology (<https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1>)
3. BMC Psychology (<https://bmcp psychology.biomedcentral.com/>)
4. <https://www.psywww.com/careers/specialt.html> [www.worthpublishers.com/hockenbury](http://www.worthpublishers.com/hockenbury)
5. <https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/>



### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO-3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO-4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO-5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>Average</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>2.2</b>	<b>2.8</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>2.2</b>	<b>2.8</b>

<b>Mapping</b>	<b>&lt;40%</b>	<b>≥ 40%and&lt;70%</b>	<b>≥70%</b>
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER I</b>			
<b>Core II</b>		<b>Biological Psychology</b>	
<b>Code: 23UPSC12</b>	<b>Hrs/Week:5</b>	<b>Hrs/ Sem: 75</b>	<b>Credit: 5</b>

**Objectives:**

- To place emphasis on the students' perspectives on research methods of Biological Psychology.
- To help students examine the structure and Communication of the cells of the nervous system and synaptic transmission.
- To make them understand the role of brain in regulating temperature, thirst and hunger

**Course Outcome:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	describe recent research methods and perspectives on the emerging field of Behavioural neuroscience and the reciprocal relationship between brain and behaviour.	K1
CO 2	understand anatomy and functions of the basic cell of the nervous system and explain the process of communication between neurons	K2
CO 3	understand and analyse the regulations of internal body states.	K3
CO 4	understand the function of endocrine glands and relate the knowledge to Analyse various human behaviour.	K1, K4
CO 5	describe the complex orchestrated functioning of the nervous system describe the manifestation of biological deficits in behaviour.	K5

### **Unit I: Biological Foundations of Behaviour**

Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods.

### **Unit II: Basics Of Nervous System and Neurotransmission**

Development of nervous system, Central Nervous System, Peripheral Nervous System; Neurons – Structure, types; Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier; Neurotransmitters – Meaning, Types, Events at synapse; Membrane Potential – Action potential and Resting potential.

### **Unit III: Regulation Of Internal Body States**

Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus.

### **Unit IV: Hormones And Behaviour**

Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. Endocrine Glands and its Specific Hormones: The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands

### **Unit V: Brain Damage**

Causes of Brain damage, Neurodegenerative diseases, Stress and illness.

### **Recommended Text**

1. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited.
2. Pinel, J. (2007). *Biopsychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

### **Reference Books**

1. Rosenweig, Breedlov, Leiman (2002): Biological psychology, 3rd edition, Sinaven Associate, Inc
2. Carlson, N.R. (2007). *Foundations of physiological psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
3. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rded.) Prentice-Hall of India Pvt. Ltd. Psychology, 6th Edition, Tata McGraw Hill, New Delhi

4. Barnes, J. (2013) *Essentials of Biological Psychological*. New Delhi: Sage Publications Pvt Ltd
5. Bremnar, J.D. (2005) *Brain Imaging Handbook*. New York: W.W Norton & Company Inc.

### Website and e-Learning Source

1. Behavioural and Brain Functions (<https://behavioralandbrainfunctions.biomedcentral.com/>)
2. Biological Psychology (<https://www.journals.elsevier.com/biological-psychology>)
3. <http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf>
4. <https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function>
5. <https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse>

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	1	2	1	3	2	3	2	3
CO-2	1	3	2	2	3	2	3	2	1	1
CO-3	3	2	2	2	2	3	2	2	2	3
CO-4	3	3	3	3	2	3	3	3	3	2
CO-5	3	3	3	2	1	3	3	3	2	1
Average	2.6	2.6	2.2	2.2	1.8	2.6	2.6	2.2	2.2	1.8

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER I</b>			
<b>Generic Elective I</b>		<b>Building Psychological Capital</b>	
<b>Code: 23UPSE11</b>	<b>Hrs/Week: 4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 3</b>

**Objectives:**

- To offer the students a comprehensive overview of positive psychology and Psychological capital.
- The make known the basics of Self efficacy and ways to strengthen individuals Self efficacy to enhance performance.
- The help understand the differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope.

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	analyse the positive and negative approach and its effect on work determinants like, job motivation, satisfaction and performance.	K3
CO 2	understand the role of self-efficacy and ways to improve it.	K2
CO 3	distinguish the various conditions that implicate in developing hope and hopelessness and analyse ways to inculcate hope and build mental well-being.	K2
CO 4	distinguish the ways to build optimism and locus of control for better performance.	K2
CO 5	analyse and apply 7C's Model of Resilience.	K4, K5

## **Unit I: Introduction**

The need for a different approach, positive vs negative approach, contributions of positive psychology, psychological capital in relation to job satisfaction motivation and performance

## **Unit II: Psychological capital Efficacy**

Definition, key ingredients of efficacy, ways to strengthen efficacy

## **Unit III: Psychological capital Hope**

Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope

## **Unit IV: Psychological capital Optimism**

Definition of optimism in locus of control, ways to develop optimism dispositional optimism, explanatory style

## **Unit V: Psychological capital Resilience**

Definition, ways to develop resilience 7 C's model of resilience, qualities of a resilient person.

## **Recommended Text**

1. Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, J. Avolio. (2015), Psychological Capital and beyond, New York: Oxford University Press.
2. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York.
3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.

## **Reference Books**

1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press.
2. Singh, A. (2013). Behavioural science: Achieving behavioural excellence for success. New Delhi: Wiley India Pvt ltd.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	3	3	2	1	3	3	3	2	3
<b>CO-2</b>	1	3	2	2	3	2	3	2	1	1
<b>CO-3</b>	3	1	3	2	2	3	2	3	2	3
<b>CO-4</b>	2	3	2	3	3	2	3	3	3	3
<b>CO-5</b>	3	3	3	2	3	3	3	3	2	3
<b>Average</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>	<b>2.2</b>	<b>2.4</b>

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER I</b>			
<b>Skill Enhancement Course I</b>		<b>Self Development Skills</b>	
<b>Code: 23UPSSE1</b>	<b>Hrs/Week: 2</b>	<b>Hrs/ Sem: 30</b>	<b>Credit: 2</b>

**Objectives:**

- To offer the students a comprehensive understanding about the self
- The develop insight on basic principles of aptitude and emotional regulation
- To instil in the students the principles of anger management

**Course Outcome:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	acquire knowledge on the understanding of self	K1
CO 2	understand basics of aptitude and emotional regulation	K2
CO 3	relate the process of anger management to daily life	K3
CO 4	critically examine the process of self-motivation	K4
CO 5	gain insight into effectively managing time	K5

**Unit I: Self Awareness and Self-Motivation**

Self-awareness building – SWOT Analysis – Johari Window Analysis – Self-confidence building; Motivation skills: self-motivation – motivation of others – Goal setting: SMART Goals – Immediate, Intermediate & Long term Goals.

**Unit II: Aptitudes**

Meaning and nature; Ability and achievement of aptitudes, Measurement and Utility of aptitudes.

**Unit III: Emotional Regulation**

Problem solving – critical thinking - creative thinking Stress and Stressors–Characteristics of Emotions, Kinds of Emotions, Measurement of Emotions.

**Unit IV: Anger Management**



Conceptual definitions of Anger - Characteristics of anger - Forms of anger - Anger and the Related Diseases - Manifestations of anger - Causes of anger - Management of Anger: Simple Relaxation

Techniques– Thought Stopping – Positive Self Talk – Cognitive Restructuring– Problem solving techniques.

### **Unit V: Time Management**

Definition – Importance - The urgent versus-important dilemma - From goals to tasks - Time Management Styles: Four-time styles - Time Management Techniques: Identifying Time Wasters - Advantages of Time Management.

### **Recommended Text**

1. Swaminathan, V. D., & Kaliappan, K. V. Psychology for effective living: Behaviour modification, guidance, counselling and yoga. 2nd ed. Chennai: The Madras Psychology Society, 2001.

### **Reference Books**

1. Hurlock, E.B. Personality Development, 28th Reprint, New Delhi: Tata McGraw Hill, 2006.
2. Shulman, L. Skills of helping: Individuals & groups. 1979.
3. Glenn R. Schiraldi, Melissa Hallmark Kerr, Anger Management Source Book, Tata McGraw Hill, 2002.

## PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	3	2	3	2	2	1	2	2	3
CO-2	3	3	3	3	2	2	3	2	2	3
CO-3	3	2	2	2	3	2	2	3	2	3
CO-4	2	3	2	3	3	2	2	3	3	3
CO-5	3	2	2	2	3	2	2	3	2	3
Average	2.6	2.6	2.2	2.6	2.6	2.0	2.0	2.6	2.2	3

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER I</b>			
<b>Foundation Course</b>		<b>Careers and Ethics in Psychology</b>	
<b>Code: 23UPSF11</b>	<b>Hrs/Week: 2</b>	<b>Hrs/ Sem: 30</b>	<b>Credit: 2</b>

### **Objectives:**

- To make the students examine the various spectrum of careers in Psychology
- To help them understand the ethical standards that guide psychologists
- To provide students with an overview of the various ethical rules to be followed by counsellors

### **Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	understand the different careers in psychology	K2, K4
CO 2	summarize and compare the various ethical standards that guide psychologists	K4
CO 3	outline the various ethical codes to be followed by counsellors	K1
CO 4	explain the opportunities in pure psychology fields	K3
CO 5	explore the opportunities in applied psychology fields	K3

### **Unit I: General Principles**

Principle A: Beneficence and Nonmaleficence- Principle B: Fidelity and Responsibility- Principle C: Integrity- Principle D: Justice- Principle E: Respect for People's Rights and Dignity.

### **Unit II: Ethical Standards**

Resolving Ethical Issues- Competence- Human Relations- Privacy and Confidentiality- Advertising and Other Public Statements- Record Keeping and Fees- Education and Training- Research and Publication- Assessment- Therapy

### **Unit III: Ethics in Counselling**

Introduction- Objectives- What are the Ethics- Ethical Principles of Counselling-Professional Codes of Ethics- The ACA Eight Main Sections

#### **Unit IV: Careers in Psychology: Pure**

What is Psychology- Subfields in psychology: Cognitive and perceptual Psychology- Community Psychology- Developmental Psychology- - Engineering Psychology- Environmental Psychology- Evolutionary Psychology- Experimental Psychology- Neuro Psychology (and behavioural neuro Psychology)- Quantitative and measurement Psychology- Social Psychology- Sports Psychology.

#### **Unit V: Careers in Psychology: Applied**

Clinical Psychology- Educational Psychology- Industrial/organizational (I/O) Psychology- Health Psychology- Forensic Psychology- Rehabilitation Psychology- School Psychology- Counselling Psychology – Job Outlook.

#### **Recommended Text**

1. APA Ethical Principles of Psychologists and Code of Conduct (2017)

#### **Reference Books**

1. Koocher, G. P., & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions* (4th ed.). Oxford University Press.
2. Meghan E. Norris, PhD, The Canadian Handbook for Careers in Psychological Science

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	3	3	2	2	3	2	3	2	3
<b>CO-2</b>	3	3	3	3	3	2	2	2	3	3
<b>CO-3</b>	3	3	3	2	2	2	2	2	3	3
<b>CO-4</b>	3	2	2	2	2	3	3	2	2	2
<b>CO-5</b>	3	2	2	2	2	3	3	2	2	2
<b>Average</b>	3	2.6	2.6	2.2	2.2	2.6	2.4	2.2	2.4	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER - II			
Part -1 Tamil பொதுத்தமிழ் - தாள் 2 - சமய இலக்கியங்கள் செய்யுள், இலக்கணம், இலக்கிய வரலாறு			
Code :23ULTA21	Hrs/Week:6	Hrs/ Semester : 90	Credits :4

### நோக்கங்கள்

	கற்றல் நோக்கங்கள்
1	இறை ஆற்றலை உணர்ந்துகொள்ள உதவுகிறது
2	தமிழ் மொழியைப் பிழையின்றி எழுதவும் பேசவும் முடியும்.
3	அன்பு, இரக்கம், நற்சொல், நற்செயல் போன்ற நற்பண்புகளோடு வாழ வழி வகுக்கிறது.
4	இலக்கிய வரலாற்றின் வழி மொழியின் வளர்ச்சியையும் காலந்தோறும் மாறிவரும் இலக்கியங்களின் பல்வேறு வகைகளையும் தெரிந்து கொள்வர். துறைதோறும் தமிழ் மொழியின் வளர்ச்சியை அறிவர்.
5	தன்னம்பிக்கை உருவாக்கி, வேலை வாய்ப்பிற்கான தேர்வுகளில் திறமையுடன் பங்கேற்பார்.

### பாடத்திட்டத்தின் பயன்கள்

CO.NO	இப்பாடத்திட்டம் - மாணவியரிடம்	அறிவாற்றல் திறன்
CO-1	தமிழரின் சமய தத்துவங்களை அறிந்து தெளிவு பெறுவர்	K1
CO-2	பல்வேறு சமய கருத்துகளை அறிவதன் மூலம் சமய ஒற்றுமை உணர்வு பெறுவர்.	K2
CO-3	மொழியறிவோடு சிந்தனைத்திறன் அதிகரித்தல்	K3
CO-4	இறைவன் முன் அனைவரும் சமம் என்ற சிந்தனையை உருவாக்குகிறது.	K4
CO-5	தனிமனித, சமுதாய வாழ்க்கைச் சிக்கல்களை எதிர்கொள்ளும் நிலையை உருவாக்குகிறது.	K5

### அலகு - 1

(18 மணி நேரம்)

#### பக்தி இலக்கியம்

1. திருநாவுக்கரசர் தேவாரம் - நாமார்க்கும் குடியல்லோம் எனத் தொடங்கும் வரிகள் - 10 பாடல்கள்
2. ஆண்டாள் - திருப்பாவை (முதல் 10 பாசரம்)

### அலகு - 2

(18 மணி நேரம்)

1. வள்ளலார் - அருள் விளக்கமாலை ( முதல் 10 பாடல்கள்)
2. எச்.ஏ. கிருட்டிணப்பிள்ளை - இரட்சணிய மனோகரம் - பால்ய பிரார்த்தனை
3. குணங்குடி மஸ்தான் சாகிபு - பராபரக்கண்ணி ( முதல் 10 கண்ணிகள்)

### அலகு - 3

(18 மணி நேரம்)

#### சிறுநிலக்கியங்கள்

1. தமிழ்விடு தூது - (முதல் 20 கண்ணிகள்)
2. திருக்குற்றாலக் குறவஞ்சி - குறத்தி மலைவளம் கூறுதல்
3. முக்கூடற்பள்ளு - நாட்டு வளம்

### அலகு - 4

(18 மணி நேரம்)

#### இலக்கணம்

1. சொல்லின் பொது இலக்கணம்
2. ஒரெழுத்து ஒரு மொழிகள், சொல்லின் வகைகள்
3. பெயர்ச்சொல் - அறுவகைப் பெயர்கள்
4. வினைச் சொல் - இலக்கணம் - வகைகள்
5. இடைச்சொல் - இலக்கணம் - வகைகள்
6. உரிச்சொல் - இலக்கணம் - வகைகள்

### அலகு - 5

(18 மணி நேரம்)

#### இலக்கிய வரலாறு

1. பன்னிரு திருமுறைகள்
2. நாலாயிர திவ்யப் பிரபந்தம்
3. திருமடங்களின் தமிழ்ப்பணி
4. சைவ சித்தாந்த சாத்திரங்கள்

#### துணைநின்ற நூல்கள்

1. பன்னிரு திருமுறைகள் - பேரா. அ. மாணிக்கம் (உரையாசிரியர்) வர்த்தமானன் பதிப்பகம் 21, இராமகிருஷ்ணா தெரு தியாகராய நகர் சென்னை - 17.

2. திருக்குறள் - பரிமேலழகர் (உரையாசிரியர்)  
திருநெல்வேலி தென்னிந்திய  
சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட்,  
திருநெல்வேலி – 6.
3. நாலடியார் - தி.சு. பாலசுந்தரம் பிள்ளை  
திருநெல்வேலி தென்னிந்திய  
சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட்,  
திருநெல்வேலி – 6.

### பார்வை நூல்கள்

1. நன்னூல் - பவணந்தி முனிவர்  
திருநெல்வேலி தென்னிந்திய  
சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட்,  
திருநெல்வேலி – 6.
2. தமிழ் இலக்கிய வரலாறு - தமிழ்த்துறை தொகுப்பு  
தூய மரியன்னை கல்லூரி ( தன்னாட்சி),  
தூத்துக்குடி.
3. பதினெண் கீழ்க்கணக்கு நூல்கள் - எம். நாராயண வேலுப்பிள்ளை  
நர்மதா பதிப்பகம், தியாகராய நகர், சென்னை.

### இணைய ஆதாரங்கள்

1. Project Madurai – [www.projectmadurai.org](http://www.projectmadurai.org)
2. Tamil Universal Digital Library – [www.ulib.prg](http://www.ulib.prg)<<http://www.ulib.prg>>
3. Tamil Books on Line – [books.tamilcube.com](http://books.tamilcube.com)

Course Outcomes (PO)	Programme Specific Outcomes (PSO)				
	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	2	3
CO-2	2	3	2	1	1
CO-3	3	2	2	2	3
CO-4	1	3	3	2	2
CO-5	3	1	2	2	3
Ave	2.4	2.1	2.3	1.8	2.4

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3



<b>SEMESTER - II</b>			
<b>Part I French</b>	<b>Foundation Course: Paper II – French – II</b>		
<b>Course Code: 23ULFA21/ 23ULFB21</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester : 90</b>	<b>Credits:3</b>

**Learning Objectives:**

- To revise basic French sentence structure and vocabulary.
- To enumerate the various grammatical tenses and use them to communicate better in French.
- To develop the language proficiency of the learners by practising all for competencies: Reading, writing, listening, and speaking.
- To analyse and interpret verbal expressions of cause, effect, purpose, and opposition in French
- To comprehend text passages and use them to express their opinions.

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will be able to</b>	<b>Cognitive Level</b>
CO-1	Identify the purpose of using various tenses and effectively employ them in speaking and writing	K1
CO-2	Summarize a French document such as posters, bulletins, and infographics	K2
CO-3	Discuss the French culture and the differences.	K3
CO-4	Analyse and utilize the grammatical concepts in drafting sentences and paragraphs	K4
CO-5	Demonstrate knowledge of various expressions used to convey opinion, emotions, cause, effect, purpose, and hypothesis in French	K5

SEMESTER - II			
Part I French	Foundation Course: Paper II – French - II		
Course Code: 23ULFA21/ 23ULFB21	Hrs / Week: 6	Hrs / Semester : 90	Credits:3

### Unit I – C’est où ?

- 1.1 - Demander et indiquer une direction
- 1.2 - Localiser
- 1.3 - Comprendre des indications de direction et de lieu
- 1.4 - Se repérer sur un plan de ville
- 1.5 - Architecture et nature

### Unit II – N’oubliez pas

- 2.1 - Exprimer l’obligation ou l’interdit
- 2.2 - Conseiller
- 2.3 - Comprendre une chanson
- 2.4 - Comprendre un récit de vacances
- 2.5 - La France d’Outre-mer

### Unit III - Belle vue sur la mer

- 3.1 - Décrire un lieu
- 3.2 - Se situer dans le temps
- 3.3 - Comprendre la description d’un lieu
- 3.4 - Comprendre des pictogrammes
- 3.5 - L’Union européenne

### Unit IV – Quel beau voyage, Oh Joli

- 4.1 - Raconter un souvenir
- 4.2 - Exprimer l’intensité et la quantité
- 4.3 - Comparer
- 4.4 - Francophonie
- 4.5 - Mode et société

### Unit V – Les compétences communicatifs

- 5.1 - Les lettres formelles
- 5.2 - Les lettres informelles

**Textbook:** Régine Mérieux & Yves Loiseau, *Latitudes -1-* (A1 /A2), méthode de français, Didier, 2017 (units 7-11 only)

### Books, Journals and Learning Resources

- J.Girardet & J.Pécheur avec la collaboration de C.Gibble, *Echo A1*, CLE international, Paris, 2012.

- Carlo Catherine, Causa Mariella, *Civilisation Progressive du Français – I*, Paris : CLE International, 2003.
- Dintilhac Anneline, De Oliveira Anouchka, Ripaud Delphine, Dupleix Dorothée, Cocton Marie-Noëlle, *Saison 1 Niveau 1, Méthode de français et cahier d'exercices*, Paris : Didier, 2015

**Web Resources:**

<https://www.lawlessfrench.com/faq/lessons-by-level/>

<https://bonjourdefrance.com/>

**PSO Relation Matrix**

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	2	1	1	3	3	2	1	1
<b>CO-2</b>	2	3	2	1	1	3	3	2	1	1
<b>CO-3</b>	2	2	1	3	3	1	2	3	3	3
<b>CO-4</b>	3	3	1	3	2	2	3	3	2	3
<b>CO-5</b>	3	2	1	1	3	3	3	3	3	3
<b>Ave.</b>	2.6	2.4	1.4	1.8	1.8	2.4	2.8	2.6	2	2.2

<b>Mapping</b>	<b>&lt;40%</b>	<b>≥ 40% and &lt; 70%</b>	<b>≥ 70%</b>
<b>Relation</b>	<b>Low Level</b>	<b>Medium Level</b>	<b>High Level</b>
<b>Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>

<b>SEMESTER - II</b>			
<b>Part II English</b>	<b>Poetry, Prose, Extensive Reading, and Communicative English - II</b>		
<b>Course Code: 23UGEN21</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester : 90</b>	<b>Credits:3</b>

### **Learning Objectives:**

- To assist the learners to interpret the literary pieces to identify elements of resilience, determination, decision making skills, and problem-solving skills.
- To aid them to demonstrate improved empathy and understanding for diverse life experiences through literary analysis and discussions.
- To develop the language proficiency of the learners by practising the usage of tenses in various contexts.
- To understand the importance of tone, clarity, and formality in workplace communication.
- To enhance the creative and the critical thinking skills of the learners through class discussions and assignments.

<b>Course Outcomes</b>			
<b>Course Outcomes</b>	<b>Upon completion of the course, the students will be able to</b>	<b>PSOs Addressed</b>	<b>K Level</b>
<b>CO1</b>	learn to talk about everyday activities confidently	1	1
<b>CO2</b>	be able to write short paragraphs on people, places, and events	1, 2	2
<b>CO3</b>	identify the purpose of using various tenses and effectively employ them in speaking and writing	3, 4	3
<b>CO4</b>	gain knowledge to write subjective and objective descriptions	4, 5,	4
<b>CO5</b>	identify and use their skills effectively in formal contexts.	3, 4, 5	5

SEMESTER - II			
Part II English	Poetry, Prose, Extensive Reading, and Communicative English - II		
Course Code: 23UGEN21	Hrs / Week: 6	Hrs / Semester : 90	Credits:3

### **Unit I – Resilience**

#### **Poetry**

William Ernest Henley : Invictus

Maya Angelou : Still I Rise

#### **Prose**

Julian Koepcke : How I Survived a Plane Crash

### **Unit II – Decision Making Skills**

#### **Poetry**

Rudyard Kipling : If

Stanley Kunitz : The Layers

#### **Short Story**

Frank Stockton : The Lady or the Tiger

### **Unit III - Problem Solving Skills**

#### **Prose- Life Story**

Sudha Murthy : How I taught My Grandmother to Read

#### **Autobiography**

A. J. Cronin : Two Gentlemen of Verona

A.P.J. Abdul Kalam : Wings of Fire (Chapters 1,2,3)

### **Unit IV – Language Competency**

#### **Tenses**

Present Tense

Past Tense

Future Tense

### **Unit V - English at the Workplace**

E-mail – Invitation, Enquiry, Seeking Clarification

Formal Letters

Circular

Minutes of the Meeting

**Textbook:**

Units I-III, V – To be compiled by the PG and Research Department of English

Unit – IV - Joseph, K.V. *A Textbook of English Grammar and Usage*. Chennai:

Vijay Nicole Imprints Private Limited, 2006.

**Reference Books:**

Martin Hewings. *Advanced English Grammar*. Cambridge University Press, 2000.

**Web Resources:**

<https://www.poetryfoundation.org/>

<https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/lesson-plans>

<https://www.perfect-english-grammar.com/support-files/tenses-explanations.pdf>

**PSO Relation Matrix**

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO- 1	PO-2	PO-3	PO- 4	PO- 5	PSO- 1	PSO- 2	PSO- 3	PSO- 4	PSO- 5
CO-1	3	2	3	3	2	3	2	3	2	2
CO-2	2	3	3	3	3	2	3	2	2	3
CO-3	3	3	3	3	3	3	3	2	2	3
CO-4	2	3	3	3	2	2	3	3	2	2
CO-5	3	3	3	2	2	3	3	3	3	2
Ave.	2.6	2.8	3	2.8	2.4	2.6	2.8	2.6	2.2	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER II</b>			
<b>Core III</b>		<b>Introduction to Psychology II</b>	
<b>Code: 23UPSC21</b>	<b>Hrs/Week: 5</b>	<b>Hrs/ Sem: 75</b>	<b>Credit: 5</b>

**Objectives:**

- To make students examine the various spectrum of Cognition like problem –solving and Decision making.
- To help them understand the way memory works and stages of memory.
- To provide an overview of theories of motivation and its implication on behaviour for the students

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	understand the different types of cognition and thinking processes and to analyse the steps in problem solving and decision making.	K2, K3
CO 2	summarize and compare the various functions and memory processes involved in memory and forgetting.	K4
CO 3	outline the various theories of motivation and to understand the implications of it.	K3
CO 4	explain the theories of intelligence and the ways to assess intelligence.	K4
CO 5	explore the various theories of Personality and examine the uses of personality assessments.	K5

## **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: Memory**

Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery. Memory storage – Sensory Memory, short –Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval

## **Unit III: Motivation**

Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories

## **Unit IV: Intelligence**

Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell. Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.

## **Unit V: Personality**

Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual stages of development, defence mechanism. Type approach – Jung's typology, Trait theory – Allport; Eysenck and BIG Five; Assessment of personality – Objective, Subjective and Projective

## **Recommended Text**

1. Passer, M.W. & Smith R.E. (2007) *Psychology- The Science of mind and Behaviour* (3<sup>rd</sup> ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd
2. Baron, R.A. & Misra, G. (2017) *Psychology Indian Subcontinent Edition* (5<sup>th</sup>ed.) India, U.P.: Pearson India Inc.
3. Ciccarelli, S.K., & White, J.N. *Psychology* 5<sup>th</sup>ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd
4. Hockenbury, D. H. & Hockenbury, S. E. (2003). *Psychology* (3<sup>rd</sup> ed.) New York: Worth Publishers.
5. Khatoon, N. (2012) *General Psychology*. Dorling Kindersley (India) Pvt Ltd



## Reference Books

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2007). Introduction to Psychology, 7<sup>th</sup> Edition. Singapore: McGraw- Hill.
2. Myers, D.G. (2004). Psychology. 5<sup>th</sup> Edition, Worth Publishers: New York.
3. Kalat, J. (2007) Introduction to Psychology, 8<sup>th</sup> Edition, Wordsworth Pub. Co.
4. Hilgard, E.R., Atkinson, R.L., R.C, (2003) Introduction to Psychology. 14<sup>th</sup> Edition Wordsworth Pub. Co
5. Feldman, R.S. (2006) Understanding Psychology, 6<sup>th</sup> Edition, Tata McGraw Hill, New Delhi

## Website and e-Learning Source

1. Judgment and Decision making (<http://journal.sjdm.org/>)
2. <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/>
3. <http://ncert.nic.in/ncerts/l/kepy108.pdf>
4. <https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf>
5. [http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316\\_CH08\\_61939.pdf](http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf)

## PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	2	3	3	3	3	2
CO-2	3	2	3	3	3	3	2	3	3	3
CO-3	3	2	3	2	2	3	2	3	2	2
CO-4	3	3	3	3	2	3	3	3	3	2
CO-5	3	2	3	2	3	3	2	3	2	3
Average	3	2.4	3	2.6	2.4	3	2.4	3	2.6	2.4

Mapping	<40%	≥ 40% and <70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER II			
Core Practical I		Introduction to Psychology II	
Code: 23UPSCR1	Hrs. /Week: 3	Hrs. / Sem: 45	Credit: 3

Minimum 5 experiments should be chosen from the given list and professional skills (compulsory) be taken for record writing and practice.

### **Professional skills**

1. Basic Psychologist skills
2. Communication skills

### **Experiments**

#### **Paper pencil tests:**

1. Eysenck personality inventory
2. Level of aspiration
3. Emotional intelligence scale
4. Quality of life scale
5. Student motivation scale

#### **Apparatus:**

1. Muller Lyer Illusion/Size weight illusion
2. Bilateral transfer
3. Habit interference
2. Chunking/ Cueing effect
3. Tower of Hanoi.
4. Span/ Division/ Distraction of attention

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	3	3	3	2	3	3	3	3	2
<b>CO-2</b>	3	2	3	3	3	3	2	3	3	3
<b>CO-3</b>	3	2	3	2	2	3	2	3	2	2
<b>CO-4</b>	3	3	3	3	2	3	3	3	3	2
<b>CO-5</b>	3	2	3	2	3	3	2	3	2	3
<b>Average</b>	3	2.4	3	2.6	2.4	3	2.4	3	2.6	2.4

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER II</b>			
<b>Generic Elective II</b>		<b>Psychology of Childhood</b>	
<b>Code: 23UPSE21</b>	<b>Hrs/Week: 4</b>	<b>Hrs/ Sem: 75</b>	<b>Credit: 4</b>

**Objectives:**

- To provide an overview of the human development stages from conception to babyhood.
- To make the students understand the characteristics of early childhood at physiological domain.
- To make students analyse the emotional development of childhood and socialization process.

**Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	explicate the developmental stage of conception through birth.	K1
CO 2	elucidate the developmental tasks of early childhood.	K2, K3
CO 3	describe the various emotions and socialization patterns of early childhood.	K2
CO 4	distinguish the hazards and happiness of late childhood	K3
CO 5	critically analyze the cognitive and personality development in childhood.	K4

### **Unit I: Human Development**

Human development, Period of life span, Conception through Birth, Heredity and environment; Birth – Stages, Methods and settings of Child birth; Characteristics of Infancy and Babyhood.

### **Unit II: Early Childhood**

Characteristics of early childhood, Developmental tasks, Physical development, Physiological habits, Speech during early childhood.

### **Unit III: Emotions and Socialisation in Early Childhood**

Emotions – Common emotions of early childhood, Variations in emotional pattern; Socialization– Patterns of early socialization, Early forms of behaviour in social situations, Companionship in early childhood, Social and Unsocial behaviour patterns.

### **Unit IV: Late Childhood**

Characteristics of late childhood, Developmental tasks, Physical development, Interests in later childhood, Sex-role typing in late childhood, Hazards of late childhood, Happiness in late childhood.

### **Unit V: Cognition and Personality in Childhood**

Cognitive Development – Piaget's Sensory motor stage, Piaget's Pre-operational stage, Piaget's stage of Concrete operations, Information Processing Approach of memory development, Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self- concept, Freud's Phallic stage and Latency stage, Erikson's Initiative Vs guilt and Industry Vs inferiority.

### **Recommended Text**

1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) *Human Development* (9<sup>th</sup>Ed.) Chennai: McGraw-Hill Education (India) Private Limited.
2. Santrock J.W. (2011) *Life-Span Development* (13<sup>th</sup> Ed.) New Delhi: Tata McGraw Education Private Limited.
3. Santrock J.W. (2013) *Child Development* (13<sup>th</sup> Ed.) New Delhi: Tata McGraw Education Private Limited.
4. Hurlock E.B. (2010) *Developmental Psychology: A Life Span Approach*, Tata McGraw, Hill Education Pvt Ltd

### **Reference Books**

1. Berndt, T.J. (1997). Child development, Madison, WI: Brown & Benchmark Publishers.
2. Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company.
3. Bee H. & Boyd D. *The Developing Child* (10<sup>th</sup> Ed.) Delhi: Pearson Education.

4. Berk L.E. (2013) *Child Development* (9<sup>th</sup> Ed.) New Delhi: PHI Learning Pvt Limited.
5. Feldman R.S. & Babu N. (2019) *Child Development* (8<sup>th</sup> Ed.) Noida: Pearson.

### Website and e-Learning Source

1. Genes and Environment (<https://genesenvironment.biomedcentral.com/>)
2. Developmental psychology commons (<http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/>)
3. <https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/>

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	2	3	2	2	2	2
CO-2	3	2	3	3	3	3	2	3	3	3
CO-3	3	3	3	2	3	3	3	3	2	3
CO-4	3	3	3	3	2	3	3	3	3	2
CO-5	3	2	3	3	3	3	2	3	3	3
Ave.	3	2.4	2.8	2.6	2.6	3	2.4	2.8	2.6	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER II			
Generic Elective Practical I		Psychology of Childhood	
Code: 23UPSER1	Hrs. /Week: 2	Hrs. / Sem: 30	Credit: 1

Minimum 5 experiments should be chosen from the given list and professional skills (compulsory) be taken for record writing and practice.

### **Professional skills**

1. Ability to know age related developmental tasks
2. Knowing the developmental hazards of childhood.

### **Experiments**

1. Dyslexia screening test
2. Happiness scale
3. Children Apperception test
4. Family relationship scale
5. Porteus maze test

### **Apparatus:**

1. Concept formation
2. Stroop effect
3. Eye blink reflex reaction
4. Massed vs Spaced Learning
5. Paired Associate Learning

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	2	2	2	3	2	2	2	2
<b>CO-2</b>	3	2	3	3	3	3	2	3	3	3
<b>CO-3</b>	3	3	3	2	3	3	3	3	2	3
<b>CO-4</b>	3	3	3	3	2	3	3	3	3	2
<b>CO-5</b>	3	2	3	3	3	3	2	3	3	3
<b>Average</b>	3	2.4	2.8	2.6	2.6	3	2.4	2.8	2.6	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3



<b>SEMESTER II</b>			
<b>Skill Enhancement Course II</b>		<b>Inner Child Healing</b>	
<b>Code: 23UPSSE2</b>	<b>Hrs/Week: 2</b>	<b>Hrs/ Sem: 30</b>	<b>Credit: 2</b>

**Objectives:**

- To place emphasis on the students' inner perspectives and research on finding the inner child
- To help students understand the various issues in the student's inner child journey
- To make them overcome the issues related to the inner child

**Course Outcome:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	describe in detail the characteristics of the inner child	K2
CO 2	understand the impact of childhood on the adult inner child	K2
CO 3	understand and analyse the ways to reach the inner child	K4
CO 4	understand the function of handling emotions	K1, K4
CO 5	describe the importance of a positive self-thought system	K2

**Unit I: An introduction to inner child journey**

Introduction – Inner Child Therapy – Meeting your Inner Child – Born to Shine.

**Unit II: The impact of early childhood**

Relationships within the family – Wounded Child Questionnaire – Self-assessment – Child Abuse – Mind Locks.

**Unit III: Inner child work**

Reclaiming your Infant Self, Toddler Self, Pre-school Self, School-age Self, Adolescent Self.

**Unit IV: Dumping the negative garbage**

Finding the nurturing Parent within you – Toxic Shame – Healing the wounds of Childhood– Fear of Intimacy – Self-forgiveness – Forgiving others – Self-affirmations.

**Unit V: Positive belief system**

Introduction – The body is holy – Express your emotions about illness – Spirituality – Reprogramming your brain – Think happy thoughts.

**Recommended Text**

1. Healing the Inner Child, Compiled by Sundar Wilson OFM Cap., Anugraha Publication, Dindigul.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	3	2	1	3	2	3	2	1
<b>CO-2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-3</b>	3	3	3	2	2	3	3	3	2	2
<b>CO-4</b>	3	2	3	3	2	3	2	3	3	2
<b>CO-5</b>	3	2	3	3	3	3	2	3	3	3
<b>Average</b>	3	2.4	3	2.6	2.2	3	2.4	2.6	2.6	2.2

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER II</b>			
<b>Skill Enhancement Course III Psychological First Aid</b>			
<b>Code: 23UPSSE3</b>	<b>Hrs/Week: 2</b>	<b>Hrs/ Sem: 30</b>	<b>Credit: 2</b>

### **Objectives:**

- To offer the students a comprehensive overview of PFA
- To provide them with a knowledge on trauma
- To make the students efficient in RAPID model

### **Course Outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO 1	analyse the techniques of PFA	K4
CO 2	understand the impact of trauma	K2
CO 3	distinguish the various strategies of the RAPID model	K2
CO 4	distinguish the various ways of prioritization	K2
CO 5	analyse and apply the ways of self-care	K3, K4

### **Unit I: Psychological First Aid**

Definition – Development of the PFA concept – Core Competencies of PFA – Goals.

### **Unit II: Psychological Consequences of Trauma**

Meaning – Post-traumatic stress disorder – Depression – Generalized Anxiety – Panic Disorder – Substance Use – Psycho physiological Stress Syndromes – Types of Disasters – Factors that increase severity.

### **Unit III: RAPID Model - Rapport and Assessment**

Meaning – Demonstration of the R in RAPID Model – Establishing Rapport and Reflective Listening, Empathy and Rapport, Mechanisms of Action – Demonstration of the A in RAPID Model – Assessment – Screening, Appraisal, Cognitive Indicia, Emotional Indicia, Behavioural Indicia, Spiritual Indicia, Physiological Indicia.

### **Unit IV: Prioritization and Intervention**

Demonstration of the P in RAPID Model – Psychological Triage – Psychological or Behavioural Instability – The A-B-C Model – Demonstration of the I in RAPID Model – Intervention Tactics to Stabilize and Mitigate Acute Distress.

### **Unit V: Self-Care**

Demonstration of the D in RAPID Model – Disposition and Facilitating Access to Continued Care – Self-Care – The Need for Self-Care – Terminology – Risk Factors – Developing a Plan.

### **Recommended Text**

1. George S. Everly, JR, & Jeffrey M. Lating. (2017). The Johns Hopkins Guide to Psychological First Aid. Johns Hopkins University Press.

### **Website and e-Learning Source**

1. <https://www.coursera.org/learn/psychological-first-aid>

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	3	2	1	3	2	3	2	1
<b>CO-2</b>	3	3	2	3	3	3	3	2	3	3
<b>CO-3</b>	3	2	3	3	2	3	2	3	3	2
<b>CO-4</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-5</b>	3	2	3	2	3	3	2	3	2	3
<b>Average</b>	3	2.4	2.8	2.6	2.4	3	2.4	2.8	2.6	2.4

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

**SEMESTER – III**

**Part-I Tamil Paper - 3 காப்பிய இலக்கியங்கள்**  
செய்யுள், இலக்கணம், இலக்கிய வரலாறு, புதினம்

<b>23ULTA31</b>	<b>Hrs / Week:6</b>	<b>Hrs / Semester: 90</b>	<b>Credits: 4</b>
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**நோக்கங்கள்**

**கற்றல் நோக்கங்கள்**

<b>1</b>	நம் தாய்மொழியில் உள்ள அரிய பொக்கிசங்களான காப்பியங்களை, அவற்றின் உட்கருத்தை மாணவியர் அறிந்துகொள்வர்.
<b>2</b>	சங்ககாலம் முதல் இக்காலம் வரை பல்வேறு சமயங்களின் வளர்ச்சி நிலைகள் பற்றியும் இக்காப்பியங்கள் வழி அறிந்து கொள்வர்.
<b>3</b>	வாழ்வுக்கு இலக்கணம் கூறும் அகப்பொருள் இலக்கணம் பற்றி அறிந்து கொள்வர்.
<b>4</b>	இலக்கிய வரலாற்றின் வழி மொழியின் வளர்ச்சியையும் காலந்தோறும் மாறிவரும் இலக்கியங்களின் பல்வேறு வகைகளையும் தெரிந்து கொள்வர்.
<b>5</b>	தன்னம்பிக்கை உருவாக்கி, வேலை வாய்ப்பிற்கான தேர்வுகளில் திறமையுடன் பங்கேற்பர்.

**பாடத்திட்டத்தின் பயன்கள்**

<b>CO.NO</b>	<b>இப்பாடத்திட்டம் - மாணவியரிடம்</b>	<b>அறிவாற்றல் திறன்</b>
CO-1	இலக்கிய அறிவையும், காப்பிய அறிமுகம் மற்றும் கருத்து நலம் குறித்த புலமையை வளர்க்கிறது	K1
CO-2	கடல் போன்ற தமிழ் இலக்கியக் கனிச் சாற்றை மேன்மேலும் பருக வேண்டும் என்னும் ஆவலை வளர்க்கிறது.	K2
CO-3	மொழியறிவோடு சிந்தனைத்திறனையும், படைப்பாற்றலையும் வளர்க்கிறது.	K3
CO-4	சங்க கால மக்களின் வாழ்க்கைச் சுவடு, மற்றும் வாழ்வியல் பண்பாட்டு நெறிகளின் தாக்கம் பெற்றுத் தங்களின் எதிர்கால வாழ்வைச் செம்மையுடன் அமைக்கும் திறனைப் பெறுகிறார்கள்.	K4
CO-5	தனிமனித, சமுதாய வாழ்க்கைச் சிக்கல்களை எதிர்கொண்டு வெற்றியோடு பயணிக்கும் திறனைப் பெறுகிறார்கள்.	K5

அலகு 1

(18 மணி நேரம்)

**பெருங்காப்பியங்கள்**

1. சிலப்பதிகாரம் - வழக்குரைகாதை - இளங்கோவடிகள்
2. மணிமேகலை - ஆதிரை பிச்சையிட்ட காதை - சீத்தலைச் சாத்தனார்
3. சீவக சிந்தாமணி - பூமகள் இலம்பகம் - திருத்தக்கத் தேவர்
4. வளையாபத - நாதகுத்தனார்

அலகு - 2

(18 மணி நேரம்)

**சமய காப்பியங்கள்**

1. பெரியபுராணம் - பூசலார் நாயனார் புராணம் - சேக்கிழார்
2. கம்பராமாயணம் - மந்தரை சூழ்ச்சிப் படலம் - கம்பர்
3. இயேசு காவியம் - மலைப் பொழிவு - கண்ணதாசன்
4. சீறாப்புராணம் - புலி வசனித்த படலம் - உமறுப் புலவர்

அலகு - 3

(18 மணி நேரம்)

**இலக்கணம்**

1. அகப்பொருள்:
  1. ஏழு திணை விளக்கம்
  2. முதல், கரு, உரிப் பொருள் - விளக்கம்
2. புறப்பொருள்:
  1. வெட்சி முதல் பாடாண் திணை வரை - விளக்கம்
3. யாப்பின் இலக்கணம்

அலகு - 4

(18 மணி நேரம்)

**இலக்கிய வரலாறு**

1. ஐம்பெருங் காப்பியங்கள்
2. ஐஞ்சிறு காப்பியங்கள்
3. சிற்றிலக்கியங்கள்

அலகு - 5

(18 மணி நேரம்)

**புதினம்**

1. வஞ்சிமாநகரம் (வரலாற்றுப் புதினம்) - நா.பார்த்த சாரதி

**துணைநின்ற நூல்கள்**

1. சிலப்பதிகாரம் - புலவர் பொ.வே. சோமசுந்தரனார் (உரையாசிரியர்)  
திருநெல்வேலி தென்னிந்திய  
சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட்,  
திருநெல்வேலி - 6.

2. மணிமேகலை - புலவர் பொ.வே. சோமசுந்தரனார் (உரையாசிரியர்)  
திருநெல்வேலி தென்னிந்திய  
சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட்,  
திருநெல்வேலி - 6.
3. .சீவகசிந்தாமணி - புலவர் பொ.வே. சோமசுந்தரனார் (உரையாசிரியர்)  
திருநெல்வேலி தென்னிந்திய  
சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட்,  
திருநெல்வேலி - 6.
4. கம்பராமயணம் - பேரா. பூவண்ணன்(உரையாசிரியர்)  
வர்த்தமானன் பதிப்பகம்  
21, இராமகிருஷ்ண தெரு  
தியாகராய நகர்  
சென்னை - 17.
5. பெரியபுராணம் - பன்னிரு திருமுறைகள்  
ச.வே.சுப்பிரமணியன்  
மணிவாசகர் பதிப்பகம்  
31, சிங்கர் தெரு  
பாரிமுனை, சென்னை - 18.
6. இயேசு காவியம் - கவிஞர் கண்ணதாசன்,  
கண்ணதாசன் பதிப்பகம்  
கலைக்காவிரி வெளியீடு,  
திருச்சி .
7. ஐஞ்சிறுகாப்பியங்கள் (மூலமும் உரையும்) - தமிழ் நிலையம்  
40, சரோஜினி தெரு  
தியாகராய நகர்  
சென்னை - 17
8. புறப்பொருள் வெண்பாமாலை - பொ.வே. சோமசுந்தரனார் (உரையாசிரியர்)  
திருநெல்வேலி தென்னிந்திய  
சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட்,  
திருநெல்வேலி - 6.

## பார்வை நூல்கள்

1. தொல்காப்பியம் - பொருளியல் உரைவளம் - க. வெள்ளைவாரணன்  
பதிப்புத் துறை,  
மதுரை காமராசர் பல்கலைக் கழகம்,  
மதுரை- 625 021.  
முதற்பதிப்பு - 1983



7. நன்னூல்

- பவணந்தி முனிவர்  
திருநெல்வேலி தென்னிந்திய  
சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட்,  
திருநெல்வேலி – 6.

8. தமிழ் இலக்கிய வரலாறு - தமிழ்த்துறை தொகுப்பு  
தூய மரியன்னை கல்லூரி ( தன்னாட்சி), தூத்துக்குடி.

### இணைய ஆதாரங்கள்

1. Project Madurai - [www.projectmadurai.org](http://www.projectmadurai.org)
2. Tamil Universal Digital Library – [www.ulib.prg](http://www.ulib.prg)<<http://www.ulib.prg>>
3. Tamil Books on Line – [books.tamilcube.com](http://books.tamilcube.com)

Course Outcomes (PO)	Programme Specific Outcomes (PSO)				
	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	2	3
CO-2	2	3	2	1	1
CO-3	3	2	2	2	3
CO-4	1	3	3	2	2
CO-5	3	1	2	2	3
Ave	2.4	2.1	2.3	1.8	2.4

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER – III</b>			
<b>Part I French</b>	<b>French Literature and Grammar I</b>		
<b>Course Code: 23ULFA31/ 23ULFB31</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester: 90</b>	<b>Credits:3</b>

#### **Learning Objectives:**

- To get a gist of the French Literature.
- To appreciate the essence in the literary texts
- To develop an interest in the French literature that will encourage her to pursue higher studies in French.
- To identify the grammar used in the literary texts and advance into complicated grammar.

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will be able to</b>	<b>Cognitive Level</b>
CO-1	comprehend the history of the French literature.	K1
CO-2	interpret the values and morals through literary texts.	K2
CO-3	imbibe the basic grammatical structures of the French language	K3
CO-4	compare literary texts of different centuries to note the difference in writings.	K4
CO-5	estimate the humanistic value about author's ideas and transform her own personality	K5

SEMESTER – III			
Part I French	French Literature and Grammar I		
Course Code: 23ULFA31/ 23ULFB31	Hrs / Week: 6	Hrs / Semester: 90	Credits:3

#### Unit I – Moyen Age

- |                              |   |                 |
|------------------------------|---|-----------------|
| 1.1 – Estula                 | - | Auteur Anonyme  |
| 1.2 – Balade des pendues     | - | François Villon |
| 1.3 – Les pronoms COD et COI |   |                 |

#### Unit II – XVI<sup>e</sup> siècle

- |                                     |   |                   |
|-------------------------------------|---|-------------------|
| 2.1 – Regrets                       | - | Joachim du Bellay |
| 2.2 – Gargantua                     | - | François Rabelais |
| 2.3 – Le futur proche/ Passe récent |   |                   |

#### Unit III – XVII<sup>e</sup> siècle

- |   |   |                      |
|---|---|----------------------|
| 3.1 - La cigale et la fourmi              | - | Jean de la Fontaine  |
| 3.2 – Sur la mort de son fils             | - | François de Malherbe |
| 3.3 – Le passe compose avec avoir et être |   |                      |

#### Unit IV – Francophonie - Québec

- |   |   |                    |
|---|---|--------------------|
| 4.1 – Une saison dans la vie d’Emmanuel | - | Marie Claire Blais |
| 4.2 – L’imparfait                       |   |                    |
| 4.3 – Le passe compose et l’imparfait   |   |                    |

#### Unit V – Francophonie – Afrique Noire

- |                       |   |             |
|-----------------------|---|-------------|
| 5.1 – L’enfant noir   | - | Camara Laye |
| 5.2 – L’impératif     |   |             |
| 5.3 – Le futur simple |   |             |

#### Textbook:

- Textes complié par le département de français
- Clémence Fafa, Yves Loiseau, Violette Petitmengin, *Grammaire Essentielle Du Français A1*, Didier, 2018

#### Books, Journals and Learning Resources

- K. Madanagobalane, N.C.Mirakamal. *Le Francais par les Textes*. Chennai : Samhita Publications, 2019.
- Ludivine Glaud, Muriel Lannier, Yves Loiseau, *Grammaire Essentielle Du Français A1 A2*, Didier, 2015
- Blondeau Nicole, Allouache Ferroud jà, Ne Marie-Françoise. *Littérature Progressive du Français*. Paris : CLE International, 2004.

- Akyuz Anne, Bazelle-Shahmaei Bernadette, Bonenfant Joelle, Gliemann Marie-Francoise. *Les 500 exercices de grammaire*. Paris : Hachette livre, 2005
- Grégoire Maria. *Grammaire Progressive du français*. Paris : CLE International, 2002.
- Sirejols Evelyne, Tempesta Giovanna, Grammaire. *Le Nouvel Entraînez-vous avec 450 Nouveaux Exercices*. Paris : CLE International, 2002
- [www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)
- [www.bonjourdefrance.com](http://www.bonjourdefrance.com)
- <https://www.conte-moi.net/node/120>

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	1	3	2	2	1	2	3	3
CO-2	3	2	2	2	2	2	2	3	3	3
CO-3	3	3	1	2	2	3	3	2	2	3
CO-4	3	3	2	2	1	1	2	2	3	3
CO-5	2	1	2	3	3	1	2	3	3	3
Ave.	2.8	2.2	1.6	2.4	2	1.8	2	2.4	2.8	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER – III</b>			
<b>Part II English Poetry, Prose, Extensive Reading and Communicative English - III</b>			
<b>Course Code: 23UGEN31</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester: 90</b>	<b>Credits:3</b>

**Objectives:**

- To enable the learners, experience the literary works.
- To use English effectively for study purpose across the curriculum.
- To develop interest in the appreciation of Literature.
- To develop and integrate the use of LSRW skills.

**Course Outcomes:**

<b>CO. No.</b>	<b>Upon completion of the course, the students will be able to</b>	<b>PSO Addressed</b>	<b>K Level</b>
<b>CO -1</b>	identify the central themes of the literary texts.	1,3	1
<b>CO - 2</b>	express the correct usage of English Grammar in writing and speaking.	2,3	2
<b>CO - 3</b>	show their reading fluency skills through extensive reading.	2,3	3
<b>CO - 4</b>	analyse and appreciate literary works.	3,4	4
<b>CO - 5</b>	evaluate and integrate the use of the four language skills.	5	5

SEMESTER - III			
Part II English	Poetry, Prose, Extensive Reading and Communicative English - III		
Course Code: 24UGEN31	Hrs / Week: 6	Hrs / Semester: 90	Credits:3

#### Unit I – Poem

- William Wordsworth (1770- 1850) : The Stolen Boat  
William Blake (1757- 1827) : Auguries of Innocence  
Rabindranath Tagore (1861-1941) : Fairyland  
W.H. Davies (1871-1940) : Leisure

#### Unit II – Prose

- A.G. Gardiner (1865- 1946) : On Cats and Dogs  
Wangari Maathai (1940 – 2011) : Nobel Prize Acceptance Speech

#### Unit III – Short Story

- Leo Tolstoy (1828 – 1910) : How Much Land Does a Man Need  
O’ Henry (1862- 1910) : The Gift of the Magi  
Washington Irving (1783 – 1859) : Rip Van Winkle

#### Unit IV – Grammar

- Phrasal Verbs & Idioms  
Modals and Auxiliaries  
Verb Phrases – Gerund, Participle and Infinitives

#### Unit V – Composition / Writing Skills

- Brochures for Programmes and Events (Drafting Invitations)  
Official Correspondence – Leave Letter, Letter of Application & Permission Letter

#### Text Books (Latest Editions)

1. Joseph, K.V. *A Textbook of English Grammar and Usage*. Chennai: Vijay Nicole Imprints Private Limited, 2006.
2. Green, David. *Contemporary English Grammar Structures and Composition*. 2<sup>nd</sup> Edition. Bengaluru: Trinity Press, 1971.

#### Web Resources

- [WangariMaathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Jul 2023.](https://www.thoughtco.com/usage-grammar-1692575)  
<https://www.thoughtco.com/usage-grammar-1692575>  
<https://grammar.yourdictionary.com/>

**PSO Relation Matrix**

<b>Course Outcomes</b>	<b>Programme Outcomes (PO)</b>					<b>Programme Specific Outcomes (PSO)</b>				
	<b>PO- 1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO- 4</b>	<b>PO- 5</b>	<b>PSO- 1</b>	<b>PSO- 2</b>	<b>PSO- 3</b>	<b>PSO- 4</b>	<b>PSO- 5</b>
<b>CO-1</b>	3	2	3	3	2	3	2	3	2	2
<b>CO-2</b>	2	3	3	3	3	2	3	2	2	3
<b>CO-3</b>	3	3	3	3	3	3	3	2	2	3
<b>CO-4</b>	2	3	3	3	2	2	3	3	2	2
<b>CO-5</b>	3	3	3	2	2	3	3	3	3	2
<b>Ave.</b>	2.6	2.8	3	2.8	2.4	2.6	2.8	2.6	2.2	2.4

<b>Mapping</b>	<b>&lt;40%</b>	<b>≥ 40% and &lt; 70%</b>	<b>≥ 70%</b>
<b>Relation</b>	<b>Low Level</b>	<b>Medium Level</b>	<b>High Level</b>
<b>Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>

SEMESTER III			
Core IV Statistics for Behavioural Science			
Code: 23UPSC31	Hrs/Week: 5	Hrs/ Sem: 75	Credit: 5

#### Objectives:

- To help students understand basic statistical concepts.
- To make them learn about qualitative data and its application in research.
- To develop student insight into parametric and non-parametric analysis.

#### Course outcomes:

CO No	Upon completion of this course, the person will be able to	CL
CO1	get to know about the basic concepts in Statistics for behavioural sciences	K1, K2
CO2	identify the methods and processes involved in qualitative study	K2, K3
CO3	analyse the ways of parametric analysis	K3, K4
CO4	analyse the ways of non-parametric analysis	K4, K5
CO 5	gain insight into the computer assisted statistical methods.	K5

#### Unit I: Basic statistical concepts

Definition of basic concepts - statistics, descriptive statistics, inferential statistics, population, sample, parameter, random sampling. Applied Statistics - research question, independent variable, dependent variable, confounding variable, statistical question, statistical conclusion, research conclusion, statistical procedures.

Variables and constants - Meaning of variable, constant, discrete variable, continuous variable.

Scales of Measurement - Scales of measurement and their characteristics - nominal scale, ordinal scale, interval scale, ratio scale- Scales of measurement and problems of statistical treatment.

Measure of Central tendency - properties of mean, median and mode - effects of score transformations characteristics of random sampling distribution - using table of random numbers - Z scores.

#### Unit II: Organizing data

Frequency distribution - grouped scores - constructing a grouped frequency distribution - apparent vs real limits - relative frequency distribution - cumulative frequency distribution.



Percentiles and Percentile ranks - percentile point, percentile rank, computing percentiles from grouped data computation of percentile rank.

Graphical representation of frequency distribution - Abscissa, ordinate, zero point on a graph, histogram, frequency polygon, bar diagram, pie chart, cumulative percentage curve - factors affecting the shape of graphs - shape of frequency distributions - J shaped distribution, skewed distribution, kurtosis, rectangular distribution, bimodal distribution, bell shaped distribution.

Variability and Standard (Z) scores - Measure of variability - range and semi-interquartile range - calculation of the variance and standard deviation - raw score method - standard scores (Z) scores - comparison of z scores and percentile ranks.

Standard scores and the normal curve - nature of normal curve- standard normal curve - finding scores when the area is known.

### **Unit III: Parametric analysis - Basic concepts and assumptions**

Correlation, scatter diagram, product moment correlation coefficient - calculating r from raw scores- rank order correlation coefficient- cautions concerning correlation coefficients.

Prediction - basics of regression, regression line - regression equation - criterion of best fit- error of prediction - standard error of estimate- interpretation of correlation and regression.

t distribution - characteristics of student's distribution of t , degrees of freedom and student's distribution of t, computing t from raw scores, levels of significance vs p values.

One way analysis of variance - within group and between group variations - variance estimates and the F ratio - Post Hoc comparisons - alternative to F test - planned comparisons- ANOVA for repeated measures - factorial analysis for two factor design for independent group f test.

Chi - square test for goodness of fit - interpretation of the outcome of a chi square test.

### **Unit IV: Non parametric analysis - Assumption - Free tests**

Randomization tests - rank order test - Mann - Whitney U test - sign test - Wilcoxon's signed - ranks test Kruskal - Wallis test - Friedman's rank test.

Qualitative data analysis - Basic concepts - percentage analysis, content analysis, narrative analysis, thematic analysis.

### **Unit V: Statistical methods using software**

SPSS data editor, SPSS viewer, importing and exporting data, alternatives to SPSS, data entry in SPSS, assigning a variable naming, sorting the data type, defining variable table, defining value tables, slotting missing values, data cleaning, working with large data set, software for qualitative data analysis.

### **Recommended Text**

1. King, B.M. and Minium E W. (2011). Statistical Reasoning in the Behavioural Sciences. 5th Edition. New Delhi: Wiley student Indian edition.
2. Aron A, Aron E N and Coups E J. (2007). Statistics for Psychology. New Delhi: Pearson Education.
3. Argryous, G. (2011). Statistics for research. New Delhi: Sage South Asia edition.
4. Gaur A S and Gaur SS (2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication.
5. Haslam S Alexander & Mc Garty Craig. (2003). Research Methods & Statistics in Psychology. New Delhi: Sage Publications India Pvt Limited.

## Reference Books

1. Frederick, J. G, & William, L. B. (2007). Statistics for Behavioural Sciences. (7th Ed.). Thomson Wadsworth.
2. Kothari, C. R. (2008). Research Methodology: Methods and Techniques. (2nd Ed.). New Age International.
3. Chadha, N. K. (2009) Applied Psychometry. Sage Pub: New Delhi.
4. Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers.
5. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.

## PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	2	1
CO-2	3	3	2	3	2	3	3	3	3	3
CO-3	3	3	3	2	3	3	3	3	3	3
CO-4	3	3	3	2	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	2	3	3
Average	3	2.8	2.6	2.4	2.4	3	2.8	2.6	2.8	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER III			
Core Practical II		Statistics for Behavioural Science	
Code: 23UPSCR2	Hrs/Week:2	Hrs/ Sem: 30	Credit: 2

### Professional skills

Develop skills in computation and statistical analysis that forms the base of a good research.

### Experiments

1. Formulas and computation of measures of central tendency.
2. Graphical representation of data - pie diagram, histogram, frequency polygon, ogives.
3. Formulas and computation of measures of variability.
4. Formulas - z score, skewness and kurtosis.
5. Problems based on normal curve.
  - a. Locating area in the curve
  - b. Finding limits when area is known
6. Parametric Tests - Product moment correlation coefficient, Regression equation, t test and ANOVA.
7. Non-parametric Tests - Rank order correlation, Chi-Square, Sign test and Kruskal Wallis test.

### Books for reference:

1. Verma, J. P., &Ghufran, M. Statistics for Psychology: A comprehensive text. New Delhi: Tata McGraw Hill Education,2012.
2. Mangal, S. K. Statistics in psychology and education. PHI Learning Pvt. Ltd,2002

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	2	1
CO-2	3	3	2	3	2	3	3	3	3	3
CO-3	3	3	3	2	3	3	3	3	3	3
CO-4	3	3	3	2	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	2	3	3
Average	3	2.8	2.6	2.4	2.4	3	2.8	2.6	2.8	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER III</b>			
<b>Generic Elective III    Psychology of Adolescence and Early Adulthood</b>			
<b>Code: 23UPSE31</b>	<b>Hrs/Week: 4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 3</b>

**Objectives:**

- To offer the students a comprehensive overview and understanding of Adolescence and the consequent changes in an adolescent.
- To help them comprehend the changes in adolescent behaviour pertaining gender, sexual and relationships the characteristics, development and changes of Early Adulthood.
- To develop an insight into the Vocational and Family adjustments in Early Adulthood

**Course outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	get to know about the development in adolescence and early adulthood	K1, K2
CO2	identify the key developmental tasks of adolescence and early adulthood	K2
CO3	analyse the vocational and family adjustment in early adulthood	K3, K4
CO4	analyse the ways of personality development in adolescence and young adulthood	K4, K5
CO 5	gain insight into the cognition and thinking patterns of adolescents and young adults	K5

**Unit I: Adolescence**

Characteristics of adolescence, Developmental tasks, Physical changes, Emotionality during adolescence, Social changes during adolescence, Adolescent interests

**Unit II: Adolescent Behaviour**

Changes in morality during adolescence, Sex interest and sex behaviour during adolescence, Approved sex roles, Family relationships during adolescence.

**Unit III: Early Adulthood**

Characteristics of early adulthood, Developmental tasks, Changes in interests, Social mobility, Sex role adjustment, Personal and social hazards.

#### **Unit IV: Vocational and Family Adjustments in Early Adulthood**

Vocational adjustments, Marital adjustments, Adjustment to parenthood, Adjustment to singlehood, Hazards of vocational and marital adjustments.

#### **Unit V: Cognition and Personality**

Cognitive Development-Piaget's Formal operational stage, Elkind's Immature characteristics of Adolescent thought, Shift to post formal thought, Schaie's Life-span model of Cognitive development, Personality - Freud's genital stage, Erikson's Identity Vs Confusion, Marcia's Identity status Crisis and Commitment, Gender differences in identity formation during adolescence, Four views of personality development during Early adulthood– Normative stage models, Timing of events model, Trait models, Typological Models.

#### **Recommended Text**

1. Papalia D. E, Olds S. W.& Feldman R.D. (2021) *Human Development* (14<sup>th</sup>Ed.) Chennai: McGraw-Hill Education (India) Private Limited.
2. Santrock J.W. (2020) *Life-Span Development* (18<sup>th</sup> Ed.) New Delhi: Tata McGraw Education Private Limited.
3. Hurlock E.B. (2010) *Developmental Psychology: A Life Span Approach*, Tata McGraw, Hill Education Pvt Ltd
4. Santrock J.W. (2007) *Adolescence* (11<sup>th</sup>Ed.) New Delhi: Tata McGraw-Hill Publishing Company Limited.

#### **Reference Books**

1. Shaffer D.R. (1996) *Developmental Psychology – Childhood and Adolescence* (4<sup>th</sup> Ed.) California: Brooks/Cole Publishing Company.
2. Shaffer D.R. & Kipp K. (2007) *Developmental Psychology – Childhood and Adolescence* (7<sup>th</sup>Ed.) Haryana: Thomson Wadsworth.
3. Siegelman C.K. & Shaffer D.R. (1995) *Life span Development* (2<sup>nd</sup> Ed.) California: Brooks/Cole Publishing Company.

#### **Website and e-Learning Source**

1. Journal of Youth and Adolescence (<https://link.springer.com/journal/10964>)
2. [https://socialsci.libretexts.org/Bookshelves/Human\\_Development/Map%3A\\_Lifespan\\_Development\\_-\\_A\\_Psychological\\_Perspective\\_\(Lally\\_and\\_Valentine-French\)/8%3A\\_Middle\\_Adulthood/8.01%3A\\_Physical\\_Development\\_in\\_Middle\\_Adulthood](https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_Lifespan_Development_-_A_Psychological_Perspective_(Lally_and_Valentine-French)/8%3A_Middle_Adulthood/8.01%3A_Physical_Development_in_Middle_Adulthood)
3. <https://www.cliffsnotes.com/study-guides/psychology/development-psychology/psychosocial-development-age-4565/crisis-in-middle-adulthood-age-4565>
4. <https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-development-65/physical-development-age-65>

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	1	1
CO-2	3	2	2	3	2	3	3	3	2	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Average	3	2.6	2.6	2.8	2.4	3	2.8	2.8	2.4	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER III</b>			
<b>Generic Elective Practical II    Psychology of Adolescence and Early Adulthood</b>			
<b>Code: 23UPSER2</b>	<b>Hrs/Week: 2</b>	<b>Hrs/ Sem: 30</b>	<b>Credit: 1</b>

Minimum 5 experiments should be chosen from the given list and professional skills (compulsory) be taken for record writing and practice.

### Professional skills

1. Ability to know age related developmental tasks.
2. Introspective report writing.

### Experiments

1. Emotional Intelligence Scale
2. Bem Sex Role Inventory (BSRI)
3. Family Adaptability and Cohesion Evaluation Scale (FACES)
4. Moral Judgement Test
5. Career Maturity Inventory (CMI)
6. Vocational Interest Questionnaire
7. Marital Adjustment Scale
8. Social Maturity Scale
9. Happiness Scale
10. NEO Personality Inventory

### Reference

Dass, S. N. (2015). *Textbook of Experimental Psychology*. Sublime Publications India

Gregory, R.J. (2005). *Psychological testing, history, principles and applications. 4th Edition*, Pearson Education, USA.

Parameshwaran, E.G., & Ravichandra, R., “*Experimental Psychology*”, Neelkamal Publication Pvt. Ltd, Hyderabad, 2001.



### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	2	2	1	3	2	2	1	1
<b>CO-2</b>	3	2	2	3	2	3	3	3	2	3
<b>CO-3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-4</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	2.6	2.6	2.8	2.4	3	2.8	2.8	2.4	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER III</b>			
<b>NME I</b>		<b>Psychology for life</b>	
<b>Code: 23UPSN31</b>	<b>Hrs/Week: 2</b>	<b>Hrs/ Sem: 30</b>	<b>Credit: 2</b>

**Objectives:**

- To introduce the non-major students into the basics of psychology
- To make psychology knowledge available to everyone interested in this special field.
- To make known the importance of psychology to other major students

**Course outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	get to know about the nature and scope of psychology	K1
CO2	identify the sources and impacts of motivation	K2, K3
CO3	analyse the importance of attention	K3, K4
CO4	analyse the relationship between memory and forgetting	K4, K5
CO 5	gain insight into the role of personality	K5

**Unit I: Nature and Scope of Psychology**

Introduction; Meaning of the term behaviour; Nature of the subject Psychology, Scope of Psychology, Fields of psychology

**Unit II: Motivation**

Hunger motive, Thirst motive, Sex motive; Theories of motivation; Freud incentives theory, Adler's social urges theory, Maslow's Goal oriented theory.

**Unit III: Attention**

Meaning of attention, signs and effects of attention, Types of attention, Determinants of attention, Span of attention, Division of attention and Distraction

#### Unit IV: Memory and Forgetting

Types of memory, learning method, saving method, Memory strategies; Ebbinghaus's curve of forgetting, Types of forgetting.

#### Unit V: Personality

Meaning and nature of personality, Characteristics of personality, Factors influencing personality development, Theories of personality – Freud's psychoanalytic and Eysenck's theory, Personality Profile, colour and personality.

#### Text Book

1. Zimbardo. G. P. & Gerrig. R. J, Psychology and Life, 16<sup>th</sup> edition (2002). Pearson Education Company.

#### Books for Reference

1. V. D. Swaminathan & K. V. Kaliappan, Psychology for Effective Living – Behaviour Modification, Guidance, Counselling and Yoga, 1st edition, The Madras Psychology Society, Chennai, 1997.
2. Robert A Baron Psychology, 5th Edition, India: Prentice Hall, 2002.
3. Morgan, C.T. and King, R.A. Introduction to Psychology. New Delhi: Tata McGraw hill co, Ltd, 1994.

#### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	1	1
CO-2	3	2	2	3	2	3	3	2	2	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Average	3	2.6	2.6	2.8	2.4	3	2.8	2.6	2.4	2.6

Mapping	<40%	≥ 40% and <70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

### SEMESTER III

#### Skill Enhancement Course IV Communication and Presentation Skills

<b>Code: 23UPSSE4</b>	<b>Hrs/Week: 2</b>	<b>Hrs/ Sem: 30</b>	<b>Credit: 2</b>
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#### Objectives:

- To enhance the communication skills of the students
- To enhance the presentation skills of the students
- To make the students skilled professionals with good communication and presentation skills.

#### Course Outcomes:

CO No	Upon completion of this course, the person will be able to	CL
CO1	get to know about the importance of effective communication skills	K1, K2
CO2	identify and get to know the elements in communication	K2
CO3	develop good listening and writing skills	K3, K4
CO4	analyse the ways of developing the interview skills	K4, K5
CO 5	gain insight into group discussion	K5

#### Unit I: Communication Skills

Introduction, Definition, The Importance of Communication, The Communication Process – Source, Message, Encoding, Channel, Decoding, Receiver, Feedback, Context.

**Barriers to communication:** Physiological Barriers, Physical Barriers, Cultural Barriers, Language Barriers, Gender Barriers, Interpersonal Barriers, Psychological Barriers, Emotional barriers **Perspectives in Communication:** Introduction, Visual Perception, Language, Other factors affecting our perspective - Past Experiences, Prejudices, Feelings, Environment

#### Unit II: Elements of Communication

Introduction, Face to Face Communication – Tone of voice, Body Language (Non-Verbal Communication), Verbal Communication Physical Communication. **Communication Styles:** Introduction, The Communication styles Matrix with example for each Direct Communication style, Spirited Communication style, Systematic Communication style, Considerate Communication style.

### **Unit III: Basic Listening Skills**

Introduction, Self-Awareness, Active Listening, Becoming an Active Listener, Listening in Difficult Situations.

**Effective Written Communication:** Introduction, When and When Not to Use Written Communication - Complexity of the Topic, Amount of Discussion Required, Shades of Meaning, Formal Communication.

**Writing Effectively:** Subject Lines, Put the Main Point First, Know Your Audience, Organization of the Message

### **Unit IV: Interview Skills**

**Interview Skills:** Purpose of an interview, Do's and Don'ts of an interview Giving

**Presentations:** Dealing with Fears, planning your Presentation, Structuring Your Presentation, Delivering Your Presentation, Techniques of Delivery

### **Unit V: Group Discussion**

Introduction, Communication skills in group discussion, Do's and Don'ts of group discussion

### **Reference Books**

1. Basic communication skills for Technology, Andreja. J. Ruther Ford, 2nd Edition, Pearson Education, 2011
2. Communication skills, Sanjay Kumar, Pushpalata, 1st Edition, Oxford Press, 2011
3. Organizational Behaviour, Stephen. P. Robbins, 1st Edition, Pearson, 2013
4. Brilliant- Communication skills, Gill Hasson, 1st Edition, Pearson Life, 2011
5. Effective communication, John Adair, 4th Edition, Pan Mac Millan, 2009

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	2	3	2	2	2	2
CO-2	3	3	2	3	2	3	3	2	3	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Average	3	2.8	2.6	2.8	2.6	3	2.8	2.6	2.8	2.8

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER –III</b>			
<b>Ability Enhancement Course I Yoga and Meditation</b>			
<b>Course Code: 23UAYM31</b>	<b>Hrs/Week: 1</b>	<b>Hrs/Semester: 15</b>	<b>Credits: 1</b>

### **Objectives**

This course aims at providing knowledge on

- Self -awareness and concentration.
- Yoga and benefits of yoga asanas.
- The power of positive attitude.

### **Course Outcomes**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>CL</b>
CO-1	acquire knowledge in Meditation, awareness, different types of yoga mindfulness and attitude to life.	K1
CO-2	gain knowledge on Major types of meditation, self-awareness, basic asanas and three components of mindfulness, positive and negative attitude.	K2
CO-3	explain health benefits of meditation, concentration, asanas for healthy life, mindfulness and Brainwave patterns, heartfulness	K3
CO-4	understand better meditation, levels of concentration, Surya namaskar, Myths about mindfulness, feat and its types.	K4
CO-5	evaluate the psychological benefits of meditation, ways to develop Presence, benefits of doing in regular life, Scientific Facts about Mindfulness and anger styles.	K5

## **Unit I Meditation**

Meditation — Major types of meditations: Zazen, Mindfulness, Vipasana, Yoga, Self-inquiry, Listening, – Health benefits of meditation: physical, psychological, spiritual–Tips for better meditation.

**Exercises:** Practicing Zazen meditation – Self-enquiry meditation exercises

## **Unit II Self-Awareness**

Awareness – Self-awareness – Importance of self-awareness –Difference between Awareness and Concentration – Power of concentration – Levels of concentration – How to increase concentration? – Ways to develop your presence

**Exercises:** Body Scan exercise

## **Unit III Yoga**

Different types of yoga- Pranayama – Surya namaskara– Basic asanas for healthy life- Pranam asana,Hasta Uttan Asana- Pada Hasta Asana- Adhomukha Svanasana - Danda Asana -Vajra Asana,Padmasana, Parvat Asana, Utthita Padasana, Navasana, Bujang Asana- Dhanur Asana- Savasana.

**Exercises:** Practicing basic Asanas – Doing Sun Salutation

## **Unit IV Mindfulness**

Definition of mindfulness – Three components of mindfulness– Mindfulness and Brainwave patterns – Myths about mindfulness – Scientific Facts about mindfulness – Formal and Informal methods method to practice mindfulness

**Exercises:** Practice Mindful Walking –Practice Mindful Talking

## **Unit V Heartfulness**

Attitude to life – Power of positive attitude– Techniques to develop positive attitude– Positive vs negative people – Forms of negative attitude – Heartfulness – Managing fear: Basic 5 fears, way's to overcome fear– Handling anger: Anger styles, Tips to tame anger

**Exercises:** Practice Loving-Kindness meditation– Doing compassionate actions.



### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	2	3	2	3	2	2	2	3
<b>CO-2</b>	3	2	3	3	2	3	2	3	2	3
<b>CO-3</b>	3	3	3	3	3	3	3	3	2	3
<b>CO-4</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	2.6	2.8	3	2.6	3	2.6	2.8	2.4	3

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER III</b>	
<b>Self-Study</b>	<b>Stress Management</b>
<b>Code: 23UPSSS1</b>	<b>Credit: +2</b>

**Objectives:**

- To familiarize the students regarding the impact of stress in daily life
- To enhance the mental well-being of students.
- To make stress management possible for students

**Course outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	get to know about the nature and types of stress and stressors	K1, K2
CO2	identify the sources and impacts of stress on various human functioning	K2, K3
CO3	analyse the importance of stress management	K3
CO4	analyse the various methods of stress management	K4
CO 5	gain insight into the role of communications and relationship in stress management	K5

**Unit I: Introduction**

Definition of the terms stress and stressor - Eustress and Distress - Chronic stress - common stressors - Dimensions of stress levels.

**Unit II: Aspects of Stress**

Causes of Stress - Impact of Stress on Cognitive Process - sleep disorders - Eating disorders - Emotional disorders.

**Unit III: Stress Management**

Stress management practices - General features of dealing with stress - Stress-patterns – Discovering and transformation of habitual stress.

**Unit IV: Stress Intervention**

Time management and Stress – Stress Busters – Meditation – Yoga – Social support and stress.

## Unit V: Stress Coping Mechanism

Role of communication and relationships in managing stress - Components of healthy diet - Impact of sleep habits - Emotional intelligence and conflict management frameworks.

### Text book

1. Paul M. Lehrer, Robert L. Woolfolk, and Wesley E. Sime, Principles and Practices of Stress Management, New York: Guilford Press
2. Anita Singh, Stress Management, Global India Publications Pvt. Limited
3. Seaward B.L. Managing Stress: Principles and Strategies for Health and Wellbeing, Jones and Bartlett Publishers.
4. Simmons M., Daw W. Stress, Anxiety, Depression: a Practical Workbook, Winslow Press.
5. Steinmetz J. Managing Stress Before It Manages You, Bull Publishing.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	2	1
CO-2	3	3	3	2	2	3	3	2	2	2
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	2	3	3	3	3	3	3	3
Average	3	2.8	2.6	2.6	2.4	3	2.8	2.6	2.6	2.4

Mapping	<40%	≥ 40% and <70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

**SEMESTER – IV**

**Part-I Tamil Paper - 4 சங்க இலக்கியங்கள்  
செய்யுள், இலக்கணம், இலக்கிய வரலாறு, நாடகம்**

<b>Course Code</b> <b>23ULTA41</b>	<b>Hrs / Week:6</b>	<b>Hrs / Semester: 90</b>	<b>Credits: 4</b>
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**நோக்கங்கள்**

	<b>Learning Objectives</b>
1	சங்க இலக்கியத்தின் சிறப்பையும் நாடகம் என்னும் இலக்கிய வகையின் தன்மைமையையும், அகத்திணை புறத்திணை இலக்கணங்களையும் மாணவர்களுக்கு அறிமுகப்படுத்துதல்
2	இலக்கியங்களின் சிறப்பினை உணர்த்துதல். சங்கம் வைத்துத் தமிழாய்ந்த மன்னர், புலவர், மக்கள் இவர்களின் வாழ்வியல் அறங்களைக் கண்டறிவர்.
3	மொழியைப் பிழையின்றி பேசவும் எழுதவும் பயன்படுகிறது. படைப்பாற்றல் திறனை வளர்க்க உதவுகிறது.
4	பழந்தமிழர் வாழ்வியல் முறைகளை கற்று பயனடைய உதவுகிறது பண்பாட்டுச் சிறப்பினை மொழியின் வழி அறிந்து தம் வாழ்வில் கடைப்பிடிக்க வழிகாட்டுகிறது.
5	தமிழ் இலக்கியம் சார்ந்த போட்டித்தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்

**பாடத்திட்டத்தின் பயன்கள்**

<b>CO.No.</b>	<b>இப்பாடத்தைக் கற்பதால் மாணவிகள் பின்வரும் பயனை அடைவர்</b>	<b>Cognitive Level</b>
CO-1	சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர்	K1
CO-2	தமிழின் தொன்மையையும் செம்மொழித் தகுதியையும் அறிந்து கொள்ளுதல்	K2
CO-3	நாடக இலக்கியம் மூலம் நடிப்பாற்றலையும், கலைத்தன்மையையும், படைப்பாற்றலையும் வளர்த்தல்	K4
CO-4	பழந்தமிழர் வாழ்வியல் முறைகளை கற்று பயனடைய உதவுகிறது.	K4
CO-5	போட்டித் தேர்வுகளுக்குப் பயன்படும் வகையில் படைப்பாக்கத் திறனை வளர்த்து வேலைவாய்ப்பினையும் பெறுவர்.	K5

அலகு - 1

(18 மணி நேரம்)

I. எட்டுத்தொகை

1. நற்றிணை - பாடல்கள் 10, 14, 16
2. குறுந்தொகை - பாடல்கள் 16, 17, 19, 20, 25, 29, 38, 440
3. கலித்தொகை - பாடல்கள் 38, 51
4. அகநானூறு - பாடல்கள் 15, 33
5. புறநானூறு - பாடல்கள் 37, 86, 112
6. பரிபாடல் - பாடல் - 55

அலகு - 2

(18 மணி நேரம்)

பத்துப்பாட்டு - நெடுநல்வாடை - நக்கீரர்

அலகு - 3

(18 மணி நேரம்)

இலக்கணம்

பா வகைகள்

1. ஆசிரியப்பா, வெண்பா பொது இலக்கணம்

அணி இலக்கணம்

1. உவமை அணி
2. உருவக அணி
3. வேற்றுமை அணி
4. வஞ்சப் புகழ்ச்சி அணி
5. சிலேடை அணி
6. தற்குறிப்பேற்றணி

அலகு - 4

இலக்கிய வரலாறு

(18 மணி நேரம்)

1. எட்டுத்தொகை
2. பத்துப் பாட்டு
3. சங்க இலக்கியச் சிறப்பியல்புகள்

அலகு - 5 (18 மணி நேரம்)

நாடகம் : சபாபதி - பம்மல் சம்பந்த முதலியார்

துணை நின்ற நூல்கள்

1. பத்துப்பாட்டு - பொ.வே. சோமசுந்தரனார் (உரையாசிரியர்)  
திருநெல்வேலி தென்னிந்திய  
சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட்,  
திருநெல்வேலி - 6.
2. எட்டுத்தொகை - பொ.வே. சோமசுந்தரனார் (உரையாசிரியர்)  
திருநெல்வேலி தென்னிந்திய  
சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட்,  
திருநெல்வேலி - 6.

பார்வை நூல்கள்

1. நன்னூல் - பவணந்தி முனிவர்  
திருநெல்வேலி தென்னிந்திய  
சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட்,  
திருநெல்வேலி - 6.

2. தமிழ் இலக்கிய வரலாறு - தமிழ்த்துறை தொகுப்பு  
தூய மரியன்னை கல்லூரி ( தன்னாட்சி),  
தூத்துக்குடி.
3. பத்துப்பாட்டு - முனைவர் நாகராசன் (உரையாசிரியர்)  
நியூ செஞ்சரி புக் ஹவுஸ் (பி) லிட்  
41, அம்பத்தூர்  
சென்னை – 98.
4. பத்துப்பாட்டு - முனைவர் கு.வெ. பால சுப்பிரமணியன்(உரையாசிரியர்)  
நியூ செஞ்சரி புக் ஹவுஸ் (பி) லிட்  
41, அம்பத்தூர்  
சென்னை – 98.

### இணைய ஆதாரங்கள்

1. Tamil Heritage Foundation- [www.tamilheritage.org](http://www.tamilheritage.org) <<http://www.tamilheritage.org>>
2. Tamil virtual University Library- [www.tamilvu.org/ library](http://www.tamilvu.org/library) <http://www.virtualvu.org/library>
3. Project Madurai - [www.projectmadurai.org](http://www.projectmadurai.org).
4. Chennai Library- [www.chennailibrary.com](http://www.chennailibrary.com) <<http://www.chennailibrary.com>>.
5. Tamil Universal Digital Library- [www.ulib.prg](http://www.ulib.prg) <<http://www.ulib.prg>>.
6. Tamil E-Books Downloads- [tamilebooksdownloads. blogspot.com](http://tamilebooksdownloads.blogspot.com)
7. Tamil Books on line- [books.tamil cube.com](http://books.tamilcube.com)
8. Catalogue of the Tamil books in the Library of British Congress [archive.org](http://archive.org)
9. Tamil novels on line - [books.tamilcube.com](http://books.tamilcube.com)

Course Outcomes (PO)	Programme Specific Outcomes (PSO)				
	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	2	3
CO-2	2	3	2	1	1
CO-3	3	2	2	2	3
CO-4	1	3	3	2	2
CO-5	3	1	2	2	3
Ave	2.4	2.1	2.3	1.8	2.4

Maping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER – IV			
<b>Part I French</b>	<b>French Literature and Grammar II</b>		
<b>Course Code: 23ULFA41/ 23ULFB41</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester: 90</b>	<b>Credits:3</b>

### Learning Objectives:

- To explore the French Literature.
- To appreciate the values imbibed in the literary texts
- To develop an interest in the French literature that will encourage her to pursue higher studies in French.
- To analyse and interpret verbal expressions of cause, effect, purpose, and opposition in French

Course Outcomes		
Course Outcomes	On completion of this course, students will be able to	Cognitive Level
CO-1	comprehend the French literary background and inculcate the values imparted through the literary texts	K1
CO-2	interpret a literary text, with the perspective of analyzing the content and manner of writing	K2
CO-3	imbibe the basic grammatical structures of the language to demonstrate knowledge of various expressions used to convey opinion, emotions, cause, effect, purpose, and hypothesis in French	K3
CO-4	analyze simple literary texts to acquire literary knowledge and enhance aesthetic perception	K4
CO-5	evaluate and reflect on the humanistic value by reflecting upon the author's ideas and transform her own personality	K5

SEMESTER – IV			
Part I French	French Literature and Grammar II		
Course Code: 23ULFA41/ 23ULFB41	Hrs / Week: 6	Hrs / Semester: 90	Credits:3

#### Unit I – XVIII<sup>e</sup> siècle

- 1.1 – Candide : il faut cultiver notre jardin - Voltaire
- 1.2 – Le Barbier de Séville - Beaumarchais
- 1.3 – Les pronoms relatifs

#### Unit II – XIX<sup>e</sup> siècle

- 2.1 – Le lac - Alphonse de Lamartine
- 2.2 – La mare au diable (extrait) - Georges Sand
- 2.3 – Le présent du conditionnel

#### Unit III – XX<sup>e</sup> siècle

- 3.1 – Pour faire le portrait d'un oiseau - Jacques Prévert
- 3.2 – Mémoires d'une jeune fille rangée (extrait)- Simone de Beauvoir
- 3.3 – Le subjonctif présent

#### Unit IV Francophonie - Belge

- 4.1 – Monsieur friquet – Camille Lemonnier
- 4.2 – Le discours indirect
- 4.3 – La comparaison

#### Unit V – Francophonie – Afrique noire

- 5.1 – Le Mandat (La carte d'identité) - Ousmane Sembène
- 5.2 – L'expression de la cause et conséquence
- 5.3 - L'expression de but et opposition

#### Textbook:

- Textes complié par le département de français
- Clémence Fafa, Yves Loiseau, Violette Petitmengin, *Grammaire Essentielle Du Français A1*, Didier, 2018

#### Books, Journals and Learning Resources

- K. Madanagobalane, N.C.Mirakamal. *Le Francais par les Textes*. Chennai : Samhita Publications, 2019.
- Ludivine Glaud, Muriel Lannier, Yves Loiseau, *Grammaire Essentielle Du Français A1 A2*, Didier, 2015



- Blondeau Nicole, Allouache Ferroud jà, Ne Marie-Françoise. *Littérature Progressive du Français*. Paris : CLE International, 2004.
- Akyuz Anne, Bazelle-Shahmaei Bernadette, Bonenfant Joelle, Gliemann Marie-Francoise. *Les 500 exercices de grammaire*. Paris : Hachette livre, 2005
- Grégoire Maria. *Grammaire Progressive du français*. Paris : CLE International, 2002.
- Sirejols Evelyne, Tempesta Giovanna, Grammaire. *Le Nouvel Entraînez-vous avec 450 Nouveaux Exercices*. Paris : CLE International, 2002
- [www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)
- [www.bonjourdefrance.com](http://www.bonjourdefrance.com)
- <https://www.conte-moi.net/node/120>

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	1	3	2	2	1	2	3	3
<b>CO-2</b>	3	2	2	2	2	2	2	3	3	3
<b>CO-3</b>	3	3	1	2	2	3	3	2	2	3
<b>CO-4</b>	3	3	2	2	1	1	2	2	3	3
<b>CO-5</b>	2	1	2	3	3	2	2	3	3	3
<b>Ave.</b>	2.8	2.2	1.6	2.4	2	2	2	2.4	2.8	3

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER – IV</b>			
<b>Part II English</b>	<b>Poetry, Prose, Extensive Reading and Communicative English - IV</b>		
<b>Course Code: 23UGEN41</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester: 90</b>	<b>Credits: 3</b>

**Objectives:**

- To enable the learners to experience the aesthetics of literary works.
- To make them use English effectively for academic purpose.
- To develop interest in the appreciation of Literature.
- To develop and integrate the use of LSRW skills.

**Course Outcomes:**

<b>CO. No.</b>	<b>Upon completion of the course, the students will be able to</b>	<b>PSO Addressed</b>	<b>K Level</b>
<b>CO -1</b>	identify and comprehend the general themes of the given works.	1,2	1
<b>CO – 2</b>	explain the text within their historical and cultural contexts.	1,2,3	2
<b>CO – 3</b>	present scholarly conversation and show their capabilities in literary competitions.	3	3
<b>CO – 4</b>	examine their educational and career goals.	2,4	4
<b>CO – 5</b>	test their understanding level in the literary development.	5	5

SEMESTER – IV			
<b>Part II English</b>		<b>Poetry, Prose, Extensive Reading and Communicative English - IV</b>	
<b>Course Code: 23UGEN41</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester: 90</b>	<b>Credits:3</b>

#### Unit I – Poems

Lord Byron (1788 – 1824)	: The Darkness
Robert Frost (1874 – 1963)	: Home Burial
John Masefield (1878 -1967)	: Laugh and Be Merry
Edgar A. Guest (1881-1959)	: Don't Quit

#### Unit II –Prose

R.K. Narayan (1906 – 2001)	: An Astrologer's Day
Stephen Leacock (1869- 1944)	: How to be a Doctor

#### Unit III – Scenes from Literature

Christopher Marlowe (1564-1503)	: The Parade of Seven Deadly Sins (Act 2 Scene 3 in <i>Doctor Faustus</i> )
William Shakespeare (1564- 1616):	<i>Julius Caesar</i> – Assassination Scene (Act III – Scene I)

#### Unit IV – Grammar

Synthesis of Sentences  
Direct and Indirect Speech

#### Unit V – Communication Skills

Narrative Report  
Newspaper Report

#### Reference Books

1. Malathi, *Functional English*. New Century Book House (P) Ltd., 2007.
2. Joseph, K.V. *A Text book of English Grammar and Usage*. Chennai: Vijay Nicole Imprints Private Limited.

#### Web Resources

<http://www.gradesaver.com/George-orwell-essays/study/summary>  
[https://americanenglish.state.gov/files/ae/resource\\_files/a-retrieved-reformation.pdf](https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf) The Quality of Mercy, <https://poemanalysis.com>  
<https://learnodo-newtonic.com/famous-indian-poem>

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO- 5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	3	3	2	3	2	3	2	2
<b>CO-2</b>	3	2	2	3	2	3	2	2	3	2
<b>CO-3</b>	2	3	2	3	3	2	3	2	2	3
<b>CO-4</b>	3	2	2	3	3	3	2	2	2	3
<b>CO-5</b>	2	2	3	3	3	2	2	3	2	3
<b>Ave.</b>	2.6	2.2	2.4	3	2.6	2.6	2.2	2.4	2.2	2.6

<b>Mapping</b>	<b>&lt;40%</b>	<b>≥ 40% and &lt; 70%</b>	<b>≥ 70%</b>
<b>Relation</b>	<b>Low Level</b>	<b>Medium Level</b>	<b>High Level</b>
<b>Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>

SEMESTER IV			
Core V		Introduction to Research Methodology	
Code: 23UPSC41	Hrs/Week: 5	Hrs/ Sem: 75	Credit: 5

### Objectives:

- Introduce research skills in the students
- Teach efficient research techniques to the students
- Enkindle the researcher in every student and help them contribute back to the society

### Course outcomes:

CO No	Upon completion of this course, the person will be able to	CL
CO1	get to know about the various methods of research	K1, K2
CO2	identify the various aspects of research like variables, reliability and validity	K2
CO3	analyse the importance of hypothesis testing	K3
CO4	analyse the various methods of research designs	K4
CO 5	gain insight into the role of report writing in research	K5

### Unit I: Introduction

Understanding behaviour - empirical and non-empirical method - assumptions of scientific work - overview of research process/framework. Ethics in research - APA ethics code, plagiarism, ethics and animal experimentations. Data collection - observational method, interview method - structured, semi structured and focus group interviews, questionnaire method, case study method - its merits and limitations.

### Unit II: Variables, Reliability and Validity

Types of variables- dependent and independent variables, confounded variables, quantitative and categorical variables, continuous and discrete variables. Reliability and Validity of measurements - types of validity test - criterion related validity, face validity, content validity, convergent validity, concurrent validity, discriminate validity, predictive validity, types of reliability tests - inter ratter reliability, test-retest reliability, split half reliability, internal consistency reliability.

### **Unit III: Hypothesis and Sampling**

Hypothesis - Definition, types - Hypothesis testing - Type 1 and Type II errors, significance level (p value), one tailed and two tailed tests - Effect size Sampling - meaning, probability and non-probability. Sampling techniques - its merits and limitations, sample size estimation - using a table of random numbers.

### **Unit IV: Research designs**

Experimental designs - independent groups designs, completely randomized groups design, randomized factorial groups design, within participants group design, matched group design.

Non-Experimental designs - quasi experimental design, time series design, case studies, co relational research design, cross sectional research, longitudinal research, non-equivalent group designs. Mixed research designs - single participant w design, base-line design.

Quantitative research design and analysis - Grounded theory, discourse analysis, content analysis, dairy method, narrative methods, focus group discussions, in-depth interviews, participatory observations, action research.

### **Unit V: Report writing and computers in research**

Reporting and replication, experimental reports, reporting non experimental studies and qualitative studies, oral and poster presentation, APA primer - presenting research and preparation of research proposal – introduction to software in research.

### **Recommended Text**

1. Jones, S and Forshaw, M. (2014). Research Methods in Psychology. New Delhi: Pearson.
2. C.R. Kothari (5<sup>th</sup> Edition) Research Methodology: Methods & Techniques. New Delhi: New Age International Pvt Ltd
3. Zechmeister S Anne, Zechmeister B Eugene & Shaughnessy J John (2001) Essentials of Research Methods in Psychology. Singapore: McGraw-Hill International Edition.
4. Evans, A N and Rooney, B. J. (2008). Methods in Psychological Research. New Delhi: Sage Publications India Pvt Ltd.
5. Mc Burney, D. H. and White, T L (2007). Research Methods. USA: Thomson Wadsworth

### **Reference Books**

1. Shaughnessy, J J, Zechmeister, E B and Zechmeister J S (2006). Research Methods in Psychology. Singapore: Mc Graw Hill.
2. Breakwell, G. M., Smith, J, A, Wright D B. (2012). Research Methods. USA: Sage Publication.
3. Gaur A s and Gaur SS (2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication.
4. Flick, U. (2004). An Introduction to Qualitative research. Edition 4. New Delhi: Sage South Asia Edition.
5. Sharlene Nagy Hesse-Biber Patricia Leavy. (2006). The Practice of qualitative Research. New York: Sage Publications, Inc.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	2	3	3	2	2	1
CO-2	3	2	3	3	1	3	3	3	3	3
CO-3	3	3	3	2	3	3	3	3	3	3
CO-4	3	3	3	2	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Average	3	2.6	2.8	2.4	2.4	3	3	2.8	2.8	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER IV			
Core Practical III		Introduction to Research Methodology	
Code: 23UPSCR3	Hrs/Week: 2	Hrs/ Sem: 30	Credit: 2

#### Professional Skills:

1. Develop knowledge in knowing objectives of research.
2. Develop skill in choosing criteria of a good research.

#### Experiments

1. Collect data using any one of the methods – observational method, interview method, questionnaire method, case study method.
2. Collect data for any one variable - Using one probability and one non probability sampling technique.
3. Hypothesis testing problems.
4. Review the literature with reference to any of the chosen variables and write a report.
5. Use of computer – Familiarity with any statistical package used in the field of psychological research.

#### Book for Reference:

Dass, S. N. (2015). *Textbook of Experimental Psychology*. Sublime Publications India.



### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	2	2	2	3	3	2	2	1
<b>CO-2</b>	3	2	3	3	1	3	3	3	3	3
<b>CO-3</b>	3	3	3	2	3	3	3	3	3	3
<b>CO-4</b>	3	3	3	2	3	3	3	3	3	3
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	2.6	2.8	2.4	2.4	3	3	2.8	2.8	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER IV			
Generic Elective IV		Psychology of Middle and Old age	
Code: 23UPSE41	Hrs/Week: 4	Hrs/ Sem: 60	Credit: 3

#### Objectives:

- To offer the students a comprehensive overview and understanding Middle aged and the consequent changes in middle age.
- The make known the characteristics, development and changes of Late Adulthood.
- To develop an insight into the Vocational and Family adjustments in Late Adulthood.

#### Course outcomes:

CO No	Upon completion of this course, the person will be able to	CL
CO1	get to know about the various characteristics of middle age	K1
CO2	identify the various adjustments to middle age and old age	K2
CO3	analyse the characteristics of old age	K3
CO4	analyse the various adjustment methods in old age	K4
CO 5	gain insight into the role of cognition and personality in middle and old age	K5

#### Unit I: Middle Adulthood

Characteristics of middle adulthood - Developmental tasks- Adjustment to physical change - Social adjustment - Personal and social hazards.

#### Unit II: Vocational And Family Adjustments in Middle Adulthood

Vocational adjustments, Sex difference in vocational adjustment, Adjustment to changed family patterns, Adjustment to loss of a spouse, Hazards of vocational and marital adjustments.

#### Unit III: Old Age

Characteristics of middle adulthood- Developmental tasks - Adjustment to physical change - Changes in interests - Personal and social hazards.

#### Unit IV: Vocational and Family Adjustments in Old Age

Vocational adjustments, Adjustment to retirement, Adjustment to changes in family life, Adjustment to loss of a spouse, Living arrangements, Hazards of vocational and family life.

## **Unit V: Cognition and Personality**

Multidimensionality and multi directionality: Cognitive mechanics – cognitive pragmatics - Education, work, health – use it or lose it - cognitive neuroscience and aging – Erickson’s: Generativity Vs stagnation- Integrity Vs Despair

### **Recommended Text**

- 1.Papalia D. E, Olds S. W.& Feldman R.D. (2021) *Human Development* (14<sup>th</sup>Ed.) Chennai: McGraw-Hill Education (India) Private Limited.
- 2.Santrock J.W. (2020) *Life-Span Development* (18<sup>th</sup> Ed.) New Delhi: Tata McGraw Education Private Limited.
- 3.Hurlock E.B. (2017) *Developmental Psychology: A Life Span Approach* (5<sup>th</sup> Ed.), Tata McGraw, Hill Education Pvt Ltd

### **Reference Books**

1. Shaffer D.R. (1996) *Developmental Psychology – Childhood and Adolescence* (4<sup>th</sup> Ed.) California: Brooks/Cole Publishing Company.
- 2.Shaffer D.R. &Kipp K. (2007) *Developmental Psychology – Childhood and Adolescence* (7<sup>th</sup>Ed.) Haryana: Thomson Wadsworth.
- 3.Sigelman C.K. & Shaffer D.R. (1995) *Life span Development* (2<sup>nd</sup> Ed.) California: Brooks/Cole Publishing Company.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	1	1
CO-2	3	2	2	3	2	3	3	3	2	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Average	3	2.6	2.6	2.8	2.4	3	2.8	2.8	2.4	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER IV			
<b>Generic Elective Practical III      Psychology of Middle and Old age</b>			
<b>Code: 23UPSER3</b>	<b>Hrs/Week:2</b>	<b>Hrs/ Sem: 30</b>	<b>Credit: 1</b>

Minimum 5 experiments should be chosen from the given list and professional skills (compulsory) be taken for record writing and practice.

### **Professional skills**

1. Ability to know age related developmental tasks.
2. Introspective report writing.

### **Experiments**

1. Depression Inventory
2. Death Anxiety Inventory
3. Quality of life Inventory
4. Work Adjustment
5. Life Satisfaction Scale
6. General well-being
7. Social Adjustment Scale
8. Values Inventory
9. Meaning in Life Questionnaire
10. Global Assessment of Functioning (GAF) Scale

### **Reference**

- Dass, S. N. (2015). *Textbook of Experimental Psychology*. Sublime Publications India
- Gregory, R.J. (2005). *Psychological testing, history, principles and applications. 4th Edition*, Pearson Education, USA.
- Parameshwaran, E.G., & Ravichandra, R., “*Experimental Psychology*”, Neelkamal Publication Pvt. Ltd, Hyderabad, 2001.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	1	1
CO-2	3	2	2	3	2	3	3	3	2	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Average	3	2.6	2.6	2.8	2.4	3	2.8	2.8	2.4	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER IV			
NME II		Emotional Intelligence	
Code: 23UPSN41	Hrs/Week: 2	Hrs/ Sem: 30	Credit: 2

### Objectives:

- To impart knowledge on the concepts of Emotional maturity
- To develop an insight into the students' minds regarding emotional maturity
- To develop emotional intelligence among the students

### Course outcomes:

CO No	Upon completion of this course, the person will be able to	CL
CO1	get to know about the various characteristics of emotions	K1
CO2	identify the various techniques to handle emotions	K2
CO3	analyse the anger aspect in emotional maturity	K3
CO4	analyse the impact of sadness	K4
CO 5	gain insight into the role of emotional maturity in wellbeing	K5

### Unit I: Fundamentals of Emotional Intelligence

Nature and Significance - Models of emotional intelligence: Ability, Trait and Mixed -Building blocks of emotional intelligence: self-awareness, self-management, social awareness, and relationship management

### Unit II: Personal Competence

Self - Awareness: Observing and recognizing one's own feelings, Knowing one's strengths and areas of development. - Self Management: Managing emotions, anxiety, fear & anger.

### Unit III: Social Competence

Social Awareness: Others' Perspectives, Empathy and Compassion - Relationship Management: Effective communication, Collaboration, Teamwork, and Conflict management.

### Unit IV: Emotional Intelligence

Measures of emotional intelligence - Strategies to develop and enhance emotional intelligence.

### Unit V: Emotional Maturity

Emotional Maturity: Meaning, Definition and characteristics-Positive emotions: Happiness. Emotional Quotient, Testing EQ.

### Text Book

Singh, Dalip, (2015), Emotional Intelligence at Work: A Professional Guide (4<sup>th</sup> Ed.). New Delhi, A division of Sage Publications.

Goleman D (2021). Emotional Intelligence. New Delhi, Bloomsbury Publishing India Pvt Ltd.

### Reference Books:

Arnold, Magda B (1970). Feelings and emotions, New York, Academic press.

Strongman, K.T (1987). The psychology of emotions, 3rd Ed. New York: John Wiley & Sons.

Antony, D John (2005) Emotions in Counselling, Dindigul: Anugraha Publications.

Antony, D John (2009) Principles and Practices of counselling, Dindigul: Anugraha Publication.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	1	2
CO-2	3	3	3	3	2	3	2	3	2	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Average	3	2.8	2.8	2.8	2.4	3	2.6	2.8	2.4	2.8

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3



<b>SEMESTER IV</b>			
<b>Skill Enhancement Course V</b>		<b>Personality Development</b>	
<b>Code: 23UPSSE5</b>	<b>Hrs/Week: 2</b>	<b>Hrs/ Sem: 30</b>	<b>Credit: 2</b>

#### **Objectives:**

- To know themselves better
- Identify their own potentials and accept their own limitations
- Maximize their own potential in enabling holistic development

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	get to know about the various dimensions of personality	K1
CO2	identify the various aspects of attitude and motivation	K2
CO3	analyse the characteristics of self esteem	K3
CO4	analyse the various adjustment methods in old age	K4
CO 5	gain insight into the role of cognition and personality in middle and old age	K5

#### **Unit I: Introduction to Personality Development**

The concept of personality - Dimensions of personality – Theories of Freud & Erickson-Significance of personality development. The concept of success and failure: What is success? - Hurdles in achieving success - Overcoming hurdles - Factors responsible for success – What is failure - Causes of failure. SWOT analysis.

#### **Unit II: Attitude & Motivation**

Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages –Negative attitude- Disadvantages - Ways to develop positive attitude - Differences between personalities having positive and negative attitude. Concept of motivation - Significance – Internal and external motives - Importance of self- motivation- Factors leading to de-motivation

### **Unit III: Self-esteem**

Term self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low self-esteem - Symptoms - Personality having low self-esteem - Positive and negative self-esteem. Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviours - Lateral thinking.

### **Unit IV: Other Aspects of Personality Development**

Body language - Problem-solving - Conflict and Stress Management - Decision-making skills - Leadership and qualities of a successful leader – Character building - Team-work – Time management - Work ethics – Good manners and etiquette.

### **Unit V: Employability Quotient**

Resume building- The art of participating in Group Discussion – Facing the Personal (HR & Technical) Interview -Frequently Asked Questions - Psychometric Analysis - Mock Interview Sessions.

#### **Text Books:**

1. Hurlock, E.B (2017). Personality Development. New Delhi: Tata McGraw Hill.

#### **Reference Books:**

- 1.Cervone. D., &Pervin L.A. (2019). Personality: Theory and research (14<sup>th</sup> Ed.). Wiley.
2. Larsen, R. J., & Buss, D. M. (2017). Personality Psychology: Domains of Knowledge about Human nature (6<sup>th</sup> Ed). McGraw Hill Education.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	2	2	2	2	3	2	2	2	3
<b>CO-2</b>	3	2	2	3	3	3	2	2	3	3
<b>CO-3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-4</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-5</b>	3	3	3	3	3	3	3	3	3	3
<b>Average</b>	3	2.6	2.6	2.8	2.8	3	2.6	2.6	2.8	3

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER IV</b>			
<b>Ability Enhancement course II      Relaxation Techniques</b>			
<b>Code: 23UAPS41</b>	<b>Hrs/Week: 1</b>	<b>Hrs/ Sem: 15</b>	<b>Credit: 1</b>

**Objectives:**

- To learn the need for relaxation during stressful situation
- To enhance the therapy skills in counselling practice
- To develop relaxed state in the mind in the students

**Course outcomes:**

<b>CO No</b>	<b>Upon completion of this course, the person will be able to</b>	<b>CL</b>
CO1	get to know about the various relaxation techniques	K1
CO2	identify the various techniques of breathing	K2
CO3	analyse the effects of visualization	K3
CO4	analyse the concept of anger inoculation	K4
CO 5	gain insight into progressive relaxation	K5

**Unit I: Introduction**

Stress - Sources of stress - Fight or Flight response - Types of stress – Prevention – Tactics for coping with stress.

**Unit II: Breathing Exercise**

Introduction – Breathing Basics – Diaphragmatic or Abdominal breathing – Mindful breathing – Little tension releasers – Instructions and Training.

**Unit III: Visualization**

Definition – Types of visualization – Rules for effective visualization –Visualization exercises.

**Unit IV: Anger Inoculation**

Introduction – Developing anger coping thoughts - Anger distortions – Anger Inoculation – Real- life coping- Assertiveness training.

**Unit V: Progressive Relaxation**

Introduction – Basic levels of tensing – Verbal suggestions – Procedures – Short hand procedures.

**Text Book:**

1.Davis.M.& Robbins. E. (2019). The Relaxation and Stress Reduction workbook. (7<sup>th</sup> Ed.). New Harbinger Publication, Inc.

**Reference Book**

1.Smith. J.C. (2005). Relaxation, Meditation and Mindfulness Personal Training Manual. New Harbinger Publication, Inc.

**PSO Relation Matrix**

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	3	2	3	2	3	2	3
CO-2	3	3	3	3	3	3	3	3	2	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Average	3	2.8	2.8	3	2.8	3	2.8	3	2.6	3

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER V</b>			
<b>Core VI Psychopathology I</b>			
<b>Code: 23UPSC51</b>	<b>Hrs/Week: 4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 4</b>

**Objectives:**

- To develop an overview of Abnormal psychology.
- To develop comprehension the paradigms in psychopathology.
- To gain understanding of Intellectual disability.

**Course Outcomes:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>CL</b>
<b>CO-1</b>	distinguish between normal & abnormal behaviour and outline the historic view of abnormal psychology	K1
<b>CO-2</b>	understand the classification and diagnosis of abnormal behaviour	K2
<b>CO-3</b>	outline the common intellectual disability syndromes	K3
<b>CO-4</b>	elucidate various somatoform and Dissociative disorders	K4
<b>CO-5</b>	analyze the causes and treatment of addiction	K5

**Unit I: Introduction to Abnormal Psychology**

Mental health, psychological abnormality, deviance, dis function, historical views of abnormal behaviour, differences between psychosis and neurosis, clinical assessment and methods - mental status examination, clinical interviews, questionnaires, projective tests in clinical practice.

**Unit II: Paradigms in Psychopathology**

Psychoanalytic paradigm, Physiological paradigm, Cognitive paradigm, Humanistic paradigm, classification and diagnosis: DSM 5-TR and ICD 11 classification, issues in classification of abnormal behaviour.

**Unit III: Intellectual Disability**

Definition, classification, prevalence, interpersonal deficits and behaviour problems, common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.

## **Unit IV: Somatoform and Dissociative Disorders**

Somatoform disorders - Hypochondriasis, Pain disorder, Conversion disorder and Body dysmorphic disorder  
Dissociative disorders- Depersonalization disorder, Dissociation amnesia and fugue, Dissociative identity disorder, Biological, Psychosocial and sociocultural causal factors of somatoform and dissociative disorders, Treatment and outcomes.

## **Unit V: Addiction Disorders**

Alcohol abuse and dependence, Drug abuse and drug dependence, Treatment and outcome.

### **Recommended Text**

Comer, R. (2021). Fundamentals of abnormal psychology (10<sup>th</sup> Ed.). New York, NY: Worth Publishers.  
Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2019). Abnormal psychology (18<sup>th</sup> Ed.). New Delhi, India: Pearson India Education Services Private Limited.  
Peter Tyrer (2023). ICD- 11- For Mental Health Professionals. Cambridge University Press.  
American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorder (5<sup>Th</sup> Ed., text.rev)  
Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth  
Davison, G.C., Neale, J.M &Kring, A. M. (2004). Abnormal psychology. Marblehead, MA: John Wiley& Sons Inc.  
Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill pub Co  
Cutting, J. (1997). Principles of psychopathology. New York, NY: Oxford University Press

### **Reference Books**

1. David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2nd edition. New York: Brooks\Cole Publishing Co.,
2. Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). Abnormal psychology.13th edition. Pearson Education.
3. James C. Coleman (1976). Abnormal psychology and modern life. 5th edition. Scott, Foresman and Company.
4. Irwin G. Sarason, Barbara Sarason (2005). Abnormal psychology. New Delhi: Prentice Hall Publication.
5. Carson, R.C & Butcher, J.N. Abnormal Psychology & Modern life. (10th ed.) . NY Harper-Collins
7. Bootzin, R. R, Acocella, J.R & Alloy, L.B .Abnormal Psychology-current perspectives (6th ed.). McGraw Hill Inc. USA
- 8.Neale, J.M, Davidson. G.C, & David, A.F. Exploring Abnormal psychology. (6th ed.). John Wiley & Sons

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	3	3	2	3	3	3	3	2	3
<b>CO-2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-3</b>	2	3	3	2	2	2	3	3	2	2
<b>CO-4</b>	3	2	3	3	3	3	2	3	3	3
<b>CO-5</b>	3	2	3	2	2	3	2	3	2	2
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>

<b>Mapping</b>	<b>&lt;40%</b>	<b>≥ 40%and&lt;70%</b>	<b>≥70%</b>
Relation	Low Level	Medium Level	High Level
Scale	1	2	3



<b>SEMESTER V</b>			
<b>Core VII</b>		<b>Cognitive Psychology</b>	
<b>Code: 23UPSC52</b>	<b>Hrs/Week: 4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 4</b>

**Objectives:**

- To define and outline the evolution and scope of cognitive psychology.
- To outline various theories of pattern recognition and explain language development, comprehension and understand disorders of language.
- To outline the various theories of attention and perceptual disorders.

**Course outcomes:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>CL</b>
<b>CO-1</b>	recognize the applications of cognitive processes in various areas of human development.	K1
<b>CO-2</b>	distinguish the different discords of language and comprehend the stages of human language development and also identify different perspectives of pattern recognition.	K2
<b>CO-3</b>	explain the process of attention and identify various perceptual disorders.	K3
<b>CO-4</b>	recognize and examine the process of remembering and forgetting.	K4
<b>CO-5</b>	examine the different types of reasoning and demonstrate various problem-solving strategies.	K5

**Unit I: Introduction**

Definition - Information Processing Approach - Growth of Cognitive Psychology - Cognition's relation to other fields - Research methods in Cognitive Psychology.

**Unit II: Pattern Recognition, Language**

Pattern recognition - Template Theories - Feature Theories - Structural Theories - Information Processing stages - Partial Report Technique - Spelling's model - word recognition - word superiority effect - neural network model.

Language - language systems, speech sounds, words and morphemes, sentence level, sentence comprehension, language production, disorders of language - aphasia, dyslexia.

### **Unit III: Attention, Disorders of perception and attention**

Attention – Definition – Factors influencing attention – Theories of attention - Bottleneck theories - Broadbent's filter model - Treisman's attenuation model - Deutsch-Norman Memory selection model - Automatic Processing and Applications - Cognitive Neuroscience of Attention - Posner's theory of the neural bases of attention. Overview of Disorders of perception and attention - synaesthesia, blindsight, unilateral spatial neglect, visual agnosia, prosopagnosia.

### **Unit IV: Memory**

Forgetting - Decay theory - Interference theory - cue dependent forgetting - inhibition - retrieval induced forgetting - directed forgetting - imagination and false memory - Individual differences in chunking - Acoustic codes and rehearsal- Acoustic codes in reading - Recognition of items in short term memory - types of amnesia. Working memory - Baddeley's revised working memory model. Long term memory - Atkinson-Shiffrin model - Verbal rehearsal and learning - Rehearsal and serial position effect - meta cognition - Mnemonic Techniques - method of loci, the pegword technique, keyword technique, organizational technique - tip of the tongue phenomenon - Improving eyewitness recall and identification- episodic and semantic memory- autobiographical memory - Flashbulb memory - the cue-word method.

### **Unit V: Reasoning, Problem solving**

Reasoning - Logical reasoning - Analogical reasoning - Scientific reasoning - Deductive reasoning, Inductive reasoning, Propositional reasoning, Syllogistic reasoning, Conditional reasoning- Venn diagrams - Creative thinking. Problem solving - Types of problems - problem solving strategies - mean end analysis - reasoning by analogy - transformational problems - incubation - problem solving experts - block to problem solving - types of heuristics.

### **Recommended Text**

Groom, D. (2014). An Introduction to Cognitive Psychology - Processes and Disorders. USA: Psychology Press.

Reed, S. K. (2010). Cognition - Theories and Applications. UK: Wadsworth Cengage Learning.

Hunt, R, R, Ellis, H, C. (2004). Fundamentals of Cognitive Psychology. New Delhi: Tata Mc Graw- Hill edition.

Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publication.

Riegler, B.R. and Riegler, G L (2008). Cognitive Psychology. applying the science of the mind. New Delhi: Pearson India Education Services Private Limited.

Galotti, K. M. (2004). Cognitive Psychology: In and out of the Laboratory. New Delhi: Wadsworth.

### **Reference Books**

1. Ronald Kellogg. Fundamentals of Cognitive Psychology
2. Bridge, Robinson, Riegler, Greg. Applying the Science of the Mind
3. Galotti K M. 2014. Cognitive psychology: In and out of the laboratory. 5th ed. New Delhi, India. Sage.
4. Matlin M W, Farmer T A. 2016. Cognition. 9th ed. New-Jersey, USA. Wiley.
5. Smith E E, Kosslyn S M. 2007. Cognitive psychology: mind and brain. New Delhi, India. Prentice-Hall.
6. Solso R L, Maclin O H, Maclin, M K. 2014. Cognitive psychology. 8th ed. Noida, India. Pearson.
7. Sternberg R J, Sternberg K. 2012. Cognitive psychology. 6th ed. California, USA. Wadsworth.
8. Weisberg R W, Reeves L M. Cognition: from memory to creativity. 2013. New-Jersey, USA. Wiley.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	3	3	3	2	2	3	3
CO-2	3	2	3	3	3	3	2	3	3	3
CO-3	2	3	2	3	3	2	3	2	3	3
CO-4	3	3	3	3	2	3	3	3	3	2
CO-5	3	3	2	3	2	3	3	2	3	2
Average	2.8	2.6	2.4	3	2.6	2.8	2.6	2.4	3	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER V</b>			
<b>Core VIII</b>		<b>Organisational Psychology</b>	
<b>Code: 23UPSC53</b>	<b>Hrs/Week: 4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 4</b>

### Objectives:

- To develop an overview of Organisational Psychology.
- To enhance comprehension in job analysis and its methods.
- To gain insight into employee selection and recruitment processes.

### Course Outcome

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>CL</b>
<b>CO-1</b>	review various I/O Psychological theories/paradigms	K2
<b>CO-2</b>	discuss how psychological theories/paradigms may be applied to understanding human behaviours at work	K3
<b>CO-3</b>	perform job analysis using various concepts of I/O Psychology	K4
<b>CO-4</b>	design and evaluating training programs	K5
<b>CO-5</b>	practice resourceful leadership	K5

### Unit I: Introduction to Organisational Psychology

Definition, Scope of Organizational psychology, History of I/O Psychology – Pre – During- post WWI and WWII, Hawthorne Studies, Changes in workplace since 1980, Today Organisational Psychology

### Unit II: Job Analysis

Definition, Methods and Techniques- Job Description, Job Specification, Job Evaluation, Performance Criteria, Uses of Job Analysis. Methods – Observation, Participation, Existing data, Interviews, Surveys and Job Diaries. Techniques- Job Element Methods, Critical Incidents Technique (CIT), Position Analysis Questionnaire (PAQ).

### **Unit III: Employee Recruitment**

Employee Recruitment, Assessment, & Selection– Recruitment Internet recruitment, Employee Referrals, Job Fairs, Newspaper ads, Screening– written materials, References & letters of recommendation, Types of Assessments – Cognitive Ability, Mechanical Ability, Motor & Sensor Ability, Physical Ability, Job Skills and Knowledge, Personality and Integrity tests, Selection, Placement, EEO – Importance and process.

### **Unit IV: Employee Training**

Employee Attitudes, Motivation & Performance Designing and Evaluating Training  
Motivation theories, Relationship between motivation and performance, Employee Engagement, Job satisfaction, Commitment, Absenteeism, Turnover, OCB, Positive Affect, Areas of employee training, Fundamental issues in employee training, A model for successful training programs.

### **Unit V: Leadership**

Definition and Theories - Trait Theories, Behavioural Theories, Contingency Theories (Fielder), LMX Theory, Transformational Leaders, Organisational Climate, Application of the theories.

### **Recommended Text**

Schultz, D. and Schultz, S.E. (2020). Psychology and Work Today (11<sup>th</sup> Ed.). Routledge.  
Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentice Hall of India.  
Robbins, S.P. (2005). Organizational Behaviour. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.  
Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin  
John W. Newstrom and Keith Davis, Organizational Behaviour, Human Behaviour at Work. 10th ed. Tata McGraw Hill, 2002.

### **Reference Books**

Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc.  
Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentice Hall of India.  
Robbins, S.P. (2005). Organizational Behaviour. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.  
Decenzo and Robbins, Human Resource Management-Prentice Hall of India.  
Garry Dessler and Biju Varkkey, Human Resource Management, Pearson Education, New Delhi.  
Robbins, S. P. (2003), Organisational Behaviour, New Delhi: Prentice Hall of India  
John W. Newstrom and Keith Davis, Organizational Behaviour, Human Behaviour at Work. 10th ed. Tata McGraw Hill, 2002  
Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	3	3	3	2	3	3	3
CO-2	3	2	3	2	3	3	2	3	2	3
CO-3	2	2	2	2	3	2	2	2	2	3
CO-4	2	3	3	3	3	2	3	3	3	3
CO-5	3	3	3	3	3	3	3	3	3	3
Average	2.6	2.4	2.8	2.6	3	2.6	2.4	2.8	2.6	3

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER V			
Core IX		Counselling Psychology	
Code: 23UPSC54	Hrs/Week: 4	Hrs/ Sem: 60	Credit: 4

#### Objectives:

- To develop a perceptual overview of the counselling.
- To develop comprehension in the counselling process.
- To develop understanding of the role of psychological testing and diagnosis in counselling.

#### Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	CL
CO-1	identify the need and importance of counselling in the current context	K1
CO-2	explain the various approaches in counselling and the types, uses & diagnosis in counselling process	K2
CO-3	summarize the interpretation of psychological tests in counselling	K4
CO-4	articulate the qualities of an effective counsellor	K5
CO-5	identify the various specialties in counselling	K5

#### Unit I: Nature And Scope of Counselling

Counselling– Meaning, Nature, Need and Functions of Counselling, Emergence of Counselling in India, Goals and Scope of Counselling, Types of Counselling Services.

#### Unit II: Approaches to Counselling and the Counselling Process

Directive and non-directive approaches, Humanistic approach, Behaviouristic approach, Existential Approach, Eclectic Approach, Counselling Process - Preparation for counselling, Steps in the counselling process.

#### Unit III: Psychological Testing and Diagnosis

Use of psychological tests in counselling, Types of psychological tests, Nature of a good psychological test, Test interpretation in counselling, Limitations of psychological tests, Diagnosis and its limitations.

#### **Unit IV: Counsellor Qualities, Skills and Ethical Responsibilities**

Qualities of an effective counsellor, Counsellor skills- Building Trust, Listening, Attending, Observing, Building Rapport, Demonstrating Empathy, Ethics in counselling.

#### **Unit V: An Overview of Specialities in Counselling**

Family group consultation, Counselling Families Concerning Children, Counselling with Parents, Counselling the Delinquent, Marriage Counselling, Premarital Counselling, Counselling the differently abled, Career Counselling, Adolescent Counselling, Counselling people affected by pandemic and epidemic, Role of Counsellor in fostering Good Mental Health.

#### **Recommended Text**

Rao, N. (2017). Counselling and Guidance. Chennai, India: Tata McGraw Hill.

Gladding, S.T. (2018). Counselling: A comprehensive profession. Chennai, India: Pearson.

Gibson, R. L., & Mitchell, M. H. (2007). Introduction to counselling and guidance. Upper Saddle River, NJ: Prentice Hall.

Nayak, A. K. (2007): Guidance and Counselling. New Delhi, India: APH Publishing.

Barki, B. G., & Mukhopadhyay, B. (2008): Guidance and counselling manual. New Delhi, India: Sterling.

Kochhar, S. K. (1984). Guidance and counselling in colleges and universities. New Delhi, India: Sterling.

#### **Reference Books**

1. Corey, G. (2004). Theory and Practice of Counselling and Psychotherapy (7th Ed.). Wadsworth Publishing.
2. Gibson L Robert & Mitchell H Marianne. (2003). Introduction to Counselling and Guidance. 6th edn. Delhi: Pearson Education
3. Nelson-Jones. (1995). The theory and practice of counselling. 2nd Edn. London: Holt, Rinehart and Winston Ltd.
4. Burnard Philip. (1995). Counselling Skills Training – A sourcebook of Activities. New Delhi: Viva Books Private Limited.
5. Samuel T. Gladding (2013) Counselling: A Comprehensive Profession Pearson education,
6. Richard Nelson-jones (2012), Theory and practice of Counselling and Therapy, 5th edition, sage publications
7. Sharma R N and Sharma R (2004), Guidance and Counselling in India, Pearson education, Inc
8. Meg Barker, Andreas Vossler and Darren Langdridge (2010), Understanding counselling and psychotherapy, sage publications.



### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	3	2	3	3	2	3	2	3	3
CO-2	3	3	3	3	2	3	3	3	3	2
CO-3	3	3	2	2	2	3	3	2	2	2
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	2	3	2	3	3	2	3	2	3	3
Average	2.6	3	2.4	2.8	2.6	2.6	3	2.4	2.8	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER V			
<b>Core Practical IV</b>		<b>Psychopathology I and Cognitive Psychology</b>	
<b>Code: 23UPSCR4</b>	<b>Hrs/Week:4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 2</b>

Minimum 6 experiments should be chosen from the given list and professional skills (compulsory) be taken for record writing and practice.

**Professional Skills:**

1. Diagnostic Skills: Accurately diagnosing psychiatric disorders based on diagnostic manuals such as the DSM-5 or ICD-10.
2. Critical Thinking

**Experiments:**

**Psychopathology I**

1. Mental Status Examination
2. Symptom checklist 90 Revised (SCL-90-R)
3. Coping Questionnaire
4. Dissociative Experiences Scale
5. Health Anxiety Inventory

**Cognitive Psychology**

1. Problem Solving Ability
2. Chunking/Cueing/Retrograde - Proactive interference
3. Span/Division/Distraction of Attention
4. Syllogistic reasoning
5. Passi Test of Creativity
6. Porteus Maze test

**Book for Reference:**

1. Groth-Marnat G. Handbook of psychological assessment. Hoboken, NJ: John Wiley & Sons, 2009.

**PSO Relation Matrix**

<b>Course Outcomes</b>	<b>Programme Outcomes (PO)</b>					<b>Programme Specific Outcomes (PSO)</b>				
	<b>PO-1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>	<b>PSO-4</b>	<b>PSO-5</b>
<b>CO-1</b>	3	2	3	3	2	3	2	3	3	2
<b>CO-2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-3</b>	3	3	3	3	2	3	3	3	3	2
<b>CO-4</b>	2	3	3	2	3	2	3	3	2	3
<b>CO-5</b>	3	3	3	2	3	3	3	3	2	3
<b>Average</b>	<b>2.8</b>	<b>2.8</b>	<b>3</b>	<b>2.6</b>	<b>2.6</b>	<b>2.8</b>	<b>2.8</b>	<b>3</b>	<b>2.6</b>	<b>2.6</b>

<b>Mapping</b>	<b>&lt;40%</b>	<b>≥ 40%and&lt;70%</b>	<b>≥70%</b>
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER V			
<b>Core Practical V      Organisational Psychology and Counselling Psychology</b>			
<b>Code: 23UPSCR5</b>	<b>Hrs/Week:4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 2</b>

### Professional skills

1. Leadership and Management Skills.
2. Counselling Skills.

### Field visit:

### Organisational Psychology

Make a visit to any organizations representing different industries and sectors. Observe and submit a report of organizational culture, climate, and employee dynamics.

### Counselling Psychology

Make a visit to settings serving specific populations (e.g., schools, hospitals, addiction centres). Observe and submit a report of counselling sessions tailored to the needs of children, adolescents, adults, or older adults.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
<b>CO-1</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-2</b>	2	3	2	3	3	2	3	2	3	3
<b>CO-3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-4</b>	3	3	3	2	3	3	3	3	2	3
<b>CO-5</b>	3	3	3	2	3	3	3	3	2	3
<b>Average</b>	2.8	3	2.8	2.6	3	2.8	3	2.8	2.6	3

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER V			
Discipline Specific Elective I		Sports Psychology	
Code: 23UPSE51	Hrs/Week: 4	Hrs/ Sem: 60	Credit: 4

#### Objectives:

- To introduce the students to the field of Sports Psychology
- To develop an understanding about the various aspects and components of this developing field.

#### Course outcomes:

CO. No.	Upon completion of this course, students will be able to	CL
CO-1	learn the basic concepts and principles of sports psychology	K2
CO-2	apply the concepts learnt in personality development	K3
CO-3	analyse how psychology is applied in the field of sports	K4
CO-4	analyse the various emotions associated with sports	K4
CO-5	evaluate the social factors that influence sportsmanship	K5

#### Unit I: Introduction

Definition – Brief history – Personality characteristics and sporting behaviour – Trait theories – Narrow band theories of personality - Attentional style – Situational and interactional approaches.

#### Unit II: Personality development & attitude to sports

Personality development: Psychodynamic approach to personality development – Social learning theory – Applying social learning theory to sport – Gender and sport. Attitudes: Nature of attitudes – Measuring attitudes – Attitude formation to sports – Attitude to competition – Attitudes to sports and sporting behaviour.

#### Unit III: Aggression, arousal, anxiety and sporting performance

Aggression: Definition – Link between aggression and performance – Individual difference in sporting aggression – Situational factors affecting aggression – Reduction of aggression. Arousal and anxiety: Definitions – Factors inducing anxiety and stress – Relationship between arousal and performance – Relationship between anxiety and performance – Stress management.

#### Unit IV: Social factors and Motivation in sports

Social factors: Groups and teams – Social facilitation – Negative effects of team membership – Leadership.  
Motivation: Definition – Types – Self efficacy – Counterfactual thinking – Pathological motivation and sports.

#### Unit V: Skill acquisition and expertise

Definitions – Classifying abilities and skills – Stages of skill acquisition – The information processing approach to skills – Memory – Theories of motor learning – Expert performance – Enhancing skill and expertise: Role of practice.

#### Text book

1. Jarvis, M. (2006). Sports Psychology – A Student's Handbook. Routledge Taylor & Francis Group, London & New York.
2. Mangal S.K (2021). Sports Psychology. Sage Publication Pvt. Ltd.

#### Reference books

1. Webster S. Sport Psychology: An A Level Guide for Teachers and Students. Jan Roscoe Publications, 1999.
2. Cox, R.H. Sport Psychology: Concepts and Applications McGraw–Hill Humanities.
3. Jarvis, M (1999). Sports Psychology. London & NY: Routledge Taylor & Francis Group.

#### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	3	3	3	3	2	3	3	3	3
CO-2	3	2	3	3	2	3	2	3	3	2
CO-3	3	3	2	3	2	3	3	2	3	2
CO-4	2	3	3	3	3	2	3	3	3	3
CO-5	2	3	3	3	3	2	3	3	3	3
Average	2.4	2.8	2.8	3	2.6	2.4	2.8	2.8	3	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER V</b>			
<b>Discipline Specific Elective I</b>		<b>Health Psychology</b>	
<b>Code: 23UPSE52</b>	<b>Hrs/Week: 4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 4</b>

### **Objectives:**

- To develop understanding of the need and perspectives of health psychology.
- To help students learn various models available to conceptualize health.
- To make them learn the nature of pain and its management.

### **Course Outcomes:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>CL</b>
<b>CO-1</b>	outline the definition and scope of Health Psychology	K2
<b>CO-2</b>	explain the various models of health behaviour	K2
<b>CO-3</b>	identify types of pain, symptoms and suitable intervention	K4
<b>CO-4</b>	summarize theories of stress, sources of stress and coping	K5
<b>CO-5</b>	explain health promoting strategies	K5

### **Unit I: Introduction to Health Psychology- Health Behaviour**

Health psychology- Definition and Need, The biopsychosocial model, Patient Practitioner relationship, Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour.

### **Unit II: Models of Health Behaviour**

Changing health habits using theoretical models - Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change, Avenues for health habit modification.

### **Unit III: Chronic Illness and Pain**

Illness Factors, Onset, Progression, Types of Symptoms, Quality of Life, Personal issues in chronic illness, coping with chronic illness, Co management of chronic illness, Psychosocial Interventions, Pain: definition, types of pain, Pain control techniques, Pain management

### **Unit IV: Stress and Coping**

Stress - definition, dimensions of stress- sources of chronic stress, Theoretical contributions - Lazarus's Appraisal Model, Flight or fight response, General adaptation Syndrome, Tending and Befriending Model, Coping with stress- Sources of stress.

### **Unit V: Promoting Health Behaviour**

Smoking - Effects of smoking, reasons for smoking, Alcoholism - effects, reasons, Interventions for reducing smoking, changing problem drinking, Management of Overweight & obesity- effects of dieting & physical activity.

### **Recommended Text**

Straub O. Richard (2002) Health Psychology. New York: Worth Publishers.

Taylor E. Shelley (2018). Health Psychology (10<sup>th</sup>Ed.) New Delhi: Tata McGraw Hill Education Pvt Ltd

Gurang R.A.R. (2014) Health Psychology - A Cultural Approach (3<sup>rd</sup> Ed.) U.S.A: Wadsworth Cengage Learning.

Boyer, B., & Paharia, I. (2008). Comprehensive handbook of clinical health psychology. Edison, NJ: John Wiley & Sons.

Sarafino, E. (1994). Health psychology. Edison, NJ: John Wiley & Sons.

### **Reference Books**

1. Taylor, S. (1995). Health psychology (6th ed.). Toronto, Canada: McGraw-Hill Ryerson.
2. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). Health psychology: Theory, research and practice (2nd ed.). New Delhi, India: Sage Publications.
3. Branmon, L., & Frist, J. (2010). Introduction to health psychology; New Delhi, India: Cengage Learning India Pvt Ltd.
4. Wolfgang Linden, (2004), Stress Management: From Basic Science to Better Practice, Sage publications.
5. Brian Luke Seaward (2014), Essentials of Managing Stress, Jones & Bartlett Publishers.
6. Shelly E. Taylor (2012), Health psychology, 7th edition, TATA McGrawHil, New Delhi.
7. Mitchell D. Feldman & John F. Christensen (2008), Behavioural medicine – A guide for clinical practice, 3rd edition, McGraw Hill, NY.
8. Robert J. Gatchel, Andrew Baum and David S. Krantz (1989), An introduction to health psychology, 2nd edition, McGraw Hill, NY.



**PSO Relation Matrix**

<b>Course Outcomes</b>	<b>Programme Outcomes (PO)</b>					<b>Programme Specific Outcomes (PSO)</b>				
	<b>PO-1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>	<b>PSO-4</b>	<b>PSO-5</b>
<b>CO-1</b>	3	2	3	2	3	3	2	3	2	3
<b>CO-2</b>	3	3	2	3	3	3	3	2	3	3
<b>CO-3</b>	3	3	2	3	3	3	3	2	3	3
<b>CO-4</b>	3	3	3	2	3	3	3	3	2	3
<b>CO-5</b>	3	2	2	3	2	3	2	2	3	2
<b>Average</b>	3	2.6	2.4	2.6	2.8	3	2.6	2.4	2.6	2.8

<b>Mapping</b>	<b>&lt;40%</b>	<b>≥ 40%and&lt;70%</b>	<b>≥70%</b>
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER – V</b>			
<b>Ability Enhancement Course III</b>	<b>Environmental Studies</b>		
<b>Code: 23UAEV51</b>	<b>Hrs / Week:2</b>	<b>Hrs / Semester: 30</b>	<b>Credits: 1</b>

**Objectives:**

- To create awareness on the environmental issues.
- To impart knowledge on environmental ethics to prevent environmental degradation.
- To make them aware of the sustainable practices to conserve the natural resources.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>CL</b>
CO-1	recognize the biotic and abiotic components of ecosystem and how they function.	K2
CO-2	use natural resources more efficiently and know more sustainable ways of living.	K3
CO-3	acquire an attitude of concern for the environment.	K4
CO-4	participate in improvement and protection of environment.	K5
CO-5	manage unpredictable disasters.	K5

### **Unit I: Environment and Ecosystem**

Aim and need for Environmental Awareness - Components of Environmental Ecosystem - Components of Ecosystem: Abiotic and biotic factors (Producer, Consumer and Decomposer) - Food Chain, Trophic Levels - Food Web, Energy flow and Ecological pyramids

### **Unit II: Natural Resources**

Renewable and non-renewable resources - Water Resources: Uses and Conservation of Water - Rain Water Harvesting - Forest Resources: Importance of Forests - Major and Minor forest produces - Conservation of Forest Energy Resources: Solar Fossil Fuel - Wind - Role of individuals in the conservation of natural resources

### **Unit III: Environmental Pollution**

Pollutants - Types of pollution: Air, Water, Noise and Plastic Pollution - Causes, Effects and Control measures - Solid Waste Management

### **Unit IV: Human Population and Environment**

Effect of human population on environmental - Population Explosion problems related to population explosion - Involvement of population in conservation of environment - Measures adopted by the Government to control population growth - Environment and human health

### **Unit V: Disaster Management**

Floods - Drought - Earthquake - Cyclones - Landslide - Tsunami - Control measures

**PSO Relation Matrix**

<b>Course Outcomes</b>	<b>Programme Outcomes (PO)</b>					<b>Programme Specific Outcomes (PSO)</b>				
	<b>PO-1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>	<b>PSO-4</b>	<b>PSO-5</b>
<b>CO-1</b>	2	3	2	3	3	2	3	2	3	3
<b>CO-2</b>	3	2	3	2	3	3	2	3	2	3
<b>CO-3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO-4</b>	3	3	3	2	3	3	3	3	2	3
<b>CO-5</b>	2	3	2	2	3	2	3	2	2	3
<b>Average</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>2.4</b>	<b>3</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>2.4</b>	<b>3</b>

<b>Mapping</b>	<b>&lt;40%</b>	<b>≥ 40%and&lt;70%</b>	<b>≥70%</b>
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER V	
Self-Study Course	Human Rights
Code:23UPSSS2	Credit: +2

**Objectives:**

- To make every student aware of the various human rights present in our nation.
- To provide the basic knowledge of all the human rights so as to make their lives even more safe and secure.
- To create awareness on the laws on rights

**Course Outcome**

CO. No.	Upon completion of this course, students will be able to	CL
CO-1	learn the basic concepts and principles of Human rights	K1
CO-2	compare and contrast the various impacts of laws on women and children	K2
CO-3	apply knowledge about conceptual human rights in daily life	K3
CO-4	analyze the need of knowledge of Human Rights in daily life	K4
CO-5	evaluate the means of developing an understanding about the various laws for women	K5

**Unit I: Conceptual Background of Human Rights and Duties**

Rights: inherent, inalienable, universal, indivisible

Values: Dignity, liberty, equality, justice, unity in diversity

Need for balance between Rights and Duties, Freedom and Responsibility

**Unit II: Philosophical and Historical Perspectives**

Theories of human rights

History of human rights civilization

Human rights movements

### **Unit III: Human Rights and Duties in India**

Evolution: Independence movement, making of the Constitution

Indian Constitution: Fundamental Rights - Fundamental duties –

Enforcement and protection mechanism of human rights in India: Judiciary - National Human Rights

Commission and other Commissions and Committees - Non-governmental organizations -

Information Media–Education

### **Unit IV: Child Protection**

Understanding & Identifying Child Sexual Abuse – Need for prevention – Preventive approaches in the education setting – POCSO Act – Need for Child Protection in schools

### **Unit V: Policies and Protection of Women**

Legislations for Protection of Women's Rights - National Policy for Empowerment of Women - Government schemes meant for welfare of women in India - Suggested steps for violence prevention - Suggested areas for future research on women

### **Books for References:**

1. Begum, S.M., ed., *Human Rights in India: Issues and Perspectives* (New Delhi: APH PublishingCo., 2000).
2. National Council for Teacher Education, *Human Rights and National Values: Self-Learning Module, volumes I-III* (New Delhi, 1996).
3. UNICEF, *The Child and the Law* (New Delhi: UNICEF, 1994).
4. Sibnath Deb & Aparna Mukerjee. (2009). *Impact of Sexual Abuse on Mental Health of Children*. Concept Publishing Company, New Delhi, India.
5. Agarwal, H.O., *Implementation of Human Rights Covenants with Special Reference to India* (Allahabad: Kitab Mahal, 1983).
6. Alam, Aftab, ed., *Human Rights in India: Issues and Challenges* (New Delhi: Raj Publications, 1999).

**PSO Relation Matrix**

<b>Course Outcomes</b>	<b>Programme Outcomes (PO)</b>					<b>Programme Specific Outcomes (PSO)</b>				
	<b>PO-1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>	<b>PSO-4</b>	<b>PSO-5</b>
<b>CO-1</b>	3	3	2	3	3	3	3	2	3	3
<b>CO-2</b>	2	3	3	3	3	2	3	3	3	3
<b>CO-3</b>	3	2	3	3	3	3	2	3	3	3
<b>CO-4</b>	3	2	3	3	2	3	2	3	3	2
<b>CO-5</b>	3	3	2	3	3	3	3	2	3	3
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.8</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>

<b>Mapping</b>	<b>&lt;40%</b>	<b>≥ 40%and&lt;70%</b>	<b>≥70%</b>
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER V</b>	
<b>Internship</b>	
<b>Code:23UPSI51</b>	<b>Credit: +2</b>

### **Objectives:**

To gain exposure in the related fields of Psychology.

To gain the knowledge of professionalism and ethics practiced by mental health professionals.

### **Procedure:**

The students will intern at organization related to the field of psychology to gain experience/exposure in their particular area of their interest. The students will be working under the supervision of the mental professionals for a period of minimum 15 days in this semester. They are expected to give a report of their work done at the end of the 5th semester along with evaluation report and internship completion certificate from the organization, where they have undergone the internship.



SEMESTER VI			
Core X		Psychopathology II	
<b>Code:</b> <b>23UPSC61</b>	<b>Hrs/Week: 4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 4</b>

### Objectives:

- To make students understand the clinical picture, causal factors and treatment for Schizophrenia.
- To make known the Causes and Treatment of the Mood Disorders.
- To help students classify the causes and treatment of Anxiety Disorders.

### Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	CL
CO-1	be able to understand schizophrenic behaviour	K2
CO-2	explain the causes of unipolar and bipolar disorder and treatment	K3
CO-3	detail the symptoms, causes and treatment of anxiety disorders	K4
CO-4	summarize types, causes and treatment of Personality disorder	K5
CO-5	understand the contemporary interventions used to treat Attention Deficit Hyperactive Disorder and Learning Disorders.	K5

### Unit I: Schizophrenia

Schizophrenia, clinical picture, positive and negative symptoms - hallucinations, delusions, disorganised behaviour, disorganised speech, catatonia; subtypes of schizophrenia, other psychotic disorders- Schizoaffective disorder, Schizophrenic form disorder, Delusional disorder, Brief psychotic disorder, Shared psychotic disorder.

### Unit II: Mood Disorders

Mania, Depression, Major Depressive disorder, Dysthymia, Cyclothymia, Bipolar I and Bipolar II disorders, causes and treatment.

### **Unit III: Anxiety Disorders**

Anxiety, phobia, Generalized anxiety disorder- clinical picture, causes and treatment, specific phobia, social phobia, panic disorder, agoraphobia, obsessive compulsive disorder- clinical picture, causes and treatment, post-traumatic stress disorder - symptoms, causes and treatment.

### **Unit IV: Personality Disorders**

Personality, personality disorder, Cluster A, Cluster B and Cluster C disorders, causes and treatment.

### **Unit V: Childhood Disorders**

Attention Deficit Hyperactive Disorder - clinical picture, Causes, management, treatment, contemporary interventions, Learning Disorders - Dyslexia, Dysgraphia, Dyscalculia - clinical picture, management, contemporary interventions.

### **Recommended Text**

Comer, R. (2021). Fundamentals of abnormal psychology (10<sup>th</sup> Ed.). New York, NY: Worth Publishers.

Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2019). Abnormal psychology (18<sup>th</sup> Ed.). New Delhi, India: Pearson India Education Services Private Limited.

Peter Tyrer (2023). ICD- 11- For Mental Health Professionals. Cambridge University Press.

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorder (5<sup>th</sup> Ed., text. rev)

Carson R.C., Butcher J.V. & Mineka S. (2000) Abnormal Psychology and Modern Life (13<sup>th</sup> Ed.) Allyn & Bacon Publishers.

Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth.

Davison, G.C., Neale, J.M., & Kring, A. M. (2004). Abnormal psychology. Malden, MA: John Wiley & Sons Inc.

Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill publishing Co.

Cutting, J. (1997) Principles of Psychopathology. New York, NY: Oxford University Press.

### **Reference Books**

1. David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2nd Edition. New York: Brooks/Cole Publishing Co.,

2. Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). Abnormal psychology. 13th edition. Pearson Education.

3. James C. Coleman (1976). Abnormal psychology and modern life. 5th Edition. Scott, Foresman and Company.

4. Irwin G. Sarason, Barbara Sarason (2005). Abnormal psychology. New Delhi: Prentice Hall Publication.

5. Carson, R.C & Butcher, J.N. Abnormal Psychology & Modern life. (10th ed.). NY Harper-Collins

6. Bootzin, R. R, Acocella, J.R & Alloy, L.B .Abnormal Psychology-current perspectives (6th ed.).

McGraw Hill Inc. USA

7.Neale, J.M, Davidson. G.C, & David, A.F. Exploring Abnormal psychology. (6th ed.). John Wiley & Sons.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	3	3	3	3	2	3	3
CO-2	3	3	2	3	3	3	3	2	3	3
CO-3	3	2	3	3	3	3	2	3	3	3
CO-4	3	2	3	3	2	3	2	3	3	2
CO-5	3	3	2	3	3	3	3	2	3	3
Average	3	2.6	2.4	3	2.8	3	2.6	2.4	3	2.8

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER VI</b>			
<b>Core XI</b>		<b>Social Psychology</b>	
<b>Code: 23UPSC62</b>	<b>Hrs/Week: 4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 4</b>

**Objectives:**

- To familiarize the students with the concepts of Social Psychology.
- To make them strong in the theories and developmental aspects of Social Psychology
- To make students better social beings

**Course outcomes:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>CL</b>
<b>CO-1</b>	learn the nature of social psychology and other social sciences.	K1
<b>CO-2</b>	understand the importance of the social perception and other theories.	K1
<b>CO-3</b>	gain knowledge about the prejudice and discrimination.	K2
<b>CO-4</b>	analyse the various problems in group formation and in decision making process.	K3
<b>CO-5</b>	develop the leadership quality in the young mind.	K5

**Unit I: Introduction**

Nature, goal and scope of Social Psychology – Social Psychology and other social sciences – Methods of Social Psychology

**Unit II: Social Perception and Cognition**

Perceiving ourselves: self-concept, self-esteem, self-presentation and self-expression. Perceiving others: Forming impressions – Role of non-verbal cues, stereotypes and central traits – Primacy and recency

effects. Attribution: Meaning – Theory and biases

### **Unit III: Attitudes, Prejudice and Discrimination**

Attitudes: Meaning, nature and function - Attitudes and behaviour – Theories of reasoned and planned behaviour – Formation, change and measurement of attitudes; Prejudice and Discrimination – Nature and components – Acquisition – Reduction

### **Unit IV: Groups and Leadership**

Nature of Group formation – Functions of Group: Role, Status, Norms and Cohesiveness - Impact of Groups on Individual performance: Social facilitation and social loafing - Group Conflict – Decision making by Groups – Leadership

### **Unit V: Aggression and Prosocial Behaviour**

Aggression: Meaning – Theoretical perspectives – Trait, situational and social learning approaches – social and personal determinants of aggression – Prevention and control of aggression; Prosocial Behaviour: Meaning – Cooperation and helping - Personal, situational and socio-cultural determinants – theoretical explanations.

### **Text Book**

1. Baron, R.A. & Nyla R.B (2017). Social Psychology (14th ed). Delhi: Pearson Education.
2. Baron, R.A. & Byrne, D. Social Psychology (9th ed). Delhi: Pearson Education 2000.

### **Books for Reference**

1. Myers, D.G. Social Psychology, New Delhi: Tata McGraw Hill, 2005.
2. Feldman, R. S. Social Psychology: Theory, research and application. New Delhi: McGraw-Hill Education, 2005.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	3	3	3	3	2	3	3
CO-2	2	3	2	3	3	2	3	2	3	3
CO-3	3	2	3	3	3	3	2	3	3	3
CO-4	2	3	3	3	3	2	3	3	3	3
CO-5	3	3	3	2	3	3	3	3	2	3
Average	2.6	2.8	2.6	2.8	3	2.6	2.8	2.6	2.8	3

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER VI</b>			
<b>Core XII</b>		<b>Educational Psychology</b>	
<b>Code: 23UPSC63</b>	<b>Hrs/Week: 4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 4</b>

**Objectives:**

- To make students understand the meaning and purpose of education.
- To help them explain the theoretical perspectives of learning and cognition.
- To make them comprehend the faculties of learning such as intelligence, emotion, and imagination, creativity.

**Course outcomes:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>CL</b>
<b>CO-1</b>	understand the meaning and processes of education at individual and social plains in the Indian context.	K2
<b>CO-2</b>	demonstrate an appreciation of various theoretical perspectives on cognition and learning in educational contexts	K3
<b>CO-3</b>	develop insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self-processes.	K4
<b>CO-4</b>	understand and apply the social processes within the classroom and broader societal contexts that shape student's learning outcomes	K4
<b>CO-5</b>	apply psychological principles to facilitate constructive educational environment.	K5

**Unit I: Introduction**

Aims of education in relation to the relationship of self, society and education. Education and self- knowledge: Becoming a reflective practitioner. Brief introduction to problems of schooling in contemporary India. Transformative education for individual and social change.

## **Unit II: Cognition and Learning**

An overview of the key theoretical approaches: Behaviourism, Individual- Constructivism, Social-constructivism, Social learning theory. Indian perspectives: Learning through deep contemplation and purified perception, learning through silence. Mindfulness in learning.

## **Unit III: Learning and Motivation**

Critical reflection on the folk understanding of ‘intelligence’, ‘ability’ and ‘achievement’ in contemporary India. Motivation and developmental dynamics. Creativity and Imagination, Learning Styles, Cooperative Learning. Creating an emotionally secure classroom that encourages democracy, self- expression, and self-determination.

## **Unit IV: Learning theories and schooling**

Application of learning theories in school, the child and the curriculum, the process of education, learning in and out of school in a diverse environment, exploring sociocultural perspectives on culture, gender, environment and learning. Understanding the design of learning environments – brain, mind, experience and school.

## **Unit V: Education in the Indian Context**

Understanding the hidden curriculum of education; learner diversity and hidden discrimination. Understanding educational stress and anxiety, bullying, parental and peer pressure. Education, consumerism and the market. Enhancing mental health and well-being of learners and teachers. Education and technology in contemporary India.

### **Recommended Text**

1. Woolfolk A., Misra G., & Jha A. (2012). Fundamentals of educational psychology. New Delhi, India: Pearson Pub.
2. Woolfolk A., Preeti K. (2019). Educational psychology. New Delhi, India: Pearson Pub.
3. Dewey, J. (2011) The child and the curriculum. India: Martino Fine Books.
4. Cornelissen M., Misra G., & Varma S. (2010). Foundations of Indian psychology (Vol.2). New Delhi, India: Pearson.
5. Krishnamurti J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust.



6.Badheka G. (1997). Divaswapan. New Delhi, India: NBT.

7.Bruner J. (1996). The culture of education. Cambridge: Harvard University Press

### Reference Books

1. Dewey, J. (1937) The child and the curriculum. Chicago: University of Chicago Press.

2.National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In National Curriculum Framework 2005. New Delhi, India: NCERT.

3.Rogers C. (1983). Freedom to learn in the 80s. USA: Charles R. Merrill Pub. Co.

4.Thapan M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage Pub.

5.Skinner C. E. (2006). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi.

6.Mangal. S. K., (2005). Advanced Educational Psychology). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi.

7.Narayana Rao, (2002). Educational Psychology, Wiley Eastern, Chennai.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	2	3	3	3	3	2
CO-2	3	3	3	3	3	3	3	3	3	3
CO-3	3	2	3	2	2	3	2	3	2	2
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	2	2	3	3	3	2	2
Average	3	2.8	3	2.6	2.4	3	2.8	3	2.6	2.4

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level

Scale	1	2	3
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SEMESTER VI			
Core Practical VI		Psychopathology II	
Code: 23UPSCR6	Hrs/Week: 2	Hrs/ Sem: 30	Credit: 1

Minimum 5 experiments should be chosen from the given list and professional skills (compulsory) be taken for record writing and practice.

#### **Professional skills**

1. Diagnostic Skills
2. Critical Thinking

#### **Experiments**

1. Schizophrenia Screening Test
2. Phobia Questionnaire (PHQ)
3. PGI Well-being Scale
4. Trauma Questionnaire
5. Depression Inventory
6. Problem Behaviour Questionnaire
7. Obsessive-Compulsive Inventory
8. ADHD Screening Test
9. The Personality Inventory for DSM-5 (PID-5)
10. Dyslexia Screening Test

#### **Reference**

1. Barlow David H. & Durand, V. Mark (1995) Abnormal Psychology, Brooks/Cole Publishing Co.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	3	3	3	2	2	3	3	3	2
CO-2	3	3	2	3	3	3	3	2	3	3
CO-3	2	3	3	3	3	2	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	3	3	2	2	3	3	3	2	2
Average	2.6	3	2.8	2.8	2.6	2.6	3	2.8	2.8	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER VI			
<b>Core Practical VII</b>		<b>Social Psychology and Educational Psychology</b>	
<b>Code: 23UPSCR7</b>	<b>Hrs/Week: 4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 2</b>

Minimum 6 experiments should be chosen from the given list and professional skills (compulsory) be taken for record writing and practice.

#### **Professional skills**

1. Learning Strategies
2. Communication Skills

#### **Experiments**

##### **Social Psychology**

1. Attitude Scale
2. Locus of Control
3. Leadership Style Questionnaire
4. Prosocialness Scale
5. Self-esteem scale

##### **Educational Psychology**

1. Learning Style Inventory
2. Learning Disability Scale
3. Student Achievement Test
4. Motivation Questionnaire
5. Test of Pragmatic Language (TOPL)
6. Academic Procrastination Scale

#### **Book for Reference:**

B. Brinkerhoff David Lynn K. White, 1991 Sociology New York West Publishing co., Kendall, Diana  
1996 Sociology in our times California Wadsworth Publication.

Dass, S. N. (2015). *Textbook of Experimental Psychology*. Sublime Publications India.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	2	3	3	3	3	2
CO-2	3	2	3	3	2	3	2	3	3	2
CO-3	2	3	3	3	3	2	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	2	3	3	2	3	2	3	3	2
Average	2.8	2.6	3	3	2.4	2.8	2.6	3	3	2.4

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER VI</b>			
<b>Core XIII</b>		<b>Project and Viva Voce</b>	
<b>Code: 23UPSP61</b>	<b>Hrs/Week: 6</b>	<b>Hrs/ Sem: 90</b>	<b>Credit: 4</b>

1. Every UG student is required to prepare the project report on a study done in groups – Subject related – based on the fieldwork and studying the current trends under the supervision of the project guide.
2. The project work should be done with equal contribution from each student of the group in consultation with the project guide.
3. The project report should be in English.
4. A project report will contain 60 pages minimum.
5. The project work should be of such a nature that it could prove useful to humanity.
6. Project observations, suggestions and conclusions shall form an inevitable part of the project.

Marks for the project report will be 100, divided as 40 for Internal Evaluation and 60 for External Evaluation.

SEMESTER VI			
Discipline specific Elective II		Forensic Psychology	
Code: 23UPSE61	Hrs/Week: 4	Hrs/ Sem: 60	Credit: 3

#### Objectives:

- To provide the knowledge of forensic psychology
- To develop the understanding of the role of psychology in crime investigation and other legal affairs.
- To enhance critical thinking in students

#### Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	CL
CO-1	learn the basic concepts and principles of forensic psychology	K2
CO-2	apply the concepts learnt in personality development	K3
CO-3	analyse how psychology is applied in the field of crime and criminology	K4
CO-4	analyse the various emotions associated with crime	K4
CO-5	evaluate the social factors that influence the field of forensic psychology	K5

#### Unit I: Introduction

Definition –Brief history – Forensic psychology today – Forensic psychology, forensic psychiatry and forensic social work – Ethical issues – Forensic psychology as a specialty – Research and practice careers in forensic psychology.

#### Unit II: Police, Investigative and Legal Psychology

**Police Psychology** – Forensic assessment in police psychology – Screening out and screening in – Inventories used in police training.

**Investigative psychology:** Profiling – Types – Problems – Police interviewing and interrogation –

Detection to deception: Polygraph, forensic hypnosis, eyewitness evidence.

**Legal psychology** – Court structure and jurisdiction – Judicial process – Assessment of risk – Competency to stand trial – Competency assessment instruments – Assessment of criminal responsibility – Family or domestic courts – Child custody – Forensic psychology and civil litigation – Civil capacities – Sexual and gender harassment.

### **Unit III: Criminal Psychology**

The juvenile offender – Developmental perspectives – Developmental factors in persistent criminal behaviour – Juvenile fire setting – Criminal psychopath – Causes of violence – Workplace violence – Criminal homicide – Hate or bias crime – Stalking – Sexual assault and rape – Demographics of rapists – Sexual homicide- Typologies of rapists – MTC:R3 – Child sex offenders – Female sex offenders – Online child sexual predators – Juvenile sex offenders – Recidivism rates of sex offenders – Assessment of sex offenders.

### **Unit IV: Victimology and victim services**

Multiculturalism and victimization – Legal rights of victims – Measurement of victimization – Psychological effects of criminal victimization – Homicide victimization – Sexual assault victimization – Child sexual abuse – Internet victimization – Human trafficking – Intimate partners and family violence: Development, characteristics, effects – Forensic assessment in IPV – Child abuse – Repressed and recovered memories – Child abduction – Elder abuse and neglect – Role of forensic psychologists.

### **Unit V: Correctional Psychology**

Institutional corrections – Legal rights of inmates – Role of correctional psychologists – Psychological assessment in correction – Treatment and rehabilitation – Treatment of special populations – Obstacles to treatment of inmates – Community based corrections – Juvenile courts – Juvenile assessment – Juvenile amenability to rehabilitation – Psychological treatment in juvenile facilities – Approaches to rehabilitation – Family preservation models – Substance abuse models – Violence prevention programs – Juvenile sex offender treatment programs

### **Text book:**

1. Bartol, C.R., Bartol, A.M. An introduction to Forensic Psychology: Research and application V Edition. New Delhi: Sage Publications, 2019.



**Books for Reference:**

1. Batchman, R. & Schutt, R. K. Fundamentals of Research in Criminology and Criminal Justice. London, UK: Sage,2008.
2. Fulero, S. M. & Wrightsman, L. S. Forensic Psychology (3<sup>rd</sup>Ed). Wadsworth Publishing Co,2008.
3. Howitt, D. Forensic and Criminal Psychology. New Delhi: Prentice Hall,2002.

**PSO Relation Matrix**

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	2	3	3	3	3	2
CO-2	3	2	2	3	3	3	2	2	3	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3	3	3
CO-5	3	2	3	3	2	3	2	3	3	2
Average	3	2.6	2.8	3	2.6	3	2.6	2.8	3	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

<b>SEMESTER VI</b>			
<b>Discipline specific Elective II</b>		<b>Environmental Psychology</b>	
<b>Code: 23UPSE62</b>	<b>Hrs/Week: 4</b>	<b>Hrs/ Sem: 60</b>	<b>Credit: 3</b>

**Objectives:**

- To help students understand Environmental Psychology and its various psychological perspectives.
- To help them comprehend human perception of environmental risk.
- To develop understanding of the effects of the environment in human behaviour.

**Course outcomes:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>CL</b>
<b>CO-1</b>	demonstrate knowledge in different psychological approaches to the study of man-environment relationship	K2
<b>CO-2</b>	understand the mutual interaction of environment and behaviour	K2
<b>CO-3</b>	understand the behaviour of humans in the face of environmental risk	K3
<b>CO-4</b>	acquire knowledge on the influence of human behaviour in environmental crisis	K4
<b>CO-5</b>	appreciate and apply pro-environmental behaviour.	K5

**Unit I: Introduction to Environmental Psychology**

Defining the field of environmental psychology. Origins and history. Psychological perspectives in environmental psychology - Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson); Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)

**Unit II: Environmental Risk Perception**

Natural disasters and ecological threats: environmental risk and risk perception, the role of cognition and emotions, human behaviour in the face of risks, risk awareness and resilience. Interventions in human habitats: acceptance and NIMBYism; finding the right balance for the common good.

### **Unit III: Environment and Behaviour**

Effects of Environment on behaviour: Noise pollution, Air pollution, Crowding and Population explosion. Health Benefits of Nature, Restorative Environments. The Gaia hypothesis, Deep ecology; Man-environment relationship physical, social, cultural, orientation and product.

### **Unit IV: Ecology and Development**

Human behaviour and Environmental Problems: Global warming, Greenhouse effect, Energy depletion; Ecosystem and their components; Sustainable development; Resource use: Common property resources. Ecology: Acculturation and psychological adaptation.

**Unit V:** Psychological drivers of pro-environmental action: environmental attitudes, social representations, norms, beliefs, values, identity, environmental knowledge, the role of direct experience. Models explaining environmental behaviour. The role of habits and social practices. Encouraging environmental behaviour through interventions. The role of environmental education. Pro-environmental action in organisations.

### **Recommended Text**

Steg, L. & de Groot, (2019). Environmental Psychology: An Introduction. Chichester, West Sussex: John-Wiley & Sons Ltd

Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha

Clayton, S. (2012). The Oxford handbook of environmental and conservation psychology. New York: Oxford University Press

### **Reference Books**

1. Kanagasabai, C.S. 2005.Environmental Studies. Rasee publishers. Madurai.
2. Yogendra, N. and Srivastava, N. 1998. Environmental Pollution, Ashish Publishing House. New Delhi

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	2	3	3	3	3	2
CO-2	2	3	3	2	3	2	3	3	2	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	2	3	3	3	3	2	3
CO-5	2	2	3	2	2	2	2	3	2	2
Average	2.6	2.8	3	2.4	2.6	2.6	2.8	3	2.4	2.6

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

SEMESTER VI			
Skill Enhancement Course VI    Applications of Positive Psychology			
Code: 23UPSSE6	Hrs/Week: 2	Hrs/ Sem: 30	Credit: 2

#### Objectives:

- To make clear the basic concepts of positive psychology.
- To develop an awareness about positive psychology concepts and its implications.
- To enhance positivity among students

#### Course outcomes:

CO. No.	Upon completion of this course, students will be able to	CL
CO-1	learn the aspects of positive psychology	K1
CO-2	compare and understand the various aspects of positive psychology	K2
CO-3	apply knowledge about handling others in daily life in a positive way	K3
CO-4	analyze the need of knowledge of positivity	K4
CO-5	evaluate the means of developing an understanding about positive social interaction	K5

#### Unit I: Introduction

Definition – Goals – From the negative to the positive – Eastern and Western perspectives of Positive Psychology. Assessment of strengths and weaknesses through SWOT analysis.

**Activity:** Practicing SWOT Analysis

#### Unit II: Positive Psychology in context

Developing strengths – Meaning and measures of happiness – Resilience - Subjective wellbeing - Self-realization – Successful aging – Techniques to enhance self-realization.

**Activity:** Introspection on the source of subjective happiness and trying to make a group activity.

### **Unit III: Developing Positive emotional states**

Understanding positive affect, positive emotions and well-being – Developing Emotion focused coping – Life enhancement strategies - Emotional Intelligence – Learning the skills and making the difference.

**Activity:** Role play on life enhancement strategies

### **Unit IV: Developing Positive cognitive states**

The two universal virtues: Wisdom & Courage: Theories, Development of wisdom and courage – Self-efficacy: Childhood antecedents, Influence in life arena, Collective self-efficacy- Optimism: Learned optimism – Hope: Childhood antecedents, Neuro biology of hope, Collective hope. Importance of mindfulness, flow and spirituality: Definition, basic concepts and development of the virtues.

**Activity:** Practicing mindfulness exercises

### **Unit V: Developing pro social behaviour**

Definitions of empathy and egotism, altruism, gratitude and forgiveness –Importance and development of empathy and egotism – altruism – gratitude – forgiveness – Development of attachment, love and flourishing relationships. Living a life above zero.

**Activity:** Visit an old age home or orphanage.

### **Text book**

1. Synder, C.R., Lopez, S.J., Pedrotti, J.T. (2021). Positive Psychology: The scientific and practical explorations of human strengths. (4<sup>th</sup> Ed.). India: Sage publications.

### **Reference**

1. Hurlock, E.B. Personality development. 28th Reprint, New Delhi: Tata McGraw Hill Publications, 2006.
2. Baumgardner, S.R., Crothers, M.K. Positive Psychology. India: Pearson Education, 2009.

### PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	3	3	3	3	3	3	3	3
CO-2	3	3	2	3	3	3	3	2	3	3
CO-3	3	3	3	3	3	3	3	3	3	3
CO-4	3	3	3	2	3	3	3	3	2	3
CO-5	2	3	2	2	3	2	3	2	2	3
Average	2.8	3	2.6	2.6	3	2.8	3	2.6	2.6	3

Mapping	<40%	≥ 40%and<70%	≥70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3