Annamalai University

(Accredited with "A' Grade by NAAC)

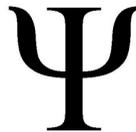## M.Sc. Clinical Psychology
(Five-Year Integrated Programme)

Regulations & Curriculum -2019

UPSY51

Department of Psychology

Ψ

Faculty of Education

ANNAMALAI   UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

**REGULATIONS FOR THE FIVE-YEAR INTEGRATED POST GRADUATE PROGRAMMES
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

These regulations are for the students admitted to **the Five Year Integrated Masters Programme (M.Sc)** in the Department of Psychology **from the academic year 2019-2020 onwards**.

1. Definitions and Nomenclature

1.1 University refers to Annamalai University.

1.2 Department means any of the academic departments and academic centres in the University

1.3 Discipline refers to the specialization or branch of knowledge taught and research in higher education. For example, Botany is a discipline in the Natural Sciences, while Economics is a discipline in Social Sciences.

1.4 Programme encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.

1.5 Course is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.

1.6 Curriculum encompasses the totality of student experiences that occur during the educational process.

1.7 Syllabus is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.

1.8 Academic Year refers to the annual period of sessions of the University that comprises two consecutive semesters.

1.9 Semester is a half-year term that lasts for a minimum duration of 90 days. Each academic year is divided into two semesters.

1.10 Choice Based Credit System A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.

1.11 Core Course is mandatory and an essential requirement to qualify for the Degree.

1.12 Elective Course is a course that a student can choose from a range of alternatives.

1.13 Value-added Courses are optional courses that complement the students' knowledge and skills and enhance their employability.

1.14 Experiential Learning is a process of learning through experience. It is specifically defined as "learning through reflection on doing".

1.15 Extension Activities are the activities that provide a link between the university and the community such as lab-to-land, literacy, population education, and health awareness programmes. These are integrated with in the curricula with a view to sensitize the student about Institutional Social Responsibility (ISR).

1.16 Credit refers to the quantum of course work in terms of the number of class hours in a semester required for a programme. The credit value reflects the content and duration of a particular course in the curriculum.

1.17 Credit Hour refers to the number of class hour per week required for a course in a semester. It is used to calculate the credit value of a particular course.

1.18 Programme Outcomes (POs) are statements that describe crucial and essential knowledge, skills and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.

1.19 Programme Specific Outcomes (PSOs) are statements that list what the graduate of a specific programme should be able to do at the end of the programme.

1.20 Learning Objectives also known as Course Objectives are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

1.21 Course Outcomes (COs) are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.

1.22 Grade Point Average (GPA) is the average of the grades acquired in various courses that a student has taken in a semester. The formula for computing GPA is given in section 11.3.

1.23 Cumulative Grade Point Average (CGPA) is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters.

1.24 Letter Grade is an index of the performance of a student in a particular course. Grades are denoted by letters S, A, B, C, D, E, and RA.

2. Programmes Offered and Eligibility Criteria

The integrated programmes offered by the University under the Faculty of Education, Department of Psychology and the eligibility criteria are detailed below.

Faculty of Education	
Programme	**Eligibility**
M.Sc., Clinical Psychology	A pass in H.S.C. (10+2 level) OR Equivalent there to.

2.1 **In the case of SC/ST and Differently-abled candidates, a pass is the minimum qualification for the above programme.**

3. **Reservation Policy**

Admission to various programmes will be strictly based on the reservation policy of the Government of Tamilnadu.

4. **Programme Duration**

4.1 The Five Year Master's Programmes consist of five academic years and ten semesters.

4.2 Each academic year is divided into two semesters, the first being from July to November and the second from December to April

4.3 Each semester will have 90 working days (18 weeks).

5. **Programme Structure**

5.1 The Five Year Integrated Programme consists of Language Courses, Core Courses, Allied Courses, Elective Courses, Soft Skills, Experiential Learning and Project.The students shall also participate in Extension Activities as part of their curriculum.

5.2 **Language Courses**

5.2.1 Each student shall take two languages of four courses each, one in each semester for the first two years of the programme.

5.2.2 Language-I shall be Tamil or another language such as Hindi or French.

5.2.3 Language-II shall be English.

5.3 **Core courses**

5.3.1 These are a set of compulsory courses essential for each programme.

5.3.2 The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.

5.4 **Allied Courses**

5.4.1 Each student shall take three courses each in two disciplines allied to the main subject of the programme in the first four semesters.

5.4.2 In Arts, Languages, and Education, there will be three Theory Courses each forAllied-I and Allied-II.

5.4.3 In Science and Marine Sciences there will be two Theory courses and one Practical course each for Allied-I and Allied-II.

5.5 **Elective Courses**

5.5.1 **Department Electives (DEs)** are the Electives that students can choose from a range of Electives offered within the Parent Department offering the Programme.

5.5.2 **Inter Department Electives (IDEs)** are Electives that students can choose from amongst the courses offered by other departments of the same faculty as well as by the departments of other faculties.

5.5.3 Students shall take a combination of both DEs and IDEs.

5.6 **Soft Skills**

5.6.1 Soft skills are intended to enable students to acquire attributes that enhance their performance and achieve their goals with complementing hard skills.

5.6.2 Soft skills include communication skills, computer skills, social skills, leadership traits, team work, and development of emotional intelligence quotients, among others.

5.6.3 Each student shall choose four courses on soft skills from a range of courses offered from the First to the Sixth Semester

5.7 **Value Education**

All students shall take a course on Value Education that includes human values sustainable development, gender equity, ethics and human rights.

5.8 **Experiential Learning**

5.8.1 Experiential learning provides opportunities to students to connect principles of the discipline with real-life situations.

5.8.2 In-plant training/field trips/internships/industrial visits (as applicable) fall under this category.

5.9 **Extension Activities**

5.9.1 It is mandatory for every student participate in extension activities.

5.9.2 All the students shall enroll under NSS/NCC/YRC/RRC or any other service organization in the University.

5.9.3 Students shall put in a minimum attendance of 40 hours in a year duly certified by the programme coordinator.

5.9.4 Extension activities shall be conducted outside the class hours.

5.10   Project

5.10.1 Each student shall undertake a Project in the final semester.

5.10.2 The Head of the Department shall assign a Project Supervisor to the student.

5.10.3 The Project Supervisor shall assign a topic for theproject and monitor the progress of the student periodically.

5.10.4 Students who wish to undertake project work in recognized institutions/industry shall obtain prior permission from the University. The Project Supervisor will be from the host institute, while the Co-Supervisor shall be a faculty in the parent department.

5.11   Value added Courses (VACs)

5.11.1 Students may also opt to take Value added Courses beyond the minimum credits

	Credits
Semester I to VI	
Language-I (Tamil or any other Language)	**12**
Language-II (English)	**12**
Core Courses	**61**
Allied-I	**10**
Allied-II	**10**
Electives	**15**
Soft skills	**12**
Environmental studies (UGC mandated)	**2**
Sustainability, Gender & Human Values(value education)	**2**
Experiential learning	**4**
Extension activities	**1**
Total Credits	**141**
Semester VII to X	
Core Courses	**69**
Electives	**15**
Project	**6**
Total Credits	**90**
Total Credits Semester I to X **(minimum requirement for the award of degree).**	**231**

required for award of the Degree. VACs are outside the normal credit paradigm.

5.11.2 VACs enhance the student's employability and life skills. VACs are listed on the University website and in the Handbook on Interdepartmental Electives and VACs.

5.11.3 Each VAC carries 2 credits with 30 hours of instruction, of which 60% (18 hours) shall be Theory and 40% (12 hours) Practical.

5.11.4 Classes for VACs are conducted beyond the regular class hours and preferably in the VIII and IX Semesters.

5.12 Online Courses

5.12.1The Heads of Departments shall facilitate enrolment of students in Massive Open Online Courses (MOOCs) platform such as SWAYAM/NPTEL to provide academic flexibility and enhance the academic career of students.

5.12.2 Students who successfully complete a course in the MOOC platform shall be exempted from one elective course of the programme.

5.13 **Credit Distribution**

The credit distribution is summarized in the Table below

Each Department shall fix the minimum required credits for award of the Degree within the prescribed range of 230-240 credits.

5.15 **Credit Assignment**

Each course is assigned credits and credit hours on the following basis:

1 Credit is defined as

1 Lecture period of one hour per week over a semester

1 Tutorial period of one hour per week over a semester

1 Practical/Project period of two hours (depending on the discipline) per week over a semester.

6 Attendances

6.1 Each faculty handling a course shall be responsible for the maintenance of *Attendance and Assessment Record* for candidates who have registered for the course.

6.2 The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition the Record shall also contain the organization of lesson plan of the Course Instructor.

6.3 The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.

6.4 At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.

6.5 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.

6.6   Each student should earn a minimum of 75% attendance in the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.

6.7   Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness.

7.   Mentor-Mentee System

7.1   To help the students in planning their course of study and for general advice on the academic programme, the Head of the Department will attach certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.

7.2   The Mentors will guide their mentees with the curriculum, monitor their progress and provide intellectual and emotional support.

7.3   The Mentors shall also help their mentees to choose appropriate electives and value- added courses, apply for scholarships, undertake projects, prepare for competitive examinations such as NET/SET, GATE etc., attend campus interviews and participate in extra-curricular activities.

8   Examinations

8.1   The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination.

8.2   There will be two CIA Tests and one End-Semester Examination in each semester.

8.3   The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.

8.4   **Continuous Internal Assessment Tests**

8.4.1   The CIA Tests shall be a combination of a variety of tools such as class test, assignment, seminars, and viva that would be suitable to the course. This requires an element of openness.

8.4.2   The students are to be informed in advance about the assessment and theprocedures.

8.4.3   The pattern of question paper will be decided by the respective faculty.

8.4.4   CIA Test-I will cover the syllabus of the first two units and will be of two hours, while CIA test-II cover the last   threeunits and will be for three hours duration

8.4.5 A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason thestudent could not attend the test, the prerogative of arranging a special test lies with the teacher inconsultation with the Head of the Department.

8.5 End Semester Examinations (ESEs)

8.5.1 The End Semester Examinations for the odd semester will be conducted in November and for the even semester in May.

8.5.2 A candidate who does not pass the examination in any course(s) will be permitted to reappear in such course(s) in the subsequent semester/year.

8.5.3 The End Semester Examination will be of three hours duration and will cover the entire syllabus of the course.

9 Evaluation

9.1 Marks Distribution

9.1.1. Each course, Theory and Practical as well as Project/Internship/Field work/In-plant training shall be evaluated for a maximum of 100 marks.

9.1.2 For the theory courses, CIA Tests will carry 25% and the End-Semester Examination 75% of marks.

9.1.3 For the Practical courses, the CIA Tests Examination will constitute 40% and the End- semester Examination 60% of marks.

9.2. Assessment of CIA Tests

9.2.1 For the CIA Tests, the assessment will be done by the Course Instructor

9.2.2 For the Theory Courses, the break-up of marks shall be as follows:

	Marks
Test-I & Test-II	15
Seminar	5
Assignment	5
Total	25

9.2.3 For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

	Marks
Test-I	15
Test-II	15
Viva and Record	10
Total	40

9.3 Assessment of End-Semester Examinations

9.3.1 Evaluation for the End Semester Examinations is done by internal examiners

9.4 **Assessment of Project/Dissertation**

9.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by theUniversity.

9.4.2 The Project Work/Dissertation shall carry a maximum of 100 marks.

9.4.3 CIA for Project will consist of a Review of literature survey, experimentation/field work, attendance etc.

9.4.4 The Project Report evaluation and viva-voce will be conducted by committee constituted by the Head of the department.

9.4.5 The Project evaluation will comprise of Head of the department, Project supervisor and a senior faculty.

9.4.6 The marks shall be distributed as follows:

Continuous Internal Assessment(25 Marks)		End Semester Examination (75 Marks)	
Review-I :10	Review-II: 15	Project / Dissertation Evaluation	Viva-voce
		50	25
		20	15

9.5 **Assessment of Value-added Courses**

9.5.1 VACs shall be evaluated completely by Internal Examiners.

9.5.2 Two CIA Tests shall be conducted during the semester by the Department(s) offering VAC.

9.5.3 A committee consisting of the Head of the Department, faculty handling the course and a senior faculty member shall monitor the evaluation process.

9.5.4 The grades obtained in VACs will not be included for calculating the GPA.

9.6 **Passing Minimum**

9.6.1 A candidate is declared to have passed in each course if he/she secures not less than 40% marks in the ESE and not less than 50% marks in aggregate taking CIA and ESE marks together.

9.6.2 A candidate who has not secured a minimum of 50% of marks in a course (CIA + ESE) shall reappear for the course in the next semester/year.

10. **Conferment of the Master's Degree**

A candidate who has secured a minimum of 50% marks in all courses prescribed in the programme and earned the minimum required credits shall be considered to have passed the Master's Programme.

11.   Marks and Grading

11.1   The performance of students in each course is evaluated in terms of Grade Point (GP).

11.2   The sum total performance in each semester is rated by Grade Point Average (GPA) while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester

11.3   The GPA is calculated by the formula

$$GGG = \frac{\sum_{\alpha\,G}^{G} \text{CiGi}}{\sum_{\alpha\,G}^{G} GG}$$

where, **Ci** is the Credit earned for the Course *i* in any semester;

Gi is the Grade Point obtained by the student for the Course *i* and

n is the number of Courses passed in that semester

11.4   **CGPA**   is a weighted Average Grade Point of all the courses passed starting from the first semester to the current semester.

$$GGGG = \frac{\sum_{\alpha\,G}^{G}\sum_{\alpha\,G}^{G} G\,\alpha\,G}{\sum_{\alpha\,G}^{G}\sum_{\alpha\,G}^{G} GG}$$

Where, Ci is the Credit earned for the Course *i* in any semester;

Gi is the Grade Point obtained by the student for the Course *i* and

n is the number of Courses passed in that semester

m is the number of semester

11.5   Evaluation of the performance of the student will be rated as shown in the Table.

Letter Grade	Grade Points	Marks %
S	10	90 and above
A	9	80-89
B	8	70-79
C	7	60-69
D	6	55-59
E	5	50-54
RA	0	Less than 50
W	0	Withdrawn from the examination

11.6   **Classification of Results.** The successful candidates are classified as follows:

11.6.1 For **First Class with Distinction:** Candidates who have passed all the courses prescribed in the Programme *in the first attempt* with a CGPA of 8.25 or above within the programme duration. Candidate who have withdrawn from the ESEs are still eligible for First Class with Distinction (see section 12 for details)

11.6.2 **First Class:** Candidates who have passed all the courses with a CGPA of 6.5 or above.

11.6.3 **Second Class:** Candidates who have passed all the courses with a CGPA between 5.0 to less than 6.5.

11.6.4 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.

11.7   Course-Wise Letter Grades

11.7.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

11.7.2 A candidate is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.

11.7.3 Acourse completed successfully, cannot be repeated for the purpose of improving theGrade Point.

11.7.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the student has reappeared.

11.7.5 If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/incorporating theclarifications suggested by the evaluators or he/she can re-register and carry out the same in thesubsequent semesters for evaluation.

12.   Provision for Withdrawal from the End Semester Examination

12.1   The letter grade W indicates the candidate has withdrawn from the examination.

12.2   A candidate is permitted to withdraw from appearing in the ESE for one or more course in **Any One** of the semester**Only** for exigencies deemed valid by the university authorities.

12.3   **Permission for withdrawal from the examination shall be granted only once during the entire duration of the programme.**

12.4   Application for withdrawal shall be considered **only** if the student has registered for the courses fulfilled the requirements for attendance and CIA tests.

12.5   Theapplication for the withdrawal shall be made ten days prior to the commencement of the examination and duly approved by the controller of examinations. Notwithstanding the mandatory prerequisite of ten days -notice due consideration will be given under extraordinary circumstances.

12.6 Withdrawal is **not** granted for arrear examination of courses in previous semesters (for which the student has secured RA Grade) and for the final semester examinations.

12.7 Candidates who have been granted permission to withdrawal from the examinations shall reappear for the courses in the subsequent semester.

12.8 Withdrawal shall not be taken into account as appearance for the examination when considering the eligibility of the student to qualify for first class with distinction.

13. Academic misconduct

Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication, submitting the work of another student, interfering with other students' work, removing/defacing library or computer resources, stealing other students'notes/assignments,electronicallyinterferingwithother person's/University's intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitized on issues of academic integrity and ethic

14. Transitory Regulations

Wherever there has been a change of syllabi, examinations based on the existing syllabus will be conducted three consecutive times after implementation of the new syllabus in order to enable the students to clear the arrears. Beyond that the students will have to take up their examinations in equivalent subjects, as per the new syllabus, on the recommendation of the Head of the Department concerned.

15. Notwithstanding anything contained in the above pages as Rules and Regulations governing the Five Year Integrated Masters Programme at Annamalai University, the syndicate is vested with the powers to revise them from time to time on the recommendations of the academic council.

ANNAMALAI UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

M.Sc CLINICAL PSYCHOLOGY- FIVE YEAR

ProgrammeCode: UPSY51

Programme Outcomes (PO)

After the successful completion of Post-Graduation in Clinical Psychology (Integrated), the student will be able to:

PO1	Understand the various basic principles involved in Psychology and also able give Psycho-education to all with effective communication
PO2	Explore the biological ,psychological and sociological process related to the development of human behaviour
PO3	Explore the ways to develop personality in all aspects by improving their mental health and Quality of Life
PO4	understand various psychological disorders and it's etiology and management
PO5	Assess, diagnose and manage various psychological profile of individuals.
PO6	Enhance their counseling skills and may get basic knowledge on various psychotherapies to deal with the individuals exhibiting both normal and abnormal behaviours.
PO7	Enhance the life of the disabled persons and to enable them to have a meaningful life by giving due consideration to psychosocial factors and carry out relevant management.
PO8	Equip oneself with self reflective skills required in various settings, carry out extensive research and thereby contribute knowledge in professional areas.
PO9	Assess the Psychological issues using scientific methods and providing a suitable solutions in all aspects.

Programme Specific Outcomes: PSO

At the end of the programme   the student will be able to

PSO1	Apply the principles of Psychology and communicate their level of understanding the subjects
PSO2	Critically analyse the various biological process involved in human development and explain how it influence their behaviour
PSO3	Apply the core knowledge and skill viz.,life skills including stress coping skills, communication, leadership skills for improving their personality and to become an entrepreneur
PSO4	Prescribe various Counselling and Therapeutics techniques based on diagnosis, symptoms and enquiry.
PSO5	Demonstrate self reflective skills (Psychological Assessment) required in various settings and be able to carry out extensive research for community development –promoting Mental health and Quality of Life and communicate the results to peers.

ANNAMALAI UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

M.Sc., Clinical Psychology (Five Year Integrated) Programme
Programme Code: UPSY 51
Programme Structure
(For Students Admitted from the Academic Year 2019-2020)

Course Code	Course Title	L	T	P	C	CIA	ESE	Total
		Hours/Week				Marks		
		Semester-I						
19ITAMC11	Language-I:Course 1	3			3	25	75	100
19IENGC12	Language-II: Course 1	3			3	25	75	100
19IPSYC13	Core1: General Psychology I	4			4	25	75	100
19IPSYC14	Core2: Lifespan Psychology I	4			4	25	75	100
19IENSC15	Environmental Studies	2			2	25	75	100
19IPSYA16	Allied –I: Medical Sociology	4			4	25	75	100
	Total Credits				**20**			
	Semester –II							
19ITAMC21	Language-I:Course 2	3			3	25	75	100
19IENGC22	Language-II:Course 2	3			3	25	75	100
19IPSYC23	Core3: General Psychology II	4			4	25	75	100
19IPSYC24	Core4: Lifespan Psychology II	4			4	25	75	100
19IPSYC25	Core5: Biopsychology I	3			3	25	75	100
19IPSYA26	Allied-II: Health Policies and Programmes	4			4	25	75	100
	Total Credits				**21**			
	Semester – III							
19ITAMC31	Language-I:Course 3	3			3	25	75	100
19IENGC32	Language-II:Course 3	3			3	25	75	100
19IPSYC33	Core 6: Biopsychology II	3			3	25	75	100
19IPSYC34	Core 7: Nutrition and Behaviour	3			3	25	75	100
19ICIAC36	Core 8: Computer and Its Application	3			3	25	75	100
19IPSYA37	Allied-III: Rural Health Management	4			4	25	75	100
19ISSC300	Soft skill Development I	3			3	25	75	100
	Total Credits				**22**			

Semester – IV								
19ITAMC41	Language-I:Course 4	3			3	25	75	100
19IENGC42	Language-II: Course 4	3			3	25	75	100
19IPSYC43	Core9: Social Psychology-I	4			4	25	75	100
19IPSYC44	Core10: Cognitive Psychology-I	3			3	25	75	100
19IPSYC45	Core 11:Theories of Personality	4			4	25	75	100
19IPSYA46	Allied-IV: Psychological Statistics	4			4	25	75	100
19ISSC400	Soft Skill-II	3			3	25	75	100
	Total Credits				**24**			
Semester – V								
19IPSYC51	Core12 : Cognitive Psychology II	3			3	25	75	100
19IPSYC52	Core13: Social Psychology II	4			4	25	75	100
19IPSYC53	Core14: Psychopathology I	4			4	25	75	100
19IPSYC54	Allied-V Yoga Psychology	4			4	25	75	100
19IPSYC55	Dept. Elective I:Positive Psychology I	4			4	25	75	100
19IPSYC56	Dept. Elective II: Institutional Approach to Disability	4			4	25	75	100
19ISSC500	Soft Skills III	3			3	25	75	100
	Total Credits				**26**			
Semester –VI								
19IPSYC61	Core 15: School Counseling	4			4	25	75	100
19IPSYC62	Core 16: Psychopathology II	4			4	25	75	100
19IPSYP63	Core17: Experimental Psychology-practical-I			6	3	40	60	100
19IPSYC64	Dept. Elective III: Positive Psychology II	4			4	25	75	100
19IPSYC65	Dept. Elective IV: Forensic Psychology	3			3	25	75	100
19IPSYV66	Value Education	2			2	25	75	100
19IPSYF67	Experiential Learning	4			4	25	75	100
19IPSYF68	Extension Activities	1			1			
19ISSC600	Soft Skills IV	3			3	25	75	100
	Total Credits				**28**			
Semester –VII								
19IPSYC71	Core18:Neuropsychology I	5			5	25	75	100
19IPSYC72	Core19: Psycho diagnostics	5			5	25	75	100
19IPSYC73	Core20: Health Psychology I	5			5	25	75	100
19IPSYC74	Core21:Research Methodology	4			4	25	75	100
CHOICE	Inter Dept. Elective I: Personality Development	3			3	25	75	100

Code	Title				Credits			
Total Credits					**22**			
Semester – VIII								
19IPSYC81	Core22:Neuropsychology II	5			5	25	75	100
19IPSYC 82	Core23:Health Psychology II	5			5	25	75	100
19IPSYC 83	Core24:Experimental Psychology-practical II			6	3	40	60	100
19IPSYP 84	Core25:Psychotherapeutics I	4			4	25	75	100
19IPSYE85	Dept. Elective V: Cyber Bullying	3			3	25	75	100
CHOICE	Inter Dept. Elective II: Health Psychology	3			3	25	75	100
	Total Credits				**23**			
Semester IX								
19IPSYC91	Core26:Hospital Management	5			5	25	75	100
19IPSYC92	Core27:Counselling Psychology	5			5	25	75	100
19IPSYC93	Core28:Rehabilitation Psychology	5			5	25	75	100
19IPSYC94	Core29:Psychotherapuetics II	5			5	25	75	100
19IPSYE95	Dept Elective VI: Gerontology	3			3	25	75	100
CHOICE	Inter Dept. Elective III: Counseling Psychology	3			3	25	75	100
	Total Credits				**26**			
Semester X								
19IPSYCX1	Core30:Modern Clinical Psychology	4			4	25	75	100
19IPSYPX2	Core31:Case Studies	4			4	25	75	100
19IPSYPX3	Core32:Experimental Psychology Practical-III			10	5	40	60	100
19IPSYDX4	Project and viva voce	12			6	40	60	100
19IPSC100	Constitution Of India*	2			2	25	75	100
	Total Credits				**19**			
	Over all Total Credits				**231**			
	Value added							
	MOOC							

- **Non credited compulsory course**
  L-Lectures; P-Practical;   C-Credits;   CIA- Continuous Internal Assessment; ESE- End Semester Examination

Note:
1. **Students shall take both Department Electives (DEs) and Inter departmental Electives (IDEs)from a range of choice available**
2. **Students may opt for any Value-added Course listed in the University website.**

Department Elective (DE)

S.No.	Course Code	Course Title	Hours/week		C	Marks		
			L	P		CIA	ESE	Total
1.	19IPSYC55	Dept. Elective I:Positive Psychology I	4		4	4	25	75
2.	19IPSYC56	Dept. Elective II: Institutional Approach to Disability	4		4	4	25	75
3.	19IPSYC64	Dept. Elective III: Positive Psychology II	4		4	4	25	75
4.	19IPSYC65	Dept. Elective IV: Forensic Psychology	3		3	3	25	75
5.	19IPSYE-85	Cyber Bulling	3	-	3	25	75	100
6.	19IPSYE-95	Gerontology	3	-	3	25	75	100

Inter Departmental Elective (IDE)

S.No.	Course Code	Course Title	Hours/week		C	Marks		
			L	P		CIA	ESE	Total
1	19IPSYCX75	Personality Development	3	0	3	25	75	100
2	19IPSYCX86	Health Psychology	3	0	3	25	75	100
3	19ISSX96	Counselling Psychology	3	0	3	25	75	100

Value Added Programme

S.No.	Course Code	Course Title	Hours/week		C	Marks		
			L	P		CIA	ESE	Total

1	VAD 1	Health and well-being	3	0	3	25	75	100
2	VAD2	Counselling skills	3	0	3	25	75	100
3	VAD3	Introduction to life skills	3	0	3	25	75	100
4	VAD4	Personality development	3	0	3	25	75	100

All PG in the Faculties of Education [2019-20] [End Semester Examinations]
(Based on Revised Bloom's Taxonomy)

Programme: _____ :   Five Year Integrated PGYear: I/II Semester:

Course Code: Course Name: Time: 3 Hrs
                                                               Max.Marks:100

Part-A (Level-K1)   **Marks: (15x2=30)**
(Answer ALL of the questions
1. Define……
2. What …….?
3. Choose/ Relate…………
4. How ……?
5. Why ……?
6. Find……
7. Spell out……
8. Multiple Choices a. b. c. d.
9. Multiple Choices a. b. c. d.
10. Multiple Choices a. b. c. d.
11. Multiple Choices a. b. c. d.
12. Match the following i - a ii - b iii - c iv - d v - …..
13. Match the following i - a ii - b iii - c iv - d v - …..
14. Match the following i - a ii - b iii - c iv - d v - …..
15. Match the following i - a ii - b iii - c iv - d v - …..

Part-B (Level-K2)   **Marks: (5x5=25)**
(Answer any FIVE of the questions)
16. Explain…..
17. Describe…..
18. Select……
19. Classify….
20. Compare….
21. Interpret…

Part-C (Level-K3/ Level-K4)   **Marks: (5x7=35)**
(Answer any FIVE of the questions)
22. Apply….
23. Show…..
24. Solve….
25. Calculate….
26. Categorize…
27. Distinguish….
28. Test for…..

Part-D (Level-K5)   **Marks: (1x10=10)**
(Answer any ONE of the questions)
29. Discuss…….
30. Summarize….
***

All PG in the Faculties of Education [2019-20] [End Semester Examinations]
Based on Revised Bloom's Taxonomy)

Programme: _____ :   Five Year Integrated PG Year: III Semester:

Course Code: Course Name: Time: 3 Hrs
Max.Marks:100

Part-A (Level-K1)   Marks: (10x2=20)
(Answer ALL of the questions)
1. Define……
2. What …….?
3. Multiple Choices a. b. c. d.
4. Multiple Choices a. b. c. d.
5. Multiple Choices a. b. c. d.
6. Multiple Choices a. b. c. d.
7. Match the following i - a ii - b iii - c iv - d v - …..
8. Match the following i - a ii - b iii - c iv - d v - …..
9. Match the following i - a ii - b iii - c iv - d v - …..
10. Match the following i - a ii - b iii - c iv - d v - …..

Part-B (Level-K2)   Marks: (5x3=15)
(Answer any FIVE of the questions)
11. Explain…..
12. Describe…..
13. Select……
14. Classify….
15. Compare….
16. Outline ….

Part-C (Level-K3/Level-K4)   Marks: (9x5=45)
(Answer any NINE of the questions)
17. Apply….
18. Prepare….
19. Show…..
20. Solve….
21. Illustrate…..
22. Sketch….
23. Infer….
24. Categorize…
25. Analyze…
26. Distinguish….
27. Take part in…

Part-D (Level-K5/ Level-K6)   Marks: (2x10=20)
(Answer any TWO of the questions)
28. Discuss….
29. Summarize….
30. Design….
***

ANNAMALAI UNIVERSITY
All PG in the Faculties of Education [2019-20] [End Semester Examinations]
(Based on Revised Bloom's Taxonomy)

Programme: _____: Five Year Integrated PG Year: IV Semester:

Programme: _____: Two/Three Year PG Year :   I Semester:

Course Code: Course Name: Time: 3 Hrs

Max.Marks:100

Part-A (Level-K1/ Level-K2)   Marks: (10x2=20)

(Answer ALL of the questions)

1. Define……
2. Multiple Choices a. b. c. d.
3. Multiple Choices a. b. c. d.
4. Match the following i - a ii - b iii - c iv –d v - …..
5. Match the following i - a ii - b iii - c iv –d v - …..
6. Explain…….
7. Select…..
8. Describe……
9. Classify….
10. Elucidate….

Part-B (Level-K3/ Level-K4) Marks: (8x5=40)

(Answer any EIGHT of the questions)

11. Prepare…..
12. Solve…..
13. Apply……
14. Show…..
15. Categorize…
16. Analyze…
17. Distinguish….
18. Infer….
19. Compare….
20. Compute

Part-C (Level-K5)Marks: (3x10=30)

(Answer any THREE of the questions)

21. Discuss…
22. Summarize….
23. Evaluate…..
24. Disprove….

Part-D (Level-K6) * Marks: (1x10=10)

(Answer any ONE of the questions)

25. Design….
26. Develop…

All PG in the Faculties of Education [2019-20] [End Semester Examinations]
(Based on Revised Bloom's Taxonomy)

Programme: _____: **Five Year Integrated PG Year:**   **V Semester:**
Programme: _____: **Two/Three Year PG Year:**   **II Semester:**

Course Code: **Course Name:**   **Time: 3 Hrs**

Max.Marks:100

Part-A (Level-K1/ Level-K2)   **Marks: (10x2=20)**

(Answer ALL of the questions)
1. Define……
2. Multiple Choices a. b. c. d.
3. Multiple Choices a. b. c. d.
4. Match the following i - a ii - b iii - c iv –d v - …..
5. Match the following i - a ii - b iii - c iv –d v - …..
6. Explain…….
7. Select…..
8. Describe…..
9. Classify….
10. Elucidate….

Part-B (Level-K3/ Level-K4)   **Marks: (6x5=30)**
(Answer any SIX of the questions)
11. Apply……
12. Show…..
13. Prepare
14. Make use of….
15. Categorize…
16. Analyze…
17. Distinguish….
18. Simplify…..

Part-C (Level-K5)   **Marks: (3x10=30)**
(Answer any THREE of the questions)
19. Discuss…
20. Recommend with
21. Evaluate…..
22. Justify….
23. Optimize…

Part-D (Level-K6)   **Marks: (2x10=20)**
(Answer any TWO of the questions)
24. Design….
25. Formulate …
26. Modify …..

	IV Year (Five Year PG) I Year (Two/Three year PG)				V Year (Five Year PG) II/III Year (Two/Three Year PG)			
	Level	**Part**	**Questions & Marks**	**Total Marks**		**Level**	**Part**	**Questions & Marks**	**Total Marks**
	K1	A	5 x 2	10		K1	A	5 x 2	**10**
	K2		5 x 2	10		K2		5 x 2	**10**
	K3	B	4 x5	20		K3	B	2 x 5	**10**
	K4		4 x5	20		K4		4 x 5	**20**
	K5	C	3 x 10	30		K5	C	3 x10	**30**
	K6	D	1 x 10	10		K6	D	2x 10	**20**
				100					**100**

Notes:

(i) All QPs of both internal and ESE shall contain four sections of A,B,C & D with the Prescribed levels of 'K$_i$s'.

(ii) Part - A has no choice.

(iii) Open Choice is followed for Parts B, C and D.

(iv) No choice for MBA Programme in Part D as to the Case Study question is concerned.

(v) Actions verbs are appended for reading/reference and as guidelines for adherence.

(vi) Please ensure equal/fairly equal weight to all Units and COs.

ANNAMALAI UNIVERSITY

All PG in the Faculties of Arts / Sci. / M. Sci. / Ind. Lan. / Edn. / Fine Arts. [2019-20]

[End Semester Examinations]

Bloom's Taxonomy - Questions Conforming to Levels K1 to K6

I Year(Five Year PG)				**II Year (Five Year PG)**				**III Year(Five Year PG)**			
Level	Part	Questions & Marks	Total Marks	Level	Part	Questions & Marks	Total Marks	Level	Part	Questions & Marks	**Total Marks**
K1	A	15 x 2	30	K1	A	15 x 2	30	K1	A	10 x 2	**20**
K2	B	5 x 5	25	K2	B	5 x 5	25	K2	B	5 x 3	**15**
K3	C	3 x 7	21	K3	C	3 x 7	21	K3	C	5 x 5	**25**
K4		2 x 7	14	K4		2 x 7	14	K4		4 x 5	**20**
K5	D	1 x 10	10	K5	D	1 x 10	10	K5	D	1 x 10	**10**
			100				100	K6		1 x 10	**10**
											100

19ITAMC11.1	Language-I:Course 1	L	T	P	C
Semester I	**TAMIL – I**	3	0	0	3

முதலாழுஆழு ழு- முதழுழுழுவழு

Part - I Language –தமிழுITAC11 –நவஞுஇலழுயியழுழுநாடகழுழு

கழுழுதலிழு நோழுகழு(Learning Objective (LO))

LO 1 தமிழில் தோல்றிய நவஞு இலல்கியல்களஞ் வளஞ்சியையல்ல் றல்.

LO I2 சில்கதை, ஞ்தினல்கல் கால்ல்ல் சல் சஞ்சிக்கல் களைல்ல் கதைல்ஞ்திகளைல்ல் வஞால்ஸ்தல்.

LO 3 தமிழில் நல்யாக வளஞ்ல்ல்ள ஸ்ல்கவஞ்தை வகைமைய எல்ல்ல்ரைஸ்தல்.

LO 4 நவஞ் நாடகல்களை இலல்கிய நாடகல்களோல் ஒஸ்யஸ்ல்.

LO 5 ஐரோஸ்யஸ்வல்கையால் தமிழில் ஏல்பஸ்ட மால்றல்களைஸ்ல் மல்மலஸ்சியையல்ல் வஞால்ஸ்தல்.

கல்றலில் வெளஞ்யால்

At the end of the course, the student will be able to

CO1:	மொழில்யாடல் வழியே தமிழில் சிறஸ்ல்களை மாணவஸ்கல் அறிஸ்கொல்வல்
CO2:	உலக இலல்கியல்கல் ஸ்ல் தமில் இணையானல் எல்ல் ல் மனிநிலையை அடைவல்
CO3:	மாணவஸ்கல் ல்ல் நாவல்கல், சில்கதை வாசில்ஸ்ஸ்திறல் மேல்பல்ல்
CO4:	ல்ல்ல் கவஞ்தல் படைல்ஸ்திறல் தோல்ல்ல்
CO5:	பாடல்ஸ்தில்ல்ல்ய நாடகல்களை வஞால்களஞ் நிகல்ஸ்ல்ல் ஆஞ்வல் ஏல்பல்ல்.

அலழு- 1 சிழுகதை

    1.ஸ்மைல்யஞ்தல்   - பால்வல் ஞல்பஞ்ளை

    2.கி.ராஜநாராயணல்   - கதல்

    3.ல்.அழகில்சாமி   - ராஜாவஞ்தில்ல்கிறால்

    4.கல் மணஞ்ணசேகரல்   - உயஞ்தல் ஞஞ்

    5.மேலால் மைபொல்ல் ஸ்சாமி   - தேசியமயஞ்

அலழு-2 ழுழுகவழுதை

    1.பாரதியால்   - ஸ்மைல்ஸ்பல்

    2.பாரதிதாசல்   - தமில் உணல்

    3.உவமைல்கவஞ்ல்ஞ்ரதா   - தமிழில் பெயல்ல்ல்கல் (ல்றைல் கல்)

    4.தேவதேவல்   - ஸ்கல்டல் (அல் தல் மால்திரமே வெளஞ்யல்டல்)

    5. அறில்மதி   - நல்ல்காலல்(ல் தல் 20- கவஞ்தகல் மல்ல்ல்)

    6.மில்ரா   - ஹைல் எல் தோழி

                 (ல் தல் 20- கவஞ்தகல் மல்ல்ல்)

அலழு- 3 ழுினழு

    1..ல்செல்வரால்   - பொல்ல்கால் ஸ்திரை

அலழு- 4 நாடகழு

1. இல்ல்லால்   - ஒளவை

அலமு - 5 இமுகால இலமுகியவரலாமு

ஐரோல்யல்வல்கை – நவண் இலல்கியல்கல் அறில் கல் - ல்ல்கவந்தை - சில்கதை – ல்தினல் ஆகியவல்றில் தோல்றல் ல் வளல்சில்ல் – இலல்கிய ல் ல்னோல்கல் – செல்தி�்தால் வல்கை - நாடகல் – தோல்றல் ல் வளல்சில்ல்.

அலமு - 6

(மாணவமுகமு அறிமுமு கொமுவதமுமு மமுமுமு - தேமுமுகான பமுதி அமுல)

இலல்கியல்களைல்ல் அவை தொடல்யான இலல்கிய வரலால்றைல் இணைல்ல் பல்தல். நவண் இலல்கியல்கல் சல் கல்தைல் படல் பல்ல்ல் கால்ல்வதை சல் கல் கல் ணோல்டல்தோல் அறிதல். நவண் இலல்கிய வல்வல்களஞ் வளல்சி வால்வயில் ல்ல் பயல்பல்ல் ல் றைய வண்ல்ல்தல்.

பாடமுமு

1.   ல்ல்மைல்யல்தல்   - பால் வல் ணல் பல்ளை
                                                       நில்செல்சல் ல்ஹரல்ல் , செல்னை
                                                       ஐ்தால்பதில்ல் - 2015

2.   கி.ராஜநாராயணல்   - கதல்
                                                       அல்னல் வெளல்யல்,
                                                       தல்சால் ல் ஏழால்பதில்ல் - 2015

3.   ல்.அழகில்சாமி   - ராஜாவல்தில்ல்கிறால்
                                                       காலல்ல்வல் பதில்யகல், நாகல்கோயல்
                                                       ல் தல்பதில்ல் -2012

4.   கல் மணல்ணசேகரல்   - உயல்ந்தல் ணல்
                                                       தாமரைல்செல்வல்பதில்யகல்
                                                       செல்னை, ல் தல்பதில்ல் 1997

5.   மேலால் மைபொல்ல் ல்சாமி   - தேசிய மயல்
                                                       வானதி பதில்யகல், செல்னை
                                                       ல் தல்பதில்ல் - 1997

6.   பாரதியால்   - பாரதியால்கவல்தைகல்
                                                       நில்செல்சல் ல்ஹரல்ல் , செல்னை
                                                       ல் தல்பதில்ல் - 2014
                                                       இரல் டால் பதில்ல் செல்டல்பல் 2017

7.   பாரதிதாசல்   - பாரதிதாசல் கவல்தைகல்
                                                       மணல்வாசகல்பதில்யகல், செல்னை
                                                       ஏழால் பதில்ல் -2016

8.   உவமைல்கவல்ஞ்ல்ரதா   - ல்றைல் கல்

27

ஸ்வாதி பதிப்பகல்,
அல்பஸ்ல் ல் செல்னை, ல் தல்பதிஸ்ல் 2010

9.   தேவதேவல்   - அல் தல் மாஸ்திரமே வெளஷ்யல்டல்
                                         நில்செல்சல்ஸ்ஹரல்ல் , செல்னை
                                         ல் தல்பதிஸ்ல் - 2016

10. அறில்மதி   - நல்ஸ்காலல்
                                         கவஞ்ரா பதிப்யகல், செல்னை
                                         எல்டால் பதிஸ்ல் 2005

11. மிஸ்ரா   - மிஸ்ரா கவஸ்தைகல்
                                         சாரல் வெளஸ்யல், செல்னை
                                         ல் தல்பதிஸ்ல் 1990

12. ல்செல்வரால்   - பொல்ஸ்கால்ஸ்திரை
                                         நில்செல்சல் ஸ்ஹரல்ல் , செல்னை
                                         ல் தல்பதிஸ்ல் - 2014

13. இல்ஸ்லால்   - ஒளவை
                                         அகரல் பதிப்யகல், தல்சால் ல்
                                         ஐஸ்தால்பதிஸ்ல் - 2015

14. ச.வே.ஸ்பஸ்மணஸ்யல்   - தமில் இலல்ஸ்கிய வரலால்
                                         மணஸ்வாசகல்பதிப்யகல்
                                         செல்னை, ஏழால்பதிஸ்ல் 2015

15. சோ.நா. கல்தசாமி   - தமில் இலல்ஸ்கியவரலால்
                                         மணஸ்வாசகல்பதிப்யகல்

பாழுவைவழுழுகமு

                                         செல்னை, ல் தல்பதிஸ்ல் 2004

   1. வல்லிகல் ணல்   -   ஸ்ல்ஸ்கவஸ்தையஸ் தோஸ்றல் ல் வளஸ்ஸ்சில்ல்
                                         பால்ஸ்நிலையல், செல்னை-108
                                         ல் தல்பதிஸ்ல் 2008

   2. க. கைலாசபதி   -   தமில் நாவல் இலல்ஸ்கியல்
                                         ஸ்மரல் பதிப்யகல்
                                         வடபழனல்செல்னை
                                         ல் தல்பதிஸ்ல் 1968, மல்பதிஸ்ல் 2010

   3. கால்ஸ்திகேல்ஸ்சிவதல்பல்   -   தமிழில் சில்கதை தோஸ்றல் ல்
                                         வளஸ்ஸ்சில்ல், நில்செல்சல், ஸ்தகநிலையல்,
                                         செல்னை- 98, ல் தல்பதிஸ்ல் 2013

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4. ஆல். அழகல்யல் - தமில் நாடகல்தோல்றல் ல் வளல்ச்சில்ல் பால்நிலையல், செல்னை, ல் .ப. 2011

5. ல்சல்திவேல் - இல்பதால் ல் ல்றால் ல்ல்தமில் உரைநடை மணஞ்ஜாசகல்பதில்ஙகல், சிதல்பரல்

Outcome Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3				2	2			2	2	3	3	3	2
CO2	3	3				2			3		2	2		
CO3		2	3		3	2				3			2	3
CO4	3		3			2				2	2	2		
CO5	3	2			2				2	2			3	2

19IHIC-11.2	PAPER-1 HINDI	L	T	P	C
Semester-1	BASIC HINDI-1	3	0	0	3

Learning Objectives:

LO1:   To know the Hindi terms for various professions.

LO2:   To gain knowledge of poem and prose

LO3:   To help the student to learn the importance of the moral, spiritual and human values

LO4:   'To study short stories and imbibe moralsx

LO5:   To know about national leaders

Course Outcomes

At the end of the course, the student will be able to:

CO1:   Understand the basic structure of poems.

CO2:   Knowledge on various common hindi words.

CO3:   Describe the basic concepts of moral stories.

CO4:   Apply the concepts of in life.

CO5:   Analyze the difference between prose and poem.

Unit - I: Introduction: Mathruvandana (poem) ,peshwar,chalo bazaar chalo, ahimsa kivijay

Unit - II: Poem, Prose: Balwanbano, **,**Gandhiji keasheram me chor,

Unit - III: Vani ka theer, Bharth, daku se mahatma.

Unit - IV: Chandhini, Samaykipabandhi, vitamin.

Unit - V: Rajiv Gandhi, Titiali(poem),Bangalore.

Current Streams of Thought: The Faculty will impart the current developments in the

subject during the semester to the students and this component will not be a part of

Examinations. Understanding on Hindi drama basis and concepts and nibandh.

Text Books:
 1.   Prakashak 2009, Naveen hindipatmala 2009, First Edition DBHPsabha-Chennai.17.
 2.   Prakashak 2009, Parichya, 2009, First edition, DBHPS**, Trichi** 17.

Supplementary Reading:

1.   Prakasa k2009, Naveen Hindi Patamala: Part - I , D.B.H.P. Sabha, Chennai - 600 017.

2.   Hindi prachar vahini.1, DHBS, sabha Chennai 17.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	2	3	2	2	3	2	3	3	3	3	-	-	-
CO2	3	-	2	-	3	-	2	2	-	-	-	-	-	-
CO3	3	2	-	-	2	3	-	2	3	-	-	2	-	-
CO4	3	3	3	3	3	-	3	-	2	2	-	-	2	-
CO5	-	-	3	3	3	3	3	2	2	2	-	-	-	3

19IFREC11.3	Language-II: Course II	L	T	P	C
Semester-1	**French- I**	3	0	0	3

Learning Objective (LO):

By introducing the course, it is intended to:

LO1:   Greet People

LO2:   Introduce oneself (Basic 1)

LO3:   Identify the things and the persons; spell a word

LO4:   Ask about the day, the time and the date

LO5:   Asking excuse;

Course Outcomes:

At the end of the course, the student will be able to

CO1:   Greet people appropriately, ask how they are, tell them how I am and ask how others are.

CO2:   Obtain another different culture, the sound of the French language, certain words in French, some famous French symbols/landmarks.

CO3:   Understand basic classroom instructions.

CO4:   Use different forms of address to speak to friends, teachers and people I do not know, using formal and informal modes of address and language.

CO5:   Understand when the teacher is speaking to one or more persons in class and understand simple commands (mostly passive, receptive language with some active, productive language) and polite language. I can recognise 'tu' and 'vous' forms and help phrases such as *'Pardon', 's'ilvousplaît', 'excusez-moi', 'merci'.*

Unit-I

Aborder quelqu'un; Dire son nom- Identifier une langue, la nationalité et le nombre.Identifier les choses et les personnes

Unit-II

Remplir une fiche de renseignements.Découvrir la carte postale, un message sur internet et le blog très simples.Les pays francophones ; Les lieux de la ville -Dire si on comprend ; Saluer ; Prendre congé Dire s'excuser ; Affirmer et nier ; Epeler son nom

Unit-III

L'espace francophone ; Découvrir la France et les pays francophones-Exprimer ses gouts ; Identifier les professionsDemander quelque chose à quelqu'un

Unit-IV

Comprendre un article de presse sur un portrait d'une personne.Première approche de la société française (noms, âges, origines, lieux d'habitation) Parler des loisirs ; Faire un projet

Unit-V

Proposer-accepter ou refuser une proposition-Demander une explication -Ecrire les cartes et messages d'invitation, d'acceptation ou de refus.-Découvrir la carte de France et les connaissances.

TextBook: 1. J. Girardet et J. Pecheur, (2012), **Echo A1** - méthode de français**,** Paris**:**Langers, CLE international.

Reference :

1. Marie-Noelle Cocton et Emilie Pommier (2015), **Saison A1** - méthode de français, Les Editions Didier, Paris

2. Angels Campa, Claude Mestreit, Julio Murillo et Manuel Tost (2001), **FORUM** – Méthode de français, HACHETTE LIVRE.

3. Mauger Bleu, **Le Cours de langue et de la civilisation française**, - Méthode de français, Paris, HACHETTE LIVRE.

4. Michele Boulares et Jean-Louis Frerot (1997), **GrammmairePrograssive du Français avec 400 exerises -2nd Edition**, CLE International.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	-	-	-	1	-	-	-	1	-	2	-	-	-
CO2	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO3	1	-	-	2	-	-	-	-	-	3	-	-	-	-
CO4	-	2	-	-	-	-	-	-	-	-	-	-	-	-
CO5	1	-	-	-	-	-	-	-	-	-	-	1	-	-

ENGLISH: ENGLISH THROUGH LITERATURE I: PROSE

19IENC 12	Language-II:CourseII	L	T	P	C
Semester I	**ENGLISH- I**	3	0	0	3

Learning Objectives:

To enable the student to understand:

      LO1:   The communicative competence in English language.

      LO2:   Knowledge in English prose.

Course Outcomes:

At the end of the course, the student will be able to:

      CO1: Excel in communicative competence in English language.

      CO2: Improve their Knowledge in English prose.

Unit-I: Bonnie Chamberlain   "The Face of Judas Iscariot"

                Swami Vivekananda   "Speech at World Parliament of Religion"

Unit-II: Stephen Leacock   "My Financial Career"

                "Speech on 4th November 1948 in the Constituent Assembly"

Unit-III: Robert Lynd   "On Forgetting"

                Nirad C. Chaudhuri   "Indian Crowds"

Unit-IV: A. G. Gardiner   "All about a Dog"

                Ruskin Bond   "My Eccentric Guests"

Unit-V: Martin Luther King (Jr.)   "I Have a Dream"

                Khushwant Singh   "The Portrait of a Lady"

Text Book:

    1. Ayyappa Raja. S., Shanmugasundari. P., Deivasigamani. T., SaravanaPrabhakar. N., Karthikeyan. B. *English through Literature: Prose.*

Outcome Mapping:

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3										3			3
CO2	3													3

19IPSYC13	Core-1	L	T	P	C
Semester I	General Psychology-I	4	0	0	4

Learning Objectives:

To enable the student to understand:

LO1: The definition, approaches, careers and methods of Psychology.

LO2: The structure and functions of brain and nervous system.

LO3: The structure and functions of the sense organs.

LO4: The processes of perception and consciousness.

LO5: The concept of consciousness, sleep and dreams.

Course Outcomes:

At the end of the course, the student will be able to:

CO1: Define Psychology & explain its various approaches and methods.

CO2: Understand the structure and functions of human brain and nervous system.

CO3: Explain the structure and function of the sense organs.

CO4: Describe the basic perceptual process.

CO5: Describe the concepts of consciousness, sleep and dream.

Unit–I: Introduction

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

Unit–II: Brain

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

Unit–III: Nervous System

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

Unit–IV: Hearing and other Senses

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

Unit–V: Influences on Perception

Studying Heredity and Experience Effects of Restricted Experiences – Learning Influences – Perceptual Sets – Cultural Diversity: Culture and Perception – Applying /Exploring Extrasensory Perception. - consciousness, Sleep and Dreams -   The   Continuum of Consciousness – Rhythms of Seeping and Waking – The Word ofDreams – Applying / Exploring: Sleep Problems and TreatmentAttention –Motor skills-Motivation-Memory-Personality tests-IQ tests.

> **CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)**
> **The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.**

Text Books:

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

Reference Books:

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

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2		3	2		3	2	3		3	2	3	
CO2			3						3		3			3
CO3		3			3	3			3		2	3	2	
CO4	3			3			3			3			3	2
CO5	3	2	3		3	2		3	2		2	3		3

19IPSYC 14	**Core- 2**	**L**	**T**	**P**	**C**
Semester I	**LIFESPAN PSYCHOLOGY – I**	**4**	**0**	**0**	**4**

Learning Objectives:

To enable the student to understand:

LO 1: The different approaches and various methods in human development.

LO 2: The various stages of human development.

LO3: The principles and patterns of physical, intellectual, social and personality development in early childhood.

LO 4: The principles and pattern of physical, intellectual, social and personality development in middlechildhood.

LO 5: The principles and pattern of physical, intellectual, social and personality development in adolescence.

Course Outcomes:

At the end of the course, the student will be able to:

CO1: Understand the concept of human development.

CO2: To know about the various stages of human development.

CO3: Explore the principles and patterns of physical, intellectual, social and personality development in early childhood.

CO4: Learn the principles and pattern of physical, intellectual, social and personality development in middle-childhood.

CO5: Acknowledge the principles and pattern of physical, intellectual, social and personality development in adolescence.

Unit–I : Human Development

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

Unit–II : Conception To Birth

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

Unit–III: Early Childhood

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

Unit–IV : Middle Childhood

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

Unit–V: Adolescence

Physical Development–Puberty–Physical and Mental Health-Cognitive Development – Aspects of Cognitive Maturation – Educational and Vocational Issues– Psychosocial Development – Search for Identity – Sexuality – Relationships with Family Peers and Adult Society.

> **CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)**
> **The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.**

Text Books:

1. Papalia, D. E., and Olds, S.D.(2004)*Human Development* (9th Edn.) New Delhi: Tata McGraw Hill publishing Co., Ltd.,.

Reference Books:

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

Outcome Mapping

Cours e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		3		2	3		2	3		3	3	2	3
CO2		3		3			3			3				
CO3	3		3		3	2		3			3	2	3	2
CO4		3		3					3	3				
CO5	3	2	3		2	3	2					3	2	3

19IESC 15	ENVIRONMENTAL STUDIES	L	T	P	C
Semester I		2	0	0	2

Learning Objectives:

To enable the student to understand:

LO1: The environmental system.

LO2: The various environmental damages.

LO3: The causes of resource depletion.

LO4: The changes in the global climate.

LO5: The ways of sustainable development.

Course Outcomes:

At the end of the course, the student will be able to:

CO1: Understand the environmental system.

CO2: Become aware of the causes of environmental damages.

CO3: Acknowledge about managing the environmental resources.

CO4: Take steps towards changing in the global climate.

CO5: Contribute towards the sustainable development.

Unit-I The Environmental System

(1.1) The Services Provided by the Environmental System.

(1.2) Ecosystems: Food Chains, Food Webs, and Ecological Pyramids.

(1.3) Biochemical Cycles: Hydrological Cycle, Carbon Cycle.

Unit-II Environmental Damage- Pollution

Sources and impact of

(2.1)Air Pollution-(2.2)Water Pollution-(2.3)Land Pollution-(2.4)MunicipalSolid Waste-
(2.5)Noise Pollution.

Unit-III Resource Depletion

(3.1) Importance of Forests: Causes and Consequences of Deforestation. (3.2)Bio

Diversity: Meaning/ Importance-Reasons and Consequences of Biodiversity decline

(3.3)Consequences of Overdrawing Water Resources.

Unit-IV Global Climate Change

(4.1) The Science of Climate Change-The Green House Effect (4.2) Sources and Impact
of Climate Change. (4.3) Coping with Climate Change.

Unit-V Sustainable Development

(5.1) Concepts and Definition of Sustainable Development (BrundtlandCommisDefinition)

(5.2) Poverty, Population Growth and Environmental Damage-(5.3) Policiesfor
Sustainable Development.

Text Book:

    1. Erach Bharucha(2004), Environmental Studies, UGC, New Delhi.

Reference books:

1. Dorothy f Boorse&Richard Wright(2010).*Environmental science: toward a sustainable future* (New Delhi: Prentice-Hall India),
2. Kumarasamy k., A. Alagappa Moses and M Vasanthy, (2004), *Environmental Studies*,Bharathidasan university pub. Trichy.
3. Kalavathy s. (ed.) (2004), *Environmental Studies*, Bishop Heber college pub., Trichy.
4. Rajamannar, (2004),*Environmental Studies*, evr college pub., Trichy.

Outcome Mapping

Cours e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		3				3			3	3			
CO2		2		3				2		3			3	3
CO3	3					3			3			3	3	3
CO4					3		2		2		3			3
CO5		2		3				3		3		3	3	

19IPSYA 16	Allied – I	L	T	P	C
Semester I	MEDICAL SOCIOLOGY	4	0	0	4

Learning Objectives:

To enable the student to understand:

LO1:   The nature and scope of medical sociology.

LO2:   The relationship between health and social environment.

LO3:   To know the medical social services in hospital.

LO4:   To understand the future trends of health practioners.

LO5:   The role of health professionals in health care providing systems.

Course Outcomes:

At the end of the course, the student will be able to:

CO1:   Understand the nature and scope of medical sociology.

CO2:   Acknowledge the interaction between mind, body and society.

CO3:   Practically contribute towards the medical- social services in

hospitals.

CO4:   Become aware of the future trends of health practioners.

CO5:   Become aware of the Indian health policy.

Unit–I:

Medical Sociology- Nature and Scope, Relationship between medicine andsociology; Social epidemiology, Development of epidemiological measures, age, sex, race and social class.

Unit–II:

The interaction of mind, body and society – Stress – Psycho physiological medicine,   Social factors and stress, Socio demographic variables in the process of seeking medical care.

Unit–III:

The sick role–Illness as deviance,functional approach to deviance, the sick role, labeling theory.

Unit–IV:

The physician in a changing society – nursing – Past, present and future trends,   other health practioners, the hospital as a social institution, health care: a right or a privilege.

Unit–V:

Medical social services in hospital – Medical social work in pediatrics, skin and STD (sexually transmitted Disease). Psychiatry and Tuberculosis divisions: Health policy of government of India.

Text Books:

1) Coceraham, William.(1982). *Medical Sociology*. New Jersey: Prentics Hall,
2) Giriraj Gupta. (1981)*The social and Cultural context medicine in India,* New Delhi: Vikas publishing House Ltd,

Reference Books:

1) Coe,Redney (1970). *Sociology of Medicine*. New York: McGraw Hill,.
2) Freeman, H. (1963).*Handbook of Medical Sociology*. Englewood Cliffs: Prentice Hall.
3) Goel, S.L.(1981).*Health care Administration policy making and planning*.New Delhi: Sterling Publishers Private Limted.
4) Johan Bond, Senga Bond(1994). *Sociology and Health Care*. New Delhi: Churchil living Store.
5) Ommen, T.K (1978) *Doctors and Nurses*. New Delhi: Macmillam, co.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		3		2		3		3	3		3		3
CO2		3		2		3		3			3		3	
CO3	3		3			2	3							3
CO4		3		3	3			3	3	3	2	3	2	
C05	3		3			3			3				3	

19ITAC 21.1	Language-I:Course2	L	T	P	C
Semester II	**TAMIL – II**	3	0	0	3

<div align="center">முதலாமு ஆமு மு- இரமு டாமுபமுவமு</div>

பமுதி இலமுகியமுமுசிமுறிலமுகியமுமு

கமுமுமுதலிமு நோமுகமு(Learning Objective (LO))

LO1: பமுதி மலமுல் சிமுறிலலமுகிய வரையறைகளைலமுல் வகைகளைலமுல் அறில் கல் செலமுதல்.

LO2: தமிழில் தனமுலமுவமான பமுதி இலலமுகிய வகைமைழை ஒலமுயமுலமுலமுகாலமுடல்.

LO3: சைவ வைணவ இலலமுகியலமுகளமு தனமுலமுவலமுத எலமுலமுரைலமுதல்.

LO4: கிறிலமுவ, இலமுலாமிய இலலமுகியலமுகளைலமுல் பால் பொலமுலமுகளைலமுல் வணமுலமுதல்.

LO5: சிமுறிலலமுகியல் தோலமுற பமுணமுணணமுகளமு வழி அலமுவமுலமுகியலமுகளை அறியவைலமுதல்.

கலமுறலில் வெளமுயமுபால்

At the end of the course, the student will be able to

CO1:	பலமுதி இலலமுகியல் சிலமுறிலலமுகியல் வகைமைகளைலமுல் உலமுதிகளைலமுல் அறிலமுல் திறல்.
CO2:	திலமுஞானசலமுபலமுதலமுல் பலமுதில் திறலமுதை உணலமுதல்.
CO3:	ஆல் டாளமு பலமுதி மாலமுகதைலமுல் பாவை நோலமுபைலமுல் லமுறிலமுலமுதெளமுதல்.
CO4:	வலமுளலாலமுல் உயமுநேயல் கோலமுபாலமுடை அவசியல் அறிவல்
CO5:	இலமுதியலமுதலமுலமுவ ஞானவரலாலமுலமுடல் லமு இதிகாசலமுகல் டல் தொடலமு ஏலமுபலமுலமுலமுலமு.

அலமு 1பமுதி இலலமுகியமு

1.திலமுஞானசலமுபலமுதல்   -   திலமுநலமுளால் – பலமுசைலமுதிகல்

                            (லமு தல் 5 பாடலமுகல்)

2.திலமுல் லல்   -   திலமுமலமுதிரல்(உடலமுபணமுல் லமுனை,

                            யாவலமுலமுமால், ஒலமுறேலமுலல் ல்,

                            உலமுளலமுபெலமுலமுகோயமு,

                            ஆலமுலமுலமுஎனலமுதொடலமுலமுலமுபாடல்கல்)

3.சிவவாலமுகியல்   -   அறிலமுநிலை (5 பாடலமுகல்)

அலமு-2பமுதிஇலமுகியமு

1.ஆல் டால்   -   திலமுலமுலாவை(லமு தல் 5 பாடலமுகல்)

2.வலமுளலால்   -   திலமுவலமுலமுபா – பணமுளைலமுசில் வணமு ணலமுயல்

அலமு-3பமுதிஇலமுகியமு

1.தேலமுபாவணல்   -   லமுழவலமுல் வதைலமுபடலல்

2.சீறாலமுராணல்   -   மால் லமுலமுயணமுணை நிலமுறபடலல்

அலமு-4 சிமுறிலமுகியமு

1.லமுலமுறாலலமுறவலமு சி   -   மலைவலமுல் (வானரலமுகல்... பாடலமு தல்)

2.லமு லமு டலமுபலமு   -   நாலமுலமுவல்

அலகு- 5 இலக்கியவரலாறு

பக்தி சிற்றிலக்கிய வரலால் - இடைக்காலத்தமிழகத்தில்
                              - சைவ வைண சமயங்களின் செல்வாக்
                              – சமண பௌத்த சமய இலக்கியங்கள்
                              - கிறிஸ்வ இஸ்லாம் இலக்கியங்கள்
                              – நாயக்காலச்சிற்றிலக்கியங்கள் தோற்ற பண்ணனல்
                              - சிற்றிலக்கிய வகை.

அலகு-6 (மாணவர்முழுஅறிமுழு கொழுவதழுழ மழுழழ- தேழுழுமுகான பழுதி அமுல)

இலக்கியங்களைல்ல் அவை தொடர்பான இலக்கிய வரலாற்றில் இணைஸ்ல் பஸ்தல். பக்தி இலக்கிய வளர்சியஜ் தமில்ல் பல் வல்களஜ் ஏற்பட்ட வளர்சியைல் ஜ்ல்ல் காஸ்தல். மனஜ் மனஸ்தை பல் பஸ்தலில், சல் க அமைதியை நிலை நாட்டல்ல், உலக நல்லிணைக்கல் காணல்ல் பக்தி இலக்கியல் பயல்பஸ்மாஸ்றை வண்ணஸ்தல்.

பாடமுழு

1. ச.வே.ஸ்பர்மணஞல்(ப.ஆ) - பல்னணஜ்தில்ல் றைகல்
                              மணஜ்வாசகல்பதிஸ்யகல், செஸ்னை
                              ல் ஸ்றால்பதில்ஸ் - 2010

2. ச.வே.ஸ்பர்மணஞல் (ப.ஆ) - நாலாயஞ்தில்ய பஞ்ஸ்தல்கல்
                              ல் ல்லை நிலையல்
                              செஸ்னை-17
                              ல் தஸ்பதில்ஸ் - 2000, இரல் டால்பதில்ஸ் 1996

3. சி.எல் . ல் ஸ்கேசல் (ப.ஆ) - சிஸ்தல்பாடல்கல்
                              மணஜ்வாசகல்பதிஸ்யகல், செஸ்னை
                              இரல் டால்பதில்ஸ் - 1996

4. வல்ளலால் - தில்வல்ஸ்பா,
                  அல் ணாமலையல்கலைக்கழகஸ்தில்ல்
                  அல் ணாமலைநகல்

5. வரஞ்மால் னஞ்யல் - தேல்பாவணல்
                        பால் நிலையல்,
                        செஸ்னை - 8
                        ல் தஸ்பதில்ஸ் - 2010

6. உமல்ஸ்ஸ்லவல் - சீராஸ்ஞ்ராணல்
                      நேல் னல் பதிஸ்யகல்
                      செஸ்னை
                      ல் தஸ்பதில்ஸ் - 2004

7. தில்ஸ் டராசஞ்ல்கவஞ்ரயல் - ஸ்ற்றாலஸ்ஸ்றவல் சி
                                பாவைபதிஸ்யகல்
                                செஸ்னை
                                இரல் டால்பதில்ஸ் - 2014

8. ல் னைவல்கதில்ஸ் ல்க(ப.ஆ) - ல் ஸ்ல் டல்பஸ்ல்
                                பால்நிலையல்
                                செஸ்னை -108 மல்பதில்ஸ் - 2015

பாடுைவழுழுகழு

1. ந.வ.ெஜயராமல்   -   சிற்றிலக்கியஞ்செல்வம்
                        மணிவாசகப்பதிப்பகம், சென்னை.
                        ல் தற்பதிப்பு1968.

2. ந.வ.ஜெயராமல்   -   பல்ல் இலக்கியல்
                        மணிவாசகப்பதிப்பகம், சென்னை.
                        ல் தற்பதிப்பு1980.

3. கோ.கேசவல்   -   பல்ல் இலக்கியல் ஒல் சல் கவியல் பார்வை
                     அல்னல் வெளயல், தல்சால் ல் 1981.
                     ல் தற்பதிப்பு - 1981

4. ச.வே.ல்ப்மணையல்   -   தமில் இலக்கிய வரலால்
                           மணிவாசகப்பதிப்பகம், சென்னை.
                           ஏழால்பதிப்பு - 2010

5. சோ.நா.கல்தசாமி   -   தமில் இலக்கிய வரலால்
                         மணிவாசகல் பதிப்பகம், சென்னை.
                         ல் தற்பதிப்பு - 2004

Outcome Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3				2	2			2	2	3	3	3	2
CO2	3	3				2			3		2	2		
CO3		2	3		3	2				3			2	3
CO4	3		3			2				2	2	2		
CO5	3	2			2				2	2			3	2

19IHIC-21.2	PAER-1 HINDI	L	T	P	C
Semester-II	BASIC HINDI-II	3	0	0	3

Learning Objectives:

LO1:   To know the life of National leaders.

LO2:   To introduce the Gandhijji's thought.

LO3:   To understand the concepts of teaching and learning from Dr.Sarvapalli Radhakrishnan's life.

Course Outcomes:

At the end of the course, the student will be able to:

CO1:   Understand the basic structure of poem and prose.

CO2:   Classify and compare various poems.

CO3:   Describe the basic concepts of moral stories.

Unit - I: Introduction

Man ki shakti dena , prathighnapalan, hamaraRajchinga,adhbhud maya..

Unit - II: Poem, Prose

Sarvapalliradhakrishnan, amedkar, mahaveer, sadakkeniyam, sanghi ka phal(poem),

Unit - III: Stories.

Tyog ka such, bhavansabkaekhai, chirjivan ka jharna, , lob ka parinam.

Unit - IV:

Dadhakimoorkatha, Kuthekipoonchandebarabardhana.

Unit – V :

Bakri do ghav kha gayi, ,Dhankimagima,

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books:

1.Prakashak(2009), Naveen hindipatmala II 2009, First Edition DBHPsabha-Chennai.17.
2. Prakashak(2009), Manohar Kahaniyam ,   Part – II II 2009, First Edition D.B.H.P. Sabha, Chennai - 600 017.

Supplementary Reading:
   1. Naveen Hindi Patamala: Part - I , D.B.H.P. Sabha, Chennai - 600 017.
   2. Hindi pracharbodhini-DHBS, Chennai 17

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	3	3	2	2	3	2	3	3	3	3	-	-	-
CO2	3	-	3	-	3	-	2	2	-	-	-	-	-	-
CO3	3	3	-	-	2	3	-	2	3	-	-	2	-	-

19IFREC21.3	**French II**	L	T	P	C
Semester II		3	0	0	3

Learning Objective (LO):
By introducing the course, it is intended to:
LO1:   Talk about their family members.
LO2:   Engage a simple conversation about family members.
LO3:   Talk about your likes and dislikes.
LO4:   Fill in a simple form.
LO5:   Read simple notices, posters and catalogues.

Course Outcomes:
At the end of the course, the student will be able to:
CO1:   Understand simple texts providing personal details of others.
CO2:   State how many people are in my family and who they are, using vocabulary including family members, possessive adjectives and negatives such as 'je n'ai pas de frères/sœurs'.
CO3:   Write a short text to inform others of my likes and dislikes and provide reasons. Ask others about their likes and dislikes, showing that I appreciate diverse viewpoints and personalities e.g. 'Quelest ton … favori/préféré?'
CO4:   Understand in filling up a simple form.
CO5:   Write a short introduction about myself, providing personal details and use simple connectors, such as *'et' , 'mais' and 'aussi'.*

Unit-I
Demander /donner des précisions sur le temps-Demander / indiquer l'heure et la date Demander / dire ce qu'on a fait Féliciter

Unit-II
Comprendre et écrire un journal personnel en français.-Comprendre l'agenda de quelqu'un-Les rythmes de vie en FranceEvaluez-vous

Unit-III
Evasion en français par l'Internet, la télévision, la radio et la presse.-Découvrir la France dans votre pays

Unit-IV
Les voyages et les transports-Comparer les choses ; Montrer ; Indiquer une appartenance - Demander / donner une explication

Unit-V
Voyager en France ; Situations pratiques relatives au voyage.-Parler d'un repas. Situations pratiques à l'hôtel et au restaurant-Les habitudes des Français sur un repas.

TextBook: 1. J. Girardet et J. Pecheur, (2012), **Echo A1** - méthode de français**,**

Paris**:**Langers, CLE international.

Reference :

1. Marie-Noelle Cocton et Emilie Pommier (2015), **Saison A1** - méthode de français, Les Editions Didier, Paris

2. Angels Campa, Claude Mestreit, Julio Murillo et Manuel Tost (2001), **FORUM** – Méthode de français, HACHETTE LIVRE.

3. Mauger Bleu, **Le Cours de langue et de la civilisation française**, - Méthode de français, Paris, HACHETTE LIVRE.

4. Michele Boulares et Jean-Louis Frerot (1997), **GrammmairePrograssive du Français avec 400 exerises -2nd Edition**, CLE International.

Outcome Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	-	-	-	-	-	-	-	2	-	1	-	-	-
CO2	-	1	-	-	-	-	2	-	-	-	-	1	-	-
CO3	1	-	-	2	-	-	-	-	-	-	-	-	3	-
CO4	-	-	1	-	-	-	-	2	-	-	-	-	-	-
CO5	-	1	-	-	-	2	-	-	-	-	-	1	-	-

19IENC 22	Language-II:Course 2	L	T	P	C
Semester II	**ENGLISH THROUGH LITERATURE II: POETRY**	3	0	0	3

Learning Objectives:

To enable the student to understand:

LO1**:** The ability of the learner to comprehend and appreciate the poems in English.

LO2**:** The competence of the learner in using English language.

LO3**:** The interest of the learner in human values.

Course Outcomes:

At the end of the course, the student will be able to:

CO1: comprehend and appreciate poems in English.

CO2: to develop the competence of using English language.

CO3: find out interest of the learner in human values.

Unit-I:	William Shakespeare	"Sonnet 29"
	William Blake	"A Poison Tree"
	Robert Bridges	"A Red, Red Rose"
Unit-II:	PB Shelley	"Ozymandias"
	Alfred Tennyson	"The Brook"
	Hillaire Bellock	"Matilda"
Unit-III:	Robert Frost	"Stopping by Woods on a Snowy
	Walt Whitman	"O Captain, My Captain"
	Sylvia Plath	"Mirror"
Unit-IV:	Toru Dutt	"The Lotus"
	A. K. Ramanujan	"A River"
	Keki N. Daruwala	"Pestilence in Nineteenth Century Calcutta"
Unit-V:	Gabriel Okara	"Once Upon a Time"
	Maki Kureshi	"The Kittens"
	Robert Finch	"Peacock and Nightingale"

Text Book:

Karthik Kumar. S., Gnanaprakasam.V., Arputhavel Raja. G., Shanmugasundaram. C., Vijaya. R.*English Through Literature*:

Outcome Mapping

Cours e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3			3			3		3	2		3		
CO2		3		3			3		3			3		3
CO3	2		3			3		2		2	3		2	2

19IPSYC 23	Core- 3	L	T	P	C
Semester II	**GENERAL PSYCHOLOGY–II**	4	0	0	4

Learning Objectives:

To enable the student to understand:

     LO1:   The types of motives and emotions.

     LO2:   The different types of Learning.

     LO3:   Various types of memory and forgetting.

     LO4:   The meaning of intelligence.

     LO5:   The various personality theories and assessments.

Course Outcomes:

At the end of the course, the student will be able to:

     CO1:   understand the concepts of motivation and emotion.

     CO2:   personalize the concept of learning and its theories.

     CO3:   become aware of the different types of memory and forgetting.

     CO4:   understand the concept of intelligence and creativity.

     CO5:   explain the various personality theories and methods of assessments.

Unit–I : Motivation

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

Unit–II : Learning Classical Conditioning

Three approaches to learning – establishing classical conditioning – classical conditioning: An example – other conditioning concepts – classical conditioning: Two explanations – Classical conditioning all around us – Applying / exploring: Chemotherapy and Conditioned nausea.Operant Conditioning and Cognitive Learning - Operant conditioning – A closer look at reinforces schedules of reinforcement – examples of operant conditioning – other conditioning terms – cognitive learning – Biological factors in learning cultural diversity: Eastern teacher, Western teacher, Western researcher applying / Exploring Applications of Operant Conditioning.

Unit–III : Memory

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

Unit–IV : Intelligence

Approaches to defining intelligence – Measuring intelligence – Widely used 1Q tests – Distribution of 1Q scores – Problems with 1Q test- Cultural Diversity 1Q tests and immigration – The Nature – Nurture Question – Applying Exploring: Intervention programs - Thought and Language - Concepts – Forming concepts – Solving problems–Thinking creatively – Language Basic rules – Acquiring language – Language stages – Language and thought – Applying exploring Do animals have Language?

Unit–V :Personality

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

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CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Books:

1) Morgan and King , Kalat, J.W. (1996). *Introduction to Psychology* (4th Ed) New York: Brooks/Cole.Publishing Company.

2) Rod Plotnik. (1993). *Introduction to Psychology*, Brooks/Cole Publishing Company, Pacific Grove, California. 3rd Edition.

Reference Books:

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

Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Pso1	Pso2	Pso3	Pso4	Pso5
CO1	2			2		2	3	3		3		2		3
CO2		3	3		3				2			2	3	
CO3		3		3		3				3	3			3
CO4		3	3		3		3	3					3	
CO5	3			3				3	3		2	3		3

19IPSYC 24	Core- 4	L	T	P	C
Semester II	**LIFE SPAN PSYCHOLOGY – II**	4	0	0	4

Learning Objectives:

To enable the student to understand:

- LO1**:** The physical and psychosocial development in young adulthood.
- LO2**:** The principles and patterns of physical, intellectual, social and personality development in the middle adulthood.
- LO3**:** The psychosocial development of middle adulthood.
- LO4**:** The principles and patterns of physical, intellectual, social and personality development in late adulthood.
- LO5**:** The psychological issues and purpose of life and death.

Course Outcomes:

At the end of the course, the student will be able to:

- **CO1:** understand the development of young adulthood.
- **CO2:** identify the dimensions of middle adulthood.
- **CO3:** explain the stages of psychosocial development.
- **CO4:** importance of various adjustments in late adulthood.
- **CO5:** help people cope with death and bereavement.

Unit–I : Young Adulthood

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

Unit–II : Middle Adulthood: Physical and Cognitive Development

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

Unit–III : Middle Adulthood: Psychosocial Development

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

Unit–IV : Late Adulthood

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

Unit–V: Death & Bereavement

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

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CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

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Text Books:

1. Papalia, D. E., & Olds, S.D.(2004). *Human Development* (9th Edn.) New Delhi: Tata McGraw Hill Publishingco., Ltd.,

Reference Books:

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

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3	2		3	2	2		3		2	3	3		3
CO2			3				3		2				3	
CO3	2			3						3	2			2
CO4		3			3			2				3		
CO5	2		2			3			3		2		2	3

19IPSYC 25	Core- 5	L	T	P	C
Semester II	BIOPSYCHOLOGY – I	3	0	0	3

Learning Objectives:

To enable the student to understand:

LO1**:**   The meaning and approaches of Bio Psychology.

LO2**:**   The process of Neurophysiology.

LO3**:**   The influence of chemical changes on behavior.

LO4**:**   The concept of emotions.

Course Outcomes:

At the end of the course, the student will be able to:

CO1:   understand the various approaches of Bio Psychology.

CO2:   explain neurophysiological basis of behavior.

CO3:   practically imbibe the chemical basis of behavior.

CO4:   understand the effect of emotions on behavior.

Unit–I : Biological Foundations of Behaviour

Introduction: Meaning of Biological Psychology – Viewpoints to explore Biology of Behavior – Approaches the brain and behavior – Levels of Analysis - Functional Neuro-anatomy: Composition of the Nervous System – Divisions of the Nervous System–Functional descriptions of Brain Structures – Blood supply to the Brain –   Newer Imaging Technology – Cell Specialization.

Unit–II : Neurophysiology

Conduction, Transmission, and the Integration of Neural Signals - Electrical signals   are the vocabulary of the Nervous System -The sequence of transmission process at   chemical synapses – Neurons and synapses combine to make circuits gross   Electrical Activity of the Human Brain.

Unit–III:

The Chemical Base of Behavior: Neurotransmitters and Neuropharmacology. Many chemical neurotransmitters have been identified -Neurotransmitter system from a complex array in the brain -Research on Drugs range from molecular processes to effects on transmission -Drugs that affect the brain can be divided into functional classes -Drug abuse is pervasive.

Unit–IV:

Hormones and the Brain: Hormones act in a great variety of ways throughout the   body - Hormones act on a wide variety of cellular mechanisms -Each endocrine gland secretes

specific hormones –Hormones affect behavior in may different ways – Hormonaland Neural system interact to produce integrated responses.

Unit–V:

Emotions: Meaning of Emotions – Theories of Emotions – Types of Emotions Viewpoint – Individual Differences in Emotional Responsiveness – Autonomic Responses – Brain Circuits in Emotions.

<div style="color:red; border:1px solid red;">

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

</div>

Text Books

1. Rosenzweing, M. S., Marc Breedlove, S & Watson, N. V. (2005). *Biological Psychology*. MA:Sinauer Associates, Inc.

2. Garret, B. (2008). *Brain and Behaviour*, New Delhi: Sage.

3. Leukel, F. (1985). *Introduction to Physiological Psychology*, Delhi: CBS Publishers and Distributors.

4. Kalat , J.W. (2004). *Biological Psychology*. CA: Wadswort/Thomson Learning,

Reference books:

1. Minna Lyons, Neil Harrison, Gayle Brewer, Sarita Robinson, Rob Sanders and Dominic Upton (2014). Biological Psychology. SAGE Publications, Inc

Outcome Mapping

Cours e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		3		2		2	3		2		2		3
CO2		2		3		3			3		3		3	
CO3	3		2		3		3			3				3
CO4		3		3		2		2			3	3	3	

19IPSYA 2	ALLIED–II	L	T	P	C
Semester II	HEALTH POLICIES & PROGRAMMES	4	0	0	4

Learning Objectives:

To enable the student to understand:

LO1: The historical review of origin of various branches of public health.

LO2: The health policies and planning.

LO3: The organization and evaluation of health policies.

LO4: The health care services.

LO5: The government and non-government health programmes.

Course Outcomes:

At the end of the course, the student will be able to:

CO1: understand various branches and origins of public health.

CO2: explain the health policies and planning.

CO3: learn about organization & evaluation of health policies.

CO4: understand the importance of various health care services.

CO5: become aware of the various government and non-government health

programmes.

Unit–I : Health Situation

Historical review of origin of various branches of public health, health services in   India, Indicators of Health Morbidity & Mortality. Health in the context of development and Five Year plan. Health care organizations in India. Health care delivery systems; Governmental/NGO, Primary Health care – Health for all concept.

Unit–II : Health policy and Planning

Planning Process: Decision making, qualitative and quantitative decisions, Policies Strategies, budget: Health planning in India, National Health policy, goals, objectives and target setting, assessment of health situation, Resource analysis, priorities,   design of programme.

Unit–III: Organization and Evaluation

Design, Structure,Principles, formal/informal types, Coordination within and outside. Span of control, Centralization and decentralization, Staffing, jobdescription, outlining role and responsibilities, Training, Placement and Evaluation.Work study, Management by objectives. Performance evaluation.

Unit–IV: Health Care Service

Preventive, Promotive and curative services: Approaches in health care service: Risk and

Epidemiological Health care services for Mother & Children, industrial workers, Health

legislation and Social welfare.

Unit–V: Health Programmes

National health Programmes – National leprosy eradication programme, National Tuberculosis control programme, National Malaria Eradication programme,   Modified plan of Operation, Universal Immunization programme, National Diarrhoel DiseaseControl programme, National Programme for control and prevention of blindness, National programme for prevention of AIDS, National Filariasis Control programme, STD control programs, National Programme for control Iodine Deficiency Diseases, Guineaworm Eradication Programme.National Family Welfare Programme. Non-Government organization, Indian Red cross, DANIDA Tuberculosis   AssociationIndia, Family Association India. International health agencies – UNICEF, WHO, FAO, ILO, USAID, Rock Feller & Ford Foundation.

Reference Books:

2. Dutt P. R (1965)*. Rural Health Service in India*, Primary Health Services.
3. Ghosh, B. N.(1972) *Hygiene and public Health*, Scientific publishing company.
4. Park J.E., Park K,(1995) *Preventive and social Medicine* (Jabalpur BannersidasBhanor and company Ltd.
5. Ashok Shan et.al (1990) *community participation in Health and Family Welfare programme, Innovative experience in India*, Indian Society of Health Administrators, Bangalore,.
6. Freeman R.B. and Holmes E.M(1960). *Administration of Public Health Services*, W.B. Sanuders Company.
7. National Institute of Health and Family Welfare Management Training Modules For District level Health Officers, New Delhi, 1990.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3			2		3		3		3		2	3	
CO2		3	2		3		3		3		3			2
CO3				3		3		2						3
CO4	2	3			2				3	2		3	2	
CO5			3				3				2			

19ITAC 31.1	Language-I:Course3	**L**	**T**	**P**	**C**
	TAMIL–I				
Semester III		**3**	**0**	**0**	**3**

அற இலக்கியமும் காப்பியமும்

கற்றலின் நோக்கம் (Learning Objective (LO))

LO1: தமிழ் அற இலக்கிய வரலாற்றை அறியச் செய்ய வைத்தல்.
LO2: அற இலக்கியங்களின் வழியில் தன்னைச் செலுத்திக் கொள்ளச் செய்தல்.
LO3: காப்பிய இலக்கியம் இலக்கணத்துடன் அதன் வரலாற்றை கற்றல்.
LO4: தமிழில் தோன்றிய காப்பியங்களின் தனித்தன்மை உணர்த்தல்.
LO5: தமிழில் அற இலக்கியங்களின் தேவையை உணர்ந்து செயல்படவைத்தல்.

கற்றலின் வெளிப்பாடு

At the end of the course, the student will be able to

CO1:	திருக்குறள் வழி மனித மாண்புகளையும் ஒழுக்கங்களையும் அறியும் திறன்.
CO2:	பெரியவர்களை மதித்தல் மனவுறுதிமையை பண்பட நல்லறிவை வளர்த்தல்.
CO3:	இந்திர விழா கொண்டாடிய தமிழரின் பல்வேறு பண்பாட்டை உணர்ந்திடுதல்
CO4:	நாயன்மார்கள் வரலாற்றில் பக்தி நெறியை பெற்றிடுதல்
CO5:	வாலிவதைப் படலம் வழி வாழ்வியல் திறன் ஏற்படல்.

அலகு-1 அற இலக்கியம்

1. திருக்குறள் - உழவு, ஒழுக்கமுடைமை, காலமறிதல்,
   நல்குரவு பண்பாற்றாமை

அலகு-2 அற இலக்கியம்

1. நாலடியார் - பெரியாரைப் பிழையாமை
2. பழமொழி நானூறு - கல்வி

அலகு-3 காப்பியம்

1. சிலப்பதிகாரம் - இந்திர விழா ஊரெடுத்த காதை
2. மணிமேகலை - ஆபுத்திரன் திறம் அறிவித்த காதை

அலகு-4 காப்பியம்

1. பெரியபுராணம் - அப்பூதி அடிகள் புராணம்
2. கம்பராமாயணம் - வாலி வதைப்படலம்

அலகு-5 இலக்கிய வரலாறு

சங்கமருவிய கால அற இலக்கியங்கள் – திருக்குறளின் பெருமை – அற இலக்கியங்களின்
வளர்ச்சி – காப்பிய இலக்கணம் - பல்வகை – காலந்தோறும் தோன்றிய காப்பியங்கள் - வரலாறு.

அலகு-6 (மாணவருக்குஅறிவுகொளுவதற்குமமுழும- தேழுமுகானபருதிஅமுழ)

அற இலல்கியல்கல் மனதை நெறிய்லல்ல்வதோல் சல் க நடல்தைகளைலல் கல்ல்ல்
தல்கில்றன. அற இலல்கியல்களஞ் தொடல்ய்ால் மாணவல்கல் நல்லல் கல்ல்ல்களைல் கல்ல்ல்
கொல்வதோல் வால்வண்ல் கடைபண்ல்க எல்ல் தல் நல்ல சல் கல் உல்வால்ல். சல் கல்தில்ல்
அறநெறிகளஞ் தேவையானவை எல்ல்ல்ரைல்தல்.

பாடமுழுகமு

1.	பதில்யாசில்யல்ச மெல்யல்யல்-		தில்ல்ற்றல் மணக்ஞாசகல்பதில்ய்கல், செல்னை- 08. இரல் டால்பதில்ல் -2017
2.	ச.வே.ல்ய்ஞ்மணஞ்யல்	-	நாலல்யால் பழமொழிநால் ல் மணக்ஞாசகல்பதில்ய்கல், செல்னை- 08. இரல் டால்பதில்ல் -2012
3.	இளல்கோவல்கல்	-	சிலஞ்திகாரல் டால்டல்உ.வே.சா. பதில்ல் 2, அல்ல் மடல் கடல்கலை சாலை பெசல்ல்ஙகல் செல்னை பதினொல்றால் பதில்ல் -2008
4.	சீல்தலைல்சால்தனால்	-	மணஃமேகலை டால்டல்உ.வே.சா. பதில்ல் 2, அல்ல் மடல் கடல்கலை சாலை பெசல்ல்ஙகல் செல்னை எல்டால்பதில்ல் -2008
5.	சேல்கிழால்	-	பெல்யல்ராணல் ல் ல்லை நிலையல், செல்னை ல் தல்பதில்ல் -2010
6.	கல்பல்	-	கல்பராமாயணல் அல் ஞாமலைல் பல்கலைல்கழகல் வெளஞ்ல்,
7.	ச.வே.ல்ய்ஞ்மணஞ்யல்	-	தமில் இலல்கிய வரலால் மணக்ஞாசகல்பதில்ய்கல், செல்னை. ல் தல்பதில்ல் 1999

பால்ஞவல் ல்கல்

1.	சோ.ந.கல்தசாமி	-	தமில்இலல்கியவரலால் மணக்ஞாசகல்பதில்ய்கல், செல்னை.

2. க.ப. அறவாணன் - அறிஇலக்கியங்களின் இயல்
தமிழ்கோட்டல்
செல்னை, ல் தல்பதில் - 2000

ல் தல்பதில் - 2004

Outcome Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3				2	2			2	2		3	3	3	2
CO2	3	3				2			3		2	2		
CO3		2	3		3	2				3			2	3
CO4	3		3			2				2	2	2		
CO5	3	2			2				2	2			3	2

19IHIC-31.2	BASIC HINDI-III	L	T	P	C
Semester-III		3	0	0	3

Learning Objectives:

    LO1:   To study various comedy stories.

    LO2:   To introduce Indian epics.

    LO3:   To understand the concepts of drama.

Course Outcomes:

    At the end of the course, the student will be able to:

    CO1:   Understand the basic structure of short stories.

    CO2:   Get Knowledge about Mahabharath.

    CO3:   Describe the basic concepts of human feelings.

Unit - I: Introduction, ekanki. Andher Nagari - Bharathendhoo Harishchandra
Unit - II: Mahabharath Ki EkSanj - Bharath BhoosahnAgrwal [Full]
Unit - III: Drama. Ladai - SarveswarDayalSaxeena [Full]
Unit - IV: Stories, Tatava-vyanghya
Unit - V: Upstick Ki Muskhan - Vishnu Prabakar [Full]

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books
1 Andher Nagari - Bharathendhoo Harishchandra, VinodhPustak Mandir, Agra-2
2. PrathinidhiEkanaki - Dr. Dashrath Oojaa, Jawahar Pustakalya, Mathura
3. EkanakiManach - Dr.V.P. Abhithap, Jawahar Pustakalya, Mathura
4. Ladai - SarveswarDayalSaxeena, RajkamalPrakashan, New Delhi

Supplementary Reading
1.Hindi natakuthbhavaurvikas-dashrath ojha-rajpal and saons, New Delhi.7.
2.hindi natakaurrangmanch-pahachanaurparak-Dr. Indranathmadan, New Delhi.7.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	3	3	2	2	3	2	3	3	3	3	-	-	-
CO2	3	-	3	-	3	-	2	2	-	-	-	-	-	-
CO3	3	3	-	-	2	3	-	2	3	-	-	2	-	-

19IFRC 31.3	Language-I:Course3	L	T	P	C
Semester III	**FRENCH**	3	0	0	3

Learning Objective (LO):

By introducing the course, it is intended to:

  LO1:   Buy some products in a shop.

  LO2:   Ask the news of someone.

  LO3:   Talk about the climate.

  LO4:   Introduce their family.

  LO5:   Talk about their accommodation.

Course Outcomes

At the end of the course, the student will be able to:

CO1:   Ask the price of the product, pay for the product.

CO2:   Ask about their daily activities.

CO3:   Give and ask information about the climate.

CO4:   Describe their family.

CO5:   Describe their accommodation and where they live.

Unit-I

Demander des nouvelles de quelqu'un(les activités de la journée)-Choisir, acheter, payer un object

Unit-II

S'informer sur la présence ou l'existence d'une personne ou d'un objet (Parler d'un logement ; s'orienter, Décrire un trajet, Exprimer un besoin) S'informer sur l'état physique de quelqu'un-Le temps en France et parler du temps

Unit-III

Evaluez-vous-Evasion dans la Poésie

Unit-IV

Souvenez-vous (Les moments de la vie) Demander /donner des informations sur la biographie d'une personne (enchainer les idées)

Unit-V

Demander /donner des informations sur ses relations amicales ou familiales.Présenter sa famille.

Text Book:

1 .J. Girardet et J. Pecheur,(2012). **Echo A1** - méthode de français, Paris**:**Langers.

Reference :

1) Marie-Noelle Cocton et Emilie Pommier(2015), **Saison A1** - méthode de français, Les Editions Didier, Paris .

2) Angels Campa, Claude Mestreit, Julio Murillo et ManuelTost,(2001). **FORUM** – Méthode de français, HACHETTE LIVRE.

3) Mauger Bleu, **Le Cours de langue et de la civilisation française**, - Méthode de français, Paris HACHETTE LIVRE.

4) Michele Boulares et Jean-Louis Frerot(1997). **GrammmairePrograssive du Français avec 400 exercices-2nd Edition**, CLE International.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	-	1	-	-	-	-	-	2	-	1	-	-	-
CO2	-	-	-	-	1	-	-	-	-	2	-	-	-	-
CO3	1	-	-	2	-	-	-	-	-	-	-	-	3	-
CO4	-	-	1	-	-	-	-	2	-	-	1	-	-	-
CO5	-	1	-	-	-	2	-	-	-	-	-	3	-	-

19IENC 32	Language-II:Course3	L	T	P	C
Semester III	**ENGLISH THROUGH LITERATURE III: DRAMA**	3	0	0	3

Learning Objectives:

To enable the students to understand:

LO1:   The conversational competence in English.

LO2:   The knowledge in English dramas.

Course Outcomes:

At the end of the course, the student will be able to:

CO1:   enhance the conversational competence in English.

CO2:   improve their knowledge in English dramas.

Unit-I:

Stanley Houghton   "The Dear Departed"

Kenneth Sawyer Goodman   "The Game of Chess"

Unit-II:

A. A. Milne   "The Princess and the Woodcutter"
Anton Chekhov   "A Marriage Proposal"

Unit-III:

Arnold Bennett   "The Stepmother"
Arthur Miller   "Grandpa and the Statue"

Unit-IV:

William Shakespeare   King Lear(Act I, Scene i)
William Shakespeare   Julius Caesar (Act III, Scene ii)

Unit-V:

Frances Goodrich & Albert Hackett   The Diary of Anne Frank(Act I)
Betty Keller   "Tea Party"

Text Book:

1. Florence. S., Aruna Devi. G., Rajamohan. R., Bhuvaneswari. S., Soundararajan. M. *English Through Literature: Drama*

Outcome Mapping

Cour se	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3		3				2	3		3		2	3
CO2	3		2		3		2			2		2		3

19IPSYC33	Core-6	L	T	P	C
Semester III	**BIOPSYCHOLOGY-II**	**3**	**0**	**0**	**3**

Learning Objectives:

To enable the student to understand:

LO1: The general principles of sensory processing.

LO2: The motor control and plasticity.

LO3: The stages of reproductive behavior.

LO4: The concept of homeostasis and other biological functions.

LO5: The several kinds of biological perspectives of learning and memory.

Course Outcomes:

At the end of the course, the student will be able to:

CO1: learn about the general principles of sensory processing.

CO2: become aware of the motor control and plasticity.

CO3: role of hormonal changes in reproductive behavior.

CO4: understand the concept of homeostasis and other biological functions.

CO5: explore the biological perspectives of learning and memory.

Unit–I:

General principles of Sensory processing, Touch and Pain - Sensory Receptors – Nature of Stimulus – Sensory process – Beginning – Selective and Analytical. Touch: Structure of Skin – Dorsal column – Cortical columns – Somatosensory Perception: Pain: Nature –Measuring Pain - Hearing, Vestibular Perception, Testing and Smell - Hearing: Structure and Functions of ear– Theories of pitch Discrimination – Localization of sound – Perception of sound – deafness. Vestibular Perception: Receptor Mechanisms – Nerves Fibers – Motion Sickness. The Chemical Senses: Taste sensations – Odor Sensations.

Unit–II:

Vision - Nature of Visual information – Eye as an optical device and neural organ –   Neural signals – Area VI – Colour Vision – Perception of Visual Motion – Major Systems oCortical Visual Areas – Visual Neuroscience. Motor Control and   Plasticity-The Behavioural View – The Control system View – The Neuroscience View – Movement Control – Extrapyramidal Systems - Sensory Receptor organs Detect energy substances - type of stimulus sensory processing   begins in receptor cells -Sensory information processing is selective and analytical.

Unit–III:

Reproductive behaviour -The neural circuitry of the brain regulates reproductive behaviour – Pheromones-   Human sexual behaviour . Sexual differentiation - Gonadal hormones direct sexual differentiation of the brain and behaviour –Early gonadal hormones masculinize human behaviour in adulthood.

Unit–IV:

Homeostasis: Active Regulation of internal states -. Temperature, Food and Energy regulation.– which behaviours can adjust body temperature –Nutrient regulation requires the anticipation of future need – Insulin is crucial for the regulation of body metabolism - The Hypothalamus coordinates multiple systems that control hunger – obesity is difficult to treat – Experience protects from toxins in food – Eating disorder.

Biological Rythms, Sleep, and Dreaming - An endogenous circadian clock is located in the hypothalamus – Many biological events display rythms shorter than a day – Animal   Use circannual rythms to anticipate seasonal change.Human sleep exhibits different stages – The sleep of different species provides clues about the evolution sleep –sleep patterns– Manipulating sleep reveals an underlying structure – What are the biological functions of sleep? – At least four interacting neural system underlie sleep – Sleep disorder .

Unit–V:

Learning and memory: Biological perspectives - Many kinds of brain damage can   impair memory – There are several kinds of memory and learning – Memory has   temporal stage: short, intermediate, and long – Different region of the brain process   different aspects of memory – Brain image provides insights about region involved in different kinds of memories – Comparative approaches yield insights about the   evaluationof learning and memory – Learning and memory change throughout life.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Books:

1. Rosenzweing, M.S., Marc Breedlove, S. & Watson, N.V. (2005*). Biological Psychology*. MA: Sinauer Associates, Inc.
2. Garret, B. (2008). *Brain and Behaviour*, New Delhi: Sage.
3. Leukel, F. (1985). *Introduction to Physiological Psychology*, Delhi: CBS Publishers and Distributors.

4. Kalat , J.W. (2004). *Biological Psychology.* CA: Wadswort/Thomson Learning,

Reference books:

1. <u>Minna Lyons</u>, <u>Neil Harrison</u>, <u>Gayle Brewer</u>, <u>Sarita Robinson</u>, <u>Rob Sanders</u> and Dominic Upton (2014). *Biological Psychology*. Sage Publications, Inc

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		3		2		3				3		2	3
CO2		2		3				2		2		2		
CO3	3		3	3		2			3			3		3
CO4					2		3			3			2	3
CO5	3	3		3		3		2	2		3			

19IPSYC 34	Core- 7	L	T	P	C
Semester III	**NUTRITION AND BEHAVIOUR**	3	0	0	3

Learning Objectives:

To enable the students to understand:

LO1**:**   The concept of nutrition.

LO2**:**   The impact of nutrition on development stages.

LO3**:**   The impact of nutrition on brain and the significance of nutrition counseling.

LO4**:**   The problems of malnutrition and eating disorders.

LO5**:**   The role of therapeutic diets in overcoming various diseases.

Course Outcomes:

At the end of the course, the student will be able to:

CO1:   role of nutrition in maintaining health.

CO2:   become aware of the importance of nutrition on the stages of
development.

CO3:   acknowledge the impact of nutrition on brain development.

CO4:   help the problems of malnutrition and eating disorders.

CO5:   explore on the role of therapeutic diets in overcoming various diseases.

Unit–I : Nutrition

Nutrition – History – Concepts – Role of nutrition in maintaining health Classification of foods – Role of food and its medicinal value –Food versus non –food- Sacred versus profane foods – Food Faddism – Nutrients – CHO ,Protein, Fat, Vitamins and minerals – Functions – Classification - Dietary sources - Digestion and absorption.

Unit–II : Nutrition in pregnancy and Lactation

Nutritional demands of pregnancy – Food selection in pregnancy – Complications of pregnancy – Diet during labor – Diet following delivery – Diet in Lactation. Nutritional During Infancy and Early Child hood: Nutritional requirements of infants – Breast feeding – Introduction of solid foods – Feeding difficulties in infants – Other considerations in infant feeding – The toddler. Nutrition for Children, Adolescents and Adults: Nutritional requirements – food habits and eating practices. Nutrition for older Persons: Nutrition and Aging – Dieting intakes and requirements of older people - Planning meals for older people – Nutritional problems and Nutrition programs for older people.

Unit–III : Nutrition on Brain Development

Normal cellular growth of the brain – Effects of mal nutrition – Role of nutrition on brain.Nutrition Counselling: The Nutrition counselor – Resources for the nutrition counselor – Responsibility of the nutrition counselor –Determining the role of Nutrition counselor practioner – managed Vs Client managed care requirements of infants - Breast feeding - Formulas - Types and sources – Elements of helping   process – Interviewing.

Unit–IV : Malnutrition and eating disorder

Protein energy Malnutrition – Vitamin deficiencies - Mineral Deficiencies, obesity,   under weight and anorexia nervosa & Bulimia - Etiology – Complications – Dietary   treatment.

Unit–V : Nutrition in various Diseases

Introduction to therapeutic diets Dietary management for Gastro intestinal   diseases, Diabetes mellitus, Renal diseases, Cardiac diseases, Malignancy, Hyper tension and HIV.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Books:

1. B. Srilakshmi*, Dietetics* (Second Edition) New Age International (p) Ltd.
2. M. Swaminathan, M. *Advanced Text –Book on food & Nutrition* Vol-I and Vol-II Published by The Bangalore printing & publishing Co. Ltd.
3. Sue Rodwell Williams(2001) *.Basic Nutrition and Diet Therapy*. 11th Edition Published by Haa court (India)   Private Limited.

Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Pso1	Pso2	Pso3	Pso4	Pso5
CO1			3		3		3			3		3		3
CO2	2			3				2			2		3	
CO3		3		3		3			3			3		3
CO4	2		3		2			3	3	3				
CO5		3		2	3		3				3		2	3

19IPSYC 36	Core- 8	L	T	P	C
Semester III	**COMPUTER AND ITS APPLICATIONS**	3	0	0	3

Learning Objectives:

To enable the students to understand:

LO1: The various application and types of computers.

LO2**:** The meaning and functions of OS.

LO3**:** About internet and its application.

Course Outcomes:

At the end of the course, the student will be able to:

CO1: Learn the various application and types of computers.

CO2: Understand the meaning and functions of OS.

CO3: Learn the practical application about internet and its usage.

Unit–I:

Introduction to computers -Application of computers- Concepts of data and   information - A typical computer system - Memory concepts - History of computers - Types of computers. Input-output devices -Data storage devices -Software-The definition - The role of software housekeeping.

Unit–II:

The computer internals -Typical PC configuration -Booting - Virus - Anti-Virus, vaccine - Versions of software. Operation system - Definition - Classification -Basics   of MSDOS - Introduction to windows operating system -Features of windows OS - Desktop and desktop icons - Starting programs - Browsing and managing windows   explorer- Setting - Taskbars and creating shortcuts

Unit–III:

Introduction to internet- Client server basics, E-Mail, Telnet and Archie - FTP - Gopher, Jughcad and Veronica -WAIS and World Wide Web. Fundamentals of HTML, TCPMP and E-Commerce.

Unit–IV:

Issues involved in Website Management -Addressing-Designing Websites with front Page.

Unit–V:

Multimedia -Concept, Requirements, Applications and Future - Hardware and Software Requirements for Multimedia Development and Delivery Platforms -   Multimedia Methodologies, Fundamentals and Use of Hypertext, Hypermedia, Sound, Images,

Animation, Video. Using Multi Media; Multimedia Interface, Planning   and Development of Multimedia Projects.

Text Books:

1. Ron Mansfield, Osbrone. *Windows for Busy People*, McGraw Hill.
2. Ron White, *How Computers Work*, BPB.
3. Christian Crumlish - *The ABCs of the Internet*
4. Alexis Leon & Mathews Leon- *Internet in a nut shell,* Leon Press, Chennai &Vikas Publishing House, New Delhi.
5. Tay Vaughan - *Multimedia Marketing it work*, Osborne Tata McGraw Hill, (1996).

Reference Books:

1. *Computer Fundamentals and Windows with Internet Technology,* by Krishnan, SciTech Publications (India) Pvt. Ltd., Chennai.
2. *Windows and MS - OFFICE 2000 with data base Concepts*, by Krishnan SciTech Publications (India)   Pvt. Ltd., Chennai.
3. Stephen Nelson - *Field Guide to the Internet*
4. James Meade, David Growder, Rhonda Growder- *Microsoft* DHTML.
5. Rosen Brog - *A Guide to Multimedia.*
6. Ned Sneel- *The Internet Strater Kit in 24 hoursTechmedia*, (1998).
7. Michael Goodwin (1995) - *Making Multimedia Works*, Coomdex,.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3				3		3			3		2	3	
CO2		2	3			3		3			3			3
CO3	3			3	3		3		3			3	2	2

19IPSYA 37	Allied–III	L	T	P	C
Semester III	**RURAL HEALTH MANAGEMENT**	3	0	0	3

Learning Objectives:

To enable the students to understand:

LO1: The approaches and perspectives of rural health.

LO2: About the patterns of health facilities.

LO3: About health programmes and policies.

Course Outcomes:

At the end of the course, the student will be able to:

CO1: get insight about the approaches and perspectives of rural health.

CO2: gain knowledge about the patterns of health facilities.

CO3: select the health programmes and policies.

Unit–I: Meaning – Importance – Development Planning and Health.

Unit–II: Health Planning Approaches and Perspectives – Politics – Goals – Objectives

Targets – Organizations – Important Issues and Problems.

Unit–III: Pattens of Health Facilities – Primary Health Care concept – Health workers

Sectoral Approach.

Unit–IV: Community Health – Issues and Problems Priority – Vulnerable Sector –

Maternal and Child health care – Family welfare programmes.

Unit–V: Health Programmes – Nutrition – CDC – Sanitation and Rural Development.
International Aided projects – Health Economics – Cost Benefit – Effect
Approach.

Reference Books:

1. *RuralHealth Care System Centre for Environmental planning and Technology.*Ahmedabad 1981.
2. *Rural Health, policies strategies and problems – A critical Appraisal* by S Srinivasan
3. *Fifty years of Rural Development in India.* R.C. Choudary& S. Rajakuty (ED) NIRD1998.
4. *Rural Health and Rural Development* by Shivendra Prasad Singh, Amar Prakasham Delhi 1990.
5. *Integrated Rural Development.*R.C, Aurra, S. Chand & Company Ltd, New Delhi 1

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3				2	3	2		3	2		3		3
CO2		3	3	3		3		3			3		3	
CO3	2		3		3		3	2	3	3	2	3	2	3

19ISSC 300	SOFT SKILL- I	L	T	P	C
Semester III	COMMUNICATION SKILLS	3	0	0	3

Learning Objectives:

The objective of the course is:

      LO1:   To identify and enhance the soft skills of the students.

      LO2:   To develop effective communication skills and writing skills of the students.

      LO3:   To enable them to communicate effectively through non verbal

communication.

Course Outcomes:

At the end of the course, the student will be able to:

      CO1:   develop effective listening skills.

      CO2:   achieved skills required for communication.

      CO3:   use effective non verbal communication.

Unit-I: Introduction to Soft Skills

Softskills - Meaning and Importance - Soft Skills Vs Hard Skills – Attributes regarded as Soft SkillsListening – Types of Listening, Effective Listening, Barriers to Listening, Developing Listening skills, Assertive communication

Unit-II: Communication

Communication – Definition, Process, Types – Verbal and Non- Verbal Communication, Oral and Written Communication, Barriers to communication, Speaking Skills, Starting and sustaining a conversation, Presentation and interaction

Unit-III: Presentation Skills

Public Speaking, Types of Speeches, Combating Nervousness, Patterns & Methods ofPresentation, Oral Presentation: Planning & Preparation, Making EffectivePresentations, Use of Audio-Visual aids.

Unit-IV: Writing Skills

Principles of Written Communication, Purpose, Types of Business Writing, Business Letters - format and style, Professional Writing – Articles, Reports, Conference papers, Types and Layout of report, Employment Communication - Preparing Drafting an Effective Resume – Cover letter

Unit-V: Non Verbal Communication

Communication Without Words, Para language - Proxemics, Kinesics - Body   Language - Facial Expressions , Gestures, Postures, Haptics - The Language of Touch, Meta-communication.

Text Books

1. Sanjay Kumar and Pushp Lata,(2015) *Communication Skills*, Oxford University Press, 2nd Edition.
2. *Alex K,(2014). Soft Skills, Sultan Chand Company.*

Reference Books

1. Y. Vijaya Babu,(2019). "*A Course on Communication Skills for Professional Students: Basics and Concepts"*, Notion Press, First Edition.
2. Mikael Krogerus and Roman Tschappeler,(2018). *"The Communication Book*", Portfolio Penguin Publishers (Kindle edition).
3. Manish Ranjan(2014). *Communication Skills and Interpersonal Skills*, Pearson Education India, 2014.
4. Shalini Verma(2006). *Body Language*, S.Chand& Company Ltd.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3			3	2	2			3	3		3		3
CO2			2				3	2			3		2	
CO3	2	3	2	3	3	2				3		2		

19ITAC 41.1	Language-I :Course4	L	T	P	C
Semester-1V	TAMIL–I	3	0	0	3

-சமூக இலக்கியமும்செம்மொழி வரலாறும்

கற்றலின் நோக்கம் (Learning Objective (LO))

LO1:தமிழ் செம்மொழி இலக்கியங்கள் குறித்து அறிதல் செய்தல்..
LO2:செம்மொழி வரலாற்றிடல் அதன் தனித்தன்மைகள் க்கான வரையறைகள் ்ட்ல்யல்ல்.
LO3:சங்க அக, புற இலக்கியங்களின் தனித்தன்மைகளை உணர்தல்.
LO4:பல்ல் பால் இலக்கியங்களின் நெல்நல்வாடை வழியல் பால்டல் ்ல்ல்க்காட்டல்.
LO5:தமிழில் பயல்பால் தேவைல் எல்ல்ல்க்கால்கல் டல் வண்ல்ல்தல்.

கற்றலின் வெளிப்பாடு

At the end of the course, the student will be able to:

CO1: சங்க அக இலக்கியங்களை திணை அடிப்படையில் ஆராய்ந்து க்ல்ல் திறல்.
CO2: புற இலக்கியங்களின் பல் பால்லவங்களின் ்மையை அறிதல் ஆற்றல்
CO3: நெல்நல்வாடை வழி இலக்கியங்களின் இயல்கல்பெல்மிடல்தல்ல்ல்வல்
CO4: சங்க இலக்கியங்களின் வகைமை, வல்வல், உள்அடக்கம் குறித்து அறிவைப்பெற்றில்ல்யல்
CO5: தொல்காப்பியம் எல்ல் ல் தனிச்சிறப்பான இலக்கணத்தை வங்ல்ல்ல்ல் திறல்

அலகு–1 அக இலக்கியமும்

1.	ல்ல்ல்தொகை	-	125, 128, 177, 303, 397	(நெய்தல்)
2.	நற்றிணை	-	206, 217, 304, 334, 383	(குறிஞ்சி)
3.	ஐங்குறுநூறு	-	17, 18, 71, 75, 96,	(மருதம்)
4.	அகநானூறு	-	147, 303, 371	(பாலை)
5.	கலித்தொகை	-	104, 105	(முல்லை)

அலகு–2 புற இலக்கியமும்

1.	புறநானூறு	- பெல் பால்ல்லவங்கல்
		66, 83, 112, 140, 187,
		226, 269,271, 278,290

அலகு–3 பழமொழிமும்
1.நெல்நெல்வாடை

அலகு–4 சமூக இலக்கிய வரலாறு
தொல்காப்பியம் - சங்ககாலம் - ல் ்சங்கங்கல் – பால்ல் தொகைல் -
தொல்ல்ல் றை - தனித்தன்மைகல்.

அலகு–5 பயன்பாடும்தமிழும்செம்மொழி வரலாறும்
மொழி வன்ங்கல் – மொழில் ல்ல்பல்கல் – உலகச் செம்மொழிகல் – இந்தியச்
செம்மொழிகல் – செம்மொழில் தல்திகல் - வரையறைகல் – வால் ல் செம்மொழில்
தமிழ் – தமிழில் தொல்மை – தமிழில் சிறப்ங்கல் – தமில் செம்மொழி ல் ல்கல் –
தமில் செம்மொழி அறிந்தேல்ல்–பல்திமால் கலைஞர்ல்ல் தல் தல்கால அறிஞர்கல்
வரை (அறிஞர்கல் - அமைப்ங்கல் - நில்வனங்கல் – இயல்கல்கல் தொடல் யல்சிகல் -
அறப்பேரால்டல்கல் - உலகல் தமிழ்ச்செம்மொழி மாநாடு, கோவை-2010)

அலகு-6 (மாணவர்களின் அறிவும் கொடுப்பதும் மதிப்பும்- தேர்வுக்கான பகுதி அமல)

பல் டைய தமிழ் மரபுகளைப் பற்ற அமைப்புகளைப் வகைப்படுத்தல், தமிழ் மொழியின் தனித்தன்மையைச் செம்மொழி இயல்புகளைப் பற்றக இலக்கியங்களை இணைத்துக் கொள்ள வகைப்படுத்தல். செம்மொழியல் வகைகளின் பொருமைத் தலைமையில் அவற்றில் சிறப்பியல்புகளைப் வகைப்படுத்தல்.

பாடநூல்:

1. ச.வே.சுப்பிரமணியம் (ப.ஆ) - ஐங்குறுநூறு, நற்றிணை, ஐந்தில் " அகநானூறு, கலித்தொகை, மணிவாசகர் பதிப்பகம், சென்னை இரண்டாம்பதிப்பு -2011

2. ச.வே.சுப்பிரமணியம் (ப.ஆ) - புறநானூறு, மணிவாசகர் பதிப்பகம், சென்னை இரண்டாம்பதிப்பு -2011

3. ச.வே.சுப்பிரமணியம் (ப.ஆ) - பத்துப்பாட்டு (நெடுநல்வாடை) மணிவாசகர் பதிப்பகம், சென்னை இரண்டாம்பதிப்பு -2011

4. தெ.பொ.மீனாட்சிசுந்தரம் - செம்மொழிவரலாறு நில்செல்சல், புத்தக நிலையம் முதல்பதிப்பு -2018

5. மணவை முஸ்தபா - செம்மொழி உள்ளு ஸ்றல் ல் சீதை பதிப்பகம், சென்னை முதல்பதிப்பு -2010

6. ச.வே.சுப்பிரமணியம் - சங்க இலக்கியம் மணிவாசகர் பதிப்பகம், சென்னை இரண்டாம் பதிப்பு -2011

7. மு .வரதராசன் - தமிழ் இலக்கிய வரலாறு, சாகித்திய அகாதெமி வெளியீடு, புதுதில்லி மூன்றாம்பதிப்பு 2015

Outcome Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3				3	3			3	3	3	3	3	2
CO2	3	3			3				3		3	2		
CO3		2	3		3	3				3			3	3
CO4	3		3			2				2	2	3		
CO5	3	2			2				2	2			3	2

IHIC.41.2 .	Language-I :Course4	L	T	P	C
Semester-1V	HINDI - IV (Optional)	3	0	0	3

Learning Objectives:

LO1: To learn the important poems of famous Hindi poets.

LO2: To imbibe the knowledge of writing in Premchand stories.

LO3: To understand the relation between poems and stories.

LO4: To gain knowledge on stories of Beeshma Sahini

Course Outcomes

At the end of the course, the student will be able to:

CO1**:** Understand the concepts of Hindi poems.

CO2**:** Knowledge on stories of Premchand.

CO3**:** Describe the basic concepts of hindi stories.

CO4: Apply the concepts of writings of Jai sankar Prasad.

CO5: Understand the writing style of BeeshmaSahini.

Unit - I: **Introduction, Poem**

. Kabeer - 1 to 10 Dohas   Tulasi   - 1 to 10 Dohas.

Unit - II: Rahim   - 1 to   10 Dohas

Unit – III: Edgaah -   Premchand. Madhuva -Jayashankar Prasad.

Unit - IV: Stories,

Chief Ki Daavat - BeeshmaSahinI

Unit - V: HANUMAN JI ADHALATH ME - HARISHAKNA PARSAYE

Current Streams of Thought:

The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Padhya Manjari - Dr.T.Nirmala&Dr.S.Mohan, RajkamalPrakashan, New Delhi.

2. Premchand kipradhinikahaniya,Rajkamal Prakshan,New Delhi.7.

3. Kahani:nayikahani: namvirsingh,RajkamalPrakashan, New Delhi.

4. Bihari-ompraksh.vaniprakshan,Newdelhi 110002.

Supplementary Reading

1. Nayikahani: prakrutiaurpaat: surendrachowdari.

2. Naveen ekanki , D.B.H.P. SABHA, madras17.

3. Bihari ki kavya sruti: jayapraksh.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	3	3	2	2	3	2	3	3	3	3	3	-	-	-
CO2	3	-	3	-	3	-	2	2	-	3	-	-	-	-	-
CO3	3	3	-	-	2	3	-	2	3	-	-	-	2	-	-
CO4	3	3	3	3	3	-	3	-	2	2	2	-	-	2	-
CO5	-	-	3	3	3	3	3	2	2	2	2	-	-	-	3

19IFRNC41.3	Language-I :Course4	L	T	P	C
Semester-1V	French IV	3	0	0	3

Learning Objective (LO):

By introducing the course, it is intended to:

LO1:   Draw a France map and name its regions and cites.

LO2:   Fix an appointment.

LO3:   Draw a person physically and name its parts.

LO4:   Talk about the qualities and defects of the person.

LO5:   Talk about their health problems.

Course Outcomes

At the end of the course, the student will be able to:

CO1:   Describe a country.

CO2:   Take an appointment with a doctor or with friends, etc.

CO3:   Express in which part of the body they have pain.

CO4:   Describe a person physically and mentally

CO5:   Ask others about how they are feeling using expressions such as 'Qu'est-ce que tu as? Oùest-ce que tu as mal?'.

Unit-I

Faire un bilan du sondage-Aborder quelqu'un (Parler de moyens de communication).

Unit-II

Faire valoir son droit-Exprimer une opinion sur la vérité d'un fait.Savoir-vivre en France.

Unit-III

Donner un conseil-Téléphoner /Prendre rendez-vous.

Unit-IV

Exposer un problème/ réagirParler du corps et des problèmes de santé.

Unit-V

Parler des qualités et des défauts des personnes -Demander / donner une explication décrire une personneEvaluez-vous.

TextBook: 1. J. Girardet et J. Pecheur, (2012), **Echo A1** - méthode de français**,**

Paris**:**Langers, CLE international.

Reference :

1. Marie-Noelle Cocton et Emilie Pommier (2015), **Saison A1** - méthode de français, Les Editions Didier, Paris.

2. Angels Campa, Claude Mestreit, Julio Murillo et Manuel Tost (2001), **FORUM** – Méthode de français, HACHETTE LIVRE.

3. Mauger Bleu, **Le Cours de langue et de la civilisation française**, - Méthode de français, Paris, HACHETTE LIVRE.

4. Michele Boulares et Jean-Louis Frerot (1997), **GrammmairePrograssive du Français avec 400 exerises -2nd Edition**, CLE International.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	-	-	-	-	2	-	-	1	-	-	-	-	3
CO2	-	-	-	-	1	-	-	-	-	1	-	-	1	-
CO3	1	-	1	-	-	-	-	-	-	-	-	-	-	-
CO4	-	1	-	-	-	-	-	2	-	-	1	-	-	-
CO5	1	-	-	-	-	2	-	-	-	-	-	2	-	-

19IENC 42	Language-II :Course4	L	T	P	C
Semester-1V	**ENGLISH THROUGH LITERATURE IV: SHORTSTORY**	3	0	0	3

Learning Objectives:

To enable the students

LO1: To improve the competence in English

LO2: To develop story reading habits

LO3: To improve the vocabulary

Course Outcomes:

At the end of the course, the student will be able to:

CO1: Improve the competence in English

CO2: Develop reading habits

CO3: Improve the vocabulary

Unit-I:	O' Henry	"After Twenty Years"
	Ernest Hemingway	"A Day's Wait "
Unit-II:	1. Flora Annie Steel	"Valiant Vicky"
	2. Oscar Wilde	"The Selfish Giant"
Unit-III:	1. R. K. Narayan	"An Astrologer's Day"
	2. ShashiDeshpande	"I Want"
Unit-IV:	1. Leo Tolstoy	"Where Love is God is"
	2. Somerset Maugham	"The Ant and the Grasshopper"
Unit-V:	1. Chinua Achebe	"Marriage is a Private Affair"
	2. Bessie Head	"Heaven is not Closed"

Text Book:

1. Selvaraj. A., Dinakaran. P., Madhavan. M., Ganeshram. K., Shanthi. SP. *English Through Literature: Short Story*

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3			3			3		3		2	2		3
CO2		3			3	3		3		2	3		3	
CO3	2		3	2		3	2					3		2

19IPSYC-43	Core- 9	L	T	P	C
Semester-1V	**SOCIAL PSYCHOLOGY – I**	**4**	**0**	**0**	**4**

Learning Objectives:

To enable the student to understand:

LO1: The social behaviour and methods of Social Psychology.

LO2: The self concept, Influence of groups and culture on the self.

LO3: The impression formation and attribution.

LO4: The formation and functions of attitude

LO5: The issues on prejudice and discrimination

Course Outcomes: At the end of the course, the student will be able to:

CO1: assessthe causes of social behavior and methods of social psychology.

CO2: understand the effect of culture on the self.

CO3: become aware of the process of impression formation and attribution.

CO4: identify the formation and functions of their attitude

CO5: understand the consequences of prejudice and discrimination.

Unit–I: Understanding social behavior

A Model for Understanding Social Behavior - Expanding Lewin's Model - Social Psychology and Related Fields - Research in Social Psychology - Experimental Research - Correlational Research - Settings for Social Psychological Research - The Role of Theory in Social Psychological Research - Theory and the Research Process - Theory and Application - Ethics and Social Psychological Research.

Unit–II : The Social Self

Self-concept – Self-Knowledge: How We Know the Self? - The Influence of Groups   and Culture on the Self - Self-Esteem: Evaluating the Self - Internal Influences on   Self-Esteem - Self-Awareness - Self-knowledge and Self-Awareness - The Cost and   Ironic Effectsof Self-control - Managing Self-Presentations - Self-Esteem and Impression Management - Self-Monitoring and Impression Management - Self-Presentation and Manipulative Strategies - Self-Handicapping - The Impression We Make on Others.

Unit–III : Social perception

Impression Formation: Automaticity and Social Perception - Automatic Processing - The Importance of Automaticity in Social Perception - Automaticity and Behavior - Automaticity

and Emotions - Controlled Processing - The Attribution Process -   Heider's Early Work on Attribution - Correspondent Inference Theory - Covariation Theory - Dual Process Models – Attribution Biases - Misattributions - The Fundamental Attribution Error - The Actor - Observer Bias - The False Consensus Bias - Constructing an Impression of Others - The Significance of First Impressions - Schemas - Stories - The Confirmation Bias - Shortcuts to Reality: Heuristics.

Unit–IV : Attitudes

Are Attitudes? - Definite Allport's Definition of Attitudes - Attitude Structures - Explicit and Implicit Attitudes - Attitudes as an Expressing of Values - What Do Attitudes Do for Us? The Function of Attitudes - How Are Attitudes Measured? - The Attitude Survey - Potential Biases in Attitude Surveys - Behavioral Measures - Attitudes Formation - Mere Exposure - Direct Personal Experience - Operant and Classical Conditioning - Observational Learning - The Effect of Television and Books - The Effect of Textbooks - The Heritability Factor - Attitudes and Behavior - Early Study of Attitudes and Behavior - The Theory of Reasoned Action - Theory of Planned Behavior - The Importance of conviction.

Unit–V : Prejudice and Discrimination

The Dynamics of Prejudice, Stereotypes, and Discrimination - The Persistence a Recurrence of Prejudice and Stereotypes - Personality and Prejudice: Authoritarianism and Gender - The Authoritarian Personality - Gender and Prejudice - The Social Roots of Prejudice - Modern Racism - Changing Social Norms - The Cognitive Roots of Prejudice - Identify with the In-Group The Role of Language in Maintaining Bias - Illusory Correlations - From Illusory Correlations to Negative   Stereotypes via - The Confirmation Bias - The Out-Group Homogeneity Bias - The Difference Between Prejudice and Non-prejudiced Individuals - Reducing Prejudice -   Contact Between Groups - Personalizing Out-Group Members - Reducing the Expression of Prejudice Through Social Norms.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Book:

1. Bordens, K. S., & Horowitz, I. A. (2002). *Social Psychology* (2nd Ed.) Mahwah, New Jersey, Lawrence Erlbaum Associates, Inc.,

Reference Books:

1. Baron, R. A., & Byrne. D,(1999*.), Social Psychology*. (8thEdn.) New Delhi: Prentice Hall of India Private Ltd..

2. Feldman, R. S. ., (1998) *Social Psychology*. (2nd Edn.) New Jersey: Prentice Hall Inc.

3. Brehm, S. S.andKassin, S. M.(1999). *Social Psychology*.New Jersey: Houghton Mlfflin Company Boston, X

4. Michener, H. A. & Delamater, J. D.(1999). *Social Psychology* (4th Edn.) New York: Harcourt Brace College Publisher,

5. Brown, R(. 1965). *Social Psychology*, London: Collier - Macmillan Limited,

6. Sears, D.O., Anne Peplan, Freedman, J. L., and Taylor, S.E(1998) *. Social Psychology* (6th Edn.) New Jersey:Englewood Cliffs,

7. Krech D. Crutch field, S. &Ballachery, E.L . (1962).*Individual in Society, Text Book of Social Psychology* (International Student Edition) Tokyo: Hill Kiogakuha, Ltd.,

Outcome Mapping

Cours e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	2		3			3	3		3			3		2
CO2				3		2		3		3	3		3	
CO3	3	3			3		3		2			2		3
CO4			3			3		3			3	3		
CO5	3	2		3	3				3	3			2	2

19IPSYC 44	Core-10	L	T	P	C
Semester-1V	**COGNITIVE PSYCHOLOGY – I**	3	0	0	3

Learning Objectives: To enable the student to understand:

LO1: The history, methods and paradigms of Cognitive Psychology.

LO2: The anatomy and imaging technique of brain.

LO3: The various approaches of perception and attention.

LO4: The comprehensive perspective of memory and its different stages.

LO5: The formation and categorization of concepts.

Course Outcomes: At the end of the course, the student will be able to:

CO1: explain various approaches to cognitive behavior.

CO2: Picturize the anatomy and imaging technique of brain.

CO3: Explore the various approaches of perception and attention.

CO4: Comprehend about memory and its different stages.

CO5: Understand the formation and categorization of concepts.

Unit–I:

Cognitive Psychology: History, Methods, and paradigms: Structuralism-Functionalism-Behaviorism –Gestalt Psychology- The study of Individual Differences –The "Cognitive Revolution" and the Birth of Cognitive Science-General Points - Research Methods in Cognitive Psychology: Experiments and Quasi –Experiments-Naturalistic Observation-Controlled Observation and Clinical Interviews-Introspection-Investigations of Neural Underpinnings-General Points - Paradigms of Cognitive Psychology: The Information-Processing Approach- The connectionist Approach – The Evolutionary Approach-The Ecological Approach-General Points - The Brain: An overview of Structure and Function: Structure of the Brain-The Hindbrain and Midbrain-The forebrain - Localization of Function: Faculty Psychology and Phrenology- Studies of Aphasia and Other Mapping Techniques - Lateralization of Function: Studies of Split –Brained Patients - Brain –Imaging Techniques: CAT (CT) Scans-Magnetic Resonance Imaging(MRI)-Positron Emission Tomography(PET)-Functional Magnetic : Imaging(FMRI) - Other Brain-Recording Techniques: Electroencephalography (EEG)-Event –Related Potential(ERP)- Transcranial Magnetic Stimulation(TMS)

Unit- II:

Perception: Recognizing Pattern and Objects Gestalt Approaches to perception: Bottom-Up Process –Template Matching-Featural Analysis-Prototype Matching-Top-Down Processes-Perceptual Learning-The Word Superiority Effect-A Connectionist Model of Word Perception -Direct Perception -Disruptions of Perception: Visual Agnosias

Unit–III:

Attention: Deploying Cognitive Resources-Selective Attention-Bottleneck Theories-Spotlight Approaches –Schema Theory – Inattentional Blindness - Neural Underpinnings of Attention: Networks of Visual Attention- Event –Related Potentials and Selective Attention - Automaticity and the Effects of Practice: The Stroop Task-Automatic Versus Attentional (Controlled) Processing- Feature Integration Theory –Attentional Capture - Divided Attention: Dual- Task Performance –The Attention Hypothesis of Automatization-Divided Attention outside the Laboratory: Cell phone Usage While Driving

Unit –IV:

Working Memory: Forming and Using New Memory Traces-Traditional Approaches of the Study of memory-Sensory Memory-Iconic Memory-Echoic Memory-Short-Term Memory-Capacity and Coding-Retention Duration and Forgetting-Retrieval of Information - Working Memory: Executive Functioning-Neurological Studies of Memory Processes - Retrieving Memories From Long-Term Storage: Aspects of Long-Term Memory: Capacity-Coding-Retention Duration and Forgetting- Retrievel of Information-The Use of Mnemonics-Other Retrieval Principles- The Testing Effect. Subdivisions of Long-Term Memory: Semantic Versus Episodic Memory-Implicit Versus Explicit Memory-Declarative Versus Procedural Memory - The Levels of Processing View: The Reconstructive Nature of Memory-Autobiographical Memory-Flashbulb Memories-Eyewitness Memory-The Recovered/False Memory DebateAmnesia: Anterograde Amnesia-Retrograde Amnesia- Knowledge Representation: Storing and Organizing-Information in Long-Term Memory-Organizing Knowledge: Network Models-ACT Models –Connectionist Models.

Unit–V:

Forming Concepts and Categorizing New Instances: The Classical View of Concepts and Categorization – The Prototype View of Concepts and Categorization –The Exemplar View of Concepts and Categorization –The Schemata/Scripts View of Concepts and Categorization –The Knowledge –Based View of Concepts and Categorization.

<div style="border:1px solid red">

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

</div>

Text book:

1. Kathleen M. Galotti (2014).*Cognitive Psychology*, New Delhi, Sage Publications.

Reference Books:

1. R.Reed Hunt, Henry C ELLIS (2006) *Fundamentals of Cognitive Psychology.*7th Edition New Delhi, Tata McGraw-Hill Publishing Company Limited.

2. John. B.Best (1995) 4th Edition.*Cognitive Psychology*, New York, West Publishing Company.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3			3		3	3			3			3	3
CO2		2	3		3			3	3		2			
CO3		3		3			3			2		3		3
CO4	3		3			3					2		3	
CO5			3	2	2		3	3	3	2				

19IPSYC 45	Core- 11	L	T	P	C
Semester-1V	**THEORIES OF PERSONALITY**	4	0	0	4

Learning Objectives:

To enable the student to understand

LO1**:**   The Freud's psychoanalytic theory

LO2**:**   The social psychological theories

LO3**:**   The significance of field theory

LO4**:**   The concepts of factor theory as well as different learning theories

LO5**:**   The framework of Roger's humanistic model

Course Outcomes: At the end of the course, the student will be able to:

CO1:   Understand the various concepts in psychoanalytic theories

CO2:   Understand the various concepts of social psychological theories

CO3:   Acknowledge the significance of Lewin's Field theory

CO4:   Personalize the concepts of factor theory and various learning theory

CO5:   Imbibe the structure and dynamics of Roger's self -theory

Unit – I:

 The Nature of personality theory – Personality theory and the history of Psychology – Personality –What is Theory – Theory of personality – personality theory and other psychological theories – comparison of theories of personality - Freud's Psychoanalytic theory – structure of personality – Dynamics of personality – distribution and utilization of psychic energy – anxiety – development of personality –defense mechanisms of the ego – stages of development – characteristic research and research methods – current status and evaluation - Jung's Analytic theory – structure of personality – dynamics of personality – development of personality - characteristic research and research methods- comparative studies of Mythology, Religion and the occult sciences - current status and evaluation.

Unit – II:

  Social Psychological theories: Adler, Fromm, Horney and Sullivan – Alfred Adler –Fictional finalism – Striving for superiority – Inferiority feeling and compensation – Social interest – style of life - characteristic research and research methods – Creative self – order of birth and personality – early memories – childhood experiences – Erich Fromm – Karen Horney – Harry stack Sullivan – Structure of personality – Dynamics – personifications – cognitive processes – energy – dynamics of personality – energy transformations – stages of development – determinants of development – interview – current status and evaluation – Murray's Personality – structure of personality – personality as a partial formation – proceedings and serials – abilities and achievements – dynamics of personality – vector-value scheme – development of personality – Genetic – Maturational determinants – sociocultural determinants – Uniquenes – unconscious – socialization process – intensive

study of small numbers of normal subjects – instruments of personality measurement – personality explorations – current status and evaluation.

Unit – III:

  Lewin's Field theory – structure of personality – dynamics of personality- the psychological environment - characteristic research and research methods – current status and evaluation – Allport's psychology of the individual – structure and dynamics of personality – functional autonomy- development of personality – idiographic versus nomothetic – direct and indirect measures of personality – studies of expressive behavior – current status and evaluation.

Unit-IV:

  Cattell's factor theory - theory of personality – nature of personality – a structure of traits – development of personality – social context - characteristic research and research methods- related formulations - current status and evaluation- Stimulus -Response theory – reinforcement theory of Dollard and Miller – dynamics of personality - characteristic research and research methods – related formulations – current status and evaluation – Skinner's operant reinforcement theory – some general considerations – dynamic of personality - characteristic research and research methods – current status of evaluation.

Unit-V:

Rogers' self theory – representative view of the self and the ego – self theory - personality - characteristic research and research methods- current status of evaluation – existential psychology – structure of existence - Being-Beyond the world–dynamics and development of existence - characteristic research and   research methods- daseins analysis of dreams - current status of evaluation –Personality theory in perspective – Comparison of theories of Personality – some reflections on current personality theory – theoretical synthesis versus – theoretical multiplicity.

> **CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)**
> **The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.**

Text Book:

1. Calvin S.Hall,Gardner Lindzey (1970), Theories of Personality, Second edition, New York, John wiley& sons INC,.

Reference Books:

1. Adler G. (1948),*Studies in Analytical Psychology* , New York , Norton,
2. Murray H.A.(1938) .*Explorations in Personality.* New York, Oxford.

Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Pso1	Pso2	Pso3	Pso4	Pso5
CO1		3	3		3		2		3				3	
CO2	3			2		2		3			3	3		3
CO3		3		3						3			2	
CO4	3				3		3		2			3		3
CO5			3			2		3		3	3		2	

19IPSYA 46	Allied-IV	L	T	P	C
Semester-1V	**PSYCHOLOGICAL STATISTICS**	4	0	0	4

Learning Objectives:

To enable the student to understand:

LO1:   The principles of Statistics and the types of variables

LO2:   The meaning and computation of the measures of central tendency and the measures of variability

LO3:   The meaning, computation and interpretation of correlation

LO4:   The probability and mathematical distribution statistical estimations and inferences a significance of differences.

LO5:   The central features and applications of chi- square and analysis of variance

Course Outcomes: At the end of the course, the student will be able to:

CO1:   Learn the meaning and the need of statistics.

CO2:   Explore about data management.

CO3:   Understand various statistical methods such as mean, median, mode and frequency distribution.

CO4:   Apply the inferential statistics.

CO5:   Practically learn about central features and application of chi-square and analysis of variance.

Unit–I : Introduction

Meaning and Definition of Statistics – Need and importance of Statistics in Research – Classifications of statistics – Attributes – variables – continuous and discontinuous variables.

Unit–II : Descriptive Statistics

Meaning and Application of Measures of Central Tendency – mean – median – mode.
Meaning and Application of Measures of Variability – Range – Standard Deviation – Quartile Deviation (semi inter quartile range) – Mean Deviation.

Unit–III: Correlation

Meaning of Correlation and its types – Pearson product moment correlation – rank order correlation – Applications of measures of relationship Normal curve – properties of normal curve – deviations from the normality – skewness – kurtosis

Unit–IV : Difference between the means

Difference between the means –'t' ratio – its applications – Oneway analysis of variance (ANOVA) – Concept of two way analysis of variance – repeated measures – analysis of co variance (ANCOVA)

Unit–V: Chi square, Para Metric and experimental design

Meaning and definition of Chi - square - and its applications (Histogram – frequency polygon – bar diagram).

Text Books:

1. Garrett, H.E (1961); *Statistics in Psychology and Education.* Bombay : Allied pacific private Ltd.,

Reference Books:

1. Guilford, J.P., &Fruchter, B (1981). *Fundamental Statistic in Psychology and Education.* (6th Edn). Singapoore: McGraw Hill Book Company (International Student Edn).

2. Rajamanickam, M (2001).. *Statistical Methods in Psychological and Educational Research.* New Delhi; Concept publishing company,

Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Pso1	Pso2	Pso3	Pso4	Pso5
CO1	3	2	2		2			2		3		3		3
CO2				3		3			3		2		2	
CO3		3			3		3			3		3		2
CO4				3		3		3					3	
CO5	3		3		2		2		3		2	3		3

19ISSC 400	SOFT SKILLS-II	L	T	P	C
Semester-1V	**PERSONALITY DEVELOPMENT**	3	0	0	3

Learning Objectives

To enable the student to understand

LO1: To enhance holistic development of students and improve their personality.

LO2: To understand themselves and be an effective goal oriented team player.

LO3: To develop professionals with idealistic, practical and moral values.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Develop confidence to face the workplace and society at large

CO2: Identify and kindle their inner spirit and get self motivated

CO3: Understand their own strength and weakness

Unit-I: Personality

Meaning and Definition of Personality, Determinants of Personality, Characteristics of Personality, Stages of Personality Development, Personality traits.

Unit-II: Self Analysis

Self- Awareness, SWOT Analysis, Attributes, Self Confidence- Importance of self confidence, Building self -confidence, Methods of developing self -confidence, Self Esteem

Unit-III: Attitude

Types of Attitude, Factors influencing attitude, Positive attitude, Step s to overcome challenged attitude, Developing Positive attitude and thinking.

Unit-IV: Motivation

Motivation-Meaning, Needs, Factors affecting motivation, Basic theories of motivation, Intrinsic & Extrinsic Motivators, Self -talk, self -motivation, Achievement motivation.

Unit-V: Goal Setting

Goals – Defined, Types of goals - Short Term, Long Term, Life Time Goals, Areas and spheres of Goal Setting, SMART principle of Goal Setting, Positive affirmations in Goal Setting.

Text Books

1. Gajendra Singh Chauhan and Sangeeta Sharma, (2015), *Soft Skills: An Integrated Approach ToMaximise Personality*, Kindle Edition

1. B.N.Ghosh,(*2013)Managing Soft Skills for Personality Development, Tata McGraw Hill Education PrivateLimited,*

Reference Books

1. Shikha Kapoor,(2018) *Personality Development and Soft Skills: Preparing for Tomorrow*, I.K International Publishing House Pvt. Ltd.,
2. Elizabeth B.Hurlock(2017), *Personality Development*, McGraw Hill Education, Indian Edition,
3. **Barun K. Mitra,*Personality Development and Soft Skills***, (2016). Oxford University Press, Second Edition,
4. Prashant Sharma, *Soft Skills-Personality Development for Success*, BPB Publications,

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	2			3		3		3		3		3		3
CO2		2	3		2		3		3		3		2	
CO3	3		2	3		3		3		3		3		3

19IPSYC 51	Core-12	L	T	P	C
Semester-V	**COGNITIVE PSYCHOLOGY – II**	3	0	0	3

Learning Objectives:

To enable the student to understand

LO1:   The importance of codes in memory

LO2:   The structure of language and cognition

LO3:   The essentials of thinking, problem solving and decision making;

LO4:   The principles of cognitive development regarding piagetian and non-piagetian approaches

LO5:   The cross-cultural perspective and cultural cognition

Course Outcomes: At the end of the course, the student will be able to:

CO1:   Explore the importance of neuropsychology in mental imagery

CO2:   Understand the structure of language

CO3:   Learn about the essentials of thinking, problem solving and   decision making

CO4:   Understand the development of cognitive approaches

CO5:   Become aware of the cross-cultural perspective and cultural cognition

Unit-I:

Codes in Long – Term Memory: The Dual – Coding Hypothesis-The Relational-Organizational Hypothesis - Empirical Investigations of Imagery: Mental Rotation of Image – Scanning Images. The Nature of Mental Imagery: Principles of Visual Imagery –Implicit Encoding –Perceptual Equivalence – Structural Equivalence –Critiques of Mental Imagery Research and Theory –Tacit knowledge and Demand Characteristics–The Picture Metaphor –Propositional Theory. Neuropsychological Findings: Spatial Cognition.

Unit –II:

Language: The Structure of Language-Phonology-Syntax-Semantics-Pragmatics- Language Comprehension and Production. Speech Perception-Speech Errors in Production-Sentence Comprehension-Comprehending Text Passages- Story Grammars-Gricean Maxims of Conversation

Language and Cognition: The Modularity Hypothesis- The Whorfian Hypothesis – Neuropsychological View and Evidence.

Unit –III:
Thinking and Problem Solving: Classic Problems and General Method of Solution- Generate –and-Test Technique – Means – Ends Analysis –Working Backward-Backtracking – Reasoning by Analogy.Blocks to Problem Solving: Mental Set –Using Incomplete or Incorrect Representations –Lack of Problem – Specific Knowledge or Expertise-Expert Systems-Critical Thinking.Reasoning and Decision Making: Reasoning: -Type of Reasoning-- Deductive Reasoning-Propositional Reasoning-Syllogistic Reasoning-Inductive Reasoning- Analogical Reasoning-Hypothesis Testing-Everyday Reasoning. Decision Making: Setting Goals-Gathering Information-Structuring the Decision-Making a Final Choice-Evaluating- Cognitive Illusions in Decision Making-Availability-Representativeness-Framing Effects- Anchoring-Sunk Cost Effects-Illusory Correlation-Hindsight Bias-Confirmation Bias- Overconfidence. Utility Models of Decision Making: Expected Utility Theory-Multi attribute Utility Theory- Descriptivedels of Decision Making-Image Theory-Recognition-Primed Decision Making-Neuropsychological Evidence on Reasoning and Decision Making
Unit-IV:
Cognitive Development Through Adolescence: Piagetian Theory: General Principles –Stages of Development The Sensorimotor Stage –The preoperational Stage –The Concrete Operations Stage –The Formal Operations Stage –Reactions to Piaget's Theory. Non- Piagetian Approaches to Cognitive Development: Perceptual Development in Infancy – Toddlers' Acquisition of Syntax –Preschoolers' Use of Memorial Strategies –The Development of Reasoning Abilities in Middle and Late Childhood. Some Post – Piagetian Answers to the Question "What Develops ".Neurological Maturation –Working –Memory Capacity and Processing Speed – Attention and Perceptual Encoding – The Knowledge Base and Knowledge Structures –Strategies – Meta-cognition. Individual Differences in cognition: Ability Difference – Cognitive Styles –Learning Styles –Expert /Novice Differences – The Effects Of Aging on Cognition

Gender Differences in Cognition:Gender Difference in Skills and Abilities –Verbal Abilities –Visuospatial Abilities –Quantitative and Reasoning Abilities-Gender Difference in Learning and Cognitive Styles – Connected learning
Unit –V:

Cognition in Cross-Cultural Perspective: Examples of Studies of Cross – Cultural cognition.Cross-Cultural Studies of Perception – Picture Perception –Visual Illusions Cross-Cultural Studies of Memory –Free Recall Visuospatial Memory-Cross-Cultural Studies of Categorization-Cross-Cultural Studies of reasoning-Cross-Cultural Studies of Counting. Effect of Schooling and Literacy: Situated Cognition in Everyday Settings.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Book:

1. Kathleen M. Galotti (2014) *Cognitive Psychology*, New Delhi, Sage Publications.

Reference Books:

1. R.Reed Hunt, Henry C Ellis: (2006) *Fundamentals of Cognitive Psychology.* 7th Edition New Delhi, Tata McGraw-Hill Publishing Company Limited.

2. John. B.Best (1995) 4th Edition. *Cognitive Psychology*, New York, West Publishing Company.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3	3		3		2		3		3		3		3
CO2			3		3		2				3		3	
CO4		2		3			2				3			
CO5	3		3		3		3	2	3			2	3	3

19IPSYC 52	Core- 13	L	T	P	C
Semester-V	**SOCIAL PSYCHOLOGY – II**	4	0	0	4

Learning Objectives:

To enable the student to understand

LO1: The concept of persuasion and attitude change

LO2: The concept of conformity, compliance and obedience

LO3: Theknowledge in group processes

LO4: The interpersonal attraction and close relationships

LO5: About the interpersonal aggression and altruism

Course Outcomes: At the end of the course, the student will be able to:

CO1: Learn the concept of persuasion and attitude change

CO2: Understand the concept of conformity, compliance and obedience

CO3: Acknowledge the group processes

CO4: Explore towards interpersonal attraction and close relationships

CO5: Imbibe the interpersonal aggression and altruism

Unit–I: Persuasion and Attitude Change

The Yale Communication Model-The communicator -The Message and the Audience -Social Judgment Theory - The Problem of Multiple Audiences - The Cognitive Approach to Persuasion - The Elaboration Likelihood Model - The Effect of Mood on Processing - The Effect of Personal Relevance on Processing - The Impact of Attitude Accessibility on Elaboration-The Heuristic Model of Persuasion - Cognitive Dissonance Theory: A Model of Self-Persuasion1 - Cognitive Dissonance Theory - Alternatives to Cognitive Dissonance Theory - Self-perception Theory - Persuading the Masses – Public Health Campaigns: Educating People about AIDS - The Limits of Persuasion.

Unit–II: Conformity, Compliance and Obedience

Conformity: Informational and Normative Social Influence - Social Norms: The Key to Conformity - Classic Studies in Conformity - Factors That Affect Conformity - Minority Influence - Compliance: Responding to a Direct Request - Foot-in-the-Door Technique - Door-in-the-Face Technique - Low-Ball Technique - Obedience - Milgram's Experiments on

Obedience - Predicted Behavior and Results in the Milgram Experiment - Situational Determinants of Obedience - The Role of Gender in Obedience - Disobedience - Breaking with Authority - Reassessing the Legitimacy of the Authority.

Unit–III: Group Processes

Characteristics of Groups - Roles in Groups - The Effects of an Audience on Performance - The Effects of Group Participation on performance - Groups Self-Identity, and Intergroup relationships - Why People Identify with a Social Category - Self-categorization Theory (SCT) - The Power of Groups to Punish: Social Ostracism - Group Decision Making and Group Productivity - Individual Decisions Versus Group Decisions - The Effect of Leadership Style on Group Decision Making - Factors That Affect the Decision-Making Ability of a group - The Dynamics of Group Decision Making: Group Polarization and Groupthink.

Unit–IV: Close Relationships

The Roots of Interpersonal Attraction and Close Relationships - Affiliation and Intimacy - Loneliness and Social Anxiety - Love and Close Relationships - Love's Triangle - Types of Love - The Formation of Intimate Relationships - Attachment Styles and Adult Love Relationships - Determinants of Interpersonal Attraction - Dimensions of Physical Attractiveness - Physique and the Attractiveness Bias - Dynamics of Close Relationships - Relationship Development - Evaluating Relationships - Love Over Time - Sculpting a Relationship - Responses to Conflict - Love in the Lab – Friendships.

Unit–V: Interpersonal aggression

Levels and Types of Aggression - Factors That Contribute to Aggression - Biological Explanations for Aggression - The Frustration- Aggression Link - The Social Learning Explanation for Aggression - Reducing Aggression - Reducing Aggression in the Family - Reducing aggression with Cognitive intervention.

Altruism - Why Do People Help? Empathy: Helping in Order to Relieve Another's Suffering - Two Paths to Helping - Altruism Hypothesis - Biological Explanation - Helping in Emergencies: A Five-Stage Decision Model - Helping in Non-emergencies: - situational and personality influences.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Book:

1. Bordens, K. S., & Horowitz, I. A. (2002). *Social Psychology* (2nd Ed.) Mahwah, New Jersey, Lawrence   Erlbaum Associates, Inc.,
2. Baron, R. A., & Byrne. D.,(1999). *Social Psychology*. (8thEdn.) New Delhi: Prentice Hall of India Private Ltd.,
3. Brown, R (1965). *Social Psychology*, London: Collier - Macmillan Limited,.

Reference Books:

1. Feldman, R. S. (1998). *Social Psychology*. (2nd Edn.) New Jersey: Prentice Hall Inc.,
2. Michener, H. A. & Delamater, J. D. (1999). *Social Psychology* (4th Edn.) New York: Harcourt Brace College Publisher,
3. Sears, D.O., Anne Peplan, Freedman, J. L., and Taylor, S.E. (1998)   *Social Psychology* (6th Edn.) New Jersey:Englewood Cliffs,
4. Krech D. Crutch field, S. &Ballachery, E.L (1962)..*Individual in Society, Text Book of Social Psychology* (International Student Edition) Tokyo: Hill Kiogakuha, Ltd.,

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1		3		3	3		2			3		2	2	
CO2	2		2			3		2	3		3			3
CO3		3		3	2		3			3			3	
CO4	3		3			3		2	3		3			
CO5		3			3		2			3		2		3

19IPSYC 53	Core -14	L	T	P	C
Semester-V	PSYCHOPATHOLOGY – I	4	0	0	4

Learning Objectives:

To enable the student to understand

LO1:   The meaning and historical background of abnormal of behaviour

LO2:   The theoretical perspectives of abnormal behavior

LO3:   The physical, psychological and social factors of various mental disorders

LO4:   The causes and types of anxiety disorders and sexual disorders

LO5:   The nature of various personality disorders and sexual treatment

Course Outcomes: At the end of the course, the student will be able to:

CO1:   Understand the meaning & historical background of abnormal
behavior

CO2:   Learn the theoretical perspective of abnormal behavior

CO3:   Become aware of the physical, psychological and social factors of
various mental disorders

CO4:   Personalize the causes and types of anxiety disorders and sexual
disorders

CO5:   Learn the nature of various personality disorders and sexual
treatment

Unit–I: Abnormal Psychology

Abnormal behavior - Meaning of abnormal behavior - The epidemiology of maladaptive behavior -Seeking help for abnormal behavior - Research in abnormal psychology. The Historical Background - The historical views of abnormal behavior -Psychological and organic views of abnormal behavior -The stage is set.

Unit–II: Theoretical Perspective on Maladaptive Behavior

The role of theory in abnormal psychology- TW biological perspective - The psycho dynamic perspective Behavioral perspective - The cognitive perspective – The humanistic - Existential perspective - The community -Cultural perspective -An integrative approach.Classification and Assessment - Categories of maladaptive behavior - The basis of classification.

Unit–III: Psychological Factors and Physical symptoms

Psychological, Social and bodily interactions - Psycho physiological disorder - Somatoform disorder -Factitious disorders and malingering.

Unit–IV: Anxiety Disorders

Generalized anxiety disorder – Panic disorder -Obsessive - compulsive disorder - Interpreting and treating anxiety disorders. Sexual Variations and Disorders. Changing views of sexual behavior - Surveys of sexual behavior - Homosexuality - Sexual dysfunction - Gender identity disorder - The paraphillia - Sexual victimization.

Unit–V: Personality Disorders

Cassifying personality disorders - Odd or Eccentric behavior - Dramatic, emotional or erratic behavior -Anxious or fearful behavior - Treatment of personality disorder – The outlook for the personality disorder classification.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Book:

1. Carson,Butcher&Mineka, Sarason, I.G.&Sarason, B.R.(2000).*AbnormalPsychology. The Problem of Maladaptive Behaviour* (8th Edn). NewDelhi: Prentice- Hall of India Private Ltd.,

Reference Books:

1. Barlow, D.H. & Durand, V.M .(1999)*. Abnormal Psychology* (2nd Edn). California : Brooks / Cole Publishing co.,.
2. Robert, C.C. Butcher, J.N. & Susan Mineka.(1996).*. Abnormal Psychology and Modern Life*. New York :HarperCollins College Publishers,
3. Coleman, J.C. (1976). *Abnormal psychology and modern life*.Bombay: D.B. Taraporevala sons & co. Pvt.,

Outcome Mapping

Cours e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		3		3		3	2	3		2		3	
CO2		2		2		3				3		2		3
CO3	3		3		2			3			3		3	
CO4		2		2		2	3		3			3		3
CO5	3		3		2			2		3	2		3	

19IPSYC 54	Allied -V	L	T	P	C
Semester-V	YOGA PSYCHOLOGY	4	0	0	4

Learning Objectives :

To enable the student to understand:

    LO1:   The role of yoga in human behavior and the concept of holistic health.

    LO2:   The nature and layers of mind.

    LO3:   Indian approaches to consciousness and human behavior.

Course Outcomes: At the end of the course, the student will be able to:

    CO1:   Learn the importance of yoga in holistic health.

    CO2:   Explore the role of yoga in personality integration.

    CO3:   Understand the role of yoga in psychological issues and its   applications.

Unit-I: Psychology and holistic health

Theoretical understanding of yoga and psychology, concept of holistic health - Spiritual applications of psychology – models of mental health – 5 models of mental health,- Factors contributing to mental health, role of mental health professionals.

Unit-II: Personality integration through yoga

Personality definition, nature, approaches – psychoanalytic – humanistic approaches, trait approaches, behavioral approaches, social – learning approaches, assessment of personality - Perception and attitude formation for total personality integration, role of yoga in personality integration - Leadership – nature, types, theories, contemporary issues – conflict and negotiation.

Unit-III:

The nature of mind, five elements and the mind, meditation and the mind - The three layers of mind: the inner mind or deeper consciousness, intermediate mind or intelligence and outer mind – sensation – emotion - Five sheaths and the mind, the five pranas and the mind, functions of the mind.

Unit-IV: Concepts of Psychosomatic disorders

Meaning, definitions of psychosomatic disorders - Concepts of psychosomatic disorders according to taittriya Upanishad - Role of yoga in psychological problems: mood disorders, major depressive disorder, cyclothymic disorder.

Unit-V: Samadhi – super consciousness

Indian approaches to consciousness and human behavior – a new journey into consciousness, the three gunas: how to balance your consciousness - seven stages - The energetic of consciousness: conditioned consciousness, intelligence: the power of perception - States of consciousness nature of consciousness, brain and consciousness- fantasy and day dreaming – characteristics of altered state consciousness.

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CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

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Text Books:
   a. Yogi Ramamurti S.MishraM.D.(1973).The text book of Yoga Psychology.Baba Bhagavandas Publication Trust.
   b. Kamakhya kumar (2013).Yoga Psychology:A Handbook of Yogic Psychotheraphy.

References:

1. Bob algozzine,(2006) *Teaching students with learning disabilities*, , corwin press, a sage publication company California.

2. Betty b. osoman(1997),. *Learning disabilities and ADHD*, second edition.

3. Joy Pollock, Elisabeth waller and rody politt(2004),Day-to-day dyslexic in the classroom, second edition Routledgerfalmer. UK.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		3		2		3		2		3		3	
CO2		2		3		3		3		3		2		2
CO3	2	3	2		3		2		2		3		3	2

19IPSYC 55	Department Elective -I	L	T	P	C
Semester-V	POSITIVE PSYCHOLOGY – I	4	0	0	4

Learning Objectives:

To enable the student to understand:

LO1: About the western and eastern perspectives on positive psychology.

LO2: The classification and measure the human strengths and positive outcomes.

LO3: Resilience in every stages of life.

LO4: The concept of Positive Psychology in relation to the cultural context.

LO5: The process and principles of positive emotional states.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Learn about the western and eastern perspectives on positive   psychology.

CO2: Classifyand measure the human strengths and positive outcomes.

CO3: Apply their Resilience in every stages of life.

CO4: Understand the concept of Positive Psychology in relation to the
cultural context.

CO5: Learn the process and principles of positive emotional states.

Unit –I:

Western perspectives on Positive Psychology – Greek Mythology – Western Civilization – History of Hope in Western civilization - Industrial revolution – Eastern Perspectives on Positive Psychology – perspective – Confucianism –Taoism- Buddhism –Hinduism – Eastern Philosophies.- East Meets west –Value systems – orientation to time – thought process – east and west–Different ways to positive outcomes – compassion – Harmony-Finial Thoughts.

Unit –II:

Classifications and measures of human strengths and positive outcomes – measuresofhuman strengths and positive outcomes – measures of human strengths – strength finder – VIA strength – developments assets – measures of human strength – classification of strength- identifying- positive outcomes for all dimensions of well-being – positive outcomes identifying strengths and moving toward a vital balance.

Unit –III:

Positive Psychology in context – developing strengths and living well in a culturalcontext -- culture and psychology – culture counts – matter of perspective – positive psychology – culturally embedded – embedded positive psychology – situating positive psychology – cultural context – foundations of good life – the wise man of the Gulf – Final thoughts on the complexity of cultural influences.

Unit –IV:

Living well every stage of life – resilience in childhood – roots of resilience research – resilience resources –positive youth development – development programs that work – life tasks of adulthood – trajectories of precious children – primary task of adulthood – successful aging -   successful aging - Macarthur foundation study – adult development study – developmental focus in positive psychology – personal mini experiments – finding amazing people of all ages.

Unit –V:

Positive emotional states and process – principles of pleasure understanding positive affect, positive emotions, happiness and well-being – emotional terms affect – emotion – happiness – subjective well-being – positive and the negative – affect schedule – positive emotions: expanding the repertoire of pleasure – personal mini-experiences – joy and lasting happiness – emotion styles linked to the common cold – happiness and subjective well-being – living a pleasurable life – age –old definitions of happiness – well-being as a synonym for happiness – satisfaction with life scale – determinants of subjective well-being -happiness – meaning – autheic happiness.

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CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

</div>

Text Book:

1.   C.R .Snyder& Shane J. Lopez ,(2007),*Postive Psychology*, New Delhi SAGE Publication.

Reference Books:

1.   Argyle M(2001).*The Psychology of Happiness* ,2nd Edition London: Routledge.
2.   Groopman.J,(2004),*The anatomy of hope: How people prevail in the face of illness.* New York Random house.

Sue,D.W.,&Sue,D(2003).*Counseling the culturally diverse: Theory and practice* (4th ed).New York:Wiley.

Outcome Mapping

Cours e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		2		2		3		3		3	2		3
CO2				3						2			3	
CO3		3	2			3		3			3		3	2
CO4	3			2	3		2		3			3		
CO5		2	3			3		2		2		2		3

19IPSYC: 56	Department Elective –II	L	T	P	C
Semester-V	INSTITUTIONAL APPROCHES TO DISABILITY	4	0	0	4

Learning Objectives:

To enable the student to understand:

   LO1:   The emergence of organizational/institution approach to rehabilitation.

   LO2:   The scope and role of a Psychologist in the rehabilitation.

   LO3:   The institutional network for rehabilitation service organization.

   LO4:   The employment and development of professional services.

   LO5:   The organization environment interface.

Course Outcomes: At the end of the course, the student will be able to:

   CO1:   Learn the various approaches to disability.

   CO2:   Understand the various schemes and ACP.

   CO3:   Imbibe the difference between organizational culture and climate.

   CO4:   Explain the function of HRM and HRD.

   CO5:   Explore the factors influencing organizational climate.

Unit–I:

Approaches to rehabilitation: the emergence of organizational/institution approach to rehabilitation. Approaches: Early ideas of rehabilitation – the medical approach, socio-cultural / social work approach, psycho-cultural approach.

Unit–II:

Scope and role of a Psychologist in the rehabilitation of the disabled. Role of Psychology in rehabilitation – expanding role of Psychology.

Unit-III:

Institutional network for rehabilitation service organization: nature and components, kinds of organization – Government sector, NGOS, Government support, legislation, grant, etc.

Unit–IV:

Employment and development of professional services – Specialization organization and environment – Organization culture and climate – leadership communication skills, human recourse management and development – team building.

Unit –V:

Organization environment interface – RCI act, t role – P.D Act – Legislation – Rights of the disabled.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Book:
1. Pareek Vadai (1996). *Organizational Behaviour Process*, Rawat publications. Jaipur and New Delhi.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1		3	3			3		3		3		3		3
CO2	3				3		2		2		3		3	
CO3		3		3			3		2		2			
CO4	2		3			2				3		3		3
CO5	2	3		3	3			3			2		3	

19ISSC 500	SOFT SKILLS-III	L	T	P	C
Semester-V	**TIME AND STRESSMANAGEMENT**	3	0	0	3

Learning Objectives

To enable the students to understand:

LO1: To insist the importance of time management.

LO2: To define and prioritize tasks that aid in managing time and stress.

LO3: To understand the relationship between Time Management and Stress Management.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Understand the importance of time management in personal life and career.

CO2**:** Prioritize, schedule and monitor their work and be conscious in their behavior.

CO3: Demonstrate methods for managing projects and commitments without stress.

Unit-I : Time Management – an Overview

Concept of Time: Nature and Characteristics, Principles of Time Management, objectives and significance, Recognizing the Importance of Time, Managing yourself, Dealing with other people Your time, Getting Results.

Unit-II : Planning and Scheduling

Benefits of Planning, Guidelines and Tools for Efficient Planning, The Difference Between, Planning and Scheduling. Methods of making scheduling, techniques in scheduling, making to-do list in scheduling.

Unit-III : Time Management Strategies

Identifying and Eliminating Time Wasters, Methods for Managing Time Efficiently, Productive Work,Busy vs. Productive, Indecision & Delay, Overwork, Urgency V's Importance, Prioritization, Priority Matrix

Unit-IV: Stress

Stress – Meaning and Definition, Burnout, Types and Causes of Stress, Job Stress – causes & effects, Personality type and Stress, Symptoms of Stress, Impact of Stress on Human Health.

Unit-V : Stress Management

Relationship between Time Management and Stress Management, Overcoming Stress, Tools for identifying and managing Stress, Stress Management Strategies and Techniques.

Text Books

1. **Vijay Agarwal**,(2009) *Time Management for Students*, Benten Books
2. **Sudhir Dixit(2018)**, *Time Management: 30 Principles for the Best Utilization of Your Time",* Manjul Publishing,

Reference Books

1. Robert W. Bly(2017).,*Make Every Second Count: Time Management Tips And Techniques For More Success With Less Stress*, Rupa Publications India,
2. Brian Tracy(2016) *Master Your Time, Master Your Life,*Penguin Publishing Group.
3. Cal Newport, (2016). *Deep Work: Rules for Focused Success in a Distracted World*, Grand Central Publishing,
4. John Plante, (2014). *How To Stop Procrastinating: A Handy Guide To Get The Momentum You Need To Achieve What You Need Now*, Kindle Edition,

Outcome Mapping

Cours e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	2		3		3		3		2		3		2	
CO2		3		3		2		3		3		2		3
CO3	3		3		2		3		3		3		2	2

19IPSYC 61	Core- 15	L	T	P	C
Semester VI	SCHOOL COUNSELLING	4	0	0	4

Learning Objectives:

To enable the student to understand:

LO1: The importance of School Counselling.

LO2: About the professional identity of school counselors in India.

LO3: The various models of School Counselling.

LO4: The various areas of School Counselling.

LO5: The various causes and management of suicidal thoughts, depression.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Understand the importance of School Counselling.

CO2: Explore about the professional identity of school counselors in India.

CO3: Demonstrate the various models of School Counselling.

CO4: Enact the various areas of School Counselling.

CO5: Imbibe the various causes and management of suicidal thoughts, depression.

Unit-I: Fundamentals in School Counselling

School Counselling: Development of School Counselling-Scope- Counselor's role withinschoolsetting.ProfessionalandEthical oundaries in School Counselling:Confidentiality and the Law- Codes of Confidentialitywith Pupil Clients in School- Child Protection and Codes of Confidentiality-Professional Identity of School Counselors in India.

Unit-II: Models of School Counselling

Adler's Theories in School Counselling- Rogers's Person- (Child)-Centered School Counselling- Behaviorism- Ellis's Rational Emotive Behavior Therapy in School Counselling- Beck's Cognitive Behavioral Therapy in School Counselling.Glasser's Reality Therapy Supported by Choice Theory in School Counselling- Group Counselling. Brief Counselling Models: Evidence based counselling- Brief therapy- Egan's Three-Stage Model-Motivational Interviewing. Solution-Focused Brief Counselling- Narrative Therapy-Coaching Skills-Strengths Based Counselling in the Schools- Virtual Counselling-Positive Psychology and School-Based Interventions.

Unit-III: Identity Crisis, Parental Separation and Loss

Identity Crisis among Adolescents:Erikson's theory and Marcia's theory. Parental Separation and Stepparent Conflict: Counselling at the Beginning of Parental Separation- Counselling after Separation- Counselling on Living with Step Parents. Loss and Bereavement: The Context of Bereavement for Young People- Effect of Bereavement on Development- Bereavement Counselling.

Unit-IV: Bullying and Other Issues

Bullying School: Counselling Bullies- Counselling the Groups- Counselling Victims of Physical Abuse- Counselling Victims of Verbal Abuse. Anger, Aggression and Violence in Schools: Violence and Aggression as a Social Problem- Counselling Violent and Aggressive Pupils.Sexual Inclination and Conduct: Heterosexual Inclinationand Conduct- Counselling For Heterosexual Young People- Counselling For Homosexual Young People. Smoking, Drugs and Alcohol Misuse: Drugs in theSociety- Counselling Smokers- Counselling for Drug and Alcohol Problems.

Unit-V: Depression, Life Meaning and Spiritual Emptiness

Low Self-Esteem, Depression and Suicidal Thoughts: Counselling for Self-Esteem- Counselling Depressed Young People- Counselling people with Suicidal Thoughts- Counselling the Sexually Abused. Life Meaning and Spiritual Emptiness:Spirituality in theWestern Life Style- Spiritual Development- Spiritual Counselling and Problems of Congruence- Integrative Style of Spirituality-Centered Counselling.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Book:

1. Lines, D. (2011*). Brief counselling in schools: Working with young people from 11 to 18*. Sage.

Reference Books:

1. Baginsky, W. (2004). *School counselling in England*, Wales and Northern Ireland: a review. London:National Society for the Prevention of Cruelty to Children.
2. Chandrashekar C.R. (Editor) (2008*) Manual for college teachers on students counselling*, National Institute of Mental Health &Neuro Sciences, Bangalore.
3. Kandi, S. (2014). *Prevalence of Counselling Needs in Late Adolescent College Students of India*. AnadoluÜniversitesiEğitimBilimleriEnstitüsüDergisi, 4(2).

4. Miller, D. N., Nickerson, A. B., &Jimerson, S. R. (2009*). Positive psychology and school-based interventions. Handbook of positive psychology in schools*, 293-304.
5. Ramakrishnan, V. K., &Jalajakumari, V. (2013). *Significance of imparting guidance and counselling programmes for adolescent students*. Asia Pacific Journal of Research, 2(9), 102-112.
6. Robert J. Wright. (2012). *Introduction to School Counselling.* Sage Publications
7. Venkatesan, S., &Shyam, H. R. (2015). *Professional identity of school counselors in Indi*a. Journal of the   Indian Academy of Applied Psychology, 41(1), 25.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1		3		3		2		3			2		3	
CO2	3		2		3		3		3		3	3		3
CO3		3		2		3				2			3	
CO4		2			3			3		3				
CO5	3		3				2		2		2	3		2

19IPSYC 62	Core -16	L	T	P	C
Semester VI	PSYCHOPATHOLOGY- II	4	0	0	4

Learning Objectives:

To enable the student to understand:

LO1: The nature, treatment strategies of various mood disorders.

LO2: The characteristics and types of schizophrenic disorders.

LO3: The etiological factors of cognitive impairment.

LO4: The physiological and psychological symptoms related to various substance abuse disorders.

LO5: The application of various behavioural therapeutic techniques.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Learn the treatment strategies for various mood disorders.

CO2: Explore the types and treatment of schizophrenic disorders.

CO3: Demonstrate the etiological factors of cognitive impairment.

CO4: Understand the physiological and psychological symptoms related to various substance abuse disorders.

CO5: Enact various behavior and therapeutic techniques.

Unit–I : Mood Disorders

Depression – Depressive disorders - Theoretical perspectives on depression - Treatment of depression -Bipolar disorders - Suicide.

Unit–II : Schizophrenic Disorder

Characteristics and probable causes - Impact of schizophrenic disorders - Characteristics of schizophrenic disorders - Major sub - types of schizophrenia – What causes schizophrenic disorder - Methods of studying genetic transmission and environmental factors - Vulnerability, resiliency and stress .Schizophrenic Disorders: Psychological researchers. Treatment and outcome -Attention, cognition and the schizophrenic process -therapeutic approaches - Long - Term outcome studies.

Unit–III : Cognitive Impairment Disorders

The brain: An International perspective - Delirium -Dementia - Amnestic disorders - The Diversity of cognitive impairment disorders - An integrative approach to brain disorders. Substance - Related disorders: Substance - Use disorders - Substance - Induced disorders -

Alcohol - Related disorders - Other drugs -Cocaine - Substance dependence and social policy.

Unit–IV : Childhood Disorders

Disorders of childhood and adolescence - The scope of the problem - Disruptive behavior – Internalizing disorders-Eating disorder-Therapy for children and adolescents. Developmental Disorders : Autistic disorder - Mental retardation

Unit–V : Therapies and their outcomes

Psychotherapy - Cognitive - Behavioral therapies -Group therapy - Research on the psychological therapies -migration of psychologically based therapeutic approaches - Biological therapies - Hospitalization. Society's response to maladaptive behavior: Types of prevention - Sites of prevention -The challenge of prevention - Treatment in the community -Legal aspects of treatment and prevention.

> **CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)**
>
> **The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.**

Text Book:
1. Sarason, I.G.&Sarason, B.R.(2000). *Abnormal Psychology. The Problem of Maladaptive Behaviour.*(8th Edn). New Delhi : Prentice Hall of India Private Ltd
2. Barlow, D.H. & Durand, V.M(1999) *Abnormal Psychology*(2nd Edn). California : Brooks / Cole publishing co.,

Reference Books:
1. Robert, C. Butcher, J. N. & Susan Mineka.(1996). *Abnormal Psychology and Modern Life*. New York: Harper Collins College Publishers.
2. Coleman, J.C.(1976).*. Abnormal psychology and modern life*. Bombay: D.B. Taraporevala sons & co. Pvt.,

Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Pso1	Pso2	Pso3	Pso4	Pso5
CO1	3		3		3		3		3		3		2	
CO2		3		2		3		2		2		3		3
CO3	3				3		2		3			2		

CO4	2		3		3		2		3		2	
CO5		3		2			2	3		2		3

19IPSYP 63	Core-17	L	T	P	C
Semester VI	EXPERIMENTAL PSYCHOLOGY(PRACTICAL– I)	0	0	6	3

Candidates are required to perform at least 15 experiments from the list given below and prepare a record which the same should be submitted at the time of practical examinations duly signed by the course teacher and with a bonafide certificate from the Head of the Department.

Learning Objectives:

To enable the student to understand:

LO1: To understand the various methods of psychological assessments.
LO2: To gain knowledge regarding the interpretation of data.
LO3: To prepare the experimental record.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Assess various psychological characteristics.

CO2: Familiarize with the Intelligence tests.

CO3: Acquire knowledge about the psychometric properties.

List of Experiments:

1. Visual Acuity.
2. Span of Attention.
3. Habit Interference.
4. Alexander Passalong Test.
5. Modified Alpha Examination Form 9.
6. Ravens (APM).
7. Concept Formation.
8. Thustones Interest Schedule.
9. Sociometry (Social Distance).
10. Radicalism – Conservatism Scale.
11. Religious Attitude Scale.
12. Test Anxiety Scale.
13. Seguin Form Board Test (SFBT).
14. Child Behavior Check list (CBCL).
15. Vinland Social Maturity Scale.
16. Binet Kamat Test (BKT).

17. Bhatia's Battery of Intelligence.
18. Malin's Indian Scale for Indian Children(MISIC).
    The student should do any one of the following activity based experiment.
19. Creativity Thinking.
20. Distration of Attention.
21. Memory.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1		3	3	2	2	2		3		3		3	2	
CO2	3		2		2		3		3		3		3	2
CO3		2		2		3		3		3		2		3

19IPSYC 64	Department Elective-III	L	T	P	C
Semester VI	**POSITIVE PSYCHOLOGY – II**	4	0	0	4

Leaning Objectives:

To enable the student to understand

LO1: The nature, definition and history of Positive Psychology

LO2: The significanceof positive cognitive state and its processes

LO3: About various theories of wisdom

LO4: The importance of mindfulness and prosocial behaviour

Course Objectives: At the end of the course, the student will be able to:

CO1: Learn the nature, definition and history of Positive Psychology

CO2: Understand the significance of positive cognitive state and its processes

CO3: Explore about various theories of wisdom

CO4: Become aware of the importance of mindfulness and prosocial behaviour

Unit-I:

Making the most of emotional experiences: emotion – focused coping, emotional intelligence, socio emotional selectivity and emotional storytelling –emotion- focused coping: discovering the adaptive potential of emotional approach – Hurricane survivor – emotional intelligence learning skills.Case of Maria – socioemotional selectivity : focusing in later life on positive emotions and emotion – related goals emotional storytelling – the Pennebaker Paradigm as a means of processing intense negative emotions- emotional story telling –personal mini experiments – life enhancement strategies – emotional balancing act.

Unit-II:

Positive Cognitive States and Processes –seeing our futures through self- efficacy, optimism and hope –fascination with the future – being busy not an end in itself – self-efficacy – changing behavior through TV Heroes – Optimism – Hope – Life Enhancements strategies – Balancing your perspective on time- cultural caveats about temporal.

Unit-III:

 Wisdom and courage – Theories of wisdom-– implicit theories of wisdom – explicit theories of wisdom – being wise – developing wisdom – wise people and their characteristics –the measurement of wisdom – relationships between wisdom and intelligence – implicit theories of courage . Becoming and being courageous – take on

courage - courage research – the measurement of courage – wisdom and courage in daily life – courage be learned – life enhancement strategies-the value of Wisdom and Courage.

Unit-IV:

Mindfulness flow and spirituality: Optimal experiences – Moment – to-moment searches – mindfulness – living with mindfulness – the benefits of mindfulness – personal mini-experiments- flow state – enhancement strategies- Spirituality: In search of the sacred – true benefits of Spirituality – the search continues.

Unit-V:

Prosocial Behaviour – Empathy and egotism: Portals to Altruism, Graditude, and Forgiveness –Altruism – Defining Altruism- Egotism Motive – Motivated Altruism – The Hypothesis, the genetic and Neural foundations of Empathy – cultivating altruism – Cultivating Forgiveness- measuring forgiveness – the evolutionary and neurobiological bases of forgiveness-Societal implications of Altruism, Gratitude and forgiveness. Empathy Egotism and Altruism – gratitude – forgiveness – moral imperatives – altruism – gratitude and forgiveness.- helping attitude scale – Questionnaire – GQ- 6 – forgiveness scale – motivations scale.

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CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

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TextBook:

1. C.R .Snyder& Shane J. Lopez(2007)Postive Psychology, New Delhi SAGE Publication

Reference Books:

1. Argyle M(2001).*The Psychology of Happiness* ,2nd Edition London: Routledge.
2. Groopman.J,(2004),*The anatomy of hope: How people prevail in the face of illness*. New York   Random hous.
3. Sue,D.W.,&Sue,D(2003).*Counseling the culturally diverse: Theory and practice* (4th ed). New York:Wiley.

Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Pso1	Pso2	Pso3	Pso4	Pso5
CO1	3		2		2		3		2	3		3	2	3
CO2		3		3		3		3			3			2
CO3	2		3		3		3		2			3	3	3
CO4		2		3		3		3		3	3		3	3

19IPSYC 65	Department Elective-IV	L	T	P	C
Semester VI	FORENSIC PSYCHOLOGY	3	0	0	3

Learning Objectives:

To enable the student to understand:

LO1: The nature, definition and history of Forensic Psychology.

LO2: The various legal concepts and political philosophy.

LO3: The clinical issues in forensic assessment.

LO4: To perform treatment and rehabilitation for high-risk occupations.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Understand the nature, definition and history of Forensic. Psychology.

CO2: Learn the various legal concepts and political philosophy.

CO3: Explore the clinical issues in forensic assessment.

CO4: Perform treatment and rehabilitation for high-risk occupations.

Unit –I: Scene Setting:

Key Concepts-Forensic Psychology-Objects of Interest to Forensic Psychologists-Criminal Justice System-Legal System-Government Policies Impacted Forensic Psychology-Difference between Criminology and Psychology-Knowledge and Skills needed to be ForensicPsychologist – Reflective Practice – The Emotional toll of working as a Forensic Psychologist-Forensic Psychological Expertise Develop over Time – Training.

Place Settings:

Key Concepts –On Academic Forensic Psychology- Forensic Psychologists work for the Police – Work in the Prison and Probation Psychologists – Work in Special Hospitals and Medium Secure Units-Community Forensic Services- Private Practice – Assisting the Courts.

Unit- II: The Legal Setting :

Key Concepts – Legal Concepts and Consideration-Police Power Investigative Interviewing and Human Rights Concerns of Interest-Crown Prosecution Service-Prosecution Process – Systems are used to inspect the Major Criminal Justice Agencies.

Ideological Context :

Political Philosophy – Origin of Government Policies that Impact the Working Environment –New Public Management-Rehabilitation Revolution Idea Born from the Big Society – Different Financial Models Driving Government Policies-Government Policy on Criminal Justice Agencies

Unit –III: Political Context :

Key Concepts-Political Analysis-Punitive Public Sentiment Drive Sentencing Policy- Crime Trends-Concept of Risk-Risk Assessment-New Punitiveness

Theory :

Key Concepts –Theory, A Law, A Model, A Concept and a Paradigm- Origin of Experimental Methods –A Theory is Valid-Every Teenager Become a Delinquent-People Commit Crime-A General Model of People Committing Crime- Different Kinds of Offending - Main Theory of Rehabilitation.

Researching :

Key Concepts – Research –Thinking about a Research Project-Importance to choose Appropriate Methods- Epistemology and Ontology- Different ways of Knowing-Research on Rape- Difficulties of Research Project- The Essential Stages of Research.

Unit –IV:Victims :

Key Concepts – The Victims-Type of Victims- Those who fear Crime the most at Risk-The Impact of Victim-Victims services and Policies-Victimology important of Forensic Psychologists-Victimology Important Pre-Trial- Victimology important Post Trial-Victim an Artificial Divide

RofilingOffenders:

Key Concepts –Beginning of Offender Profile-Underlying Theories-Profession Advanced-Techniques are involved in the Provision of Behavioral Investigative Advice (BIA) -The Product BIAs Provide- The Essential Elements to be Included in a Report-Cope with our feelings when we Work as a BIA

Assessment:

The Process of Assessment-Role of Psychometric Testing in Assessment – Forensic Assessment –Clinical Judgment –Resistance ,Defensiveness ,Deception ,Dishonesty and Malingering in Assessment-Possible Outcomes of an Assessment-Impact of the work.

Unit –V: Treatment and Rehabilitation :

Key Concepts –Treatment Targets-Risk-Need-Responsivity Model- Good Lives Model-Desistance Research-Happenings with in Treatment-The Length of the Treatment –Value of Peer Mentor Schemes-The Problems of Treating Offenders with Co-Morbidity-Role of the Forensic Psychologist in Treatment Provision-Therapeutic Communities Offer.

Report Writing:

Key Concepts-Writing Reports-Legislation and Guidance-Share our Reports with Offenders –Other View on Reports-Balance between the Personal and Professional Dialectic

Re-Imagining Forensic Psychology:

Key Concepts – Assessing the Status of Forensic Psychology-Forensic Psychology as a Discipline-The Utility of Forensic Psychology-Future Prospects for Forensic Psychology.

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CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

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Textbook:

1. Jennifer Brown, Yvonne Shell & Terri Cole (2015) Forensic Psychology, New Delhi,SAGE Publication

Reference Books:

1. Lenore E. Walker (2004).Introduction to Forensic Psychology: Clinical and Social Psychological Perspectives. Plenum Publishing Corporation, New York.
2. Adrian,GrahamJ.Towel(2004).Applying Psychology to Forensic Practice. Blackwell Publishers, New York

Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Pso1	Pso2	Pso3	Pso4	Pso5
CO1	3		3		3		2		3		3		2	3
CO2		3		2		3				2		2		
CO3		2		3			3	3	2		2		3	3
CO4	3		3		3	3		2		3		3		

19IVEC 66	VALUE EDUCATION	L	T	P	C
Semester VI		2	0	0	2

Learning Objectives:

LO1:   To teach the student about the purpose of life and to instill a moral concern for the society.

LO2:   To teach the various ethical issues and how it relates to promotes value.

LO3:   To understand about morality and freedom.

Course Outcomes: At the end of the course, the student will be able to:

CO1:   Know the importance of value education

CO2:   Gain knowledge about the features of rational ethics

CO3:   Understand the significance of social ethics

Unit – I:

Value education – Meaning – Nature and Purpose-Importance of Value Education

Unit – II:

Basic Features of Rational Ethics-Moral Consciousness and Conscience -Love – the Ultimate Moral Norm

Unit – III:

Morality and Freedom - Human Freedom and Moral ResponsibilityGod, Religion and Morality Sanction for Moral Life.

Unit – IV:

Social Ethics: Value of Life and Human Beings Liberty, Equality and Fraternity

Unit – V:

Ethical Issues Today: Religious Ethics, Family Ethics -Political Ethics, Business Ethics and Ethics and Culture.

Reference Books:

1. Heroled Titus(1964). *Ethics of Today.* New Delhi: Eurasia Publishing House,
2. Madan, G.R(1966). *Indian Social Problems.* New Delhi: Allied Publishers Pvt. Ltd.,
3. Sharma, R.N. (1968) *Principles of Sociology*. Meerut: Educational Publishers,.
4. Bhaskaran, G (1955). *Social Philosophy* (Tamil). Tanjore: Tamil University,
5. William K. Frankena.(1999) *Ethics*. Delhi: Prentice Hall of India Pvt. Ltd.,.

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Pso1	Pso2	Pso3	Pso4	Pso5
CO1	2					3				2	3	3		3
CO2		2		3				3	3			2	3	
CO3			2				3		3		2			2

19IPSYEL67	Experiential Learning	L	T	P	C
Semester VI		4	0	0	4

In the sixth semester students as part of experiential learning are formed into small groups and are made to visit, observe and analyze the activities in certain mental health clinics, special schools, and psychological institutions under the supervision of a faculty member. The students have to document their experience and submit it as a report which would be evaluated for 100 marks (75 + 25)

Learning Objectives:

  LO1: To enable the student to apply the theoritcal knowledge.

  LO2: To understand the real expectation of the society.

Course Outcomes:

At the end of the course, the student will be able to:

  CO1: To gain the knowledge about the importance of psychological services to the society.

  CO2: To practices the various approach to fulfill the social needs.

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Pso1	Pso2	Pso3	Pso4	Pso5
CO1	3		3		3		2	3	3	3	3		2	
CO2		2				3		2	2		2	3		3

19IPSYEA68	**Extension Activities**	L	T	P	C
Semester VI		0	0	0	1

EXTENSION ACTIVITIES

The Department of Psychology have a separate N.S.S. Unit – Unit no: 36 with 200 volunteers. Further all the volunteers are involved in Red Ribbon Club RRC Unit no 9.These units are functioning exclusively only for department of Psychology Students. In 2019 onwards Youth Red Cross (YRC) a separate unit no 6functioning with 150 volunteers. Through these units our students done various activities like Mental Health camp, Community based Rehabilitation (CBR) for various rural areas near to the University. Apart from that we have conducted various Psychological Assessment including IQ Assessment for school students in association with District Mental Health Centre, Tamilnadu. In addition our students conducted training programmes for special children as well as slow learners for school students. This programme was associated with Tamilnadu Health Department. Apart from that through NSS Second year and Third year students attended special camp for seven days by selecting one village in Cuddalore District and stayed in the same village and conducting various awareness camp/programmes like Art of Parenting Environmental Awareness , Health and Hygienic , Counselling for addicted group, Marital/ Family counselling, also they have taken Case Study. Further RRC and YRC every year our students donated blood, Mass Cleaning camp according to the needs. Also our students visited to the primary and middle school in Cuddalore district and taught to improve skills such as Problem Solving and Decision Making.

Learning Objectives:

LO1:   To enable the student to understand the needs of psychological services for the upliftment of the society.

LO2:   To explore the various psychological service related to community based rehabilitation.

Course Outcomes: At the end of the course, the student will be able to:

CO1:   understand the importance psychological services for the social development

CO2:   gain the knowledge about the role of community based rehabilitation.

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Pso1	Pso2	Pso3	Pso4	Pso5
CO1	2		2			3		3	2		3		2	
CO2		3		3			2		3	3		2		3

19ISSC 600	SOFT SKILLS –IV	L	T	P	C
Semester VI	EMPLOYABILITY SKILLS	3	0	0	3

Learning Objectives

To enable the student to understand

LO1: To enhance the employability skills.

LO2: To develop interpersonal skills that provides good work environment.

LO3: To effectively prepare and present in a job interview.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Demonstrate good relationship with their peer group in the workplace

CO2: Understand the importance of leadership and improve the leadership qualities

CO3: Prepare themselves for effective performance in interviews.

Unit-I: Etiquettes and Manners

Etiquette – Meaning & Importance, Etiquette Vs Manners, Business and Workplace Etiquette, Ways of introducing oneself, Handshakes, Telephone Etiquette, Email Etiquette

Unit-II: Interpersonal skills

Understand Self – Different Categories; Diagnosis of Type of Self - Identifying own type of self, Positive character traits, Effect of Interpersonal Behaviour on Interpersonal Relationship, Formal Interpersonal skills, Emotional Intelligence

Unit-III: Leadership skills

Leadership – Definition, Role & Functions of a Good Leader; Traits of Leadership, Leadership styles, Developing Leadership skills

Unit-IV: Group Discussion

Group Discussion as a Selection process, Kinds of topics for discussion, Structure of GD, Initiation Techniques, Handling Questions, Outcome of GD, Preparation for GD

Unit-V: Interview Skills

Types of Interview, Employment Interview, Preparingfo Face- to face interview, Interview Body language, Questions commonly asked during Interview

Text Books

1. Alex K, 2014. *Soft Skills*, Sultan Chand Company,
2. Gopalaswamy Ramesh, 2013)*The Ace Of Soft Skills: Attitude, Communication And Etiquette* For Success, Pearson Education, First Edition,

Reference Books

1. Dr. K. Ravikanth Rao(2016) *Life Skills Education*, by Neelkamal,1 Edition,
2. Neera Jain and Shoma Mukherji,(2013) *Effective Business Communication*, Tata McGraw Hill Education Pvt. Ltd.,
3. M.S. Rao,(2011) *Soft Skills: Enhancing Employability*, I.K.International Publishing House Pvt. Ltd.,
4. Urmila Rai and S.M.Rai(2010) *Business Communication*, Himalaya Publishing House,
5. Sarvesh Gulati.,(2007), Corporate *Soft Skills*, Rupa Publications India Pvt. Ltd

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		3	2		3		3		2		3	2	3
CO2		3		3	2		2		3		3		3	
CO3	2		3		3	3	2	3		2	2	3		3

19IPSYC 71	Core 18	L	T	P	C
Semester VII	NEUROPSYCHOLOGY – I	5	0	0	5

Learning Objectives:

To enable the student to understand:

LO1:   The historical background and modern trends in Neuropsychology.

LO2:   The nature of basic anatomy of the brain and its functions.

LO3:   The structure and functions of various lobes.

LO4:   The anatomical features of occipital lobes and hemispheric asymmetry.

LO5:   The various neuropsychological syndromes.

Course Outcomes: At the end of the course, the student will be able to:

CO1:   Understand the historical background and modern trends in neuropsychology

CO2:   Learn the function of the brain

CO3:   Gain knowledge about the functions of nervous system

CO4:   Understand the functions of lobes and neurotransmitters

CO5:   Familiarize with the basic anatomy of the brain

Unit–I: History of Neuropsychology

Ancient civilization – Classical Greece The ventricular localization hypothesis - Search for the cerebral organ - Faculty psychology and discrete localization - Lesion studies of the 19th century -The cortical map marks - Modern neuro psychology.

Unit-II: Basic Anatomy of the Brain

Anatomical terms of relationship - The covering of the brain - The cerebrospinal fluid system - gross topography of the brain .

Unit-III: Basic Anatomy of the Brain

The cerebral cortex - The brain stem - The internal structure of the hemispheres - Bloodsupply of the brain - The internal carotid arterial system - The vertebrobasilar arterial system venous drainage - The cerebral arterial circle.

Unit–IV: Elements of Neurology

Methods of investigation - Common neurological disorders - Disruption of higher cerebral functions

Unit-V: The Frontal Lobes

Anatomy and functional organization - The frontal lobe controversy - The frontal lobe syndrome -Psychosurgery - The frontal lobes and personality -Cognitive changes with modified leucotomy -Frontal lobe syndrome: One or many.

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CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

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Text Book:
1. Walsh, K, (1987).*Neuro psychology: A Clinical Approach* (2nd EdnJ. Newyork: Churchill Livingstone.

Reference Books:
1. Alex Gilonder., Stephen Tonyz - Pierre J.V. Bcumont and H.A. Gicerobeng. *Hand Book of Neuropsychology Assessment.*
2. Grune and Stration. *Hand Book of Neuro psychology.* Elsever publishers.
3. Elsevier Amsterdam*, Hand Book of Neuro psychology* (Vol. I to VIII) Amsterdam: Elsevier.
4. Keaseth, M. Hilman& Edward Valesten*, Clinical Neuropsychology.*

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		3		2		3			3		3		2
CO2		3		2		3		3			3		3	
CO3	3		3		2				3			3		3
CO4		3		2		3		3		2			3	
CO5	3		3		3		3		2		3	2		3

19IPSYC 72	Core-19	L	T	P	C
Semester VII	PSYCHODIAGNOSTICS	5	0	0	5

Learning Objectives:

To enable the student to understand

LO1:   The case history and MSE

LO2:   The intelligence assessment test and personality test

LO3:   About the development and administration of psychiatric rating scales

LO4:   The use of various screening tests to identify the substance abuse disorder

Course Outcomes: At the end of the course, the student will be able to:

CO1**:**   Learn the case history and MSE

CO2:   Demonstrate the intelligence assessment test and personality test

CO3:   Learn about the development and administration of psychiatric   rating scales

CO4:   Explore the use of various screening tests to identify the substance   abuse disorder

Unit–I : Introduction

Case study taking – Mental status examination – Observation – Report writing. Ravens Progressive matrices test – Description of the material – Reliability – Validity. Minnesota Multiphasic personality – Inventory – Description – Rorschach test. Rorschach test – Description & procedure – Scoring – Interpretation – Reliability – Evaluation of the Rorschach test. Thematic Apperception Test (TAT) Description & Procedure – Analysis of stories - Reliability – Validity – Evaluation of the TAT.

Unit–II : Psychiatric Diagnostic Criteria

Psychiatric Diagnostic Criteria: Currents schemata – Depression – Mania – Schizophrenia – Anxiety – Obsessive – Compulsive – Phobia – Hysteria – Anti – Social Personality disorder – Alcoholism – Drug dependence – Mental retardation – Organic brain syndrome. Brief Psychiatric Rating Scale – Design and development – Instruction case examples – BPRS benchmarks – Scoring – Significance of Profiling by contrast – Functions – Advantages of BPRS.

Unit–III : Assessment of Depression

Design and development -Scoring and interpretation -Case examples. Beck depression inventory – Design and development – Scoring and interpretation – case examples – Advantages.Hamilton anxiety scale – Design and development – Scoring interoperation – use in drug evaluations– instructions- Case examples. State – Trait Anxiety Inventory –

Design and Development- Administration and Scoring –Interpretation – Case examples – advantages.

Unit–IV : Screening Test for Substance Abuse Disorder

Michigan Alcoholism Screening test (MAST). Description and Scoring – Alcoholism Dependence scale(ADS) – Description and Scoring – Severity of Alcohol Dependence Questionnaire (SADQ) – Description and Scoring.

Unit –V : Assessment of Mental Health and Adjustment

Mental health analysis– Description- Scoring –Measure of Adjustment – Description – Reliability- Validity – Norms and Scoring. Psycho Physiological Assessment: Demonstration of bodily assessment by Bio Feedback Galvanic Skin Response (GSR).

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Books:

1. Freeman, F.S.(1965). *Theory and Practice of Psychological Testing* (3rd Edn). Oxford & IBN Publishing Co.
2. *Psychiatric Rating Scales* (1973) (Vol.I) *Out Patient rating scales*. Hoffmann -La Roche Inc.
3. *Psychiatric Rating Scales* (1975) (Vol.III) *Self – Report Rating Scales*. Hoffmann - La Roche Inc.
4. Burdock, EI. Sudlovsky and Gerhom, S. (1982). *The Behaviour of Psychiatric Patients. Quantitative Techniques for Evalution*. New York.Marcel Decker Inc.

Reference Books:

1. Anne Anastasi. (1962). *Psychological testing* (2nd Edn).New York: The Macmillan Company.
2. Wechsler, D. (1955). *Manual for the Wechsler Adult Intelligence Scale.* New York: The Psychological Corporation.
3. Hathway, S.R & Kinley, J.C. (1967). *Manual of Minnesota Multiphastic Personality Inventory (Revised*). New York: The Psychological Corporation.
4. Murray, H.A. (1943*). Manual of Thematic Apperception Test*. USA:
5. Rorschach, H. (1951). *Psycho-diagnostic*,New York: Grune and Stratton Inc.

Outcome Mapping

Cours e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5

CO1	3		3		2	3		3		3		2	3	2
CO2	2			3			2		2		3			
CO3		3	2			2	3			3		3		3
CO4	2	2		2	3			2	3		3		3	

19IPSYC 73	Core- 20
Semester VII	**HEALTH PSYCHOLOGY – I**

Leaning Objectives:

To enable the student to understand

LO1: The meaning, background and foundation of health psychology

LO2: The meaning, nature, symptoms and factors related to stress

LO3: The concept of behaviour and health promotion;

LO4: The components of healthy diet

LO5: The effect of substance use and abuse

Course Outcomes: At the end of the course, the student will be able to:

CO1: Understand the meaning, background and foundation of health psychology

CO2: Learns the meaning, nature, symptoms and factors related to stress

CO3: Explore on the concept of behaviour and health promotion

CO4: Personalizes the components of healthy diet

CO5: Imbibes the effect of substance use and abuse

Unit–I:

Introduction of health and Psychology: Meaning of healthillness, disease – Three domain of health – Health and ancient views – Early culture-ancient Greek and Rome – The middle age. Trend that shaped health psychology – perspectives in health psychology – Methods in health psychology.Bio-medical Foundation Physical system; - Nervous System, Endocrine System, Digestive System, Respiratory System – Reproductive system - psycho social theories.

Unit–II:

Stress and its meaning, impact and source :- Nature of Stress – Stimulus or Responses Stress as a transaction – measuring stress – Symptom; Factors affecting Stress;- Bio-Psycho Social reaction - Psycho Social factor and illness - Psycho physiological disorder – ulcer inflammatory bowl disease – Asthma - Chronic head ache – other disorder hypertension – coronary heart disease – stress coping and management .

Unit–III:

Behaviour and health promotion: Meaning of health promotion- Behaviourimminogens and pathogens – langhity and span of health life – life style risk factor – inter disciplinary perspective on prevention – illness – barrier to health promotion – theory of health:- non stage theories – health belief model theory of planned behaviour – prototype / willingness theory – health and unhealthy behaviour – insomnia – mental handicap.

Unit–IV:

Obesity, eating and sex behaviour:- Components of health diet – diets and disease- some basic factors on obesity – intervention to reduce chlostral:- Exercise – isotonic – isometrics – isokinetics - aerobics - mind and body model – Anorexia Nervosa – bulimia – sex problem.

Unit–V:

Impact of substance use and abuse harmful habit – Etiology of habits – mechanism of drug action – Psycho active drugs – Model of addiction - effects of alcohol use and abuse – Risk factors related health.

Text Book:

1. Richard o Straub (2001) Health *psychology* Ist Edition – Work publication, New York.
2. Philps Rice *(*1998) *Health psychology* – Brooke / Cole publishing co-New York.
3. Edward P. Sarafina (1994) *Health Psychology*. 2nd Edn – Thonculey& Son

Reference Books:

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

.**Outcome Mapping**

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		3			3	2		2		3		3	3
CO2		3			3			3		3		2		
CO3	2		2	3			3		2		3		2	2
CO4		2			3			3		3		2		
CO5	3		2	3		3			3		3		2	

19IPSYC 74	Core- 21	L	T	P	C
Semester VII	RESEARCH METHODOLOGY	4	0	0	4

Learning Objectives:

To enable the student to understand

LO1: The nature, meaning and types of research

LO2: The formulation and testing of hypotheses, the types of experimental
variables and the methods of control

LO3: The different research designs and sampling designs

LO4: The various methods of data collection, interpretation and report writing

LO: 5 The meaning and types of correlation

Course Outcomes: At the end of the course, the student will be able to:

CO1: Gain the meaning and types of research problem.
CO2: Understand the formulation, testing of hypotheses and types of experimental
variables.
CO3: Explore the different research sample designs and sampling designs.
CO4: Imbibe the various methods of data collection, interpretation and report
writing.
CO5: Personalize the meaning and types of correlation.

Unit–I:

Meaning of research – Objectives of research – Motivation in research – Types of research – Research approaches – Significance of research – Research methods   versus methodology – Research and Scientific method – Importance of knowing how research is done – Research process – Criteria of good research – Problems encountered by researchers in India.The Problem: Meaning of a problem – Ways in   which a problem is manifested – The solvable problem – Degree of probability – A working principle for the experiment – Unsolvable problems – Vicious circularity – Some additional consideration of problems.

Unit–II:

Hypotheses: Meaning of hypothesis – Basic concept concerning testing of hypotheses – Procedure for hypothesis testing – Flow diagram for hypothesis testing – Meaning the power of a hypotheses test – Test of hypotheses. The Experiment Variables and Methods of Control: The independent variable – The dependent variable – Types of empirical relationships in psychology – The nature of experimental control.

Unit–III:

Research Design: Meaning of research design – Need for research design – Features of a good design – Important concepts relating to design – Different research designs – Basic principles of experimental design.Sampling Design: Census and sample survey – Implications of a sample design – Steps in sampling design – Criteria for selecting a sampling procedure from an infinite universe – Complex random sampling design.

Unit–IV:

Methods of Data Collection: Collection of primary data: Collection of data through questionnaires and schedules – Some other methods of data collection: Case study method.

Unit–V:

Interpretation and Report Writing: Meaning of interpretation – Techniques of interpretation – Precaution in interpretation – Significance of report writing – Different steps in writing report – Layout of the research report – Types of reports: Oral presentation – Mechanics of writing a research report – Precautions for writing research reports.

> **CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)**
>
> **The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.**

Text Books:

1. Kothari, C. R. (1990). *Research Methodology – Methods and Techniques.* (2nd Edn) NewDelhi: Wiley   Eastern Lt.

2. McGuigan, F.J. (1983). *Experimental Psychology – A Methodological Approach.* (4th Edn) New Jersey: Prentice Hall Inc.

Reference Books:

1. Devendra Thakur. (1998). *Research Methodology in Social Science.* New Delhi: Deep Publications.
2. James Thomas Walker. (1985). *Using Statistics for Psychological Research: An Introduction.* New York: Holt, Rinehart and Winston.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		2		2		3		3			2	3	
CO2		3		3		2		2		3				3
CO3	3		2		2				3		3		3	
CO4		2		3		3		2		3		2		3
CO5	2		2		2		3		3		2		3	

19IPSYC 81	Core- 22	L	T	P	C
Semester VIII	**NEUROPSYCHOLOGY – II**	5	0	0	5

Learning Objectives:

To enable the student to understand

LO1:   The functions of various lobes

LO2:   The concept of cerebral dominance

LO3:   The various neuropsychological assessments

Course Outcomes: At the end of the course, the student will be able to:

CO1:   Understand the functions of various lobes;

CO2:   Learn the concept of cerebral dominance and various neuropsychological assessments;

CO3:   Demonstrate the neuropsychological syndrome

Unit–I : The Temporal Lobes

Integrative functions of the temporal lobe -Anatomical features - Complex partial seizures (temporal lobe epilepsy) - Electrical stimulation of the temporal lobe Temporal lesions and cognitive change. The Parietal Lobes

Unit-II:

Anatomical features - Sensory and perceptual disturbances - Disorders of spatial orientation -Constructional apraxia - Spatial dyslexia and dyscalculia - Spatial disorders : general comments - Unilateral Spatial Neglect (USN) - Disorders of the body schema – The Getstmann syndrome - The parietal lobes and Short Term memory (STM) postural arm drift.

Unit–III: The Occipital lobes

Anatomical features - Cerebral blindness - Hysterical blindness - Visual perception - Visual agnosia - Alexia Without agraphia - Visual hallucinations - Electrical stimulation

Unit-IV : Hemispheric Asymmetry of Function

The concept of cerebral dominance - Unilateral lesion studies - Hemispherectomy - Cerebral commissurotomy - Agenesis of the corpus callosum - Functional asymmetry in normal subjects - Dominance revisited.

Unit–V:

The Inner brain   The Diencephalon Neuro psychological Assessment. General considerations - The Neuro psychological syndrome.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Book:

1. Walsh, K. (1987) *Neuro psychology: A Clinical Approach* (2nd EdnJ. Newyork : Churchill Livingstone,.

Reference Books:

1. Alex Gilonder., Stephen Tonyz - Pierre J.V. Bcumont and H.A. Gicerobeng. *Hand Book of Neuropsychology Assessment.*

2. Grune and Stration. *Hand Book of Neuro psychology.* Elsever publishers.

3. Elsevier Amsterdam, *Hand Book of Neuro psychology* (Vol. I to VIII) Amsterdam: Elsevier.

4. Keaseth, M. Hilman& Edward Valesten, *Clinical Neuropsychology.*

5. Egor Gant and Kennet Madans, *Neuro Psychological Assessment of Neuropsychiatric Disorder.* New   York :

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		2	3	2		2		3	3		2		3
CO2		3			3	2		3	2		3		3	
CO3	2		3	2		3	2	2		3		2		3

19IPSYC 82	Core- 23	L	T	P	C
Semester VIII	HEALTH PSYCHOLOGY-II	5	0	0	5

Learning Objectives:

To enable the student to understand

LO1: The chronic illness and its responsible factors

LO2: HIV and AIDS

LO3: The nature and types of pain

LO4: The various preventive programmes

Course Outcomes: At the end of the course, the student will be able to:

CO1: Understand the risk factors of various chronic diseases

CO2: Learn the health care intervention, therapies and career perspectives in Health Psychology

CO3: Explain the methods for measuring the pain

CO4: Demonstrate the various preventive programmes

Unit–I:

The healthy heart – cardio vascular disease – physiological and genetic factors and risk factor – psychological factors – diabetes - types – causes and effects.Cancer: types of cancer – causes its risk factors – coping with cancer – tobacco use – physical illness Asthma – epilepsy arthritics – causes and risk factor.

Unit–II:

HIV / AIDS – Brief history – Epidemiology – current trends – symptoms and different stage of AIDS – Physiological factor in progression – Psycho social factor in progression – psycho social intervention age and gender – Culture and ethnic - coping with AIDS.

Unit–III:

Pain and management : Nature of pain – Nature of symptoms towards pains – Epidemiology of Pain – Types of Pain – head ache – Facial Pain – Back Pain – Lower back Pain – Components of pain – significance of pain – measuring pain – physiology of pain – Cognitive and personality factors of pain – theories of pain – early theories of pain.

Unit–IV:

Health and life span : Diets and disease of childhood – diets and disease of adolescence – diets – disease to word Adulthood and aging. Theory of aging. Psycho social changes, health care and patients – patients provider relation ship. Health care and problem.

Unit–V:

Life span and health care intervention, Therapies and career perspectives: Mythology of aging – different health care system - Rehabilitation service - hospitalization – community care – preventive programmes – Complementary and alternative medicine - message therapy – milieu therapy – counseling – Play therapy – Short time - Cognitive – behavioural and pharmaco therapy - perspective of profession in health psychology – educational and support services – Family therapy – insight oriented therapy – Relaxation Bio feed back etc.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Books:

1. *Health psychology* (2001)Richard.O. StraubIst Edition – Work publication, New York
2. *Health psychology* (1998)Philps Rice – Brooke / Cole publishing co-New york.
3. *Health Psychology(*1994) Edward P. Sarafina 2nd Edn – Thonculey& Son.

Reference Books :

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

Outcome Mapping

Cours e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5

CO1	3		3		3		3	3		3		2	3	
CO2		3		2		3			3		3			3
CO3	3		3		3		3	3		3		3		3
CO4		2	3	2		2		3	3		2		2	

19IPSYC 83	**Core 24**	**L**	**T**	**P**	**C**
	EXPERIMENTAL PSYCHOLOGY(PRACTICAL – II)				
Semester VIII		0	0	6	3

Candidates are required to perform at least 15 experiments from the list given below and prepare a record which the same should be submitted at the time of practical examinations duly signed by the course teacher and with a bonafide certificate from the Head of the Department.

Learning Objectives:

To enable the student to understand

LO1: The general principles of Experimental Psychology

LO2:   To perform various clinical assessments

LO3: To make provisional diagnosis through the assessments

LO4:   To measure the personality traits

Course Outcomes: At the end of the course, the student will be able to:

CO1: Personalize the general principles of Experimental Psychology

CO2: Demonstrate various clinical assessments

CO3: Explore the provisional diagnosis through the assessments

CO4:   Enact the personality traits

List of Experiments:

1.   Taylor's Manifest Anxiety Scale.
2.   Brief Psychiatric Rating Scale (BPRS).
3.   Spielberger's State and trait Inventory (STAI).
4.   Beck's Depression Inventory (BDI).
5.   Rathu's Assertiveness Questionnaire.
6.   Stress Symptom Check list.
7.   Type A/B Personality Test (Jenkins Activity survey).
8.   Mental Health Questionnaire.
9.   Emotional Maturity Scale.
10.   Study Skill Questionnaire.
11.   Maslowian Need Inventory (MAS).
12.   Multiphasic Personality Questionnaire.
13.   Indian Scale for Assessment of Autisim.
14.   Developmental Screening Test.
15.   NIMHANS LD Battery.
16.   Learned Helplessness.
17.   Stress Coping Skills.

The Student should do any one of the following activity based experiment.

18. Preparation of Research Proposal.
19. Case Diagnostics.
20. Projective Techniques.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1		3		3	3		2		3		3		3	
CO2	3		3			3		2		3		2		3
CO3		2		2	3		3		3		3		3	
CO4	3		2		2	3		3		3		2		2

19IPSYC 84	Core- 25	L	T	P	C
Semester VIII	**PSYCHOTHERAPEUTICS – I**	4	0	0	4

Learning Objectives:

To enable the student to understand:

LO1: The ethical issues in counseling practices.

LO2: The application and the process of various psychotherapies.

LO3: The therapeutic processes.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Learn the significance of counseling practices.

CO2: Understand the ethical issues in counseling.

CO3: Demonstrate the key concepts and the process involved in various psychotherapies.

UNIT-I : The Counselor: Person and Professional

Introduction - The Counselor as a Therapeutic Person - Personal Therapy for the Counselor -The Counselor's Values and the Therapeutic Process - Becoming an Effective Multicultural Counselor - Issues Faced by Beginning Therapists - Summary Ethical Issues in Counseling Practice. Introduction - Putting Clients' Needs Before Your Own - Ethical Decision Making - The Right of Informed Consent - Dimensions of Confidentiality - Ethical Issues in a Multicultural Perspective - Ethical Issues in the Assessment Process - The Value of

Evidence-Based Practice- Dual and Multiple Relationships in Counseling Practice - Summary - Where to Go From Here - Recommended Supplementary Readings for Part - References and Suggested Readings for Part.

UNIT-II : Psychoanalytic Therapy

Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Jung's Perspective on the Development of Personality - Contemporary Trends: Object-Relations Theory, Self Psychology, and Relational Psychoanalysis - Psychoanalytic Therapy From a Multicultural Perspective- Summary and Evaluation -Psychoanalytic Therapy Applied to the Case of Stan- Where to Go From Here - Recommended Supplementary Readings -References and Suggested Readings.Adlerian Therapy. Introduction- Key Concepts -The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Adlerian Therapy From a Multicultural Perspective - Summary and Evaluation Adlerian Therapy Applied to the Case of Stan -Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings.

UNIT- III : Existential Therapy

Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Existential Therapy From a Multicultural Perspective - Summary and Evaluation -Existential Therapy Applied to the Case of Stan -Where to Go From Here -Recommended Supplementary Readings -References and Suggested Readings.

UNIT-IV: Person-Centered Therapy

Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Person-Centered Expressive Arts Therapy - Person-Centered Therapy From a Multicultural Perspective - Person-Centered Therapy Applied to the Case of Stan - Summary and Evaluation - Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings.

UNIT-V : Gestalt Therapy

Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Gestalt Therapy From a Multicultural Perspective - Gestalt Therapy Applied to the Case of Stan - Summary and Evaluation - Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings. Behavior Therapy: Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Behavior Therapy From a Multicultural Perspective - Behavior Therapy Applied to the Case of Stan - Summary and Evaluation - Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings.

Text book:

1. Gerald corey(2009), *Theory and practice of counseling and psychotherapy*: (8th Edn),.

Reference Books:

1. Master, J.C. Burish, J.G. Hollen, S.D. &Rimm. D.C. (1987). *Behaviour Therapy Techniques and Empirical Finding*Sandieys : (3rd Edn),
2. Bhatia(1992), M.S. *Essentials of Psychiatry-Clinical Sciences*. New Delhi : CBS Publishers and Distributors,.
3. Lazarus, A.D. (1975) *The Practice of Multi Model Therapy*. New York : McGraw Hill Book Co.,

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		3		2		3		3	2	3	3	3	
CO2		3		3		3		3			3			3
CO3	2		2		2		3		2	3		3	3	3

19IPSYE 85	Department Elective V	L	T	P	C
Semester VIII	**CYBER BULLYING**	3	0	0	3

Learning Objectives:

To enable the students to understand:

LO1: The Nature definition and the Conceptual frame of Cyber Psychology.

LO2: The importance of Ensuring safe Cyper-Space.

LO3: The nature of Cyper jurispudence .

LO4: The implications of Poistive School Enviroment .

LO5: The significance of impairement of Rights.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Learn the Nature definition and the Conceptual frame of Cyber Psychology.

CO2: Understand the importance of Ensuring safe Cyper-Space.

CO3: Personalise the nature of Cyper jurispudence.

CO4: Imbibe the implications of Poistive School Enviroment.

CO5: Explore the significance and empairment of right.

Unit-I:

Cyberspace: battleground or opportunity – introduction – Battles in cyberspace - worthy weapons – drives this 'Battle' – cyber - peer-to-peer cyber-bullying – Anti-authority cyber

expression –Raveger – Profile of tradional and cyber –bullying – etymology of bullying – Bullying or testing – General characteristics – Preparation and targets – Types of Bullying – Psychological bullying – changing roles -Effects of bullying – Bullying today – Definitions of cyber-bullying – Anonymity – An infinite audience – Prevalent sexual and bomophic harassment – permanence of expression –Myspace,Facebook and You tube – online social communications tools – online sexual discriminination –female victims –female perpetrators –male targets and perpetrators –interesting forms of discrimination – the international context.

Unit-II:

The role of gender: biological and environmental influences – socialization in the home – biology of bullying –environmental influences – gender socialization in the home – female gender roles -male gender roles- media frames of gender roles – authority figures – clueless parents – Heroic policeman- civil liberties for perpetrators.

Unit-III:

Controlling kids' spaces – Supervising Kids' spaces – confusing and disengaging children – Enter the digital divide – kids' perspectives – their own private space – Adult mindsets and the digital disconnect – leveling the plane of authority and power – Legal and policy responses – European Union – Council of Europe – Council of Europe draft convention on cyber crime - consultation on safer internet and online technologies for children – safer internet programmes – Legislation in frame – British responses – Don't suffer in silence web site - criminology perspectives- Deleting online predators Act – Educational use- Canadian responses.

Unit-IV:

Balancing free expression: Privacy and safety in cyberspace –Legal frameworkers – Tort law- Cy ber-libel – Negligence – super vision and malpractice – constitutional law – freedom of expression versus safety and privacy,constitutional considerations – expression as Marital and substantive disruption – Disruption of basic education mission – nexus: computers as school property – student expression – human and civil rights jurisprudence:School environment.

Unit-V:

Harmonious solutions – Pragmatic and comprehensive solutions – legal literacy – practical solution- online limitations – building proficiency at home – raising student awareness of censorship – critical legal literacy model for teacher education – Positive school

environments – Levelling stakeholder model – poisoned environment - school board claims-school administrator claims – teacher claims – parental claims –Media priorities – Minimal impairments of rights.

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CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

</div>

Text Book:
1. Shaheen Shariff: (2008),*Cyber Bullying*, Routledge Taylor & Francis Group, London and New York,BritishLibrary,cataloging in publication data.

References:

1. Apple M.W.(1990*)Ideology and Curriculam*,2nd edition, New York Routledge.
2. Harris S and Perrie G (2002) *A study of bullying in the middle school, National Association of Secondary school principal*s(NASSP).

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		3		3	3	3		3		3		3	3
CO2		3		3				3		3		3		3
CO3	2			3		3	3		3		2		3	
CO4	3		3		3			3		3		3		3
CO5		3		3		3	2		3		3		2	

19IPSYC 91	Core- 26	L	T	P	C
Semester I X	**HOSPITAL MANAGEMENT**	**5**	**0**	**0**	**5**

Learning Objectives:

To enable the students to understand:

LO1: The functioning of the hospital and the management of health services organizations.

LO2: The compensation management and management of hospital waste.

LO3: The health administration and the process involved in personnel recruitment.

LO4: The use of behavioural information systems in the management of human service organization.

LO5: The health care and the safety precautions to laboratory personal.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Understand the functioning of the hospital and the management of health services organizations.

CO2: Learn the compensation management and management of hospital waste.

CO3: explore the health administration and the process involved in personnel recruitment.

CO4: Use behavioural information systems in the management of human service organization.

CO5: Personalize the health care and the safety precautions to laboratory personal.

Unit–I: The Hospital as an Organization

Complexity of hospitals - Historical development of hospitals - Hospital organization - New models - The administrator - The medical staff. -Strategic Management in Health Services Organisations: Effect of environment of health practitioners -Strategic management of human resources - Structure for human resources management - Organizational change, Transformational leadership, and leadership development - Human resources process systems - Compensation management - Labour relations - Outcomes - New development in hospital management - Human resources implications - Integration of strategic and human resources planning - Enhancement of employee productivity.-The Health Care: Changing health care environment - Changing regulatory environment - Promotion of services - Structural innovation - Cost of service.

Unit–II: Compensation Management

Strategic planning and compensation - Job analysis - Job evaluation - Job pricing - Incentive compensation programs-Hospital Waste: A Scenario-Careful with the cure - Hospital waste : A deadly menace to public health.

Unit–III : Health Administration

The uniqueness of health administration Administrative and organisational theory The behavioural approach to management - Three types of output – Administrative accountability in the health system - Implications for practice-Recruitment : New recruiting needs - The recruitment process -Recruitment planning - recruiting sources and methods.

Unit–IV: Behavioural System

Professionals in health services organisations -Definition of professional - Organisational forms used by health professionals - Resolution of conflict.-The History of Hospital and Human Resources Information Systems:Information systems - A model of human resources information systems. -Management in Human Service Organisations: Definition of management service management and maintenance management -The relationship between service and maintenance management - The strategy of management - The trade - off mechanism - Human service organisation and its resources.

Unit–V: Health Care Laboratory Personnel

Fitness for employment - Special situation - Disaster services.-Safety Precautions in a Clinical Laboratory : Introduction - Specimens dealt with in a cytogenetic laboratory - The potential risks - The collection, packaging and transport of specimens - Reception of specimens -Processing the specimens - General precautions -Disposal of contaminated waste - Safety precautions to be taken when handling chemicals and reagents - Safety precaulions to be taken with equipments.

Text Book :

1. Sharma, S.K'cherry. (1996). *Management Executives Handbook - Series*/009Hospital management. New Delhi : Commonwealth Publishers,

Reference Book:

1. Grant, C. (1973).*Hospital Management* New York : Churchill Living stone. Long man Group Ltd,

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3			2	3		3		2	3		3		3
CO2			3					3			3		3	
CO3		3			2	3			3			3		3
CO4		2		3			3	2		3			3	
CO5	3		2		3	2		3			3	2		3

19IPSYC 92	Core- 27	L	T	P	C
Semester I X	COUNSELLING PSYCHOLOGY	5	0	0	5

Learning Objectives:

To enable the student to understand:

LO1: The history, need and foundation of Counselling Psychology.

LO2: The various approaches to counseling.

LO3: The theories, skills, assessment and diagnostic process in counseling.

LO4: The ethical issues involved in counseling.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Learn the history, need and foundation of Counselling Psychology.

CO2: Understand the various approaches to counseling.

CO3: Demonstrate the theories, skills, assessment and diagnostic process in counseling.

CO4: Imbibe the ethical issues involved in counseling.

Unit–I : Counselling and its Working

Need to be a counsellor - Characteristics of a counsellor - Definitions of counselling - The working of therapeutic counselling-Foundations of Counselling: Basics of History and Research: The identity of counselling - History of therapeutic counselling - Licensing and

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regulation in counselling -Research foundations of counselling - Research for the counsellor - Becoming informed consumer of research.Settings for Counselling: Commonality among counsellors - A day in the life -The value of flexible specialty.-The Therapeutic Relationship: Qualities of counselling relationship - Perspectives on helping relationships - Counsellor as relationship specialists - Conflict resolution in relationship - Practical dimensions of the therapeutic relationship - Creating a relationship in the initial interview - Reciprocal influence.

Unit–II : Insight - Oriented Approaches

Introduction to theory construction - Psychoanalytic counselling - Client- Centered counselling - Existential counseling - Gestalt counseling - Honorable mentions-Action - Oriented Approaches: Behavioural counselling - Rational emotive behaviour counselling - Strategic counselling - Honourable mentions.

Unit–III : Integrating Theory and Counselling Skills

A Personal journey - Movement toward integration -Grabbing truth by the tail - A personal theory - Stages ir developing personal theory - Procedure followed so far -Pivotal counselling skills.Assessment, Testing and the Diagnostic Process : The meaning of assessment - The role of testing in the assessment process - Standardized measures - Non - standardized measures - Using assessment methods in counselling - Formal and functional diagnosis.

Unit–IV : Group Counselling

Survey of groups - Some considerations in the use of group modalities - Counteracting potential limitations -Advantages of group work - Basic assumptions about groups - Group process stages - Cues for intervention -specilized skills of group work.Marital family and Sex counselling : Family versus individual counselling - Family counselling theories - Power in relationships -Symptoms aS, solutions - Case example of family counselling In action - interpreting symptoms as metaphors - Diagnostic questions - Reframing -Directives - Ethical issues in family counselling - Sex counselling. Career Counselling: The functions of work - Roles of counselling -Theories of career development - Career education -Career decision making - Trends and issues in career counselling. Addictions Counselling; Symptoms of addiction - Drug use and drug abuse -Our drug culture - Counsellors Knowing of drugs - Effects ^drug abuse - Adolescent drug use - Prevention – Abuse in special populations - Principles for counselling the Chemically dependent.

Unit–V : Counselling Diverse Populations

Multiculturalism - Influence of biases - Identity issues - Preferred clients - Counselling and gender -Counselling ethinic minorities - Counselling the aged -counselling lesbian women and gay men – Counselling -clients who are Physically challenged.Ethical and legal Issues: Professional codes - Our divided loyalties - Areas of -ethical difficulty - Making ethical decisions - Legal issues in counselling.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Book:
1Corey, G.(2000). *Theory and Practice of Counselling and Psychotherapy* (6th Edn). Singapore books / Cole,

2. Gelso, C.J. and Fretz, B.R. (1995). *Counselling Psychology* Bangalore: Prism books Pvt. Ltd.,.

3. Madhukar, I.(2000). *Guidance and Counselling.* New Delhi: Authors Press,.

Reference Books

1.Kottler, J.A. and Brown, R.W.(2000). *Introduction to Therapeutic counselling* (4th Edn.), Singapore Brooks / Cole,

2. Bordin, E.S. (1968). *Psychology of Counselling.* New York: Appleton Centaury crafts.

3. Narayana Rao, S., (1981). *Counselling psychology*. New Delhi: Tata Mc Graw- Hill Publishing Company Ltd.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3					3		3			3			3
CO2		3		3					3				2	
CO3			3		3		3			3		3		2
CO4	3			3		3		3			3		3	

19IPSYC 93	Core- 28	L	T	P	C
Semester I X	REHABILITATION PSYCHOLOGY	5	0	0	5

Learning Objectives:

To enable the student to understand;

LO1**:**   The meaning, definition and methods of Rehabilitation Psychology.

LO2**:**   The concept of disability and impairment.

LO3**:**   The various models of rehabilitation .

LO4**:**   The government schemes and policies.

Course Outcomes: At the end of the course, the student will be able to:

CO1**:**   Learn the meaning, objectives and scope of this field.

CO2**:**   Understand the difference between disability and impairment.

CO3**:**   Personalize the various models of rehabilitation.

CO4**:**   Explain the government schemes, policies, Acts and legislation.

Unit–I:

Rehabilitation Psychology: Definition, historical perspective, scope and methods- Functions of Rehabilitation psychology.   Psychological approach to rehabilitation: Assessment, diagnosis, treatment and certification– Role of psychologist in disabilities rehabilitation–

Understanding psychological needs of caregivers and working with families of persons with disabilities.

Unit–II:

Concept and definition of disability– Concept of impairment, activity, participation – Nature and needs of persons with disabilities. Personality development of persons with disabilities– Lifespan development of person with disabilities – Personality traits and coping styles.

Unit–III:

Models of Rehabilitation – Medical Model – Psychological Model – Socio-cultural model – Institutional model.

Unit–IV:

Work setting of rehabilitation psychologists – Designing training programmes for rehabilitation psychologists – Training needs analysis, implementation of training programmes.Government schemes and policies -Legislations: Mental Health Act – PD Act – RCI Act – National Trust Act.

Unit–V:

Use of psychological tests in screening, diagnosis and assessment of persons with disabilities –Ethical issues in psychological; assessment. Research problems in disability rehabilitation – Research design – Recent trends in research in rehabilitation psychology.

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CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

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Text Books:

1. Zigler, E, Gates, D. B (1999). *Personality development in individuals with mental Retardation*, NewYork: Cambridge University press.
4. Singh, N. N. (1998).*Comprehensive Clinical Psychology: Application in Diverse Populations*, Vol. 9, Elser Science, Pergamon.

Reference Books:

1. Golden, C.J. (1984).*Current Topics in Rehabilitation Psychology*: Grune&Straton London.
2. Michel Hersen. & Vincent, B. & Van Hasselt. (1990). *Psychological Aspects of Developmental and   Physical Disabilities.* Sage publications.

Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Pso1	Pso2	Pso3	Pso4	Pso5
CO1	3	2		2	3		2	3		2	3	3		3
CO2	2		3			3			3				3	
CO3		3			3		3			3	2	3		3
CO4	3		2	3		2		3	2		3		2	

19IPSYC 94	Core- 29	L	T	P	C
Semester I X	**PSYCHOTHERAPEUTICS – II**	5	0	0	5

Learning Objectives:

To enable the student to understand:

LO1**:** The various psychotherapies.

LO2**:** The issues related to the psychotherapies.

Course Outcomes: At the end of the course, the student will be able to:

CO1**:** Explore the concept of various psychotherapies.

CO2**:** Demonstrate the therapeutic process involved in various psychotherapies.

Unit-I : Cognitive Behavior Therapy

Introduction - Albert Ellis's Rational Emotive Behavior Therapy - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures -Aaron Beck's Cognitive Therapy -Donald Meichenbaum's Cognitive Behavior Modification – Cognitive Behavior Therapy From a Multicultural Perspective - Cognitive Behavior Therapy Applied to the Case of Stan - Summary and Evaluation - Where to Go From Here - Recommended Supplementary Readings – References and Suggested Readings

Unit-II : Reality Therapy

Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Reality Therapy From a Multicultural Perspective - Reality Therapy Applied to the Case of Stan - Summary and Evaluation -Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings. Feminist Therapy - Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Feminist Therapy From a Multicultural Perspective - Feminist Therapy Applied to the Case of Stan -Summary and Evaluation - Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings .

Unit- III : Postmodern Approaches

Introduction to Social Constructionism - Solution-Focused Brief Therapy - Narrative Therapy -Postmodern Approaches From a Multicultural Perspective - Postmodern Approaches Applied to the Case of Stan - Summary and Evaluation - Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings.

Unit-IV: Family Systems Therapy

Introduction - The Development of Family Systems Therapy - Eight Lenses in Family Systems Therapy - A Multilensed Process of Family Therapy - Family Systems Therapy From a Multicultural Perspective - Family Systems Therapy Applied to the Case of Stan - Summary and Evaluation -Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings

Unit-V -An Integrative Perspective

Introduction - The Movement Toward Psychotherapy Integration - Issues Related to the Therapeutic Process - The Place of Techniques and Evaluation in Counseling -Summary - Where to Go From Here - Recommended Supplementary Readings-References and Suggested Readings .Case Illustration: An Integrative Approach to Working With Stan Counseling Stan: Integration of Therapies - Concluding Comments.

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CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

</div>

Text Book

1. Gerald corey. (2009).*Theory and practice of counseling and psychotherapy* : (8 thEdn),

Reference Books

1. Master, J.C. Burish, J.G. Hollen, S.D. &Rimm. D.C. (1987).*Behaviour Therapy Techniques and Empirical Finding*Sandieys : (3rd Edn),.

2. Bhatia, M.S. (1992). *Essentials of Psychiatry-Clinical Sciences.* New Delhi : CBS Publishers and Distributors,.

3. Lazarus, A.D. (1975).*The Practice of Multi Model Therapy.* New York : McGraw Hill Book Co.,

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3			3	3		3	3	3		3	3		3
CO2	2	3	3	2		3		3	3	3			3	

19IPSYE95	Department Elective-VI	L	T	P	C
Semester I X	**GERONTOLOGY**	3	0	0	3

Learning Objectives

To enable the students to understand:

LO1 **:** History of gerontology.

LO2 **:** The Scientific study of Aged as well as the theories in Gerontology.

LO3 **:** The significance of Sexuality in Old age.

LO4 **:** The implication of Psychological and Motor performance among Aged.

LO5 **:** The impact of Retirement and Leisure on Aging.

Course Outcome: At the end of the course, the student will be able to:

CO1 **:** Understand the History of gerontology.

CO2 **:** Approach scientifically the study of Aged as well as the theories in Gerontology.

CO3 **:** Learn the significance of Sexuality in Old age.

CO4 **:** Imbibe the implication of Psychological and Motor performance among Aged.

CO5 **:** Explore the impact of Retirement and Leisure on Aging.

Unit-I:

Introduction - Distinactions among terms – A demographic profile of the aged – history of Gerontology – +Increasing interest in the aged – growth of gerontology – current status of research in gerontology – future of gerontology.

Unit-II:

The Scientific study of the aged: the functions of research and the research process – function of research: explanation and prediction – research process – the importance of observation in the research process- importance of values in the research process. Scientific study of the aged : – life periods- theories in gerontology – limitations of the life-period approach – theories of Gerontology- Personality theory- role theory-Phenomenological theory.

Unit-III: Sexuality in old age – literature on the sexuality of the aged – importance of sexuality – factors that contribute to sexual expression – sexual problems in old age – treating sexual problems of the aged – sexual liberation of the aged. Death and dying – Death and the aged – treatment of Geriatric patients – stages of dying – causes of death.

Unit-IV:

Psychology of aged – Developmental Psychology – Motor performance – Mental functioning –Psychological reactions to aging .Environment : Home and Community – Definition of environment – environment of the aged – Age segregation and age integration.

Unit-V:

Retirement and leisure – Definition of retirement – Impact of retirement – Leisure – Leisure activities – Voluntary association – Public facilities as source of Leisure. Education – Educational attainment of the aged – influence of educational attainment on the aged – adult education – incorporating gerontological information into education.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Book:

1.Richard C.Grandall(1980).*Gerontology:A Behavioural Science Approach*, Reading, Massachusetts Menlo Park, California, Addison-Wesely series in Sociology,.

References:

1. Braverley. E.Virginia (1975) "*Shenanigans and skullduggery in the marketplace*" geriatrics 30(9): 137 -150.

Harris,Chales S (1978).*Fact Book on aging A profile of American's Older population*, Washington,D.C. National Council on the Aging.

2. Schulz James H(1973).-*The economic impact of an aging population: The geronotlogist* 13(1)111-118.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1		3			3		3			3	2		3	
CO2	3		2	3		3		2	3			3		3
CO3		2		3	2		3			2	3		2	
CO4	3	3	3	2		3		3	2			3		3
CO5	2		2		3		2			3	3		3	

19IPSYC X1	Core- 30	L	T	P	C
Semester X	MODERN CLINICAL PSYCHOLOGY	5	0	0	5

Learning Objectives:

To enable the student to understand:

LO1:   The tradition and development of Clinical Psychology.

LO2:   The role Clinical Psychologist.

LO3:   The importance of psychological testing.

LO4:   The various models of Psychotherapy.

Course Outcomes: At the end of the course, the student will be able to:

CO1:   Understand the tradition and development of Clinical Psychology.

CO2:   Learn the role of Clinical Psychologist.

CO3:   Feel the importance of psychological testing.

CO4:   Explore the various models of Psychotherapy.

Unit-I:

The Perspective of Clinical Psychology-The Clinical Attitude-The Problem of Individuality and Person-Persons and Types-Persons and Environments-Persons and Social System-The Perspective of Clinical Psychology-A Recapitulation-A Brief History of Clinical Psychology-Origins-The Psychometric Tradition-The Dynamic Tradition-The First Fifty Years of Clinical Psychology- From World War II to the Present.

Unit-II:

Concepts of Normality and Pathology-Psychopathology in Historical Perspective-The "Medical Model" of Mental Illness -A Concept of Psychological Health and Abnormality-Forms of Mental. Disorder Psychiatric Nomenclature-Toward a Unitary Concept of Mental Health and Mental Illness-Model of Mental Health Intervention-Prospect and Retrospect-Five Models of Mental Health-Some Cautionary Comments-Models of Intervention and Psychiatric Ideologies-The Role and Contribution of the Clinical Psychologist.

Unit-III:

Psychological Testing-General Principles-Testing in Clinical Practice, Research and Training–What is Psychological Test-Three Strategies of Personality Test Development – Criteria for Judging Tests-Should this Patient be Tested-Choice of Test-Determinants of Test Performance

Unit-IV:

What is Psychotherapy-The Talking Cure-General Condition of Psychotherapy – Difference among Therapeutic Approaches-The Process of Psychotherapy General Model-One model of Psychotherapy-Starting Psychotherapy-From Understanding to Action-Termination Psychotherapy

Unit-V:

The Evaluation of Psychotherapy - Issues of Research-Psychotherapy Research :Needs and Problems-How Psychotherapy Research Differs from Medical Research-The Effectiveness of Psychotherapy-Issues of Research Design and Methodology-Research on Specific Factors Affecting the outcome of Psychotherapy-Research on the Process of Psychotherapy.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Books:

1. Sheldon J.Korchin. (2004) *Modern Clinical Psychology*: Chennai CBS Publishers & Distributors Pvt. Ltd

Reference Book:

1. Andrew M. Pomerantz (2011).*Clinical Psychology* 2nd Edition. New Delhi : Sage Publication Inc

Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Pso1	Pso2	Pso3	Pso4	Pso5
CO1		3	2		2		3		3		3			3
CO2	3	3		3		3		3		3		3	3	
CO3		3	3		3		3		3		3		2	
CO4	2			2	3	3		3		3		2		3

19IPSYC X2	Core- 31	L	T	P	C
Semester X	CASE STUDIES	0	0	10	5

Learning objectives:

To enable the student to understand:

LO1: The format of case study.

LO2: To diagnose the psychological disturbance in the client.

LO3: The application of case study.

LO4: To prepare case report.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Learn the format of case study.

CO2: Diagnose the psychological disturbance in the client.

CO3: Practically inculcate the application of case study.

CO4: Prepare case report.

Each student is to submit a report consisting of 10 clinical case studies which will be evaluated for 60 marks and the viva - voce is for 40 marks making a total of 100 marks.Both evaluations and viva - voce will be done internally by two internal examiners of the department as appointed by the Head of the Department.

Outcome Mapping

Cours	PO	PO	PO	PO	PO	PO	PO	PO	PO	Pso	Pso	Pso	Pso	Pso

e	1	2	3	4	5	6	7	8	9	1	2	3	4	5
CO1		3	2		3		2	3		3	3		3	
CO2	3	3		2		3		3	3		3	3	3	2
CO3		2	3		3		3		3	3	3			
CO4	3		2	3		2		3		2		3	3	2

19IPSYC X3	Core- 32	L	T	P	C
Semester X	**EXPERIMENTAL PSYCHOLOGY(PRACTICAL -III)**	0	0	10	5

Candidates are required to perform at least 15 experiments from the list given below and prepare a record which the same should be submitted at the time of practical examinations duly signed by the course teacher and with a bonafide certificate from the Head of the Department.

Learning Objectives:

To enable the student to understand:

LO1:   The methods of giving instruction to the subjects and to conduct the experiment.

LO2:   The methods of administration of scales.

LO3:   The various psychological characteristics.

LO4:   The clinical and the non- clinical psychometric scales.

Course Outcomes: At the end of the course, the student will be able to:

CO1:   Learn the methods of giving instruction to the subjects and to conduct the experiment

CO2:   Administer the methods of administration of scales

CO3:   Explore the various psychological characteristics

CO4:   Understand the clinical and the non- clinical psychometric scales

List of Experiments:

1. Eysenck Personality Questionnaire(EPQ).
2. Cornell Index.
3. Extent of Illusion: Method of Average Error.
4. Determination of DL by minimal changes.
5. Family Environment Scale.

6. General Health Questionnaire.

7. Mini Mental State Examination.

8. Beck's Anxiety Scale.

9. Cognitive Distortion Check list.

10. Stress Scale.

11. Emotional Intelligence Scale.

12. Alcohol Dependence Scale.

13. Yale Brown Obsessive- Compulsive Scale.

14. Ego State Inventory.

15. Clinical Analysis Questionnaire (CAQ).

16. Schizotypy.

17. Problem Solving.

The student should do any one of the following activity - based Experiment

18. Memory.

19. Learning.

20. Stress.

Outcome Mapping

Cours e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1		3		3		3		3		2		3		3
CO2	3		3		3		3		3		3		3	
CO3		3		3	2				3	2	3	3	2	3
CO4	3		2	2		3	2	3			3	2		2

19IPSYCD X4	PROJECT AND VIVA-VOCE	L	T	P	C
Semester X		0	0	12	6

Learning Objectives:

To enable the students to understand:

LO1: The various process involved in research.

LO2: The various steps involved in research report writing.

Project work will have 100 marks and the thesis will be evaluated for 60 marks and the viva - voce is for 40 marks. Both evaluation and viva - voce will be done internally by two internal examiners of the department as appointed by the Head of the Department.

Course Outcomes: At the end of the course, the student will be able to:

CO1: After the completion of the project, the student will be able to gain knowledge about the stages and the various process involved in the research and will be practiced to prepare research report.

Outcome Mapping

Cours e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	2	3		3		3		3			3	3	2	3
CO2	2	3		3		3		3			3	3	2	3

19PSC1OO	CONSTITUTION OF INDIA	L	T	P	C
Semester X		3	0	0	3

Learning Objectives:

To enable the student to understand

LO1: The basic features of Indian Constitution.

LO2: The basic Rights & duties of Indian Citizenry.

LO3: The form of Indian Political System.

LO4: About the pivotal provisions related with liberty, Equality and fraternity.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Imbibe the basis feature of Indian Political System.

CO2: enlighten with the rights & duties of Indian Citizens.

CO3: Become aware of the significance of rule of law.

CO4: inculcate with basic liberties.

Unit-I : Constitution of India – Basic features and Fundamental Principles

Meaning of the Constructional law and Constitutionalism – Historical Perspective of the Constitution of India – Salient features Characteristics of the Constitution of India.

Unit-II : Fundamental Rights and Duties

Scheme of the Fundamental Rights – The scheme of the Fundamental Duties and its legal status- The Directive Principles of State Policy-Its importance and implementation.

Unit-III : Legislative and Financial Powers of States

Federal Structure and distribution of legislative and financial powers between the union and the states- Parliamentary form of Government in India– The Constitution powers and states of the president of India.

Unit-IV : Constitutional Amendments in India

The Historical perspectives of the constitutional amendments in India – Emergency Provision: National Emergency, President Rule. Financial Emergency.

Unit-V : Fundamental Rights

Schemes of the Fundamental Right to Equality – Scheme of the Fundamental Rights to certain Freedom under Article 19 – Scope of the Right to life and Personal Liberty under Article 21.

CURRENT STREAM OF THOUGHTS (ONLY FOR ADVANCED LEARNERS)

The course teacher will impart knowledge on the recent development in this field and it will not be the part of examination.

Text Books :

1. Bipan Chandra, Mridula Mukherjee, Adility Mukherjee (2016).*India after Independence* 1947-   2000, Penguin Publishers, New Delhi.
2. Durga Das Basu.(2018)., *Introduction to the Constitution of India.*Prentice Hall, New Delhi.
3. Jogendra Yadav (2000). *Transforming India: Dynamics of Democracy*, Oxford University Press   New Delhi

Supplementary Readings:

1. *The Constitution of India* (1950) (Bare Act), Government Publications.
2. Busi S.N Ambedkar B.R (2015). *Framing of Indian Constitution*
3. Jain M.P (2014). *Indian Constitution Law* Lexis Nexis
4. Paul R.Brass. (1999).*The politics of India Since Independence* Cambridge University Press
5. Granvila Austin (2006).*The Indian Constitution: Cornerstone of a Nation*, Oxford University Press,   New Delhi.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Pso 1	Pso 2	Pso 3	Pso 4	Pso 5
CO1	3		3		3		3	2	3		3		3	
CO2		3		3	2	3		3		3		3		3
CO3	3	2	3		3		3		3	2	2		3	
CO4	2	3		3		3		2		3		2		2

19	**Value Added Course I**	L	T	P	C
Semester I	**HEALTH AND WELL-BEING**	3	0	0	**3**

Learning Objectives

To enable the student to understand:

LO1**:** Of health and how to maintain health and well-being.

LO2**:** Health enhancing behavior and psychological factors.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Learn about the health and how to maintain health and well-being.

CO2: Understand the enhancing behaviors and psychological factors.

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

components of health, relationship betweenhealth and psychology, mind and body relationship, goals of health psychology.

Unit-II :Well-being :

Components of well-being: life satisfaction, affect.

Unit- III : Stress, illness and pain :

causes, consequences and coping with stress, pain and illness

Unit-IV: Health enhancing behaviours:

Implications for well-being: psychology factors: resilience, hope, optimism; exercise, safety, nutrition.

Unit-V :

Environment and Health, Communicable and Non-communicable Diseases,   Roleof Genetics in Health and Disease, Major nutritional problems,National   Health   Programmes in India.

Suggested Readings:

1. DiMatteo, M.R. and Martin, L.R.(2002). *Health psychology.* New Delhi: Pearson.
2. Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions (4th* ed.).NY: Wiley.
3. Snyder,C.R&Lopez,S.J.(2007).*Positiv*e *psychology:The scientific and practical explorations of human strengths.* Thousand Oaks, CA: Sage.
4. Taylor, S.E. (2006). *Health Psychology (6th ed.).* New York: Tata McGraw Hill.

Outcome Mapping

Cours e	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PO1 3	PO1 4
CO1	3										3			3
CO2	3													3

INTERNET SURFING REQUIRED:
Students will be highly encouraged to find out the relevant material through INTERNET surfing

19	**Value Added Course II**	L	T	P	C
Semester II	**COUNSELLING SKILLS**	3	0	0	3

Learning Objectives

To enable the student to understand:

LO1: Relationship between counselling and psychotherapy.

LO2: Approaches to counselling and skills.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Understand the relationship between counselling and psychotherapy.

CO2: Learn different approaches to counselling.

Unit-I :Introduction

Counseling Psychology: Meaning. Goals and Stages Relationship between   Counseling and Psychotherapy, Counselor Effectiveness,Ethics in   Counselling.

Unit-II :Approaches

Overview of Approaches to Counselling. Psychodynamic, Behavioral, Person- Centered, Cognitive-Behavioral approach, E-Counselling.

Unit- III :CounsellingProcess

Counselling Process : Concept, Negotiating Expectations, Assessment. Establishinga Working Alliance. Ending Counselling, Middle Part of   Counselling: Assimilation   of ProblematicExperiences, Change Events, Using   StructuredExercises and Interventions.

Unit-IV:Applications

Family Counselling, School Counselling, Career Counselling, Counselling with economically Disadvantaged People. HIV-AIDS counseling

Unit-V :Ethics in Counselling

Need for Ethical Standards , Ethical Codes and Guidelines Rights of Clients,   Dimensions of Confidentiality, Dual Relationships in Counselling Practices, The   Counsellor's   Ethical and Legal Responsibilities , Ethical Issues in the   Assessment Process.

Suggested Readings:

1. Cladding, S.T. (2012). Counseling: A Comprehensive Profession. (7thed). Pearson.
2. Mc Lead. J_ (2011).An Introduction to Counselling. (3 ied), Mc Craw Hill Education.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PO13	PO14
CO1	3										3			3
CO2	3								3					3

19	Value Added Course III	L	T	P	C
Semester III	**INTRODUCTION TO LIFE SKILLS**	3	0	0	3

Learning Objectives

To enable the student to understand:

LO1: Orientation in life skill.

LO2: Concepts, approaches and theories of learning.

LO3: Impart knowledge in pillars of education.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Get orientation towards life skills.

CO2: Understand the concepts, approaches and theories of learning.

CO3: Become aware of the importance of knowledge.

Unit-I: Introduction

Definition and Importance of Life Skills- Livelihood Skills, Survival Skills and Life Skills- Life Skills Education, Life Skills Approach, Life SkillsBased Education - LifeSkills Training - Implementation Models

Unit-II :Evolution of the Concept of Life Skills

Genesis of the Concept - UN Inter-Agency Meeting - Hamburg Declaration - QualityEducation and Life Skills: Dakar Framework - Life Skills Education in theIndian Context

Unit- III :Learning

Learning and Performance, Learning and Cognitive Development, LearningandMaturation - Adult Learning - Approaches to Learning: Behaviouristicand Cognitive Approaches - Theory of Social Learning: Albert Bandura - Bloom's Taxonomy ofLearning Outcomes - Rogers Situated Learning

Unit-IV:Pillars of Education and Life Skills

The Four Pillars of Education- Learning to Know - Learning to Do –Learningto Live Together - Learning to Be Learning Throughout Life

Unit-V:Practicum

Analyze the Life Skills Approach in School Curriculum.

Text Books:

1. Delors, Jacques (1997*). Learning: The Treasure Within*, UNESCO, Paris..

2. Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi.

3. National Institute of Youth Development, Tamil Nadu. Page 8 of 62 UNESCO (1997). *Adult Education: The Hamburg Declaration*, UNESCO, Paris..

4. UNESCO (2005*). Quality Education and Life Skills*: Darkar Goals, UNESCO, Paris..

5. WHO (1999).*Partners in Life Skills Education*: Conclusions from a United Nations.

6. Inter-Agency Meeting, WHO, Geneva. Nair. A. Radhakrishnan, (2010). *Life Skills Training for Positive Behaviour*, Rajiv.6 Gandhi National Institute of Youth Development, Tamil Nadu.

7. Santrock W.John (2006). Educational Psychology. (2nd Edn.) New Delhi: Tata.7 McGraw-Hill Publishing Company Ltd.

References:

1. Dakar Framework for Action, (2000*). Education for All: Meeting our Collective Commitments*, Dakar, Senegal.

2. *Life Skills Resource Manual*, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.

Outcome Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	3										3			3
CO2	3													3
CO3								3						

19	Value Added Course IV	L	T	P	C
Semester IV	**PERSONALITY DEVELOPMENT**	3	0	0	3

Learning Objectives

To enable the student to understand:

LO1**:**   Personality development and theories.

LO2**:**   Determinants of personality.

LO3**:**   Personality enrichment and assessment.

Course Outcomes: At the end of the course, the student will be able to:

CO1:   Understand the personality development and their theories.

CO2:   Become aware the determinants of personality.

CO3:   Personalize their personality enrichment and assessment.

Unit-I Introduction

Defining Personality- Personality Development - Stability of Personality -   Personality Change.

Unit-II :Theories of Personality

Psychoanalytical Theory of Personality - Humanistic Theory of Personality -   Trait   Theory of Personality - Social Cognitive Theories -Behaviorism and Learning Approaches to Personality-Eastern Theory: Thriguna Theory (SRT)

Unit- III :Determinants of Personality

Cognitive Determinants - Intellectual Development and Intellectual   Capacities -Deviant Intelligence -Major areas of adjustment affected by Intelligence Socio-cultural Determinants-Family and Educational Determinants-Social Determinants Emotional Determinants-Dominant Emotions, Emotional Expressions - Emotional Balance and Emotional Deprivation - Emotional Catharsis and Emotional Stress.

Unit- IV:Personality Enrichment

Motivation and its Process- Life Skills for Personality Development.

Unit-V :Managing Self

Emotions, Ego, Pride, Stress, Achievements, Confidence improvement, Recognition of one's own limitations and deficiencies, Interpersonal Skills,Communication Skills, Commitment , making decisions, handling your and other people's stress, empowering, motivating and inspiring others.

Text Books:

2. Cervone Daniel, Pervin. L.A, (2008*), Personality Theory & Research*, (10th Edn.), John Willey & Sons, Inc., United States of America.

3. Haslam Nick, (2007*), Introduction to Personality and Intelligence*, Sage Publications, New Delhi.
4. Hurlock, B. Elizabeth,(2007). *Personality Development*, Tata McGraw-Hill Publishing Company Limited, New Delhi.

References:

1. Ciccarelli .K. Saundra, Meyer.E. Glenn, (2007). *Psychology*, Pearson Prentice Hall, New Delhi.
2. Hilgard, E, Atkinson RC & Atkinson RL (1976). *Introduction to Psychology* (6th Edn.), Oxward & IBH Publishing Co. Pvt Ltd, New Delhi.
3. Nair.V. Rajasenan, (2010).*Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, TamilNadu.

Outcome Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PO1 3	PO1 4
CO1	3										3			3
CO2	3													3
CO3								3						