



NEHRU ARTS AND SCIENCE COLLEGE **(AUTONOMOUS)**

(Affiliated to Bharathiar University Reaccredited with “A⁺” Grade by NAAC)
ISO 9001:2015 (QMS) Certified, Recognized by UGC with 2(f) & 12(B),
Under Star College Scheme by DBT, Govt. of India)

Nehru Gardens, Thirumalayampalayam, Coimbatore - 641 105, Tamil Nadu. India.



REGULATIONS, CURRICULUM & SYLLABUS

B. Sc. PSYCHOLOGY

Semester I to VI

Effective from 2023-2024

REGULATIONS

NEHRU ARTS AND SCIENCE COLLEGE
(AUTONOMOUS)
REGULATIONS FOR UNDERGRADUATE DEGREE COURSES

Choice Based Credit System blended with Outcome Based Education

Regulations with effect from the Academic Year 2023-2024

Definition

- a) Programme – A course of study leading to the award of a degree in a discipline.
(E.g.: B. Sc. / B. Com.)
- b) Branch – Discipline of study (e.g. B.Sc. Computer Science)
- c) Curriculum – The various courses (subjects) a student must study in a particular branch.
- d) Course – The Theory & Practical subject offered under each curriculum.
- e) Credit – A unit of measurement based on the duration of the contact hours, content and quality of the subject matter.

1. UG Curriculum

The UG Curriculum follows CBCS pattern and the medium of instruction is English.

2. Eligibility for Admission to the Course

Candidates for admission to the first year of the UG degree programmes are required to **have passed the higher secondary examination** (Academic or Vocational) conducted by the Govt. of Tamil Nadu in the relevant subjects or other examinations accepted as equivalent thereto by the Parent University, subject to such other conditions as may be prescribed thereof.

3. Duration of the Programme

The UG programme will comprise six semesters with two semesters per academic year, extending over a total duration of three years. Examination shall be conducted at the end of every semester for the respective courses. Each semester has 90 instructional days consisting of 5 teaching hours per working day. Thus, each semester has 450 teaching hours and the whole programme has 2700 teaching hours.

4. Choice Based Credit System (CBCS)

All Undergraduate Programmes offered by the University shall be under Choice Based Credit System (CBCS). Choice based credit system is introduced with the aim of offering flexibility in the choice of courses to the students.

Objectives of the Choice Based Credit System

- To facilitate the students to have greater flexibility in their choice of courses.
- To widen the spectrum of knowledge of students by means of Core, Allied, Project / Electives, Value Education, Environmental Studies and Skill Based Subjects.
- To revamp the curriculum which enables to impart entrepreneurial skills and placement potentials qualities.
- To incorporate need based knowledge in tune with the location and neighborhood of the Institution.
- To allocate credit points to each paper of the study based on the weightage of the contact hours, content and quality.
- To extend opportunities to fast learners in order to earn additional credit from advanced as well as additional courses.
- To maintain the total credit points of each programme on par with international standards.

5. Outcome Based Education (OBE)

OBE is an **educational** theory that bases each part of an **educational** system around goals (**outcomes**). By the end of the **educational** experience, each student should have achieved the goal.

Objectives of Outcome based curriculum

- The programme outcomes and Programme specific outcomes are clearly identified and unambiguously specified regarding the content, context and competence.
- The expected outcome should be defined by setting bench marks for each level of the programme. Benchmark should tackle and define specifically, the goals of the curriculum and verify ways to access whether the students have reached these goals at the level of study;
- OBE is driven by assessments that focus on well defined learning outcomes and not by other factors such as what is taught, the duration taken by the student to achieve the outcomes or which path the students take to achieve their targets. In OBE, assessment techniques must be with clear description of expected performance.

Definitions

Outcome: An outcome of an educational Programme is what the student should be able to do at the end of a Programme / Course / Instructional Unit.

Levels of Outcomes

- **Programme Outcomes:** POs are statements that describe what the students graduating from any of the educational Programmes should be able to do.
- **Programme Specific Outcomes:** PSOs are statements that describe what the graduates of a specific educational Programme should be able to do.
- **Course Outcomes:** COs are statements that describe what students should be able to do at the end of a course

Learning Outcomes: It describes levels of achievement that can be attained across the domains of learning. Here **K1** representing Remember; **K2** – Understanding; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate, **K6** – Create are used to measure the levels of achievement in learning.

6. Course of Study

The Course of Study for the UG degree courses of all branches shall consist of the following:

6.1. Part I : Language : Tamil or any one of the modern / Classical languages i.e. Malayalam, French and Hindi.

It is absolutely obligatory for all the UG students to study a language under part I. A student can select and study any one of the languages offered under part I. The syllabus drafted would enable the students to communicate with the ease and effectiveness in that language. It shall be offered during the Semesters I to IV with one examination at the end of each semester.

6.2. Part II : Language : English

The study of English has been made mandatory for all UG students under part II. English being the window to the outer world in the context of the globalization scenario, the contents of the syllabus is tailored in a fashion suitable for imparting the classical and the modern facets of the language and literature, besides conferring a mastery of fluency and command over the language, providing a clout to compete for employment opportunities. The subject shall be offered during the Semesters I to IV with one examination at the end of each semester.

6.3. Part III : Core Subjects, Allied Subjects and Project or Elective Courses:

1) Core Subjects : Each programme has a group of Core courses arranged semester wise. The syllabi of the core courses will enlighten the students in the acquisition of the basic concepts of their respective disciplines, besides getting focused on to the recent trends. The core courses will span over six semesters and examination shall be conducted in the core subjects at the end of every semester.

2) Allied Subjects : In all disciplines, the UG students must study Allied courses along with the core courses, which would supplement, suit and support the major course of study. The Allied Subjects is to be studied during the first four semesters of the UG programmes and examination shall be conducted at the end of every semester.

3) Project , Internships and Electives with three Courses : In all disciplines, the UG student shall undergo a Project and Internships (if any) and he / she must study three Elective Courses.

Three Elective courses are to be offered one in the V semester and two in the VI Semester. Elective subjects are to be selected from the list of electives prescribed by the concerned Board of Studies during the fifth and Sixth Semester along with the Core Subjects.

A student shall take up a project work in addition to his elective subjects. The report of the study should be submitted at the end of course duly certified by the supervisor and forwarded by the Head of the Department / Principal of the College. The Head of the Department of the programme concerned shall assign a project supervisor, who in turn shall assign the topic and monitor the project work of the student.

A student shall complete Internship (if any) as per the recommendations of BoS concerned.

6.4. Part IV

1. a) Those who have not studied Tamil up to XII std and taken a Non-Tamil language under Part-I shall take Tamil Comprising of two Courses. The course content of which shall be equivalent to that prescribed for the 6th Standard by the Board of Secondary Education and they shall be offered in the third and fourth semesters.

b) Those who have studied Tamil up to XII std and taken a Non-Tamil language under Part-I shall take Advanced Tamil comprising of two Courses in the third and fourth semesters.

(OR)

c) Others who do not come under the above a + b categories can choose the following Non-major electives (NME) comprising of two courses with 2 credits each (4 credits) in the **third and fourth semesters.**

- 1) Consumer Affairs / Gender Sensitization / Women's Rights (**III semester.**)
- 2) General Awareness (**IV semester.**)

Note: The assessment for the category in Part IV – 1 b and 1 c subjects shall be through End Semester examination (ESE) for the total marks prescribed. There shall be no Continuous Internal Assessment (CIA).

2. Skill Based Subjects : For UG degree, four skill based subjects are to be offered one each in III, IV, V and VI Semesters based on the skill based courses recommended in Naan Muthalvan scheme of Govt. of Tamilnadu. The examination shall be conducted in the skill based subjects at the end of the semesters where they are offered.

3. Ability Enhancement Compulsory Course – Human Rights and Constitution of India:

It is a course to impart the knowledge about the basic Human rights, Classification of human rights, Human Rights Commission and Constitution of India. The total mark is 50 for 2 credits. One Internal Examination shall be conducted for 25 marks in the II semester during CIA III and there is no ESE. The learning outcomes are further measured by various assessment criteria for 25 marks by the course teacher concerned.

4. Ability Enhancement Compulsory Course – Environmental Studies : It is a course on Environmental Science which underlines the importance of environment apart from sensitizing students to the dimensions of Environmental problems. The total mark is 50 for 2 credits. One Internal Examination shall be conducted for 25 marks in I semester during CIA III and there is no ESE. The learning outcomes are further measured by various assessment criteria for 25 marks by the course teacher concerned.

5. Human Values and Yoga Practice: It is a course to inculcate human values among students to develop physical, mental, social and spiritual health which will enhance personality of the students and also improve the institutional climate in the campus. Human Values and Yoga Practice is offered during Semesters I and II with one hour of Yoga and one hour of Human values to be handled alternatively in a week. This course carries a total of 50 marks comprising 25 marks of Internal Practical Assessment for Yoga and 25 marks of written Examination for Human values during CIA III of Semester II.

6. Skill Based Open Elective Courses (Extra Departmental Courses): Any student studying any programme can do course except the course offered by his / her Department. All the UG programmes shall offer two skill based courses as **Extra department Courses**, during semester III with 2 credits each. The students can choose one among the courses offered by other departments. The examination will be conducted at the end of the semester. There shall be no continuous Internal Assessment (CIA).

7. Value Based Open Elective Courses (Intra School Courses) : During Semester IV, list of Open Elective Courses are offered to Students. These Courses are value based and help to inculcate the values and positive attitude among the Students. Each School will offer a list of courses and the Students shall choose any one open Elective Course they prefer and appear for the Examination to earn 2 mandatory credits. The examination will be conducted at the end of the Semester. There shall be no continuous Internal Assessment (CIA). However the NCC Cadets will appear for theory paper in NCC to earn these credits.

6.5. Part V : Extension Activities : Every student shall participate compulsorily for period of not less than two years (4 semesters) in any one of the programmes. (**NSS / Sports and Games / YRC / RRC**)

Each student must choose any one of the courses offered during the first four semesters. The object of the slot is to build- up the ethics, awareness and involvement in social service, acquisition of knowledge and training in discipline leading to national integration and patriotism, and feeling fit and fine through participation in games and athletics.

The student's performance shall be examined by the staff in-charge of extension activities along with the Head of the respective departments and a senior member of the Department on the following parameters.

- 20% of marks for Regularity of attendance
- 60% of marks for Active Participation in classes / camps / games / special camps / programmes in the College / District / State / University activities.
- 10% of marks for Exemplary Awards / Certificates / Prizes.
- 10% of marks for other Social components such as Blood Donations, Fine Arts, etc.

The grades will be awarded at the end of the Fourth Semester. The mark sheet shall carry the gradation relevant to the marks awarded to the candidates. The marks shall be sent to the Controller of Examinations before the commencement of the final semester examinations.

Table 1 : Grades for Extension Activity

Range of Marks	Grade Point	Letter Grade	Description
90 – 100	9.0 – 10.0	O	OUTSTANDING
80 – 89	8.0 – 8.9	D+	EXCELLENT
75 – 79	7.5 – 7.9	D	DISTINCTION
70 – 74	7.0 – 7.4	A+	VERY GOOD
60 – 69	6.0 – 6.9	A	GOOD
50 – 59	5.0 – 5.9	B	AVERAGE
40-49	4.0-4.9	C	SATISFACTORY
00-39	0.0	U	RE-APPEAR
ABSENT	0.0	AAA	ABSENT

This grading shall be incorporated in the mark sheet to be issued at the end of the semester. (Handicapped students who are unable to participate in any of the above activities shall be required to take a test in the theoretical aspects of any one of the above fields and be graded and certified accordingly)

7. Additional Credit Course

Students are given the opportunity to undertake optional papers, additional to their compulsory papers, in order to gain additional credit that would boost their grades. These are not mandatory. Students can earn to a maximum of 10 credits.

Table 2: Regulations for Additional Credits

S. No.	Subject	Credit / course	Total credits
1	Presentation / Publication of Research papers in International Conferences / Journals.	1	1
2	Completion of Diploma / Certificate Courses	1	1
3	Self Study Papers	1	2
4	MOOC Courses prescribed by the Departments	1	2
5	Achievements - Sports / Social Activities / Co curricular / Extracurricular Activities at University / District / State / National / International levels	1	1
6	Swachh Bharath Summer Internship Programme	2	2
7	Visits Abroad for Participation in International Academic events	1	1
Total			10

Rules: The Students can earn additional credits only if they complete the above during the course period (II to V Sem.) and based on the following criteria. Proof of Completion must be submitted to the Office of Controller of Examinations to award additional credits.

1. Students can earn an additional credit if they present / publish research papers in International conferences / reputed Journals
2. Students can complete Diploma / Certificate Courses for a minimum of 30 hrs (II to V Sem. only) from reputed centres and the same certificate shall be produced to earn a credit. They shall be guided by the Department if needed.
3. Students can earn one credit, if they complete One Self Study Paper prescribed by the Department. The Departments shall offer two Self Study Papers.
4. Students can earn one Credit, if they complete any one MOOC courses prescribed by the Department. Students shall earn a maximum of 2 Additional Credits by completing 2 online courses.
5. Award Winners in Sports / Social Activities / Co curricular / Extra Curricular Activities at University / District / State / National / International levels can earn one Extra Credit by producing the Certificate.
6. As per the direction of Ministry of Human Resource Development, Swachh Bharath Summer Internship Programme is introduced to the students as an optional paper. Students interested to join the internship programme are required to register and report the activities conducted during the internship period on the website <https://sbsi.mygov.in>. They shall gain 2 credits if they produce Swachh Bharath Internship Certificate provided by MHRD on completion of their internship.
7. **Extra Credit for NCC Cadets :** NCC Cadets shall gain Extra credits as mandated by UGC and Bharathiar University apart from 2 credits to be added for Part V-Extension Activity during Semester VI. The regulations for the Extra credits shall be communicated to the Cadets through the NCC Officer of the College.

Regulations for Awarding credits to NCC Cadets

Semester	Credits Allocated		Remarks
	Camp	Theory	
III	2		Credits if 1st camp merged with 3 rd Semester
IV		2	Under Value based Open Elective course (Mandatory credit)
V	2		Credits if 2 nd camp merged with 5 th Semester
Total	6 credits		

8. Value Added Course

Each Department shall conduct a Value Added Course to their students during III and IV Semesters for 50 to 60 hours. The MoU with the Industry shall be signed and the Classes shall be conducted without affecting the regular class hours. The Examination and the Valuation shall be conducted by the Industry. The HoD of concerned department shall forward the marks to the Examination section during the end of IV semester and the Grade shall be awarded by the CoE. This is based on the Naan Muthalvan scheme of Govt. of Tamilnadu.

9. Scheme of Examination

Table 3: Summary: CBCS for Undergraduate programmes with language for Four Semesters

Components of Study	No. of Subjects	Credit per Subject #	Total Credits	Marks	Total Marks
Part-I: Tamil / Other Languages	2 + 2 = 4	3	12	75	300
Part-II : English	2 + 2 = 4	3	12	75	300
Part-III					
Core subjects	14 -18	2/ 3 / 4	64-66	50 / 75 / 100	2300
Allied subjects	4 – 6	2/ 3 / 4	14 -16	50 / 75 / 100	
Electives	3	4	12	100	
Part-IV 1. (a) Those who have not studied Tamil up to XII std. and taken a non-Tamil language under part-I shall take basic Tamil comprising of two courses(level will be at 6 th std.) (b) Those who have studied Tamil up to XII std and taken a non –Tamil language under part-I shall take Advance Tamil comprising of two courses. I others who do not come under a + b can choose non-major elective comprising of two courses.(NME)	2	2	4	50	100
2. Skill based subjects	4	3	12	75	300
3. Human Rights and Constitution of India	1	2	2	50	50
4. Environmental Studies	1	2	2	50	50
5. Human Values and Yoga Practice	1	2	2	50	50

6. Value Added Course	1	-	-	-	Grade
7. EDC (Extra Departmental Course)	1	2	2	50	50
8. Open Elective Courses	1	2	2	50	50
Part V: Extension activities	1	2	2	50	50
		Total	144		3600
Additional Credits	II – V Semesters			10 credits	

- No CIA marks for Additional Credit
- No CIA Tests or ESE for Extension Activities.
- For Value added course, Examination shall be conducted by the Industry for 100 marks for a duration of 3 hours.

10. Requirement to appear for the Examinations

Attendance Requirements for the Students appearing for ESE

- The guidelines of attendance requirement issued by Bharathiar University are adopted by the College. Attendance shall be considered semester- wise (not annually).
- A candidate shall be permitted to appear for the Semester Examinations in any semester, if he / she secures not less than 75% of attendance in the total number of working days during the semester and if his / her progress has been satisfactory, and his / her conduct has been satisfactory.
- Those who have obtained below 75% and above 65% of attendance shall pay condonation fee and shall write the examination in the same semester with due permission from the Principal.
- Those who have below 65% and above 50% of attendance are not eligible to write the examination in current semester subjects but are permitted to continue their studies in the next semester provided that this is the first time that the candidate earned attendance between 50% and 65%. Else the candidates have to discontinue the course and re-join in the same semester subjects in the next year with proper approval of the Principal. However, the candidates are eligible to write arrear subjects if any.
- Those who have below 50% of attendance have to redo the semester.

11. Restrictions to appear for the examinations

- a) Any candidate having arrear paper(s) shall have the option to appear in any arrear paper along with the regular semester papers.
- b) Candidates who fail in any of the course of Part I, II, III, IV & V of UG degree examinations shall complete the course concerned **within 5 years** from the date of admission to the said programme, and if they fail to do so, they shall take the examination in the texts / revised syllabus prescribed for the immediate next batch of candidates. If there is no change in the texts / syllabus they shall appear for the examination in that course with the syllabus in vogue until there is a change in the texts or syllabus. In the event of removal of that course consequent to change of regulation and / or curriculum after 5 year period, the candidates shall have to take up an equivalent course in the revised syllabus as suggested by the Chairman of the concerned board of studies and fulfill the requirements as per the regulations for the award of the degree.

12. Medium of Instruction and Examinations

The Medium of instruction and Examinations for the courses of Part I, II & IV shall be in the language concerned. For part III courses, the medium of instruction and the medium of Examination are English.

13. Distribution of Marks

The following are the distribution of marks for Examination & Evaluation pattern:

Table 4 : Distribution of Marks between End Semester Exam (Theory) and Internal Assessment is 75 : 25

Total Marks	External		Internal	Overall Passing Minimum for Total Marks (Internal + External)
	Max. Marks	Passing Minimum for External alone	Max. Marks	
100	75	30	25	40
75	55	22	20	30
50	40	16	10	20

Table 5 : The following are the Distribution of marks for the Continuous Internal Assessment in the theory papers of UG programmes

S. No.	For Theory - UG courses	Distribution of Marks		
01.	CIA I	5	4	2
02.	CIA II (Online Test)	5	4	2
03.	CIA III	6	5	4
04.	OBE Evaluation – Tool 01	3	2	1
05.	OBE Evaluation – Tool 02	3	2	1
06.	OBE Evaluation – Tool 03	3	3	-
	TOTAL MARKS	25	20	10

14. Continuous Internal Assessment (CIA)

Three CIA's shall be conducted at regular Intervals. CIA I shall be a 2 hours written test for a maximum of 50 marks and CIA II shall be conducted as Computer Based test (MCQ's) for 50 marks. CIA III shall be conducted as Model Examination for ESE.

15. OBE Evaluation - Assignment / Seminar / Role play, etc.

Three OBE Assessment parameters are decided for each course to evaluate the achievement of course outcomes which shall be assessed by the concerned course teacher. The marks allotted to this component will be awarded based on the performance of the candidate. The Rubrics for awarding the marks shall be maintained by the Course Teacher concerned.

Table 6 : Distribution of Marks between End Semester Exam (Practical) and Internal Assessment is 60:40.

Total Marks	External		Internal	Overall Passing Minimum for total marks (Internal + External)
	Max. Marks	Passing Minimum for External alone	Max. Marks	
100	60	24	40	40
75	45	18	30	30
50	30	12	20	20

**Table 7 : Distribution of marks for the Continuous Internal Assessment in
UG practical courses**

S. No.	For - UG practical Courses	Distribution of Marks		
		01.	Laboratory Performance - Assessment Tool 01*	5
02.	Laboratory Performance - Assessment Tool 02*	5	4	3
03.	Laboratory Performance - Assessment Tool 03*	5	4	3
04.	Test 1 : During Mid semester	10	7	4
05.	Test 2 : As model test at the end of the semester	10	7	4
06.	Observation Note Book	5	4	3
Total Marks		40	30	20

* For measuring the Course Outcomes

16. Observation Notebook & Regularity

The marks allotted for observation notebook & regularity are awarded based on the performance of students in writing procedure, results of the practical done during every practical class, regularity in attending practical class, which will be accounted based on the attendance maintained separately for practical class, and punctuality in the submission of observation notebook.

Table 8 : Distribution of marks for the External Assessment in UG Practical courses

S. No.	For - UG practical courses	Distribution of Marks		
1.	Experiment – I	20	15	10
2.	Experiment – II	20	15	10
3.	Record	10	10	5
4.	Viva Voce	10	5	5
TOTAL MARKS		60	45	30

**Table 9 : Distribution of marks for Project and Viva Voce examinations /
Industrial Training of UG programmes**

Total Marks	External		Internal	Overall Passing Minimum for Total Marks (Internal + External)
	Max. Marks	Passing Minimum for External alone	Max. Marks	
100	60	24	40	40
75	45	18	30	30

Table 10 : Distribution of marks for the Continuous Internal Assessment in UG Project / Industrial Training Courses.

S. No.	For - UG Project courses / Industrial Training	Distribution of Marks	
		1.	Review – I
2.	Review – II	10	7
3.	Review – III	10	7
4.	Document, Preparation and Implementation	10	9
	TOTAL MARKS	40	30

Table 11 : Distribution of marks for the External Examination in UG Project / Industrial Training courses

S. No.	For - UG Project / Industrial Training courses	Distribution of Marks	
		1.	Record Work and Presentation
2.	Viva Voce	20	15
	TOTAL MARKS	60	45

Table 12 : The courses which have only Continuous Internal Assessment and no End Semester Examinations (ESE)

S. No.	Subject	Total Marks
1.	Environmental Studies	50
2.	Human Rights and Constitution of India	50
3.	Basic Tamil I	50
4.	Basic Tamil II	50
5.	Human Values and Yoga Practice	50
	TOTAL	250

For the above mentioned subjects, the examinations shall be only Continuous Internal Assessment (CIA) as prescribed in the syllabus. The marks shall be furnished to the CoE.

Table 13 : The courses which have only End Semester Examinations (ESE) and no Continuous Internal Assessment

S. No.	Subject	Total Marks
1.	Non – Major Electives / Advanced Tamil I	50
2.	General Awareness / Advanced Tamil II	50
3.	Skill Based Open Elective Courses	50
4.	Value Based Open Elective Courses	50
	TOTAL	200

17. Passing Minimum

A candidate who secures **not less than 40%** in the End Semester Examination and 40% marks in the External Examination and Continuous Internal Assessment put together in any theory course of Part I, II, III & IV shall be declared to have passed the examination in the subject (Theory and Practical). Thus the minimum pass mark for theory subject is 30 out of 75 in ESE and also 40 marks out of 100 (CIA+ESE).

A candidate who passes the examination in all the courses of Part I, II, III, and IV & V shall be declared to have passed, the whole examination. Thus to obtain UG degree a student should pass in all the courses prescribed in the concerned programme and also he / she should earn 144 credits.

18. Marks & Grade

Once the marks of the CIA and End Semester Examinations for each of the course are available, they shall be added. The mark thus obtained shall then be converted to the relevant letter grade as per the details given below to indicate the performance of the candidate.

Table 14 : Conversion of Marks to Grade Points & Letter Grade(Performance in a course / paper)

Range of Marks	Grade Point	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction

70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
40-49	4.0-4.9	C	Satisfactory
00-39	0.0	U	Re-Appeal
ABSENT	0.0	AAA	Absent

19. Grade Point Average (GPA)

Grade point average (GPA) is calculated for each part taking into account all the courses studied under each part. Calculation of grade point average semester-wise and part-wise is as follows:

$$\text{GPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the courses}}{\text{Sum of the credits of the courses in a semester}}$$

$$\text{GPA} = \frac{\sum_i (C_i * G_i)}{\sum_i C_i}$$

Where C_i = Credit earned for course i in any semester.

G_i = Grade points obtained for course i in any semester.

20. Cumulative Grade Point Average (CGPA)

For the entire program CGPA is calculated in the following manner:

$$\text{CGPA} = \frac{\sum_n \sum_i C_{ni} * G_{ni}}{\sum_n \sum_i C_{ni}}$$

$$\text{CGPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the entire programme under each part}}{\text{Sum of the Credits of the Courses of the entire programme under each part}}$$

21. Classification of CGPA

A candidate who has passed all the examinations under different parts (Part-I to Part V) is eligible for the following part wise computed final grades based on the range of CGPA.

Table 15 : Classification of performance of Students based on the Cumulative Grade Points Average

CGPA	Grade	Classification of Final Result
9.5-10.0	O+	First Class - Exemplary
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.5 and above but below 5.0	C+	Third Class
4.0 and above but below 4.5	C	
0.0 and above but below 4.0	U	Re-appear

A candidate who passes all the examinations in Part I to Part V securing following CGPA and Grades shall be declared as follows **for Part I or Part II or Part III:**

- a) A candidate who has passed all the Part-III subjects examination in the first appearance within the prescribed duration of the UG programmes and secured a CGPA of 9 to 10 and equivalent grades “O” or “O+” in part III comprising Core, Electives and Allied subjects shall be placed in the category of “**First Class – Exemplary**”.
- b) A candidate who has passed all the Part-III subjects examination in the first appearance within the prescribed duration of the UG programmes and secured a CGPA of 7.5 to 9 and equivalent grades “D” or “D+” or “D++” in part III comprising Core, Electives and Allied subjects shall be placed in the category of “**First Class with Distinction**”.
- c) A candidate who has passed all Part-III subjects examination of the UG programmes and secured a CGPA of 6 to 7.5 and equivalent grades “A” or “A+” or “A++” shall be declared to have passed that part in “**First Class**”.

- d) A candidate who has passed all Part-I or Part-II subjects examination of the UG programmes and secured a CGPA of 6 and above and equivalent grades “A” or “A+” or “A++” shall be declared to have passed that parts in “**First Class**”.
- e) A candidate who has passed all the Part-I or Part-II or Part-III subjects examination of the UG programmes and secured a CGPA of 5.0 to 6 and equivalent grades “B” or “B+” shall be declared to have passed that parts in “**Second Class**”.
- f) A candidate who has passed all the Part-I or Part-II or Part-III subjects examination of the UG programmes and secured a CGPA of 4.0 to 5 and equivalent grades “C” or “C+” shall be declared to have passed that parts in “**Third Class**”.
- g) There shall be no classifications of final results for Part IV and Part V. However, those parts shall be awarded with final grades in the End semester statements of marks and in the Consolidated statement of marks.

22. Improvement of Marks in the subjects already passed

Candidates desirous of improving the marks awarded in a passed subject in their first attempt shall reappear in the subsequent semester only. The improved marks shall be considered for classification but not for ranking. When there is no improvement, there shall not be any change in the original marks already awarded.

23. Conferment of the Degree

No candidate shall be eligible for conferment of the Degree unless he / she

- i. Has undergone the prescribed course of study for a period of not less than six semesters in an institution approved by / affiliated to the University or has been exempted from in the manner prescribed and has passed the examinations as have been prescribed therefore.
- ii. Has completed all the components prescribed under Parts I to Part V in the CBCS pattern to earn 144 credits.
- iii. Has successfully completed the prescribed Field Work/ Institutional Training (if any) as evidenced by certificate issued by the concerned authorities.

24. Ranking

A candidate who qualifies for the UG degree course passing all the examinations in the first attempt, within the minimum period prescribed for the course of study from the date of admission to the course and secures I or II class shall be eligible for ranking and such ranking shall be confined to 10 % of the total number of candidates qualified in that particular branch of study or maximum of Three Ranks whichever is lower. However the Programmes will be considered for ranking only when there are minimum of 10 students completing that Programme. The improved marks shall not be taken into consideration for ranking.

25. Question Paper Pattern

The question paper pattern for CBCS pattern syllabi for the candidates admitted from the Academic year 2023-24 are as follows:

A. Question Paper Pattern for Part I/Part II/Core /Allied/Elective/Skill Based Subjects

Time : 3hrs

Marks : 75

Knowledge Level		Section	Marks	Description
K1, K2, K3	1– 10	A(Answer all the questions)	10 x 1 = 10	MCQ
K2, K3	11 – 15	B (Either or pattern)	5 x 5 = 25	Short Answers
K3, K4	16 – 21	C (Answer 3 out of 6)	3 x 10 = 30	Descriptive/ Detailed
K3, K4	22	D (Compulsory Question)	1 x 10 = 10	Application Based/ HOTS

B. Question Paper Pattern for Part I/Part II/Core /Allied/Elective/Skill Based Subjects

Time : 3hrs

Marks : 55

Knowledge Level		Section	Marks	Description
K1, K2, K3	1– 10	A(Answer all the questions)	10 x 1 = 10	MCQ
K2, K3	11 – 15	B (Either or pattern)	5 x 4 = 20	Short Answers
K3 , K4	16 – 21	C (Answer 3 out of 6)	3 x 6= 18	Descriptive/ Detailed
K3, K4	22	D (Compulsory Question)	1 x 7 = 7	Application Based/ HOTS

C. Question Paper Pattern –Advanced Tamil , Open Elective Courses and Self Study Papers**Time: 3 Hours****Max Marks: 50**

Knowledge Level		Section	Marks	Description
K2, K3	1 – 10	A (Answer all the questions)	10 x 2 = 20	Short Answers / Define
K3 , K4	11 – 15	B (Either or pattern)	5 x 6 = 30	Descriptive/ Detailed

For self study papers, Open Book Examination will be followed.

D. Question Paper Pattern for Part IV subjects

For Part IV papers like Environmental Studies, Human Rights and Constitution of India, Human Values & Yoga Practice, Examination time shall be **2 hours with maximum of 25 marks**. The pattern shall be 5 out of 10 Questions each carrying 5 marks.

NOTE: The questions should be numbered continuously running through the Sections A, B and C.

Questions should be evenly distributed among the unit in the syllabus in all the sections of the question paper. While framing questions with internal choice, the questions must be identified as (a) or (b). (e.g. 11. a or b). Further, the internal choice must be from the same unit.

ESE for General Awareness shall be conducted online with 100 multiple choice questions (with four options) to be evaluated online. (100 x 0.5 = 50 marks)

For other courses in Part IV of UG programmes namely, **Consumer Affairs, Gender Sensitization, and Women's Rights** the question paper pattern shall be 5 out of 10.

The Controller of the Examinations shall arrange for the setting of question papers on the basis the syllabus and the pattern of question paper duly certified by the Chairpersons of the respective Board of Studies.

26. Syllabus

The syllabus for various courses shall be clearly demarcated into five viable units in each course.

27. Revision of Regulations and Curriculum

The above Regulation and Scheme of Examinations shall be in vogue without any change for a minimum period of three years from the date of approval. The College may revise / amend / change the Regulations and Scheme of Examinations, if found necessary.

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NEHRU ARTS AND SCIENCE COLLEGE
(AUTONOMOUS)
REGULATIONS FOR POSTGRADUATE DEGREE COURSES

Choice Based Credit System blended with Outcome based Education

Regulations with effect from the Academic Year 2022-2023

Definition

- a) Programme – A course of study leading to the award of a degree in a discipline.
(E.g.: M. Sc. / M. Com.)
- b) Branch – Discipline of study (e.g. M.Sc. Microbiology)
- c) Curriculum – The various courses (subjects) a student must study in a particular branch.
- d) Course – The theory & practical subject offered under each curriculum.
- e) Credit – A unit of measurement based on the duration of the contact hours, content and quality of the subject matter.

1. PG Curriculum

The PG Curriculum follows CBCS pattern and the medium of instruction is English.

2. Eligibility for Admission to the Course

A candidate who has passed the Degree Examination as main subject of study of this University or an examination of some other University accepted by the Syndicate as equivalent thereto shall be eligible for admission to the Master Degree of this College.

3. Duration of the Programme

This Course of Study shall be based on Semester System. This Course shall consist of four Semesters covering a total of two Academic years. For this purpose, each academic year shall be divided into two Semesters; the first and third Semesters; July to November and the second and the fourth Semesters; December to April. The Practical Examinations shall be conducted at the end of odd / even Semester. Each semester have 90 working days consists of 5 teaching hours per working day. Thus, each semester has 450 teaching hours and the whole programme has **1800 teaching hours**.

4. Choice Based Credit System (CBCS)

All Postgraduate Programmes offered by the University shall be under Choice Based Credit System (CBCS). Choice based credit system is introduced with the aim of offering flexibility in the choice of courses to the students.

Objectives of the Choice Based Credit System :

- To facilitate the students to have greater flexibility in their choice of courses.
- To revamp the curriculum, to impart entrepreneurial skills and placement potentials qualities.
- To incorporate need based knowledge in tune with the location and neighborhood of the institution.
- To allocate credit points to each paper of the study based on the weightage of the contact hours, content and quality.
- To extend opportunities to fast learners in order to earn Extra credit from advanced as well as additional courses.
- To maintain the total credit points of each programme on par with international standards.

5. Outcome Based Education (OBE)

OBE is an **educational** theory that bases each part of an **educational** system around goals (**outcomes**). By the end of the **educational** experience, each student should have achieved the goal.

Objectives of Outcome based curriculum :

- The programme outcomes and Programme specific outcomes are clearly identified and unambiguously specified regarding the content, context and competence.
- The expected outcome should be defined by setting bench marks for each level of the programme. Benchmark should tackle and define specifically, the goals of the curriculum and verify ways to access whether the students have reached these goals at the level of study;
- OBE is driven by assessments that focus on well defined learning outcomes and not by other factors such as what is taught, the duration taken by the student to achieve the outcomes or which path the students take to achieve their targets. In OBE, assessment techniques must be with clear description of expected performance.

Definitions

Outcome : An outcome of an educational Programme is what the student should be able to do at the end of a Programme/ course/ instructional unit.

Levels of Outcomes

- Programme Outcomes: POs are statements that describe what the students graduating from any of the educational Programmes should be able to do.
- Programme Specific Outcomes: PSOs are statements that describe what the graduates of a specific educational Programme should be able to do.
- Course Outcomes: COs are statements that describe what students should be able to do at the end of a course

Learning Outcomes : It describes levels of achievement that can be attained across the domains of learning. Here **K1** representing Remember; **K2** -Understanding; **K3** - Apply; **K4** - Analyze; **K5**- Evaluate, **K6** – Create are used to measure the levels of achievement in learning.

6. CBCS Curriculum

6.1. Part A : Core Components:

Core Courses : Each programme has a group of core courses. The syllabus of the core courses will facilitate the students in the acquisition of the basic concepts of their respective disciplines, besides getting exposure to the recent developments. This exposure will suitably guide the students towards their vertical mobility in their higher studies. Core courses will last till the fourth semester. **It is mandatory for all PG students to complete an online course under SWAYAM / NPTEL platform between 2nd and 3rd semester.**

6.2. Part B: Optional Courses - Advanced Learner's Courses : (ALC)

Students are offered the opportunity to undertake optional papers, additional to their compulsory papers, in order to gain additional credit that would boost their grades. These are not mandatory. The course will be a self study nature and the concerned departments will offer guidance. Other Advanced Learner's Courses shall be decided during the conduct of Board of Studies. The Examination will be of Open Book Examination model.

7. Requirement to appear for the examinations

Attendance Requirements for the Students appearing for ESE

- The guidelines of attendance requirement issued by Bharathiar University are adopted by the College. Attendance shall be considered semester- wise (not annually).
- A candidate shall be permitted to appear for the Semester Examinations in any semester, if he / she secures not less than 75% of attendance in the total number of working days during the semester and if his / her progress has been satisfactory, and his / her conduct has been satisfactory.

- Those who have obtained below 75% and above 65% of attendance shall pay condonation fee and shall write the examination in the same semester with due permission from the Principal.
- Those who have below 65% and above 50% of attendance are not eligible to write the examination in current semester subjects but are permitted to continue their studies in the next semester provided that this is the first time that the candidate earned attendance between 50% and 65%. Else the candidates have to discontinue the course and re-join in the same semester subjects in the next year with proper approval of the Principal. However, the candidates are eligible to write arrear subjects if any.
- Those who have below 50% of attendance have to redo the semester.

8. Restrictions to appear for the examinations

- a) Any candidate having arrear paper(s) shall have the option to appear in any arrear paper along with the regular semester papers.
- b) Candidates who fail in any of the course of PG degree examinations shall complete the course concerned **within 5 years** from the date of admission to the said programme, and if they fail to do so, they shall take the examination in the texts / revised syllabus prescribed for the immediate next batch of candidates. If there is no change in the texts / syllabus they shall appear for the examination in that course with the syllabus in vogue until there is a change in the texts or syllabus. In the event of removal of that course consequent to change of regulation and / or curriculum after 5 year period, the candidates shall have to take up an equivalent course in the revised syllabus as suggested by the Chairman of the concerned board of studies and fulfill the requirements as per the regulation curriculum for the award of the degree.

9. Medium of Instruction and examinations

The medium of Instruction and the medium of Examination is English.

10. Distribution

The following are the distribution of marks for examination & evaluation pattern. Distribution of Marks between End Semester Exam (Theory) and Internal Assessment is 75:25. The following table gives the distribution.

PG - PROGRAMMES (CBCS)**Table 16: Total credit points and tenure of study for M.A., M.Com, M. Sc. and MSW**

Part	Courses	Semesters	Credit Points	Marks / Grade
III	Components Core / Electives / Internship / Project / Online course	I to IV	94	2350

11. Additional Credits

Students are given the opportunity to undertake optional papers, additional to their compulsory papers, in order to gain additional credit that would boost their grades. These are not mandatory. Students can earn to a maximum of 15 credits.

S. No.	Subject	Credit / Course	Total Credits
1.	Presentation of Research papers in International Conferences	1	1
2.	Publication of Research Papers in reputed Journals	1	1
3.	Advanced Learners Course	2	4
4.	MOOC Courses / Swayam prescribed by the Departments	2	4
5.	Visits Abroad for Participation in International Academics events	1	1
6.	Representation - Sports / Social Activities / Co curricular / Extracurricular Activities at University / District / State / National / International levels	1	2
7.	Swachh Bharath Summer Internship Programme	2	2
Total			15

12. Continuous Internal Assessment (CIA)

Three CIA's shall be conducted at regular Intervals. CIA I and II shall be a 2 hours written test for a maximum of 50 marks each and CIA III shall be conducted as Model Examination for ESE.

13. OBE Evaluation - Assignment / Seminar / Role play, etc.

Three OBE Assessment parameters are decided for each course to evaluate the achievement of course outcomes which shall be assessed by the concerned course teacher. The marks allotted to this component will be awarded based on the performance of the candidate. The Rubrics for awarding the marks shall be maintained by the Course Teacher concerned.

14. Distribution of Marks**Table 17 : Distribution of marks for External and Internal for theory papers of PG courses**

Total Marks	External		Internal	Overall Passing Minimum for Total Marks (Internal + External)
	Max. Marks	Passing Minimum for External alone	Max. Marks	
100	75	38	25	50
75	55	28	20	38
50	40	20	10	25

Table 18 : Distribution of Internal marks for theory papers of PG courses

S. No.	For Theory - PG courses	Distribution of Marks		
01.	CIA I	5	4	2
02.	CIA II	5	4	2
03.	CIA III	6	5	4
04.	OBE Evaluation – Tool 01	3	2	1
05.	OBE Evaluation – Tool 02	3	2	1
06.	OBE Evaluation – Tool 03	3	3	-
	TOTAL MARKS	25	20	10

Table 19 : Distribution of marks for External and Internal for Practical papers of PG Courses

Total Marks	External		Internal	Overall Passing Minimum for total marks (Internal + External)
	Max. Marks	Passing Minimum for External alone	Max. Marks	
100	60	30	40	50
75	45	23	30	38
50	30	15	20	25

Table 20 : Distribution of Internal marks for PG practical papers

S. No.	For PG Practical Courses	Distribution of Marks		
01.	Laboratory Performance - Assessment Tool 01*	5	4	3
02.	Laboratory Performance - Assessment Tool 02*	5	4	3
03.	Laboratory Performance - Assessment Tool 03*	5	4	3
04.	Test 1 : During Mid semester	10	7	4
05.	Test 2 : As model test at the end of the semester	10	7	4
06.	Observation Note Book	5	4	3
Total Marks		40	30	20

Table 21 : Distribution of External marks for PG practical papers

S. No.	For - UG practical courses	Distribution of Marks		
1.	Experiment-I	20	15	10
2.	Experiment-II	20	15	10
3.	Record	10	10	5
4.	Viva Voce	10	5	5
TOTAL MARKS		60	45	30

Table 22 : Distribution of marks for Project and Viva Voce examinations and Continuous Internal Assessments and passing minimum marks for the Project / Industrial Training courses of PG programmes

Total Marks	External		Internal	Overall Passing Minimum for Total Marks (Internal + External)
	Max. Marks	Passing Minimum for External alone	Max. Marks	
250	150	75	100	125
200	120	60	80	100
150	90	45	60	75
100	60	30	40	50

Table 23 : Distribution of marks for the Continuous Internal assessment in PG Project / Industrial Training Courses

S. No.	For - PG Project courses	Distribution of Marks			
		1.	Review-I	20	15
2.	Review-II	20	15	10	10
3.	Review-III	20	15	10	10
4.	Document, Preparation and Implementation	25	20	15	10
5.	Research Paper Publication in Journals**	15	15	15	-
	TOTAL MARKS	100	80	60	40

**Wherever it is not possible, an equivalent Assessment tool shall be prescribed by the Board Chairperson.

Table 24 : Distribution of marks for the External Examination in PG Project / Industrial Training courses

S. No.	For - PG Project courses	Distribution of Marks			
		1.	Record Work and Presentation	100	80
2.	Viva Voce	50	40	30	20
	TOTAL MARKS	150	120	90	60

15. Passing Minimum:

A candidate who secures **not less than 50%** in the End Semester Examination and 50% marks in the External examination and Continuous Internal Assessment put together in any courses shall be declared to have passed the examination in the subject (Theory and Practical). Thus the minimum pass mark is 38 out of 75 in ESE and 50 marks out of 100 (CIA+ESE).

A candidate who passes the examination in all the courses shall be declared to have passed, the whole examination. Thus to obtain PG degree, a student should pass in all the courses prescribed in the concerned programme and also he / she should earn 94 credits.

16. Grade:**Table 25 : Classification of Grade for PG Students based on the Percentage of marks**

Range of Marks	Grade Point	Letter Grade	Description
90 – 100	9.0 – 10.0	O	OUTSTANDING
80 – 89	8.0 – 8.9	D+	EXCELLENT
75 – 79	7.5 – 7.9	D	DISTINCTION
70 – 74	7.0 – 7.4	A+	VERY GOOD
60 – 69	6.0 – 6.9	A	GOOD
50 – 59	5.0 – 5.9	B	AVERAGE
00 – 49	0.0	C	RE-APPEAR
ABSENT	0.0	AA	ABSENT

17. Grade Point Average (GPA)

Grade point average (GPA) is calculated for each part taking into account all the courses studied. Calculation of grade point average semester-wise and part-wise is as follows:

$$\text{GPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the courses}}{\text{Sum of the credits of the courses in a semester}}$$

$$\text{GPA} = \frac{\sum_i (C_i * G_i)}{\sum_i C_i}$$

Where C_i = Credit earned for course i in any semester.

G_i = Grade points obtained for course i in any semester.

18. Cumulative Grade Point Average (CGPA)

For the entire program CGPA is calculated in the following manner.

$$\text{CGPA} = \frac{\sum_n \sum_i C_{ni} * G_{ni}}{\sum_n \sum_i C_{ni}}$$

$$\text{CGPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the entire programme under each part}}{\text{Sum of the Credits of the Courses of the entire programme under each part}}$$

19. Classification of CGPA

A candidate who has passed all the examinations under different parts is eligible for the following part wise computed final grades based on the range of CGPA.

Table 26 : Classification of performance of PG Students based on the Cumulative Grade Points Average

CGPA	Grade	Classification of Final Result
9.5 – 10.0	O+	First Class – Exemplary *
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	

- A candidate who has passed all the subjects examinations in the first appearance within the prescribed duration of the PG programmes and secured a CGPA of 9 to 10 and equivalent grades “O” or “O+” in Core and Electives subjects shall be placed in the category of “First Class – Exemplary”.
- A candidate who has passed all the subjects examinations in the first appearance within the prescribed duration of the PG programmes and secured a CGPA of 7.5 to 9 and equivalent grades “D” or “D+” or “D++” in Core and Electives subjects shall be placed in the category of “First Class with Distinction”.
- A candidate who has passed all the subjects examinations of the PG programmes and secured a CGPA of 6 to 7.5 and equivalent grades “A” or “A+” or “A++” shall be declared to have passed in “First Class”.
- A candidate who has passed all the subjects examination of the PG programmes and secured a CGPA of 5.0 to 6 and equivalent grades “B” or “B+” shall be declared to have passed in “Second Class”.

20. Ranking

A candidate who qualifies for the PG Degree programme passing all the Examinations in the first attempt, within the minimum period prescribed for the programme from the date of admission to the programme and secures First or Second Class shall be eligible for ranking and such ranking will be confined to 10% of the total number of candidates qualified in that particular subject to a maximum of 10 ranks. However the Programmes will be considered for ranking only when there are minimum of 10 students completing that Programme. The improved marks will not be taken into consideration for ranking.

21. Improvement of Marks in the subjects already passed

Candidates desirous of improving the marks awarded in a passed subject in their first attempt shall reappear in the subsequent semester only. The improved marks shall be considered for classification but not for ranking. When there is no improvement, there shall not be any change in the original marks already awarded.

22. Conferment of the Degree

No candidate shall be eligible for conferment of the Degree unless he / she has undergone the prescribed programme of Study for a period of not less than four Semesters in the Institution or has been exempted there from in the manner prescribed and has passed the Examinations as have been prescribed.

23. Question Paper Pattern

A: Question Paper Pattern

Time: 3 Hours

Max Marks: 75

Knowledge Level	Q. No.	Section	Marks	Description
K1, K2, K3	1 – 10	A(Answer all the questions)	10 x 1 = 10	MCQ
K2, K3	11 – 15	B (Either or pattern)	5 x 5 = 25	Short Answers
K3, K4	16 – 21	C (Answer 3 out of 6)	3 x 10 = 30	Descriptive/ Detailed
K4, K5	22	D (Compulsory Question)	1 x 10= 10	Application Based/ HOTS

B. Question Paper Pattern**Time: 3 Hours****Max Marks: 55**

Knowledge Level	Q. No.	Section	Marks	Description
K1, K2, K3	1 – 10	A(Answer all the questions)	10 x 1 = 10	MCQ
K2, K3	11 – 15	B (Either or pattern)	5 x 4 = 20	Short Answers
K3, K4	16 – 21	C (Answer 3 out of 6)	3 x 6 = 18	Descriptive/ Detailed
K4, K5	22	D (Compulsory Question)	1 x 7 = 7	Application Based/ HOTS

C. Question Paper Pattern –Advanced Learners Course**Time: 3 Hours****Max Marks: 50**

Knowledge Level	Q. No.	Section	Marks	Description
K2, K3	1 – 5	A (Answer all the Questions)	5 × 4 = 20	Short Answers
K3 , K4	6 – 10	B (Either or pattern)	5 × 6 = 30	Descriptive/ Detailed

NOTE: The questions should be numbered continuously running through the Sections A, B and C.

Questions should be evenly distributed among the unit in the syllabus in all the sections of the question paper. While framing questions with internal choice the questions must be identified as (a) or (b). (e.g. 11. a or b). Further, the internal choice must be from the same unit.

The Controller of the Examinations shall arrange for the setting of question papers on the basis the syllabus and the pattern of question paper duly certified by the Chairpersons of the respective Board of Studies.

24. Revision of Regulations and Curriculum

The above Regulation and Scheme of Examinations will be in vogue without any change for a minimum period of three years from the date of approval of the Regulations. The Board may revise / amend / change the Regulations and Scheme of Examinations, if found necessary.



CURRICULUM



NEHRU ARTS AND SCIENCE COLLEGE (AUTONOMOUS)

(Affiliated to Bharathiar University Reaccredited with “A+” Grade by NAAC)
ISO 9001:2015 (QMS) Certified, Recognized by UGC with 2(f) & 12(B),
Under Star College Scheme by DBT, Govt. of India)

Nehru Gardens, Thirumalayampalayam, Coimbatore - 641 105, Tamil Nadu. India.



DEPARTMENT OF PSYCHOLOGY

VISION OF THE DEPARTMENT

"To be a globally recognized centre of excellence in psychological research, education, and practice, fostering a deep understanding of the human mind and behavior for the betterment of individuals and society."

MISSION OF THE DEPARTMENT

Our mission is to provide high-quality education, conduct innovative research, and offer comprehensive services in psychology.

1. Education and Training:

- Provide high-quality education and training programs that equip students with a comprehensive understanding of psychological principles, research methods, and ethical practices.
- Foster critical thinking, analytical skills, and a commitment to lifelong learning among students.

2. Research Excellence:

- Conduct cutting-edge research that contributes to the advancement of psychological knowledge and addresses relevant societal challenges.
- Encourage interdisciplinary collaborations and the dissemination of research findings through publications, conferences, and community engagement

3. Clinical and Applied Practice:

- Train competent and ethical professionals in various fields of psychology, promoting evidence-based practices and cultural competence.
- Engage in community outreach and service to address mental health needs and contribute to the well-being of diverse populations.

4. Diversity and Inclusion:

- Cultivate a supportive and inclusive learning and working environment that values diversity in perspectives, backgrounds, and experiences.
- Promote awareness and understanding of cultural, ethnic, and individual differences in both research and practice.

5. Community Engagement:

- Actively contribute to the community by providing psychological expertise, resources, and services that enhance mental health and well-being.

- Collaborate with local, national, and international partners to address pressing social issues and promote positive change.

6. Ethical Standards:

- Uphold the highest ethical standards in research, teaching, and practice, emphasizing integrity, respect for human dignity, and responsible conduct.

PROGRAM OUTCOMES (POs)

PO1: Demonstrate a comprehensive understanding of the fundamental theories, principles, and concepts relevant to the field of Psychology and its subfields.

PO2: Apply critical thinking skills to analyze and solve complex problems within the field of psychology.

PO3: Communicate psychological concepts and findings effectively through written and oral means, adapting to diverse audiences and purposes.

PO4: Apply psychological principles to practical contexts, including counselling, psychological testing, and organizational settings.

PO5: Apply advanced research methodologies and statistical analyses to investigate psychological phenomena.

PO6: Exhibit ethical behavior and adhere to professional standards and codes of conduct in all aspects of psychological research and application.

PO7: Recognize and appreciate global perspectives, considering cultural, social, and international contexts within the discipline.

PO8: Cultivate a commitment to continuous learning and professional development in the dynamic field of psychology.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: The programme will make the students to demonstrate advanced proficiency in research design, execution, and interpretation, contributing to the advancement of psychological knowledge.

PSO2: It will enable the students to apply advanced psychological knowledge and skills in counselling, psychological assessment, and organizational contexts to effectively address diverse psychological challenges.

PSO3: It enables them to analyze and synthesize theories and concepts from various psychological domains to provide comprehensive insights and to propose innovative solutions to complex psychological challenges.

PSO4: To foster the evolution of graduates into exceptional professionals by imparting comprehensive knowledge across diverse fields of psychology.

PSO5: To cultivate passionate, open-minded individuals with a strong sense of social commitment, responsibility, and a dynamic mindset.



NEHRU ARTS AND SCIENCE COLLEGE
(An Autonomous Institution affiliated to Bharathiar University)
(Reaccredited with "A" Grade by NAAC, ISO 9001:2015 & 14001:2004 Certified)
Recognized by UGC with 2(f) & 12(B), Under Star College Scheme by DBT, Govt. of India
Nehru Gardens, Thirumalayampalayam, Coimbatore - 641 105, Tamil Nadu.



Scheme of Examination
Programme Name: B. Sc Psychology
Programme Code: PY

(Applicable to the students admitted during the year 2023-2024 onwards)

Semester	Part	Sub. Code	Name of the Subject	Instruction hours / week	Duration of Examination	Examination Marks			Credits	
						CIA	ESE	Total		
I	I	23U1TAM101/ 23U1HIN101 / 23U1MAL101/ 23U1FRN101	Elanthamizh Rachnathmak Hindi Kadhayum Samskaaravum Le Français Fondamental – I	4	3	20	55	75	3	
	II	23U2ENG101	Professional English I	4	3	20	55	75	3	
	III		23U3PYC101	Core Paper- I: General Psychology I	5	3	25	75	100	4
			23U3PYC102	Core Paper-II: Developmental Psychology I	5	3	25	75	100	4
			23U3PYP101	Core Paper-III: Experimental Psychology Practical I	4	3	30	45	75	3
			23U3PYA101	Allied Paper I: Biopsychology I	5	3	20	55	75	3
	IV		21U4ENV101	*@ Ability Enhancement Compulsory Course: Environmental Studies	2	3	50	-	50	2
			22U4HVVY201	@ Value Education: Human Values and Yoga Practice	1	-	-	-	-	-
Total				30	-	-	-	550	22	
II	I	23U1TAM202/ 23U1HIN202/ 23U1MAL202/ 23U1FRN202	Pynthamizh Sanchar Hindi Novelum Bhashapadanavum Le Français Fondamental – II	4	3	20	55	75	3	
	II	23U2ENG202	Professional English II	4	3	20	55	75	3	
	III		23U3PYC204	Core Paper- IV: General Psychology II	5	3	25	75	100	4
			23U3PYC205	Core Paper-V: Developmental Psychology II	5	3	25	75	100	4
			23U3PYP202	Core Paper- VI: Experimental Psychology Practical II	4	3	30	45	75	3
			23U3PYA202	Allied Paper - II: Biopsychology II	5	3	20	55	75	3
	IV		21U4HRC202	*@ Ability Enhancement Compulsory Course Human Rights and Constitution of India	2	3	50	-	50	2
			22U4HVVY201	@ Value Education: Human Values and Yoga Practice	1	2	50	-	50	2
Total				30	-	-	-	600	24	
III	I	23U1TAM303/ 23U1HIN303 / 23U1MAL303/ 23U1FRN303	Arunthamizh Sahityak Hindi Kavithayum Smaranayum Le Français General – III	4	3	20	55	75	3	
	II	23U2ENG303	Communicative English – I	4	3	20	55	75	3	
		23U3PYC307	Core Paper-VII: Abnormal Psychology I	5	3	25	75	100	4	

	III	23U3PYC308	Core Paper- VIII: Health Psychology	4	3	40	60	100	4	
		23U3PYP403	Core Paper- VIII: Experimental Psychology Practical III	2	-	-	-	-	-	
		23U3PYA303	Allied Paper- III: Psychological Statistics I	4	3	25	75	100	4	
		23U3PYS301	Skill Based Paper I: Counselling Psychology I	3	3	20	55	75	3	
	IV	22U4NM3BT1 / 22U4NM3AT1 / 22U4NM3CAF / 22U4NM3GST / 22U4NM3WRT	#@ Basic Tamil - I ## Advanced Tamil-I *NME: Consumer Affairs / Gender Sensitisation / Women's Rights	2	2	50		50	2	
		SBOEC	Skill Based Open Elective Courses – Extra Departmental Course	2	3	-	50	50	2	
23U4PYVALC		**Skill Enhancement- Add on Course – Institute Industry Linkage	-	-	-	-	-	-		
			Total	30				625	25	
IV	I	23U1TAM404/ 23U1HIN404 / 23U1MAL404/ 23U1FRN404/	Muhthamizh Prayogik Hindi Drisyakalaa Saahithyam Le Français General – IV	4	3	20	55	75	3	
		II	23U2ENG404	Communicative English-II	4	3	20	55	75	3
		III	23U3PYC409	Core Paper - IX: Abnormal Psychology II	5	3	25	75	100	4
	23U3PYP403		Core Paper - X: Experimental Psychology Practical III	5	3	40	60	100	4	
	23U3PYA404		Allied Paper - IV: Psychological Statistics II	5	3	25	75	100	4	
	IV	23U3PYS402	Skill Based Paper II – Counselling Psychology II	3	3	20	55	75	3	
		22U4NM4BT2 / 22U4NM4AT2 / 22U4NM4GEN	#@ Basic Tamil- II / ## Advanced Tamil- II / General Awareness	2	2	50		50	2	
		VBOE	Value Based Open Elective Courses – Intra School Course	2	3	-	50	50	2	
			23U4PYVALC	** Skill Enhancement Add on Course – Institute Industry Linkage	-	-	-	-	-	Grade
			Total	30				625	25	
V	III	23U3PYC511	Core Paper- XI: Social Psychology I	5	3	25	75	100	4	
		23U3PYC512	Core Paper- XII: Organizational Psychology I	5	3	25	75	100	4	
		23U3PYC513	Core Paper- XIII: Forensic Psychology	5	3	25	75	100	4	
		23U3PYC514	Core Paper- IV: Psychological Testing and Assessment	5	3	40	60	100	4	
		23U3PYE501/ 23U3PYE502/ 23U3PYE503	Elective I	6	3	25	75	100	4	
	IV	23U3PYS503	Skill Based Paper III – Life Skill Development	4	3	20	55	75	3	
			Total	30				575	23	
VI	III	23U3PYC615	Core Paper- XV: Social Psychology II	5	3	25	75	100	4	
		23U3PYC616	Core Paper- XVI: Organizational Psychology II	5	3	25	75	100	4	
		23U3PYV601	Core Paper- XVII: Project	5	3	40	60	100	4	
		23U3PYE604/ 23U3 PYE 605/ 23U3 PYE 606	Elective II	5	3	25	75	100	4	
		23U3 PYE 607/ 23U3 PYE 608/ 23U3 PYE 609	Elective III	5	3	25	75	100	4	

V	23U3PYS604	Skill Based Paper IV – Personality Psychology	5	3	20	55	75	3
	22U5EXT601	Extension Activities	-	-	50	-	50	2
Total			30				625	25
TOTAL							3600	144

Basic Tamil -Students who have not studied Tamil up to 12th standard.

##**Advanced Tamil** – Students who have studied Tamil language up to 12th standard and chosen other languages under part I of the programme but would like to advance their Tamil language skills.

* **NME** – Student shall choose any one course out of three courses.

@ - No End Semester Examinations. Only Continuous Internal Assessment (CIA)

\$ -Not included in Total marks and CGPA Calculation.

** - Examination and evaluation for value added course shall be conducted by the industry and the marks shall be submitted to the CoE for the award of the grade.

List of Discipline Specific Elective papers (Choose any one of the papers)

Elective	Subject Code		Name of the Subject
Elective – I	23U3PYE501	A	Consumer Behavior
	23U3PYE502	B	Sports Psychology
	23U3PYE503	C	Human Resource Management
Elective – II	23U3PYE604	A	Specific Learning Disability
	23U3PYE605	B	Behavior Modification
	23U3PYE606	C	Psychology of Adjustment
Elective – III	23U3PYE607	A	Environmental Psychology
	23U3PYE608	B	Building Psychological Capital
	23U3PYE609	C	Psychology and Gender Issues

Departmental Courses Offered by Psychology Department to Other Department Students

S.No.	Semester	Course Code	Name of the Course
1	III	23U4PY3ED1	Stress Management
2		23U4PY3ED2	Personality Development

Intra School Course offered by the Department to other Department Students (within the school)

S. No.	Subject Code	Name of the Subject
1.	22U4VBOE01	Design Ecosystem
2.	22U4VBOE02	Design Thinking
3.	22U4VBOE03	Disaster Management
4.	22U4VBOE04	Environmental Pollution and Waste Management (EMS)
5.	22U4VBOE05	History of Ancient India
6.	22U4VBOE06	Indian Knowledge System
7.	22U4VBOE07	Principles of Intellectual Property Rights
8.	22U4VBOE08	Science, Society and Culture
9.	22U4VBOE09	Community Engagement
10.	22U4VBOE10	Emotional Intelligence
11.	22U4VBOE11	Fundamentals of Tourism
12.	22U4VBOE12	Health Education
13.	22U4VBOE13	Media and Politics

14.	22U4VBOE14	Positive Psychology and Work Life
15.	22U4VBOE15	Professional Ethics
16.	22U4VBOE16	The Science of Happiness
17.	NCC	

- Students shall opt any course within their Schools.
- NCC – Students who qualify NCC B Certificate Examination need not appear for these open Electives. The Credits shall be transferred.

Self-Study Paper offered by Psychology Department

S.No.	Semester	Course Code	Name of the Course
1	II to V	23UPYSS01	Community Psychology
2		23UPYSS02	Psychology for Effective Living

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Nehru Arts and Science College
Coimbatore

SYLLABUS

Course Code	Title		
23U1TAM101	Part - I : Elanthamizh (இளந்தமிழ்)		
Semester: I	Credits: 3	CIA: 20 Marks	ESE: 55 Marks
Course Objective	மொழி இலக்கியத்தின் வாயிலாக அறம் சார் பண்பு மற்றும் ஆளுமைமிக்க மாணவர்களை உருவாக்குதல்.		
Course Category	Skill Development (மாணவர்களின் மொழித்திறனை ஊக்குவித்தல்)		
Development Needs	Regional (உலக அளவில் தமிழ் மொழியின் அவசியத்தை உணர்த்துதல்)		
Course Description	மாணவர்களின் மொழித்திறனை ஊக்குவித்தல் மற்றும் உலக அளவில் தமிழ் மொழியின் அவசியத்தை உணர்த்துதல்		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	சங்க இலக்கியங்கள் வாயிலாக சமூகச் சீர்திருத்தச் சிந்தனைகள் பெறப்படும்.	விரிவுரை/ காணொளிப்பட விளக்கம்	ஒப்படைவு
CO 2	அற இலக்கியங்களின் வழி தமிழர்களின் வாழ்வியல் பண்புகளைக் கற்று அறிதல்.	விரிவுரை	குழுத்திட்டம்
CO 3	பெண்ணியக் கவிஞர்களின் படைப்புத்திறனை மாணவர்களுக்கு உணர்த்துதல்	விரிவுரை/ காணொளிப்பட விளக்கம்	கருத்தரங்கு
CO 4	சிறுகதைகளின் வழி சமூக கருத்துகளை மாணவர்களுக்கு அறிவுறுத்தல்	விரிவுரை / குழு விவாதம்	ஒப்படைவு
CO 5	தமிழ் இலக்கிய வரலாற்றுத் திறனை வளர்த்தல்	விரிவுரை/ குழு விவாதம்	கருத்தரங்கு
Offered by தமிழ்த்துறை			
Course Content : Elanthamizh (இளந்தமிழ்)			Instructional Hours / Week : 4
Unit	Description	Text Book	Chapters
I	சங்க இலக்கியம்	1. ஐங்குறுநாறு 2. பதிற்றுப்பத்து 3. பத்துப்பாட்டு - முல்லைப்பாட்டு 4. சிறுபாணாற்றுப்படை	கிள்ளைப்பத்து (281-290) பாடல்கள் இரண்டாம் பத்து (11-15 ஐந்து பாடல்கள்) முல்லைப்பாட்டு முழுவதும் (1-103 வரிகள்) சேரநாட்டின் வளமை
Instructional Hours			12 Hours
Suggested Learning Methods: நாடக முறையில் கலந்துரையாடல்			
II	அற இலக்கியம் நீதிநூல்கள்	1. அறன் வலியுறுத்தல் 2. புகழ் 3. வாய்மை 4. நாலடியார்-பொருட்பால் 5. நான்மணிக்கடிகை	31 - 40 குறட்பாக்கள் 231 - 240 குறட்பாக்கள் 291 - 300 குறட்பாக்கள் 11 ஆவது அதிகாரம் (கூடா நட்பு 1-10) முதல் ஐந்து பாடல்கள்
Instructional Hours			12 Hours
Suggested Learning Methods : கலந்துரையாடல்			
III	பெண்ணியக் கவிதைகள்	1. ஆண்டாள் பிரியதர்ஷினி 2. கவிஞர் இளம்பிறை 3. சுகிர்தராணி 4. அ. வெண்ணிலா	பூச்சி வாழ்க்கை- சுயம் பேசும் கிளி தொட்டிச்செடி அம்மா நீரில் அலையும் முகம்
Instructional Hours			12 Hours
Suggested Learning Methods : புதுக்கவிதை எழுதும் திறன் பெற்றமை			

IV	சிறுகதைகள்	1. குட்டி ரேவதி 2. ஜெயமோகன் 3. ச.தமிழ்ச்செல்வன் 4. வண்ணநிலவன் 5. உமாமகேஸ்வரி	நிறைய அறைகள் உள்ள வீடு யானை டாக்டர் வெயிலோடு போய் எஸ்தர் மரப்பாச்சி										
Instructional Hours			12 Hours										
Suggested Learning Methods : சிறுகதை படைக்கும் திறன் பெற்றமை													
V	தமிழ் இலக்கிய வரலாறு	1. புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும் 2. சிறுகதையின் தோற்றமும் வளர்ச்சியும் 3. படிமம், குறியீடு பற்றிய – விளக்கம்	தமிழ் இலக்கிய வரலாறு										
Instructional Hours			12 Hours										
Suggested Learning Methods : குழு விவாதம்													
Total Hours			60 Hours										
Text Books	இளங்கலை முதலாம் ஆண்டுத்தமிழ் மாணவர்களுக்குரிய பாடநூல்”இளந்தமிழ்” தொகுப்பு: தமிழ்த்துறை ,நேரு கலை மற்றும் அறிவியல் கல்லூரி, கோயம்புத்தூர்.												
Reference Books	சங்க இலக்கியம் - உரையாசிரியர் ஓளவை. துரைசாமிப்பிள்ளை, பதிப்பாசிரியர்கள் இரா.இளங்குமரனார், முனைவர்.பி.தமிழ்மகன், தமிழ்மண் அறக்கட்டளை, சென்னை.17. நிறைய அறைகள் உள்ள வீடு - குட்டிரேவதி எழுத்து பிரசுரம், 11மாடல் நகர், 10-ஆவது வீதி, சென்னை.												
Web. URLs	https://youtu.be/2SMM5LvZYo0												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Seminar	Assignment	Group Project	Total							
4	4	5	2	2	3	20							
Mapping													
PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	-	H	-	H	H	M	H	L	L	L	L	M
CO2	-	-	M	-	H	L	H	H	L	L	L	L	M
CO3	-	-	L	-	M	M	H	H	L	L	L	L	M
CO4	-	-	H	-	H	M	M	L	L	L	L	L	M
CO5	-	-	H	-	H	L	H	H	L	L	L	L	M
H-High; M-Medium; L-Low													
Course designed by							Verified by						
Dr. S. Satheesh kumar							Dr. A. Sridevi						

Course Code			
23U1HIN101	Part - 1 - Rachnathmak Hindi (रचनात्मक हिंदी)		
Semester: I	Credits: 3	CIA: 20 Marks	ESE: 55 Marks
(Common to all UG Programmes)			
Course Objective	हिंदी भाषा का अच्छा ज्ञान प्राप्त करने के लिए।		
Course Category	Skill Development		
Development Needs	Regional		
Course Description	Improves Accuracy & Quality, Improves Communication Skills		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	नाटक से रचनात्मकता का विकास होता है। यह हमारे आसपास की दुनिया को समझने में भी मदद करता है।	Lecture / Video Methods	Assignment
CO 2	कहानियाँ छात्रों की कल्पना और जिज्ञासा को जगाने में मदद करती हैं।	Case Studies	Group Project
CO 3	व्याकरण हिंदी भाषा को सही ढंग से बोलने, लिखने और समझने में मदद करता है। विज्ञापन लेखन और कहानी लेखन छात्रों को उनके रचनात्मक लेखन और कल्पना शक्ति को विकसित करने में मदद करेगा।	Lectures / Video Lessons	Seminar
CO 4	अनुवाद सभी लोगों के बीच प्रभावी संचार को सक्षम बनाता है।	Lecture / Video Methods	Assignment
CO 5	गद्यांश लेखन लिखित पाठ के सार को समझने और संदर्भ के आधार पर आपके निष्कर्षों का अनुमान लगाने में आपकी बुद्धिमत्ता का आकलन करता है।	Lecture / Dumb Charades	Seminar
Offered by	Hindi		
Course Content		Instructional Hours / Week : 4	
Unit	Description	Text Book	Chapters
I	नाटक लड़ाई - 1979 - सर्वेश्वर दयाल सक्सेना	1	All
Instructional Hours			12
Suggested Learning Methods : Visual Learning			
II	कहानी - 1. मजबूरी - मन्नू भंडारी 2. ठाकुर का कुआँ - मुंशी प्रेमचंद 3. चीफ की दावत - भीष्म साहनी 4. भोलाराम का जीव - हरिशंकर परसाई	1	1 to 4
Instructional Hours			12
Suggested Learning Methods : Auditory			
III	1. अनुप्रयुक्त व्याकरण - संज्ञा, सर्वनाम, क्रिया और विशेषण की पहचान करना। 2. विज्ञापन लेखन 3. दिए गए संकेतों से कहानी लेखन।	1	1,2,3

			Instructional Hours		12								
Suggested Learning Methods : Comprehensive writing													
IV	अनुवाद : अंग्रेज़ी से हिंदी (अनुवाद अभ्यास - 3) 1 - 10 अनुच्छेद			3	1,2								
			Instructional Hours		12								
Suggested Learning Methods : Auditory, Visual													
V	पारिभाषिक शब्दावली , गद्यांश लेखन			5	1,2								
			Instructional Hours		12								
Suggested Learning Methods : Comprehensive writing													
			Total Hours		60								
Text Books		1. नाटक लड़ाई - 1979 - सर्वेश्वर दयाल सक्सेना 2. कहानी संग्रह 3. अनुवाद अभ्यास - 3 दक्षिण भारत हिंदी प्रचार सभा , चेन्नई -17 4. Bharatdarshan.co.nz 5. भाषाशास्त्र का पारिभाषिक शब्द कोश - राजेंद्र द्विवेदी 6. श्री रामदेव , व्याकरण प्रदीप, लोक भारती प्रकाशन, इलाहाबाद											
Reference Books		संदर्भ ग्रंथ 1. हिंदी नाटक और रंगमंच - डॉ राम कुमार वर्मा 2. हिन्दी अलोचना की परीभाषिक शब्दावली - पेपरबैक 3. आधुनिक हिंदी व्याकरण और रचना - डॉ. वासुदेव नंदन प्रसाद											
Web. URLs													
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Group project	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	-	H	M	M	L	-	-	L	L	L	L	M
CO2	-	-	H	L	L	H	-	-	L	L	L	L	M
CO3	-	-	-	L	M	H	-	-	L	L	L	L	M
CO4	-	-	M	M	H	L	-	-	L	L	L	L	M
CO5	-	-	L	M	H	L	-	-	L	L	L	L	M
H-High; M-Medium; L-Low													
Course designed by						Verified by							
Dr.S.Swarnalatha						Dr.S.Swarnalatha							

Course Code			
23U1MAL101	Part - I : Kadhayum Samskaaravum (കഥയും സംസ്കാരവും)		
Semester: I	Credits: 3	CIA: 20 Marks	ESE: 55 Marks
(Common to all UG Programmes)			
Course Objective	ആധുനികകാലത്തെ മലയാളകഥകളെ കുറിച്ചും സംസ്കാരത്തെ കുറിച്ചും അവബോധം ഉണ്ടാക്കുന്നു		
Course Category	Skill Development		
Development Needs	Regional		
Course Description	Improve accuracy & quality, improve communication		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	കഥയുടെ സംവേദനം ആസ്വാദകന്റെ അഭിരുചിയെ പൂർത്തിയാക്കുന്നു	Lecture / Video Methods	Assignment
CO 2	പ്രകൃതിയുമായി ബന്ധപ്പെടുന്ന കഥാപരിസരം	Case studies	Group Project
CO 3	ഭക്ഷണവും അതിന്റെ സംസ്കാരവും കൂട്ടായ്മ ഉണ്ടാക്കുന്നു	Lectures / Video Lessons	Seminar
CO 4	ഭക്ഷണത്തിന്റെ മൂല്യം അർത്ഥവത്താക്കുന്നു	Lecture / Video Methods	Assignment
CO 5	ആശയ വിപുലനം	Lecture / Dumb Charades	Seminar
Offered by	Malayalam		
Course Content	Instructional Hours / Week : 4		
Unit	Description	Text Book	Chapters
I	<p>ചെറുകഥകൾ - സമകാലിക കഥകൾ</p> <p>1. പരുന്ത് - ഇ.സന്തോഷ്കുമാർ</p> <p>2. പാലാഴിമമനം - കെ.രേഖ</p> <p>3. കുളവാഴ - വി .എം .ദേവദാസ്</p> <p>4. മരണമുണ്ടാക്കിക്കളിക്കാം - പി .വി ഷാജികുമാർ</p> <p>5. കക്കുകളി - ഫ്രാൻസിസ് നൊറോണ</p>	1	1 to 5
Instructional Hours			12
Suggested Learning Methods : Visual Learning			
II	<p>നവോത്ഥാനകഥകൾ</p> <p>1. വെള്ളപ്പൊക്കത്തിൽ - തകഴി</p> <p>2. ബസു യാത്ര - കേശവദേവ്</p> <p>3. മരപ്പാവകൾ - കാരൂർ</p> <p>4. മാണിക്കൻ - ലളിതാംബിക അന്തർജനം</p> <p>5. ജന്മദിനം - ബഷീർ</p>	1	6 to 10
Instructional Hours			12
Suggested Learning Methods : Auditory			
III	<p>സംസ്കാര പഠനം - കേരളത്തിലെ രൂപഭേദങ്ങൾ</p> <p>1. കാസർകോടും കന്നയാളവും ദൈവവിപ്ലവത്തിന്റെ കണ്ണൂരും</p>	1	1,2,3

	2. സാമൂതിരി ,മുട്ടമാല ,എരന്ത് ,ബ്രാഹ്മണാൾ -(കോഴിക്കോട്)												
	3. മലപ്പുറം കേരളത്തിൻറെ അറേബ്യ												
Instructional Hours			12										
Suggested Learning Methods : Comprehensive writing													
IV	സംസ്കാര പഠനം - കേരളത്തിലെ രൂപഭേദങ്ങൾ												
	1. ചേട്ടായിയെ ഇത് ശൂരാട്ടാ - തൃശ്ശൂർ		1	4,5									
	2. കരിമ്പനകളുടെ നാട്ടിൽ - പാലക്കാട്												
Instructional Hours			12										
Suggested Learning Methods : Auditory, Visual													
V	നവമാധ്യമങ്ങൾ - വിവർത്തനം		1	1,2,3									
Instructional Hours			12										
Suggested Learning Methods : Comprehensive writing													
Total Hours			60										
Text Books	1. ചെറുകഥകൾ - (10 ചെറുകഥകൾ) 2. സംസ്കാര പഠനം - നാടൻ കേരള എക്സ്പ്രസ്സ് ഡോ.സി. ഗണേഷ്, ശ്രീൻ ബുക്ക്സ് തൃശ്ശൂർ 3. നവമാധ്യമങ്ങൾ - ടി.കെ .സന്തോഷ്കുമാർ ഡി.സി.ബുക്ക്സ് കോട്ടയം												
Reference Books	1. എം. അച്യുതൻ - ചെറുകഥ ഇന്നലെ ഇന്ന് - ഡി.സി.ബുക്ക്സ് കോട്ടയം 2. ചെറുകഥയുടെ ഛന്ദസ്- വി. രാജകൃഷ്ണൻ മാതൃഭൂമി ബുക്ക്സ് കോഴിക്കോട് 3. പുതിയ കഥ പുതിയ വായന - എഡി : ഡോ.ഷീബാ ദിവാകരൻ പുസ്തകലോകം പ്രസദ്ധീകരണം കോഴിക്കോട് 4. കേരള സംസ്കാരം - എ .ശ്രീധര മേനോൻ നാഷണൽ ബുക്ക്സ് കോട്ടയം 5. ന്യൂസ് റൂമിൻറെ അകവും പുറവും - ബി.ആർ .പി.ഭാസ്കർ ശ്രീൻ ബുക്ക്സ് തൃശ്ശൂർ												
Web. URLs	literature">http://www.keralaculture.org>literature												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Group project	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	H	H	H	M	H	H	H	H	L	L	L	L	M
CO2	H	H	H	L	H	M	H	H	L	L	L	L	M
CO3	H	M	H	M	M	H	H	M	L	L	L	L	M
CO4	H	H	L	M	L	H	H	H	L	L	L	L	M
CO5	H	L	L	L	H	H	H	L	L	L	L	L	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Ms. N. RAJANI							Dr. SMITHA C. R.						

Course Code		Title		
23UIFRN101		Part - I : Le Français Fondamental - I		
Semester : I		Credits : 3	CIA : 20 Marks	ESE : 55 Marks
(Common to all UG Programmes)				
Course Objective		Acquisition of standard French through fundamental French grammar.		
Course Category		Skill Development		
Development Needs		Global		
Course Description		This course has basic knowledge of the French grammar and aims to build a solid foundation in the acquisition of standard French through fundamental French grammar		
Course Outcomes		Teaching Methods	Assessment Methods	
CO 1	Learn basic French grammar along with French civilisation	Lecture	Assignment	
CO 2	Knows the gender of nouns	Word game/ Lecture	Seminar	
CO 3	Learn Negation, articles, and understand the usage of prepositions.	Lectures / Video Lessons	Quiz	
CO 4	Learn Futur proche, Pronominal verb,	Tutorial / Case Studies	Assignment	
CO 5	Know to self-introduce and translate simple sentences	Lecture /	Group project	
Offered by	French			
Course Content		Instructional Hours / Week : 4		
Unit	Description	Text Book	Chapters	
I	Mes cinq sens en action	1	0	
Instructional Hours			12	
Suggested Learning Methods: Worksheets , Reading practice				
II	S'ouvrir aux autres	1	1	
Instructional Hours			12	
Suggested Learning Methods: Kahoot App, Worksheets				
III	Partager son lieu de vie	1	2	
Instructional Hours			12	
Suggested Learning Methods : Audio & Visual, Speaking practice				
IV	Vivre au quotidien	1	3	
Instructional Hours			12	
Suggested Learning Methods : Comprehensive Writing				

V	S'ouvrir à la culture						1	4					
Instructional Hours							12						
Suggested Learning Methods: Translating simple sentences, comprehending the passage.													
Total Hours							60						
Text Books	Saison 1 Méthode de Français – Marie-Noëlle Cocton, Anouchka De Oliveira, Dorothée Duplex (Unit 0 to 4)												
Reference books	A1 Echo Méthode de Français												
Web. URLs	Lingua.com, TV 5 app,												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	-	H	M	H	H	-	-	L	L	L	L	L
CO2	-	-	H	L	H	M	-	-	L	L	L	L	L
CO3	-	-	-	M	M	H	-	-	L	L	L	L	L
CO4	-	-	L	M	L	H	-	-	L	L	L	L	L
CO5	-	-	L	-	H	-	-	-	L	L	L	L	L
H-High; M-Medium; L-Low													
Course designed by							Verified by						
Mr. Balaji							Dr. R. Malathi						

Course Code	Title		
23U2ENG101	Part – II : Professional English – I		
Semester : I	Credits : 3	CIA : 20 Marks	ESE : 55 Marks
(Common to all UG Programmes)			
Course Objective	To help students to imbibe, develop, practice and use the LSRW skills and fine tune their productive skills.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	SD: Helps to develop LSRW skill		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Recognize listening, and reading proficiency through the prose discourses.	Lecture/Tutorial	Assignment
CO 2	Use and interpret imaginative, and creative skills through the poetic genre.	Lecture/Tutorial	Assignment
CO 3	Enhance the students to use English effectively through short story.	Lecture/Tutorial	Speaking
CO 4	Execute and exercise grammatical skills in academics and career.	Lecture/Tutorial	Reading
CO 5	Evaluate the LSRW skills through literature.	Lecture/Tutorial	Writing
Offered by	Department of English		
Course Content	Instructional Hours / Week : 4		
Unit	Description	Text Book	Chapters
I	Prose Leigh Hunt – Getting Up On Cold Morning Rajagopalachari – Tree Speaks A.G. Gardiner – On the Rule of the Road Listening Activity – Comprehension practice from Prose.	1	1-3
Instructional Hours			12
Suggested Learning Methods : Flipped Learning			
II	Poetry John Milton – On His Blindness Maya Angelou -Phenomenal Women A. K. Ramanujan – A River Speaking Activity – Group Discussion Forum	1	4-6
Instructional Hours			12
Suggested Learning Methods : Flipped Learning			

III	Short Stories O. Henry – The Last Leaf R. K. Narayan – The Missing Mail Oscar Wilde - The Happy Prince Reading Activity – Pronunciation practice and enhancement from Short-stories						1	7-9					
	Instructional Hours							12					
Suggested Learning Methods : Tutorial													
IV	Grammar Parts of Speech Tenses Kinds of Sentences Writing Activity – Paragraph Writing using grammar Components						1	10-13					
	Instructional Hours							12					
Suggested Learning Methods : Tutorial													
V	Writing Skills Letter Writing (Formal & Informal) Notice, Writing Circular Memo, Advertisement Minutes of the Meeting						1	14-17					
	Instructional Hours							12					
Suggested Learning Methods : ABL													
Total Hours							60						
Text Books		Compiled by the Department of English, NASC.											
Reference Books		CLIL (Content & Language Integrated Learning) – Module by TANSCHENOTE: (Text: Prescribed chapters or pages will be given to the students by the department and the college)											
Web. URLs		https://www.youtube.com/watch?v=QrUPneyZNf0											
Tools for Assessment (20 Marks)													
CIA I		CIA II		CIA III		Assignment	Speaking	Reading	Total				
4		4		5		2	2	3	20				
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	H	L	M	M	H	M	H	H	M	H	M
CO2	M	L	H	L	H	M	H	M	H	H	M	H	M
CO3	M	L	H	L	H	H	H	H	H	H	M	H	M
CO4	M	L	H	L	H	L	H	H	H	H	M	H	H
CO5	H	M	H	L	H	H	H	H	H	H	H	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by						
Mr. D. Pradeek							Dr. R. Malathi						

Course Code	Title		
23U3PYC101	Core Paper - I: General Psychology I		
Semester: I	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To provide a comprehensive understanding of the fundamental concepts, theories and research methods in psychology and their practical applications in various contexts, including sensation, perception, consciousness and behaviour modification.		
Course Category	Employability		
Development Needs	Global		
Course Description	Provides a strong foundation in psychology while enabling students to understand and appreciate the scientific study of human behavior and mental processes. It also prepares them to utilize this knowledge to make informed decisions and positively impact various aspects of their lives.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Understand the core concepts, scope, branches and interdisciplinary nature of psychology.	Tutorial	Assignment
CO 2	Identify and analyse the historical foundations of psychology, including significant theories and influential figures, to appreciate their contributions to the field.	Lecture	Assignment
CO 3	Develop essential skills in designing and conducting scientific investigations, selecting appropriate research methods and effectively analysing data.	Demonstration	Seminar
CO 4	Evaluate the influence of sensory processes, perception, attention, and consciousness on behaviour and cognition.	Interactive	Seminar
CO 5	Apply various forms of learning and analyse their practical applications and implications for behaviour modification and improved learning outcomes.	Tutorial	Project
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Introducing Psychology: Definition of Psychology. Origin of Psychology: Philosophical origins; - Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: - Darwin, Genetics. Development of Psychology in India. Branches & Scope of Psychology. Brief history of modern scientific psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach - Psychology and other disciplines.	1	1
Instructional Hours			15
Suggested Learning Methods: Close Reading			

II	Psychology as a science. Goals of scientific enterprise. Steps in scientific investigation. Methods of psychology: Naturalistic observation, case study, survey, correlational studies, experimental method:-Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control –placebo effect, experimental effect, double blind procedure, lab and field experiment. Steps in conducting psychological research.	1	1
Instructional Hours			15
Suggested Learning Methods : Lecture/Tutorial			
III	Sense modalities. Psychophysics: Absolute threshold, Differential threshold, Just Noticeable Difference (JND).Attention – factors affecting attention:- subjective and objective factors - Selective attention - Phenomena associated with attention: span of attention, division of attention, distraction of attention. Perception - Subliminal perception - Perceptual set - Perceptual defense - Perceptual organization – Depth Perception: monocular and binocular cues - Perceptual styles - Perceptual constancies - Color perception – color theories- Illusions and its types - Habituation - Extra sensory perception – Enhancing perceptual accuracy.	1	3
Instructional Hours			15
Suggested Learning Methods: Lecture/Tutorial			
IV	Mind, Consciousness and Altered States: Awareness and consciousness States of mind, Nature of consciousness - Functions of consciousness. Changes in consciousness: Dream and Sleep, Circadian Rhythm, Sleep cycle, Stages of sleep. Altered states: Lucid dreaming, Hypnosis, Meditation, Hallucinations, Religious ecstasy, drug induced states.	1	4
Instructional Hours			15
Suggested Learning Methods: Lecture/Tutorial			
V	Learning: Definition - Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control - Schedules of Reinforcement - Partial Reinforcement effect. Applications: Contingencies in schools, Premack principle. Behavior modification. Other types of learning: Trial and error learning - Verbal learning - Cognitive learning - Observational learning - Latent learning- Cognitive map - Improving learning- Economy in learning.	1	5
Instructional Hours			15
Suggested Learning Methods : Lecture/Tutorial			
Total Hours			75 Hrs
Text Books	1. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education		

Reference Books	<ol style="list-style-type: none"> 1. Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill 2. Weiten, W. (2002). Psychology: Themes and variations, 5th ed. New York: Brooks/Cole Publishing Co 3. Lee. J A (2010) The Scientific Endeavour. New Delhi. Pearson 4. Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall of India 												
Web. URLs	https://www.coursera.org/learn/introduction-psych https://www.edx.org/course/introduction-to-psychology												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	H	L	M	M	H	M	H	H	M	H	M
CO2	M	L	H	L	H	M	H	M	H	H	M	H	M
CO3	M	L	H	L	H	H	H	H	H	H	M	H	M
CO4	M	L	H	L	H	L	H	H	H	H	M	H	H
CO5	H	M	H	L	H	H	H	H	H	H	H	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Gayathri M							Gayathri M						

Course Code	Title		
23U3PYC102	Core Paper – II: Developmental Psychology I		
Semester: I	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To understand child behavior and development in various areas of development and to provide detailed knowledge on all stages of life.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Explores the physical, cognitive, emotional, and social changes that individuals experience from conception to old age and gives an insight into the understanding of the factors that shape human development and the processes involved in each stage of life.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To remember the basic concepts of human life span under various periods	Lecture/Tutorial	Assignment
CO 2	Understand the characteristics of each life span stage through empirical findings	Lecture/Tutorial/Flipped Learning	Assignment
CO 3	Apply psychological principles in the developmental process	Demonstration	Seminar
CO 4	Understand the characteristics of each life span stage through empirical findings	Lecture/Tutorial	Seminar
CO 5	Evaluate the different stages of life and its impact on health and well-being	Lecture/Tutorial/Flipped Learning	Quiz
Offered by	Department of Psychology		
Course Content	Instructional Hours / Week : 5		
Unit	Description	Text Book	Chapters
I	Introduction to Life Span Development: Introduction. Importance of life span development, Historical perspective. Characteristics of life span perspective. Nature of development. Cross sectional and longitudinal approaches in developmental study. Theories by Freud – Erickson Piaget- Vygotsky. Information processing Behavioural -Social cognitive- eclectic orientation.	1	1
Instructional Hours			15
Suggested Learning Methods : Lecture/Tutorial			
II	Prenatal Development: Fertilization – Germinal - period-embryonic period Fetal period.Prenatal diagnostic tests. Effects of teratogens. Neonatal health and responsiveness. Consequences of low birth weight.	1	2
Instructional Hours			15
Suggested Learning Methods : Lecture/Tutorial/Flipped Learning			

III	Physical Development: Newborn- reflexes- perception (vision, hearing, other senses, inter modal perception). Height and weight in infancy and childhood. Gross and fine motor skills. Handedness. Physical development in puberty. Changes in early, middle and late adulthood. Theories of aging.	1	2,5										
Instructional Hours			15										
Suggested Learning Methods : Lecture/Tutorial													
IV	Stages of cognitive development- sensory motor stage- object permanence Pre operational stage- intuitive thought. Concrete operations- semantics- pragmatics Language development - How language develops- babbling- two-word utterance. Advances in early, middle and late childhood- metalinguistic awareness.	1	5,6										
Instructional Hours			15										
Suggested Learning Methods : Lecture/Tutorial													
V	Emotional Development: Introduction- Development of emotion through infancy, childhood, adolescence and adulthood. Describing and classifying temperament- Chess and Thomas, Kagan, Rothbart and Bates. Theories of attachment- care giving and attachment. Moral development- Piaget's and Kohlberg's theory- stages. Social conventional reasoning- basic processes- Resistance to temptation- self-control- Empathy- Moral characters.	1	5,6,8,9										
Instructional Hours			15										
Suggested Learning Methods : Lecture/Tutorial/Flipped Learning													
Total Hours			75 Hrs										
Text Books	1. Hurlock, E.B (1978) Child Development (6th ed.) London: McGraw Hill Book Company												
Reference Books	1. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company 2. Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd 3. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company.												
Web. URLs	https://www.coursera.org/courses?query=developmental%20psychology https://www.edx.org/course/introduction-to-developmental-psychology												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	M	L	M	M	H	H	M	H	M	H	M
CO2	M	L	M	L	M	M	H	H	M	H	M	H	M
CO3	M	L	M	L	M	M	H	H	M	H	M	H	M
CO4	M	L	M	L	M	M	H	H	M	H	M	H	M
CO5	M	L	M	L	M	M	H	H	M	H	M	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
23U3PYP101	Core Paper - III: Experimental Psychology Practical I		
Semester: I	Credits: 3	CIA: 30 Marks	ESE: 45 Marks
Course Objective	To provide students with a comprehensive understanding of various psychological experiments, methodologies, and assessment tools. Through hands-on experience and theoretical learning, students will explore the fundamental concepts and develop critical skills for designing, conducting, analyzing and reporting psychological experiments.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Offers an in-depth exploration of various experimental methodologies, assessment tools, and psychological constructs, providing hands-on experience in designing, conducting, and analyzing experiments while emphasizing ethical considerations and critical interpretation of findings.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To become proficient in measuring learning aspects of human behavior	Discussion	Experiment
CO 2	To become proficient in measuring attention and Brain dominance	Discussion	Experiment
CO 3	To become proficient in measuring Color Blindness, Motor functioning and Concept Formation	Discussion	Experiment
CO 4	To become proficient in measuring attention aspects of human behavior	Discussion	Experiment
CO 5	To become proficient in measuring tests to learning and association	Discussion	Experiment
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week: 4	
Unit	Description		
I	Mirror Drawing Apparatus - Transfer of Training - Behavior Orientation Scale		
			Instructional Hours
			12
Suggested Learning Method: Hands-on experience			
II	Span of attention - Brain Dominance Inventory - Stroop Effect		
			Instructional Hours
			12
Suggested Learning Method: Hands-on experience			
III	Color Blindness, Tweezer Dexterity Board, Seguin Form Board		
			Instructional Hours
			12
Suggested Learning Method: Hands-on experience			
IV	Adult Attachment Scale - Family Environment Scale - Adjustment Scale for College Students		
			Instructional Hours
			12
Suggested Learning Method: Hands-on experience			
V	Stress Scale - Visual Illusion - Feedback		
			Instructional Hours
			12
Suggested Learning Method: Hands-on experience			

Total Hours												60 Hrs	
Text Books		1. Anastasi and Urbina (2010). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd.											
Reference Books		1. Kuppaswamy. B (1954). Elementary Experiments in Psychology, Madras: Oxford Publishing 2. Woodworth, R.S. Schlosberg H. (1971) Experimental Psychology. New Delhi: Oxford 3. Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi: Concept Publishing Company 4. Collins, and Drever, J (1968). Experimental Psychology: Ludhiana: Lyall Book Depot											
Web. URLs		https://www.ucl.ac.uk/pals/research/experimental-psychology/											
Tools for Assessment (30 Marks)													
Demonstration	Assignment	Record	Test-I	Test-II	Observation	Total							
4	4	4	7	7	4	30							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	-	M	-	M	H	H	H	M	H	H	H	H
CO2	H	-	M	L	M	H	H	H	M	H	H	H	H
CO3	H	-	H	L	M	H	H	H	M	H	H	M	M
CO4	H	-	H	-	H	H	H	H	H	H	H	H	H
CO5	M	-	M	-	M	M	M	H	H	H	H	H	H
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
23U3PYA101	Allied Paper - I: Biopsychology I		
Semester: I	Credits: 3	CIA: 20 Marks	ESE: 55 Marks
Course Objective	To understand the relationship between the body, mind and the brain, biological foundations of behavior, nervous system, sensation and perception		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Explores the relationship between biology and behavior and provides an in-depth examination of the biological foundations of human behavior, focusing on the brain, nervous system, and their interactions with psychological processes.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To remember process of signaling between nerve cells including chemical Neuro transmitters.	Lecture/Tutorial	Assignment
CO 2	To understand the functional organization of the sensory systems.	Lecture/Tutorial	Assignment
CO 3	To apply the bio-psycho premises to predict, enhance human emotions	Lecture/Tutorial	Seminar
CO 4	To analysis the role of neurotransmitters in human functioning.	Lecture/Tutorial	Seminar
CO 5	Able to evaluate basic brain structures and functional neural systems	Lecture/Tutorial	Quiz
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Understanding human consciousness: A Physiological approach. Nature of Physiological approach: Goals of Research, Biological roots of Physiological Psychology. Natural selection and evolution: Functionalism and Inheritance of Traits, Evolution of human species, evolution of large brains. Ethical issues in research with animals. Careers in neuroscience.	1	1
Instructional Hours			15
Suggested Learning Methods : Activity Based Learning			
II	Cells of the Nervous System: Neurons, supporting cells. Neural Communication: Measuring electrical potentials of axons, Membrane potential, The action potential and its conduction. Communication between neurons- Non-synaptic communications.	1	2
Instructional Hours			15
Suggested Learning Methods : Activity Based Learning			

III	Basic feature of the Nervous System. The central nervous system: its development, The forebrain, The midbrain, The hindbrain, The spinal cord. The Peripheral Nervous System: Spinal nerves, cranial nerves, the autonomic nervous system.	1	3										
Instructional Hours			15										
Suggested Learning Methods : Activity Based Learning													
IV	Experimental ablation: Evaluating the behavioral effects of brain damage, producing brain lesions. Stereo taxic surgery, Histological methods, Tracing neural connections, Study of the living human brain. Recording and stimulating neural activity: neural activity, metabolic and synaptic activity, measuring brain's secretions, Stimulating neural activity, behavioral effects of electrical brain stimulation. Neuro chemical methods-Genetic methods.	1	5										
Instructional Hours			15										
Suggested Learning Methods : Activity Based Learning													
V	Psychobiology of Sensory Systems: Anatomy of the visual system: The eyes, Photo receptors. Connections between eye and brain. Audition: The stimulus, Anatomy of the ear, Auditory hair cells and the transduction of auditory information. Somato senses- Gustation Olfaction	1	6										
Instructional Hours			15										
Suggested Learning Methods : Activity Based Learning													
Total Hours			75										
Text Books	1. Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc												
Reference Books	1. Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.).New York: Brooks/Cole 2. Schneider, A.M. & Tarshis, B. (1986). An Introduction to Physiological Psychology.(3rd Ed.). New York: Random House, Inc 3. Pineal, J. P. J. (2006). Biopsychology (6th Ed.), India, Dorling Kindersley 4. Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.).New York: Brooks/Cole												
Web. URLs	https://www.futurelearn.com/courses/biological-psychology												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	M	L	M	M	M	H	M	H	M	M	H
CO2	M	L	M	L	M	M	M	H	M	H	M	M	H
CO3	M	L	M	L	M	M	M	H	M	H	M	M	H
CO4	M	L	M	L	M	M	M	H	M	H	M	M	H
CO5	M	L	M	L	M	M	M	H	M	H	M	M	H
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Gayathri M							Gayathri M						

Course Code	Title		
21U4ENV101	Ability Enhancement Compulsory Course - Environmental Studies		
Semester : I	Credits : 2	CIA : 50 Marks	
(Common to all UG Programmes)			
Course Objective	This course enables the students to recognize the interconnectedness of multiple factors in environmental challenges and communicate clearly and competently matters of environment concern.		
Course Category	Employability		
Development Needs	National & Global		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Understand key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions	Lecture/ Video Lectures	Album Preparation
CO 2	Understand concepts and methods from ecological and physical sciences and their application in environmental problem solving.	Lecture/ Peer Teaching	Album Preparation
CO 3	Solve the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.	ABL/ Group Discussions	Group Discussions
CO 4	Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.	Video Lessons/ Group discussions	Group Discussions
CO 5	Apply systems concepts and methodologies to analyse and understand interactions between social and environmental processes.	Field visits	Field visit Report
Course Content	Instructional Hours / Week : 2		
Unit	Description	Text Book	Chapters
I	Natural Resources: Forest resources, Water resources, Mineral resources, Food resources, Energy resources and Land resources.	1	2
Instructional Hours			6
Suggested Learning Methods: Video lectures			
II	Ecosystems: Concept of an ecosystem, Structure and function; Introduction, types, characteristic features, structure and function of ecosystem - Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries). Activity: Prepare an album on types of Ecosystem.	1	3
Instructional Hours			6
Suggested Learning Methods: Peer Teaching			
III	Environmental Pollution: Definition Causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution and Noise pollution, Solid waste management. Activity: Discuss the solutions for water pollution	1	5
Instructional Hours			6
Suggested Learning Methods : Group Discussion			

IV	Social Issues and the Environment: Water conservation, rain water harvesting, watershed management, Environmental ethics - Issue summits' and possible solutions and Public awareness. Activity: Identify and analyse a Social Issue and an Environment issue in your locality.								1	6			
	Instructional Hours								6				
Suggested Learning Methods : Role Play													
V	Disaster Management: Floods, Earthquakes, Cyclones, Landslides: From management to mitigation of disasters: The main elements of a mitigation and measures of strategy: Floods, Earthquakes, Cyclones and Landslides								2	16			
	Instructional Hours								6				
Suggested Learning Methods : Group Discussion													
Field Work: Visit to local area to document Environmental assets (River / Forest / Grass land / Mountain), Visit to local polluted site (Urban / Rural / industrial / Agricultural), Study of common plants, insects, birds, Study of simple ecosystem: Pond, River, Hill slopes.													
Total Hours								30					
Text Book(s):	1. Shashi Chawla. A Text Book of Environmental Studies, Tata McGraw-Hill, 2012. 2. From UGC website: https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf												
Reference Book(s):	1. Agarwal, K.C. 2001 Environmental Biology, Nidi Public Ltd., Bikaner. 2. Jadhav, H & Bhosale, V.M. 1995 Environmental Protection and Laws Himalaya Pub.House, Delhi 284 p. 3. Mckinney, M.L. & Schoch R.M. 1996. Environmental Science systems & Solutions 4. Odum, E.P. 1971 Fundamentals of Ecology. W.B. Saunders Co. USA. 574 p 5. Rao MN & Datta, A.K. 1987 Waste Water treatment, Oxford & IBH Publication Co. Pvt. Ltd., 345 p.												
Tools for Assessment (50 Marks)													
Ecosystem Album Preparation	Field visit and report submission			Group discussions about issues related to their locality / about Disaster Management					CIA Test	Total			
10	10			5					25	50			
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	-	L	H	H	H	H	L	L	-	-	-	-
CO2	L	-	L	H	H	H	H	L	L	-	-	-	-
CO3	L	-	L	H	H	H	H	L	L	-	-	-	-
CO4	L	-	L	H	H	H	H	L	L	-	-	-	-
CO5	L	-	L	H	H	H	H	L	L	-	-	-	-
H-High; M-Medium; L-Low													
Course designed by					Verified by								
Dr. M. Thangavel					Dr. M. Thangavel								

Course Code		Title		
23U1TAM202		Part - I : Pynthamizh (பைந்தமிழ்)		
Semester: II		Credits: 3	CIA: 20 Marks	ESE: 55 Marks
Course Objective		மொழி இலக்கியத்தின் வாயிலாக அறம் சார் பண்பு மற்றும் ஆளுமை மிக்க மாணவர்களை உருவாக்குதல்.		
Course Category		Skill Development (மாணவர்களின் மொழித்திறனை ஊக்குவித்தல்)		
Development Needs		Global /Regional(உலக அளவில் தமிழ் மொழியின் அவசியத்தை உணர்த்துதல்)		
Course Description		மாணவர்களின் மொழித்திறனை ஊக்குவித்தல் மற்றும் உலக அளவில் தமிழ் மொழியின் அவசியத்தை உணர்த்துதல்		
Course Outcomes		Teaching Methods		Assessment Methods
CO 1	பக்தி இலக்கியங்கள் வழி வாழ்வியல் நெறிகளை மாணவர்களுக்கு எடுத்துரைத்தல்	விரிவுரை/காணொளிப்பட விளக்கம்		ஒப்படைவு
CO 2	சிற்றிலக்கியங்களின் மூலம் தமிழர்களின் வாழ்க்கை கூறுகளை எடுத்துரைத்தல்	விரிவுரை		குழுத்திட்டம்
CO 3	தமிழ் நாவல்களின் வழி சமுதாயச் சிந்தனைகளைக் கூறுதல்	விரிவுரை/காணொளிப்பட விளக்கம்		கருத்தரங்கு
CO 4	இலக்கண அறிவை வளர்த்தல்	விரிவுரை		ஒப்படைவு
CO 5	தமிழ் இலக்கிய வரலாற்றுத்திறனை மேம்பாடு அடையச் செய்தல்	விரிவுரை/ குழு விவாதம்		கருத்தரங்கு
Offered by		தமிழ்த்துறை		
Course Content: Pynthamizh (பைந்தமிழ்)				Instructional Hours / Week : 4
Unit	Description		Text Book & Chapters	
I	பக்தி இலக்கியங்கள்	1. திருமந்திரம் - மூன்றாம் தந்திரம் (அதிகாரம் 2) 2. நாலாயிரத் திவ்வியப்பிரபந்தம்- பெரியாழ்வார் 3. மாணிக்கவாசகர்-எட்டாம் திருமுறை 4. திருநாவுக்கரசர்- திருவரங்கமாலை	அட்டமாசித்திகள் திருப்பல்லாண்டு அச்சோப்பதிகம் நான்காம் திருமுறை - தேவாரம்	
Instructional Hours				12 Hours
Suggested Learning Methods: ஆன்மிக சிந்தனைத்திறன் பெற்றமை				
II	சிற்றிலக்கியங்கள்	1. கலம்பகம் - நந்திக்கலம்பகம் 2. பள்ளா - முக்கூடற்பள்ளா 3. குறவஞ்சி - திருக்குற்றாலக்குறவஞ்சி 4. பிள்ளைத்தமிழ் - மீனாட்சியம்மை பிள்ளைத்தமிழ் 5. பட்டினத்தார் பாடல்கள்	91 -100 பாடல்கள் 350 - 360 செய்யுள்கள் 1-10 செய்யுள்கள் 1 -10 செய்யுள்கள் 358 - 367 பாடல்கள்	
Instructional Hours				12 Hours
Suggested Learning Methods : கலந்துரையாடல்				
III	நாவல்	1. இமையம் (வெ.அண்ணாமலை)	செல்லாத பணம்	
Instructional Hours				12 Hours
Suggested Learning Methods : நாவல் எழுதும் திறன் பெற்றமை				

IV	இலக்கணம்	1. வல்லினம் மிகும் இடங்கள் 2. வல்லினம் மிகா இடங்கள் 3. யாப்பின் உறுப்புகள் (எழுத்து முதல் தொடை வரை) 4. பாவின் வகைகள்	தமிழ் இலக்கணம்										
Instructional Hours			12 Hours										
Suggested Learning Methods : பிழையின்றி தமிழ் எழுதுதல்													
V	தமிழ் இலக்கிய வரலாறு	1. சிற்றிலக்கியத்தின் தோற்றமும் வளர்ச்சியும் 2. புதினத்தின் தோற்றமும் வளர்ச்சியும் 3. பக்தி இலக்கியத்தின் தோற்றமும் வளர்ச்சியும் 4. விண்ணப்பங்கள், மடல்கள் எழுதச்செய்தல்	தமிழ் இலக்கிய வரலாறு										
Instructional Hours			12 Hours										
Suggested Learning Methods : குழு விவாதம்													
Total Hours			60 Hours										
Text Books	1. இளங்கலை முதலாம் ஆண்டுத்தமிழ் மாணவர்களுக்குரிய பாடநூல் “பைந்தமிழ்” தொகுப்பு: தமிழ்த்துறை, நேரு கலை மற்றும் அறிவியல் கல்லூரி, கோயம்புத்தூர்.												
Reference Books	1. திருமந்திரம் - மாணிக்கவாசகர் அருளிய திருவாசகம் - சித்தாந்த பண்டிதர் திரு.ப.இராமநாத பிள்ளை விளக்க உரையுடன் கழக வெளியீடு, திருநெல்வேலி, 2. தமிழண்ணல - புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சிப் புத்தக நிலையம் மதுரை.												
Web. URLs	https://youtu.be/cL89sSZq_FI												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Seminar	Assignment	Group Project	Total							
4	4	5	2	2	3	20							
Mapping													
PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	H	L	H	H	M	H	L	L	L	L	M
CO2	H	L	M	L	H	L	H	H	L	L	L	L	M
CO3	H	L	L	L	M	M	H	H	L	L	L	L	M
CO4	H	L	H	L	H	M	M	L	L	L	L	L	M
CO5	H	L	H	L	H	L	H	H	L	L	L	L	M
H-High; M-Medium; L-Low													
Course designed by							Verified by						
Dr. S. Satheesh kumar							Dr. A.Sridevi						

Course Code	Title		
23U1HIN202	Part - 1 Sanchar Hindi (संचार हिन्दी)		
Semester: II	Credits: 3	CIA: 20 Marks	ESE: 55 Marks
(Common to all UG Programmes)			
Course Objective	पाठ्यक्रम संवादी हिंदी में पारंगत होने में मदद करता है।		
Course Category	Skill Development		
Development Needs	National		
Course Description	Improves Reading and Translation Skills.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	कविता की मूल शब्दावली और व्यावहारिक तत्वों को समझें। मुक्त छंद और कविता के पारंपरिक रूपों में अंतर्निहित सामान्य तकनीकों को समझें।	Lecture / Video Methods	Assignment
CO 2	छात्र विभिन्न प्रकार की संवादात्मक स्थितियों में हिंदी में प्रदर्शित करने, चित्रित करने, नाटक करने और व्याख्या करने के लिए अर्जित कौशल को लागू करने में सक्षम होंगे	Case Studies	Group Project
CO 3	छात्र औपचारिक और अनौपचारिक पत्र लिखने में सक्षम होंगे।	Lectures / Video Lessons	Seminar
CO 4	अनुवाद सभी लोगों के बीच प्रभावी संचार को सक्षम बनाता है।	Lecture / Video Methods	Assignment
CO 5	छात्र हिंदी भाषा के वक्ता के साथ किसी भी सामान्य विषय पर विभिन्न स्तरों पर बातचीत करने में सक्षम होंगे ।	Lecture / Dumb Charades	Seminar
Offered by	Hindi		
Course Content	Instructional Hours / Week : 4		
Unit	Description	Text Book	Chapters
I	आधुनिक हिंदी काव्य : रश्मि रथी , रामधारी सिंह 'दिनकर'	1	All
Instructional Hours			12
Suggested Learning Methods : Visual Learning			02 Hrs
II	एकांकी संग्रह : 1. शिवाजी का सच्चा स्वरूप - सेठ गोविंददास 2. औरंगजेब की आखिरी रात - रामकुमार वर्मा 3. रीढ़ की हड्डी - जगदीशचंद्र माथुर 4. सिपाही की माँ - मोहन राकेश	1	1 to 4
Instructional Hours			12
Suggested Learning Methods : Auditory			02 Hrs
III	पत्र लेखन : (छुट्टी पत्र , संपादक को पत्र , पुस्तकों के लिए आदेश पत्र , नौकरी के लिए आवेदन पत्र , निजी पत्र)	1	1,2,3
Instructional Hours			12

Suggested Learning Methods : Comprehensive writing												02 Hrs	
IV	अनुवाद : हिंदी से अंग्रेजी (अनुवाद अभ्यास - 3) 1 - 10 passages										3	1,2	
Instructional Hours												12	
Suggested Learning Methods : Auditory, Visual												02 Hrs	
V	बोलचाल की हिन्दी : 1. शिक्षक - विद्यार्थी 2. ग्राहक-दुकानदार 3. डॉक्टर - रोगी, 4. साक्षात्कार 5. दो यात्री 6. माँ - बेटा										5	1,2	
Instructional Hours												12	
Suggested Learning Methods : Comprehensive writing												02 Hrs	
Total Hours												60	
Reference Books			1. रश्मि रथी / रामधारी सिंह "दिनकर" - कविता कोश 2. सरस एकांकी नाटक : डॉ. रामकुमार वर्मा 3. अनुवाद अभ्यास - 3 दक्षिण भारत हिंदी प्रचार सभा , चेन्नई -1										
Reference Books			1. श्रेष्ठ हिन्दी एकांकी -डॉ विजयपाल सिंह 2. बोलचाल : पं० अयोध्या सिंह उपाध्याय 3. हिंदी व्याकरण निबंध और पत्र लेखन -डॉ. एन. एल. माथुर										
Web. URLs			www.webdunia.com										
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Assign ment	Seminar	Group project	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	H	H	M	L	M	L	M	L	L	L	L	L
CO2	M	L	H	L	H	H	H	L	L	L	L	L	L
CO3	H	L	L	L	M	H	M	H	L	L	L	L	L
CO4	H	M	M	M	L	L	L	H	L	L	L	L	L
CO5	M	H	L	M	M	M	M	M	L	L	L	L	L
H-High; M-Medium; L-Low													
Course designed by							Verified by						
Dr. S.Swarnalatha							Dr.S.Swarnalatha						

Course Code			
23U1MAL202		Part – I: Novalum Bhashapadanavum (നോവലും ഭാഷാപഠനവും)	
Semester: II		Credits: 3	CIA: 20 Marks
		ESE: 55 Marks	
(Common to all UG Programmes)			
Course Objective		വിദ്യാർത്ഥികളിൽ മലയാള ഭാഷയുടെ വികാസവും മലയാള സാഹിത്യത്തിൽ നോവലുകൾക്കുള്ള സ്ഥാനവും വായനാശീലവും വർദ്ധിപ്പിക്കുന്നു	
Course Category		Skill Development	
Development Needs		Regional	
Course Description		Proper guidance, opportunities and encouragement that help them to achieve their ambitions	
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	സമൂഹത്തിലെ ഒരു വിഭാഗത്തിന്റെ ജീവിതം	Lecture / Video Methods	Assignment
CO 2	പ്രകൃതിയുടെയും മറ്റു ജീവജാലങ്ങളുടെയും മാറ്റങ്ങൾ	Case studies	Group Project
CO 3	പ്രകൃതി നാശത്തിനെതിരായി ഒന്നിച്ചു പ്രവർത്തിക്കുന്നു	Lectures / Video Lessons	Seminar
CO 4	സമൂഹത്തിലെ ഭാഷാസങ്കല്പം തിരിച്ചറിയുന്നു	Lecture / Video Methods	Assignment
CO 5	നല്ല ഭാഷ എങ്ങനെ സൃഷ്ടിക്കാമെന്ന് മനസ്സിലാക്കുന്നു	Lecture / Dumb Charades	Seminar
Offered by	Malayalam		
Course Content		Instructional Hours / Week : 4	
Unit	Description	Text Book	Chapters
I	നോവൽ - എൻമകജെ	1	1 to 16
Instructional Hours			12
Suggested Learning Methods : Visual Learning			02 Hrs
II	നോവൽ - എൻമകജെ	1	17 to 34
Instructional Hours			12
Suggested Learning Methods : Auditory Method			02 Hrs
III	നോവൽ - എൻമകജെ	1	35 to 51
Instructional Hours			12
Suggested Learning Methods : Comprehensive Writing			02 Hrs
IV	ഭാഷാപഠനം - തെളിമലയാളം	1	1,2,3
Instructional Hours			12
Suggested Learning Methods : Auditory & Visual Method			02 Hrs

V	ഭാഷാപഠനം - തെളിമലയാളം					1	4,5						
Instructional Hours							12						
Suggested Learning Methods : Comprehensive Writing							02 Hrs						
Total Hours							60 Hrs						
Text Books	1. അംബികാസുതൻ മാങ്ങാട്, എൻമകജെ - ഡി.സി.ബുക്സ് കോട്ടയം 2. എം.എൻ.കാരശ്ശേരി, തെളിമലയാളം - ഡി.സി.ബുക്സ് കോട്ടയം												
Reference Books	1. പ്രൊഫ.എൻ.കൃഷ്ണപ്പിള്ള, കൈരളിയുടെ കഥ - ഡി.സി.ബുക്സ് കോട്ടയം 2. ഡോ. പത്മനാഭൻ നായർ, സമ്പൂർണ്ണമലയാള സാഹിത്യ ചരിത്രം - ഡി.സി.ബുക്സ് കോട്ടയം 3. ഡോ.കെ.എം. ജോർജ്ജ്, ആധുനിക മലയാള സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ - ഡി.സി.ബുക്സ് കോട്ടയം 4. എരുമേലി, മലയാള സാഹിത്യം കാലഘട്ടത്തിലൂടെ - ഡി.സി.ബുക്സ് കോട്ടയം												
Web. URLs	literature">http://www.keralaculture.org>literature http://www.manoramaonline.com												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Group project	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	L	H	H	H	H	H	H	L	L	L	L	L
CO2	H	L	H	M	H	M	H	H	L	L	L	L	L
CO3	M	L	M	M	M	H	H	M	L	L	L	L	L
CO4	H	L	L	H	L	H	H	H	L	L	L	L	L
CO5	M	L	L	M	L	H	H	H	L	L	L	L	L
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Ms. N. RAJANI							Dr. SMITHA C. R.						

Course Code		Title		
23U1FRN202		Part – I : Le Français Fondamental – II		
Semester : II		Credits : 3	CIA : 20 Marks	ESE : 55 Marks
(Common to all UG Programmes)				
Course Objective		This course is comprised of deep study of grammar categories and aims to apply the grammatical structures correctly.		
Course Category		Skill Development		
Development Needs		Global		
Course Description		This course aims to develop communicative competence of the students in French, to create cultural awareness, to promote autonomy in learning French.		
Course Outcomes		Teaching Methods	Assessment Methods	
CO 1	Acquire an understanding of French culture, use the basic foundation of verbs.	Lecture	Assignment	
CO 2	Describe a place, learn pronom en, y and adjectives.	Tutorial / Case Studies	Seminar	
CO 3	Recall the tenses and learn Imparfait tense	Lectures / Video Lessons	Quiz	
CO 4	Write about the weather and learn pronom COD,	Word game / Lecture	Assignment	
CO 5	Write short passages and translate, Comprehend the passage and learn pronom COI	Lecture	Group project	
Offered by	Department of French			
Course Content			Instructional Hours / Week : 4	
Unit	Description	Text Book	Chapters	
I	Goûter à la campagne	1	5	
Instructional Hours			12	
Suggested Learning Methods: Worksheets, TV5 App				
II	Voyager dans sa ville	1	6	
Instructional Hours			12	
Suggested Learning Methods: Kahoot App, Duolingo				
III	Faire du neuf avec du vieux	1	7	
Instructional Hours			12	
Suggested Learning Methods : Comprehensive Writing				

IV	Changer d'air						1	8					
Instructional Hours							12						
Suggested Learning Methods : Comprehensive Writing													
V	Devenir éco-citoyen						1	9					
Instructional Hours							12						
Suggested Learning Methods : Translating simple sentences and short passages													
Total Hours							60						
Text Books	Saison 1 Méthode de Français – Marie-Noëlle Cocton, Anouchka De Oliveira, Dorothée Duplex (Unit 5 to 9)												
Reference Books	A1 Echo Méthode de Français												
Web. URLs	Lingua.com, TV 5 app, Learn French by podcast (spotify)												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	-	H	M	H	H	-	-	L	L	L	L	L
CO2	-	-	H	L	H	M	-	-	L	L	L	L	L
CO3	-	-	-	M	M	H	-	-	L	L	L	L	L
CO4	-	-	L	M	L	H	-	-	L	L	L	L	L
CO5	-	-	L	-	H	-	-	-	L	L	L	L	L
H-High; M-Medium; L-Low													
Course designed by							Verified by						
Mr. Balaji							Dr. R. Malathi						

Course Code		Title		
23U2ENG202		Part – II : Professional English – II		
Semester : II		Credits : 3	CIA : 20 Marks	ESE : 55 Marks
(Common to all UG Programmes)				
Course Objective		To equip the students with the language skills and its functional usage. Facilitate the insight and taste of Literature.		
Course Category		Skill Development		
Development Needs		Global		
Course Description		SD: Helps to develop LSRW skill		
Course Outcomes		Teaching Methods	Assessment Methods	
CO 1	Mastering life skills through prose discourse.	Lecture/Tutorial	Assignment	
CO 2	Acquire ethics and values through poetic genre.	Lecture/Tutorial	Assignment	
CO 3	Recognise the nuances of English language through short stories.	Lecture/Tutorial	Speaking	
CO 4	Enhance fluency over language with self-confidence.	Lecture/Tutorial	Reading	
CO 5	Examine how the language is used in literature and develop LSRW Skills	Lecture/Tutorial	Writing	
Offered by	Department of English			
Course Content			Instructional Hours / Week : 4	
Unit	Description	Text Book	Chapters	
I	Prose E.M. Forster - Tolerance Mahatma Gandhi - Women Not the Weaker Sex Issac Asimov - The Fun They had Listening Activity – Comprehension practice from Prose.	1	1-3	
Instructional Hours			12	
Suggested Learning Methods : Cooperative Learning				
II	Poetry Robert Frost - Stopping by Woods on a Snowy Evening William Blake - A Poison Tree Alexander Pope – Ode on Solitude Speaking Activity – Group Discussion Forum	1	4-6	
Instructional Hours			12	
Suggested Learning Methods : Inquiry Based Learning				
III	Short Stories Mark Twain - The Cat and the Painkiller Japanese Folk Tale - The Envious Neighbour Hector Hugh Munro (Saki) – The Open Window Reading Activity – Pronunciation practice and enhancement from Short-stories	1	7-9	
Instructional Hours			12	
Suggested Learning Methods : Classroom Activity				

IV	Grammar Articles Concord Active and Passive Voices Direct and Indirect Speech Writing Activity – Paragraph Writing using grammar Components						1	10-13					
	Instructional Hours							12					
Suggested Learning Methods : Direct Method													
V	Writing Skills Resume Writing Email Writing Dialogue Writing Testimonial Writing Creative Writing						1	14-17					
	Instructional Hours							12					
Suggested Learning Methods : Activity Based Learning													
Total Hours							60						
Text Books		Compiled by the Department of English NASC.											
Reference Books		CLIL (Content & Language Integrated Learning) – Module by TANSCHENOTE: (Text: Prescribed chapters or pages will be given to the students by the department and the college)											
Web. URLs													
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Assignment	Speaking	Reading	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	H	L	M	M	H	M	H	H	M	H	M
CO2	M	L	H	L	H	M	H	M	H	H	M	H	M
CO3	M	L	H	L	H	H	H	H	H	H	M	H	M
CO4	M	L	H	L	H	L	H	H	H	H	M	H	H
CO5	H	M	H	L	H	H	H	H	H	H	H	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by						
Mr. D. Pradeek							Dr. R. Malathi						

Course Code	Title		
23U3PYC204	Core Paper – IV: General Psychology II		
Semester: II	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To provide a comprehensive understanding of the fundamental concepts, theories and research methods in psychology and their practical applications in various contexts, including memory, thinking, language, problem solving creativity, intelligence and personality.		
Course Category	Employability		
Development Needs	Global		
Course Description	Develops a basic understanding of various psychological phenomena and gain insight into the complexities of human thought, emotion, and behavior.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Apply memory processes and evaluate the effectiveness of strategies for memory improvement.	Lecture/ Demonstration	Assignment
CO 2	Analyze and critically evaluate components of thought, language, and problem-solving strategies, applying both deductive and inductive reasoning.	Lecture/ Discussion	Assignment
CO 3	Understand motivational concepts, arousal levels, and theories of emotion, recognizing their impact on behavior and emotions.	Lecture/Case analysis	Seminar
CO 4	Analyze intelligence processes, multiple intelligences, and the relationship with creativity, applying knowledge to assess extremes and determinants of intelligence.	Lecture/ Discussion	Seminar
CO 5	Evaluate personality theories, discerning and comparing different perspectives on what shapes personality, including early approaches and psychodynamic perspectives.	Lecture/ Case analysis	Quiz
Offered by	Department of Psychology		
Course Content	Instructional Hours / Week: 5		
Unit	Description	Text Book	Chapters
I	Memory: Definition - Encoding, storage and retrieval processes - Theories of memory: Information processing model of memory and levels of processing theory - Organizing information: Chunking, Hierarchies - Working memory -. Types of memory: Implicit and explicit memory, Semantic, episodic and procedural memory - State dependent memory - Memory construction - Measuring memory: Recall, recognition, relearning and integration - Forgetting: Curve of forgetting - Reasons of forgetting: fading, interference, distortion, repression, amnesia, motivated forgetting - Other phenomena related to memory: Eyewitness testimony, false memory, childhood amnesia, flashbulb memory - Strategies for improving memory	1	6
Instructional Hours			15
Suggested Learning Methods: Memory Enhancement Workshop			

II	Thinking and language: Components of thought: Images and Concepts - Structure of language: Phonemes, Morphemes, Grammar - Language and thought - Reasoning: Deductive and inductive - Problem solving: Barriers to effective problem solving: Mental set, Confirmation bias, Fixation - Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving – Creativity: Convergent and divergent thinking - Stages in creativity – Decision making: Using and misusing heuristics, Belief perseverance phenomenon.	1	7
Instructional Hours			15
Suggested Learning Methods: PPT and Video Lecture			
III	Motivation and Emotion: Definition of motivation - Motivational concepts: Need, Instinct, drive, incentives - Drive reduction theory. Primary and secondary motives: Motivation of hunger and thirst, sexual motivation - Levels of arousal: Yerke's-Dodson law. Learned motives: affiliation, achievement and power motive - Hierarchy of motives. Emotion: Definition of Emotion - Elements of emotional experience - Physiological correlates of emotion - Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis - Cognition and emotion.	1	10
Instructional Hours			15
Suggested Learning Methods: Group Discussion			
IV	Intelligence: Definition of Intelligence - Intelligence as a process: Piaget's view - Structure of intelligence - Approaches of Spearman, Thurstone and Cattell - Triarchic approach - Multiple intelligences: PASS model - Relationship of intelligence with Creativity - Concept of IQ - Evolution of intelligence testing: Stanford-Binet, Wechsler scales - Extremes of intelligence: Mental retardation and giftedness - Determiners of intelligence: heredity and environment - Emotional intelligence.	1	11
Instructional Hours			15
Suggested Learning Methods: Inquiry Method			
V	Personality: Definition of Personality - Determinants of Personality - Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humors, phrenology, somatotypes, limitations - Psychodynamic approaches: Freud's theory - Neo Freudian Approaches: Jung, Adler, Horney - Trait theories: Allport, Cattell, Eysenck, Big Five Factors - Humanistic perspective: Carl Roger and Abraham Maslow - The social-cognitive perspective: Albert Bandura	1	13
Instructional Hours			15
Suggested Learning Methods: Comparative Case Analysis			
Total Hours			75 Hrs
Text Books	1. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education.		

Reference Books		1. Myers, D.G. (2010). Psychology 9th edition. New York, Worth publishers 2. Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall of India 3. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to psychology, 7th ed. New Delhi: Tata McGraw Hill. 4. Weiten, W. (2002). Psychology: Themes and variations, 5th ed. New York: Brooks/Cole Publishing Co.											
Web. URLs		https://study.com/academy/subject/psychology/general-psychology.html											
Tools for Assessment (25 Marks)													
CIA I		CIA II		CIA III		Assignment		Seminar		Quiz		Total	
5		5		6		3		3		3		25	
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	H	L	M	M	H	M	H	H	M	H	M
CO2	M	L	H	L	H	M	H	M	H	H	M	H	M
CO3	M	L	H	L	H	H	H	H	H	H	M	H	M
CO4	M	L	H	L	H	L	H	H	H	H	M	H	H
CO5	H	M	H	L	H	H	H	H	H	H	H	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Gayathri M							Gayathri M						

Course Code	Title		
23U3PYC205	Core Paper - V: Developmental Psychology II		
Semester: II	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	Examine and understand all aspects of the human life span, encompassing stages, characteristics, social and emotional behaviors of children, physiological and psychological changes, and hazards from puberty to old age.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Explores the physical, cognitive, emotional, and social changes that individuals experience from conception to old age and gives an insight into the understanding of the factors that shape human development and the processes involved in each stage of life.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Recognize the physiological and psychological changes occurring in the adolescent years	Lecture/Tutorial	Assignment
CO 2	Express the importance of developing the life skills in the adulthood	Lecture/Tutorial	Assignment
CO 3	Interpret compassionate behaviour seen towards fellow individuals in old age	Lecture/Tutorial	Seminar
CO 4	Predict the difficulties witnessed in making decisions upon middle Age	Lecture/Tutorial	Seminar
CO 5	Analyse the interest seen in adolescents towards eradicating myths in psychology	Lecture/Tutorial	Role Play
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Childhood: Introduction Characteristics of Early & Late Childhood. Speech Improvement in Childhood. Emotional Expression in Childhood. Social Behavior in Childhood, Moral development in Childhood. Hazards of Childhood.	1	5,6
Instructional Hours			15
Suggested Learning Methods : Role Play Method			
II	Adolescence: Introduction- Characteristics of Adolescence. Development Tasks of Adolescence, Physical change in Adolescence Social and Morality Change in Adolescence. Sex-Role typing in Adolescence, Family Relationships in Adolescence. Physical & Psychological Hazards of Adolescence.	1	8
Instructional Hours			15
Suggested Learning Methods : Demonstration Method			

III	Adulthood: Introduction- Characteristics of Early & Late Adulthood Developmental Tasks of Early & Late Adulthood, Personal & Social Hazards of Early Adulthood Vocational & Family Adjustment in Early Adulthood, Marital Adjustment in Adulthood. Hazards of Adulthood								1	9,10			
Instructional Hours										15			
Suggested Learning Methods : Activity Based Learning													
IV	Middle Age: Introduction- Characteristics of Middle Age. Developmental Tasks of Middle Age. Adjustment to Mental Changes, Adjustment to Social Changes, Vocational Adjustment in Middle Age, Family Adjustment. Hazards of Middle Age.								1	11,12			
Instructional Hours										15			
Suggested Learning Methods : Flipped Learning													
V	Old Age: Introduction- Characteristics of Old Age. Problems Unique to Old Age. Physical Adjustment, Adjustment to Motor Ability, Mental Adjustment, Vocational Adjustment, Adjustment to Retirement, Coping with Family Life. Hazards of Old Age.								1	13,14			
Instructional Hours										15			
Suggested Learning Methods : Flipped Learning													
Total Hours										75 Hrs			
Text Books	1. Hurlock, E.B (1953) Child Development (5th ed.) London: McGraw Hill Book Company												
Reference Books	1. Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd 2. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company 3. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company 4. Hurlock, E.B (1981) Developmental Psychology-A Life span Approach.(5th ed.) New Delhi: TataMcGraw Hill Publishing Company.												
Web. URLs	https://www.coursera.org/courses?query=developmental%20psychology												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	H	L	M	M	H	M	H	H	M	H	M
CO2	M	L	H	L	H	M	H	M	H	H	M	H	M
CO3	M	L	H	L	H	H	H	H	H	H	M	H	M
CO4	M	L	H	L	H	L	H	H	H	H	M	H	H
CO5	H	M	H	L	H	H	H	H	H	H	H	H	M
H-High; M-Medium; L-Low													
Course designed by								Verified by Chairman					
Showmiya SHA								Gayathri M					

Course Code	Title		
23U3PYP202	Core Paper - VI: Experimental Psychology Practical II		
Semester: II	Credits: 3	CIA: 30 Marks	ESE: 45 Marks
Course Objective	Enable students to comprehend the experimental approach in scientific investigation, develop structured report writing skills, identify and apply suitable experimental tests, and gain familiarity with procedures for conducting experiments and psychological tests, thereby enhancing overall experimentation and testing skills.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Offers an in-depth exploration of various experimental methodologies, assessment tools, and psychological constructs, providing hands-on experience in designing, conducting, and analysing experiments while emphasizing ethical considerations and critical interpretation of findings.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To become proficient in measuring Cognitive aspects of human behavior	Discussion	Experiment
CO 2	To become proficient in measuring various Intelligence	Discussion	Experiment
CO 3	To become proficient in measuring Intelligence and Personality	Discussion	Experiment
CO 4	To become proficient in measuring need hierarchy and locus of control	Discussion	Experiment
CO 5	To become proficient in measuring various aspects of mental health	Discussion	Experiment
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 4	
Unit	Description		
I	Cognitive Style Inventory - Critical Thinking Inventory - PASSI Test of Creativity		
			Instructional Hours
			12
Suggested Learning Methods : Hands-on Experience			
II	Multiple Intelligence Inventory - Emotional Intelligence Scale		
			Instructional Hours
			12
Suggested Learning Methods : Hands-on Experience			
III	Gessel's Drawing Test of Intelligence - Span of Immediate Memory - 16 PF		
			Instructional Hours
			12
Suggested Learning Methods : Hands-on Experience			
IV	Maslow's Need Hierarchy Scale - Rotter's Locus of Control		
			Instructional Hours
			12
Suggested Learning Methods : Hands-on Experience			
V	Resilience Scale - Mental Health Inventory Psychological Hardiness Scale		
			Instructional Hours
			12
Suggested Learning Methods : Hands-on Experience			
			Total Hours
			60 Hrs

Text Books	1. Anastasi and Urbina (2010). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd. 2. Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company 3. Collins, and Drever, J(1968). Experimental Psychology: Ludhiana: Lyall Book Depot
Reference Books	1. Kuppaswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing 2. Woodworth, R.S. and Schlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford
Web. URLs	https://www.ucl.ac.uk/pals/research/experimental-psychology/

Tools for Assessment (30 Marks)

Demonstration	Assignment	Record	Test-I	Test-II	Observation	Total
4	4	4	7	7	4	30

Mapping

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	-	M	-	M	H	H	H	M	H	H	H	H
CO2	H	-	M	L	M	H	H	H	M	H	H	H	H
CO3	H	-	H	L	M	H	H	H	M	H	H	M	M
CO4	H	-	H	-	H	H	H	H	H	H	H	H	H
CO5	M	-	M	-	M	M	M	H	H	H	H	H	H

H-High; M-Medium; L-Low

Course designed by	Verified by Chairman
Showmiya SHA	Gayathri M

Course Code	Title		
23U3PYA202	Allied Paper - II: Biopsychology II		
Semester: II	Credits: 3	CIA: 20 Marks	ESE: 55 Marks
Course Objective	Comprehend the physiological foundations of emotion, learning, and memory, along with the impact of stress and drug intake on brain functioning, while also grasping the concept of cerebral lateralization.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Explores the relationship between biology and behavior and provides an in-depth examination of the biological foundations of human behavior, focusing on the brain, nervous system, and their interactions with psychological processes.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Understand synaptic plasticity, long-term potentiation, and NMDA receptors in learning.	Lecture/Tutorial	Assignment
CO 2	Explain declarative and non-declarative memories, emphasizing the role of the hippocampal formation in spatial memory.	Lecture/Tutorial	Assignment
CO 3	Analyse response patterns, hormonal control, and neural communication in emotions.	Lecture/Tutorial	Seminar
CO 4	Investigate reproductive cycles, pheromones, and neural regulation, exploring the impact on human sexual behaviour and orientation.	Lecture/Tutorial	Quiz
CO 5	Identify various disorders, including tumours, seizures, degenerative disorders, and those caused by infectious diseases.	Lecture/Tutorial	Case Study Analysis
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Physiological basis of Learning: The nature of learning - Learning and synaptic plasticity: Induction of long-term potentiation, Role of NMDA receptors, Mechanisms of synaptic plasticity, Long term depression - Perceptual learning - Physiology of Classical conditioning - Physiology of instrumental conditioning.	1	12 (Pg 357-381)
Instructional Hours			15
Suggested Learning Methods : Flipped Learning			
II	Physiological basis of Memory: Relational learning - Human anterograde amnesia: Basic description, Spared learning abilities, Declarative and non- declarative memories - Anatomy of anterograde amnesia: Failure of relational learning – Role of hippocampal formation in spatial memory - Relational learning in animals.	1	12 (Pg 385-396)
Instructional Hours			15
Suggested Learning Methods : Activity Based Learning			

III	Physiology of Emotions: Emotion as response patterns: Fear, Anger and Aggression - Hormonal control of aggressive behavior - Communication of emotions: Facial expression emotions - Neural basis of the communication of emotions - Feelings of Emotions.	1	10 (Pg 293-319)										
Instructional Hours			15										
Suggested Learning Methods : Demonstration Method													
IV	Physiology of Reproductive Behavior: Hormonal control of sexual behavior: female reproductive cycles - Hormonal control of sexual behavior of laboratory animals - Androgens and behavior: Masculinization and defeminization - Effects of pheromones- Human sexual behavior - Sexual orientation - Neural control of sexual behavior-Parental behavior.	1	9 (Pg 268-289)										
Instructional Hours			15										
Suggested Learning Methods : Flipped Learning													
V	Neurological Disorders: Tumors - Seizure disorders - Cerebrovascular accidents - Diso of development - Degenerative disorders: Transmissible spongiform encephalopathies, Parkinson's disease Huntington's disease, Alzheimer's disease, Multiple sclerosis - Disorders caused by infectious diseases.	1	14 (Pg 434-457)										
Instructional Hours			15										
Suggested Learning Methods : Activity Based Learning													
Total Hours			60										
Text Books	1. Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc..												
Reference Books	1. Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.).New York: Brooks/Cole 2. Schneider, A.M. & Tarshis, B. (1986).An Introduction to Physiological Psychology.(3rd Ed.). New York: Random House, Inc. 3. Baron, R.A. (2004).Psychology, 5th ed. New Delhi: Pearson Education. 4. Gerrig, R. J & Zimbardo, P. G.(2002).Psychology and life(16thEd). USA: Allyn& Bacon publishers 5. Myers, D.G.(2010). Psychology 9thedition.New York, Worth publishers. 6. Pineal, J. P. J. (2006).Biopsychology (6th Ed.), India, Dorling Kindersley												
Web. URLs	https://www.futurelearn.com/courses/biological-psychology												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
4	4	4	3	3	2	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	H	L	M	M	H	M	H	H	M	H	M
CO2	M	L	H	L	H	M	H	M	H	H	M	H	M
CO3	M	L	H	L	H	H	H	H	H	H	M	H	M
CO4	M	L	H	L	H	L	H	H	H	H	M	H	H
CO5	H	M	H	L	H	H	H	H	H	H	H	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Gayathri M							Gayathri M						

Course Code	Title	
21U4HRC202	Ability Enhancement Compulsory Course - Human Rights and Constitution of India	
Semester : II	Credits : 2	CIA : 50 Marks

(Common to all UG Programmes)

Course Objective:

Understand the concept of human rights and the importance of Indian Constitution.

Course Outcomes:

CO1	Understand the principal aspects of human rights and duties in a broad sweep.
CO2	Acquire the knowledge about the Fundamental Duties and Rights of Indian Citizen
CO3	To know the rights of women and Children in India
CO4	Understand the structure and importance of Indian Constitution
CO5	Know the functions of Government and Election Commission of India

Course Content**Instructional Hours / Week : 2**

Unit	Description	Instructional Hours	6
I	An Introduction to Human Rights :Values – Dignity, Liberty, Equality, Justice, Unity in Diversity - Human Rights – Meaning and features; Significance of the study - Classification of Human Rights - Rights and Duties – Correlation	Instructional Hours	6
II	Human Rights and Fundamental Rights - Fundamental Rights and Fundamental Duties- Directive Principles - Role of Judiciary in the protection of Human Rights- National Human Rights Commission <i>Activity : Case Study related to Human Rights</i>	Instructional Hours	6
III	Human Rights of Women and Children- Social Practice and Constitutional Safeguards – Female foeticide and infanticide-Physical assault and Harassment- Domestic violence- Conditions of Working Women <i>Activity : Conduct a Group Discussion on the above topics</i>	Instructional Hours	6
IV	Constitution – Structure and Principles - Meaning and importance of Constitution - Making of Indian Constitution –Sources - Salient features of Indian Constitution- Government of Union- Government of State-Features of judicial system in India	Instructional Hours	6
V	Federalism in India – Features - Local Government -Panchayat –Powers and functions -Election Commission –Organisation and functions-Citizen oriented measures – RTI – Provisions and significance <i>Activity : Seminar/ Role play related to Indian Constitution</i>	Instructional Hours	6
		Total Hours	30

Text Book:

1. “**Human Rights and Constitution of India**”, Compiled by Curriculum Development Cell, Nehru Arts and Science College.

Tools for Assessment (50 Marks)

Case Study and Report submission	Seminar / Role play	Group Discussion	Comprehensive test for 5×5 = 25 marks	Total
10	10	5	25	50

Mapping

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	-	-	L	H	H	H	H	L	L	L	L	L
CO2	-	-	-	L	H	H	H	H	L	L	L	L	L
CO3	-	-	-	L	H	H	H	H	L	L	L	L	L
CO4	-	-	-	L	H	H	H	H	L	L	L	L	L
CO5	-	-	-	L	H	H	H	H	L	L	L	L	L

H-High; M-Medium; L-Low

Course Designed by	Verified by	Checked by	Approved by
Dr. E. Vijaya Gowri		Dr. N. Saranya	

Course Code	Title	
22U4HVY201	Value Education : Human Values and Yoga Practice	
Semesters : I & II	Credits : 2	CIA : 50 Marks

(Common to all UG Programmes)

Course Objective:

- To help the students appreciate the essential complementarity between ‘values’ and ‘skills’ to ensure sustained happiness and prosperity, which are the core aspirations of all human beings.
- To prepare and distribute standardized Yoga teaching and training material with reference to institute health.

Course Outcomes:

CO1	To know the importance of Ethics to be followed in the Human life.
CO2	To inculcate a sense of respect towards harnessing values of life and spirit of fulfilling social responsibilities.
CO3	To gain knowledge about the values that develops life skills.
CO4	To understand and Practice Meditation & Surya Namaskar.
CO5	To understand and apply the knowledge for physical health and well being through Asanas

Course Content**Instructional Hours / Week : 1 (For Semesters I and II)**

Unit	Description	Instructional Hours
I	Human Values – Introduction - Definition of Ethics and Values - Character and Conduct - Nature and Scope of Ethics. Individual and Society - Theories of Society - Social Relationships and Society - Empathy: Compassion towards other beings.	4
II	Self-realization and Human Values -Self-realization and Harmony-Rules and Regulations- Rights and Duties-Good and Obligation-Integrity and Conscience. Obligation to Family - Trust and Respect-Codes of Conduct.	5
III	Character Formation Towards Positive Personality: Truthfulness, Constructivity, Sacrifice, Sincerity, Self Control, Altruism, Tolerance, Scientific Vision. Refinement of worries: Neutralization of anger-Intelligent quotient(IQ),Emotional quotient(EQ),Spiritual Quotient (SQ)	5
IV	Power of Meditation - Development of mind in stages - Mental Frequencies Methods for Concentration. Meditation Practices - Surya Namaskar. Physical Exercises -Kayakalpa Practices Training for Potentialising the Mind.	6

V	ASANAS Standing Posture: Tadasana, Utkattasana, arthaKadi Chakrasana, Trikonasana, Artha Chandrarasana, Padahastana, Virabhadrasana, Vrikshasana, Artha, Natarajasana. Sitting posture: Padmasana, Gomukasana, Ustrasana, ArdhaMatsyendrasana, Patchimottanasana. Prone posture: Bhujangasana, shalabhasana, Dhanurasana, Chakrasana. Supine posture: Sarvangasana, Halasana, Matsyasana, Shanti asana Pranayama: Bhastrika, Bhramari, NadiShodhan	
	Instructional Hours	10
Total Hours		30

Text book:

1. “Value Education”, compiled by Curriculum Development cell, Nehru Arts and Science College.

Tools for Assessment

25 marks	25 marks
Comprehensive test in Units I to III for 25 marks during CIA III of Sem. II	Perform 02 Yoga postures for Practical exam to be conducted during the mid. of Sem. II

Mapping

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	-	-	H	L	M	H	H	L	L	M	L	L
CO2	-	-	-	L	M	H	M	H	M	L	M	L	L
CO3	-	-	-	L	M	H	S	H	M	L	M	L	L
CO4	-	-	-	L	L	H	M	H	H	L	M	L	L
CO5	-	-	-	L	L	H	M	H	L	L	M	L	L

H-High; M-Medium; L-Low

Course Designed by	Verified by HOD	Checked by	Approved by
Mr. Karthi M		Dr. N. Kavitha	

Course Code	Title		
23U1TAM303	Part -I : Arunthamizh (அருந்தமிழ்)		
Semester: III	Credits: 3	CIA: 20 Marks	ESE: 55 Marks
Course Objective	தமிழ்க் காப்பியங்களின் வழி அறம் சார்ந்த சிந்தனைகளை உருவாக்குதல்		
Course Category	Skill Development (மாணவர்களின் மொழித்திறனை ஊக்குவித்தல்)		
Development Needs	Global/Regional (உலக அளவில் தமிழ் மொழியின் அவசியத்தை உணர்த்துதல்)		
Course Description	மாணவர்களின் மொழித்திறனை ஊக்குவித்தல் மற்றும் உலக அளவில் தமிழ் மொழியின் அவசியத்தை உணர்த்துதல்		
Course Outcomes	Teaching Methods	Assessment Methods	
CO 1	தமிழ் நூல்களில் அணிநலம் அறிதல், அறம் சார்ந்த சிந்தனைகளை வளர்த்தல்.	விரிவுரை/ காணொளிப்பட விளக்கம்	ஒப்படைவு
CO 2	தமிழ் இலக்கிய வகைகளைக் கூறுவதன் மூலம் தமிழின் இலக்கிய வளத்தை உணர்ச்செய்தல்.	விரிவுரை	குழுத்திட்டம்
CO 3	மாணவர்களிடையே காலத்திற்கேற்ப மொழிவளர்ச்சியை உருவாக்குதல்.	விரிவுரை/ காணொளிப்பட விளக்கம்	ஒப்படைவு
CO 4	நாட்டின் சிறந்த குடிமக்களாக மாணவர்களை உருவாக்குதல்.	விரிவுரை// குழு விவாதம்	கருத்தரங்கு
CO 5	மாணவர்களின் மனநலத்தை வளர்த்தல்.	விரிவுரை/ குழு விவாதம்	கருத்தரங்கு
Offered by	தமிழ்த்துறை		
Course Content : Arunthamizh (அருந்தமிழ்)		Instructional Hours / Week : 4	
Unit	Description	Text Book	Chapters
I	காப்பியங்கள்	1.சிலப்பதிகாரம் 2.மணிமேகலை 3.சீவகசிந்தாமணி 4.கம்பராமாயணம்	1.1அடைக்கலக்காதை (மதுரைக்காண்டம்-பகுதி- 15) 1.2.பீடிகைக் கண்டுபிறப்புணர்ந்தக் காதை-பகுதி-9) 1.3.பூமகள் இலம்பகம் (பகுதி- 11-2347-2377 பாடல்கள்) 1.4சுந்தரகாண்டம்(கடல் தாவுப்படலம் 1-10பாடல்கள்)
Instructional Hours		12 Hours	
Suggested Learning Methods: நாடக முறையில் கலந்துரையாடல்			
II	சைவ,வைணவ, சுவடியியல்	1. தேவாரம் 2..நாலாயிரத்திவ்வியப் பிரபந்தம் 3.சுவடியியல்	2.1.திருநல்லூர்ப் பெருமணம் (பாடல் எண்-4137-4146) 2.2.ஆண்டாள் திருப்பாவை - (பாடல் எண்- 474-483) 2.3.சுவடியியல் - அறிமுகம் 2.4 சைவம் தமிழுக்குச் செய்த தொண்டு 2.5 வைணவம் தமிழுக்குச் செய்த தொண்டு
Instructional Hours		12 Hours	
Suggested Learning Methods : பக்தி பாசுரங்கள் கலந்துரையாடல்			

III	மொழித்திறன் (இலக்கணம்)	1.நன்னூல் 2.தொல்காப்பியம்	3.1 நூல் வரலாறு (முதல் நூல், வழி நூல், சார்பு நூல்) 3.2 மாணாக்கர் வரலாறு 3.3 ஆசிரியர் வரலாறு 3.4 எண்வகை மெய்ப்பாடுகள்										
Instructional Hours			12 Hours										
Suggested Learning Methods :		மொழித்திறன் வாயிலாக பிழையின்றி எழுதும் திறன் பெற்றமை											
IV	நாட்டுப்புற வழக்காறுகள்	நாட்டுப்புறவியல்	4.1. பழமொழிகள் 4.2. விடுகதைகள் 4.3 தமிழர்க்கலைகள் 4.4 சிறுதெய்வ வழிபாடு மட்டும் 4.5 விளையாட்டுகள் (சிறுவர்,சிறுமியர் மட்டும்)										
Instructional Hours			12 Hours										
Suggested Learning Methods :		நாட்டுப்புறவியல் வழி நாட்டுப்புற மக்களின் வாழ்வியலை அறியச்செய்தல்											
V	இலக்கிய வரலாற்றுத் திறன்	தமிழ் இலக்கிய வரலாறு	1. காப்பியத்தின் தோற்றமும் வளர்ச்சியும் 2. பக்தி இலக்கியத்தின் தோற்றமும் வளர்ச்சியும் 3. தமிழக நாட்டுப்புறவியல் வரலாறு										
Instructional Hours			12 Hours										
Suggested Learning Methods:		பாடத்திட்டத்தில் கொடுக்கப்பட்டுள்ள இலக்கிய வரலாற்றினை உணர்த்துதல்											
Total Hours		60 Hours											
Text Books	இளங்கலை இரண்டாம் ஆண்டு தமிழ் மாணவர்களுக்குரிய பாடநூல் “அருந்தமீம்” தொகுப்பு: தமிழ்த்துறை, நேரு கலை மற்றும் அறிவியல் கல்லூரி, கோயம்புத்தூர்.												
Reference Books	நாட்டுப்புறவியல் ஓர் ஆய்வு: டாக்டர் ச. சக்திவேல் விஜயா பதிப்பகம் சென்னை. தமிழண்ணல் - புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சிப் புத்தக நிலையம், மதுரை- 625 001.												
Web. URLs	https://youtu.be/EJcYgyw7e94 , https://youtu.be/Mgtwmerl4yw												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Seminar	Assignment	Group Project	Total							
4	4	5	2	2	3	20							
Mapping													
PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	L	H	L	L	H	M	L	L	L	L	L	L
CO2	M	L	H	L	H	L	M	H	L	L	L	L	L
CO3	H	L	L	L	H	M	H	M	L	L	L	L	L
CO4	M	L	H	L	M	M	H	L	L	L	L	L	L
CO5	H	L	M	L	H	L	M	H	L	L	L	L	L
H-High; M-Medium; L-Low													
Course designed by							Verified by						
Dr. S. Sathesh Kumar							Dr. A. Sridevi						

Course Code	Title		
23U1HIN303	Part I - Sahityak Hindi (साहित्यिक हिंदी)		
Semester: III	Credits: 3	CIA: 20 Marks	ESE: 55 Marks
(Common to all UG Programmes)			
Course Objective	चुनिंदा कविताओं के माध्यम से हिंदी कविता की उत्पत्ति और विकास को समझना। संकलन में उपलब्ध कराए गए सर्वोत्तम नमूनों का उपयोग करते हुए कविता की सराहना।		
Course Category	Skill Development		
Development Needs	National		
Course Description	Improves Writing Skills.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	छात्र हिंदी भाषा से अच्छी तरह वाकिफ हो सकेंगे।	Role play	Assignment
CO 2	व्यक्तिगत अनुभवों की पहचान करें जिनका उपयोग कविताएँ लिखते समय किया जा सकता है।	Group learning Acting	Seminar
CO 3	कविता की मूल शब्दावली और व्यावहारिक तत्वों को समझें।	Story Narration	Assignment
CO 4	छात्रों को रचनात्मक लेखन में अच्छा अभ्यास मिलेगा।	Group learning and Work sheets	Group Project
CO 5	पाठ्यक्रम संवादी हिंदी में पारंगत होने में मदद करता है।	Worksheets and Exercises	Seminar
Offered by	Hindi		
Course Content	Instructional Hours / Week : 4		
Unit	Description	Text Book	Chapters
I	नाटक - सत्यमेव जयते - (श्री सूर्यनारायण मूर्ति)	1	3
Instructional Hours			12
Suggested Learning Methods : Visual Learning			02 Hrs
II	प्राचीन काव्य : कबीर के दोहे (10 दोहा), सूरदास के पद (4 पद) (काव्य तरंग)	1	2
Instructional Hours			12
Suggested Learning Methods : Auditory			02 Hrs
III	1. आधुनिक काव्य : पुष्प की अभिलाषा- माखनलाल चतुर्वेदी, जलियांवाला बाग में बसंत - सुभद्राकुमारी चौहान, शक्ति और क्षमा - रामधारी सिंह दिनकर 2. संक्षिप्तीकरण	1	3
Instructional Hours			12
Suggested Learning Methods : Comprehensive Writing			02 Hrs
IV	अलंकार : 1) अर्थ अलंकार और शब्द अलंकार, 2) दिए गए चित्र पर कुछ वाक्य लिखना ।	1	2
Instructional Hours			12
Suggested Learning Methods : Auditory, Visual, Comprehensive			02 Hrs

V	गद्यांश लेखन, वाक्य शुद्धि, शब्द शुद्धि, अनेक शब्द के लिए एक शब्द	1	4										
Instructional Hours			12										
Suggested Learning Methods : comprehensive writing			02 Hrs										
Total Hours			60 Hrs										
Text Books	1. नाटक - सत्यमेव जयते - (श्री सूर्यनारायण मूर्ति) 2. काव्य सुमन - राजपाल एंड सन्स												
Reference Books	1. हिंदी नाटक और रंगमंच - डॉ राम कुमार वर्मा 2. ओंकार नाथ वर्मा , सामान्य हिंदी अरिहंत प्रकाशन इंडिया लिमिटेड												
Web. URLs	1. www.webdunia.com 2. https://www.hindikunj.com 3. www.bhashaindia 4. www.hindisamay.com												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Group Project	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	H	M	M	L	H	M	L	L	L	L	L
CO2	H	H	H	L	L	H	M	H	L	L	L	L	L
CO3	L	M	L	L	M	H	M	L	L	L	L	L	L
CO4	M	M	M	M	H	L	L	L	L	L	L	L	L
CO5	M	L	L	M	H	L	L	H	L	L	L	L	L
H-High; M-Medium; L-Low													
Course designed by							Verified by						
Dr.S.Swarnalatha							Dr.S.Swarnalatha						

Course Code	Title		
23U1MAL303	Part - I : Kavithayum Smaranayum (കവിതയും സ്മരണയും)		
Semester: III	Credits: 3	CIA: 20 Marks	ESE: 55 Marks
(Common to all UG Programmes)			
Course Objective	കവിതാ സാഹിത്യ പരിചയത്തോടൊപ്പം പുതു കവിതകളെ കുറിച്ച് അവബോധവും ആസ്വാദനവും ഉയർത്തുക. വിദ്യാർത്ഥികൾക്ക് മാതൃകയാവുന്ന സമൂഹത്തിലെ ഉന്നത വ്യക്തിത്വങ്ങളെ പരിചയപ്പെടുത്തുക		
Course Category	Skill Development		
Development Needs	Regional		
Course Description	Developing Personality and Self confidence		
Course Outcomes	Assessment Methods	Assessment Methods	
CO 1	കവിതയിലൂടെയുള്ള സംവേദനം	Smart boards/ Chalk and Talk	Assignment
CO 2	പ്രകൃതിയുടെ നിസ്വാർത്ഥമായ പ്രവർത്തനങ്ങൾ	Group learning	Seminar
CO 3	അധ്യാപക വിഭാഗത്തിനിടയിൽ അവകാശ ബോധം ഉണ്ടാക്കുന്നു	Peer Teaching	Assignment
CO 4	സമൂഹത്തിന് മൂല്യബോധമുണ്ടാക്കുന്ന പ്രവർത്തനങ്ങൾ	Group learning	Group Project
CO 5	സമൂഹത്തിൽ അധ്യാപനത്തിന്റെ പ്രാധാന്യം	Smart boards/ Chalk and Talk	Assignment
Offered by	Malayalam		
Course Content	Instructional Hours / Week : 4		
Unit	Description	Text Book	Chapters
I	നവീന കവിത - പുതു കവിതകൾ	1	4
Instructional Hours			12
Suggested Learning Methods : Visual Learning			02 Hrs
II	നവീന കവിത - പുതു കവിതകൾ	1	3
Instructional Hours			12
Suggested Learning Methods : Auditory Method			02 Hrs
III	കണ്ണീരും കിനാവും - വി.ടി.ഭട്ടതിരിപ്പാട്	1	3
Instructional Hours			12
Suggested Learning Methods : : Comprehensive writing			02 Hrs
IV	കണ്ടൽക്കാടുകൾക്കിടയിൽ എന്റെ ജീവിതം - കല്ലേൻ പൊക്കുടൻ	1	2
Instructional Hours			12
Suggested Learning Methods: Auditory & Visual Methods			02 Hrs
V	കണ്ടൽക്കാടുകൾക്കിടയിൽ എന്റെ ജീവിതം - കല്ലേൻ പൊക്കുടൻ	1	3
Instructional Hours			12
Suggested Learning Methods : Comprehensive Writing			02 Hrs
Total Hours			60 Hrs
Text Books	1. നവീന കവിത (പുതു കവിതകൾ) - നെഹ്റു കോളേജ് മലയാള വിഭാഗം എഡിറ്റു ചെയ്ത 10 കവിതകൾ . 2. കണ്ണീരും കിനാവും - വി.ടി.ഭട്ടതിരിപ്പാട് - ഡി.സി. ബുക്ക്സ്		

	3. കണ്ടൽകാടുകൾക്കിടയിൽ എന്ററെ ജീവിതം - കല്ലേൻ പൊക്കുടൻ - ഗ്രീൻ ബുക്സ്												
Reference Books	1. മലയാള കവിതാപഠനങ്ങൾ - സച്ചിദാനന്ദൻ ,മാത്യഭൂമി ബുക്സ്, കോഴിക്കോട് 2. കവിതാ സാഹിത്യ ചരിത്രം - ഡോ.എം.ലീലാവതി കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ 3. ആധുനികത മലയാള കവിതയിൽ എൻ. അജയകുമാർ , പഠനസംഘം, ചങ്ങനാശ്ശേരി 4. സാഹിത്യം മലയാളത്തിൽ ആത്മകഥ - നടുവട്ടം ഗോപാലകൃഷ്ണൻ , ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട് , തിരുവനന്തപുരം												
Web. URLs :	literature">http://www.keralaculture.org>literature												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	L	H	M	H	H	H	H	L	L	L	L	L
CO2	M	L	H	L	H	M	H	H	L	L	L	L	L
CO3	H	L	L	M	M	H	M	H	L	L	L	L	L
CO4	M	L	L	M	L	H	H	M	L	L	L	L	L
CO5	M	L	L	M	H	L	H	M	L	L	L	L	L
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Ms.RAJANI N.							Dr. SMITHA C.R.						

Course Code	Title		
23U1FRN303	Part – I : Le Francais General – III		
Semester : III	Credits : 3	CIA : 20 Marks	ESE : 55 Marks
(Common to all UG Programmes)			
Course Objective	Acquisition of standard French by knowing more about the culture.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Improved understanding and communication		
Course Outcomes	Teaching Methods	Assessment Methods	
CO 1	Learn about the other French speaking nations, hobbies,	Lectures/ Tutorial	Assignment
CO 2	Le passé compose, l'imparfait	Group Learning	Assignment
CO 3	Social network, les indicateurs de temps	Peer Teaching	Seminar
CO 4	Le discours direct et indirect	Video Lecture / Lectures	Group Project
CO 5	To learn to answer questions orally in French	Group learning	Assignment
Offered by	Department of French		
Course Content	Instructional Hours / Week : 4		
Unit	Description	Text Book	Chapters
I	La langue francaise en action	1	1
Instructional Hours			12
Suggested Learning Methods : Visuals			
II	Aller a la rencontre des autres	1	2
Instructional Hours			12
Suggested Learning Methods : Group discussions			
III	Enrichir son reseau	1	3
Instructional Hours			12
Suggested Learning Methods : Group discussions			
IV	Vivre l'information	1	4
Instructional Hours			12
Suggested Learning Methods : Visuals			
V	Interroger le passe	1	5
Instructional Hours			12
Suggested Learning Methods : Comprehensive writing			
Total Hours			60

Text Books	1. Saison 2 Méthode de Français – Marie-Noëlle Cocton, Anouchka De Oliveira, Dorothée Duplex (Unit 0 to 4)													
Reference Books	1. Connexions 2 Methode de Français Régine Mérieux , Yves Loiseau													
Web. URLs	1. www.academia.edu													
Tools for Assessment (20 Marks)														
CIA I	CIA II			CIA III			Assignment		Seminar		Quiz		Total	
4	4			5			2		2		3		20	
Mapping														
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	-	-	H	M	H	H	-	-	L	L	L	L	L	
CO2	-	-	H	L	H	M	-	-	L	L	L	L	L	
CO3	-	-	-	M	M	H	-	-	L	L	L	L	L	
CO4	-	-	L	M	L	H	-	-	L	L	L	L	L	
CO5	-	-	L	-	H	-	-	-	L	L	L	L	L	
H-High; M-Medium; L-Low														
Course designed by								Verified by						
Mr. Balaji								Dr. R. Malathi						

Course Code	Title		
23U2ENG303	Part – II : Communicative English – I		
Semester : III	Credits : 3	CIA : 20 Marks	ESE : 55 Marks
(Common to All UG Programmes)			
Course Objective	To enable the students to learn the different genres of literature and gain a better understanding of the English language.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	SD: Helps to develop LSRW skill		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Execute moral, ethical and literary merits and relate it to the society.	Lecture/Tutorial	Assignment
CO 2	Exhibit a comprehensive knowledge of poetry and execute life skills and human values through it.	Lecture/Tutorial	Assignment
CO 3	Develop reading strategies with enriched vocabulary, through short story.	Lecture/Tutorial	Speaking
CO 4	Identify the use of English language through the study of Grammar and use them in specific contexts.	Lecture/Tutorial	Reading
CO 5	Interpret their understanding of English works in LSRW mode	Lecture/Tutorial	Writing
Offered by	Department of English		
Course Content	Instructional Hours / Week : 4		
Unit	Description	Text Book	Chapters
I	Prose J.B. Priestley - Travel by Train R.K. Narayan - Headache E.M. Forster - Tolerance	1	1 - 3
Instructional Hours			12
Suggested Learning Methods : Intensive Reading			
II	Poetry William Blake - The School Boy Rudyard Kipling - If Sarojini Naidu - The Queen's Rival	1	4 - 6
Instructional Hours			12
Suggested Learning Methods : Scaffolding Method			

III	Short Stories				1	7 - 9
	O. Henry - After Twenty Years Edgar Allan Poe – Tell - Tale Heart Frank R.Stockton - The Lady or The Tiger?					
Instructional Hours					12	
Suggested Learning Methods : Flipped Learning						
IV	Herman Melville-Moby Dick (Abridged Version)				1	10 - 13
Instructional Hours					12	
Suggested Learning Methods : Flipped Learning						
V	Oral & Written Communication (UnitI–IV) Listening – Comprehension practice from Poetry, Prose, Online Voice Practice, observing / viewing E-content (with subtitles), Guest / Invited Lectures, Conference/ Seminar Presentations & Tests, and DD National News Live, BBC, CNN, VOA etc				1	14 - 17
	Speaking – In Group Discussion Forum, participate in the Turn Taking, and Conversation Management, Debating, Defending / Mock Viva Voce, Seminar Presentations on Classroom-Assignments, and Peer-Team-interactions. Reading– Different Reading Strategies in Poetry, Prose, Novel, Newspaper etc Writing – Modals, Concord, E-Mail & Report Writing, Spotting the Errors and How to avoid them, Sentence Completion, Prepositions, Idioms and Phrases, Collocation.					
Instructional Hours					12	
Suggested Learning Methods : Activity Based Learning						
Total Hours					60	
Text Books		Unit I–V: Compiled by the Department of English				
Reference Books		CLIL (Content & Language Integrated Learning) – Module by TANSCHENOTE:(Text: Prescribed chapters or pages will be given to the students by the department				
Web. URLs						
Tools for Assessment (20 Marks)						
CIA I	CIA II	CIA III	Assignment	Speaking	Reading	Total
4	4	5	2	2	3	20

Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	-	H	-	M	M	H	M	H	H	M	H	M
CO2	M	-	H	-	H	M	H	M	H	H	M	H	M
CO3	M	-	H	-	H	H	H	H	H	H	M	H	M
CO4	M	L	H	-	H	-	H	H	H	H	M	H	H
CO5	H	M	H	-	H	H	H	H	H	H	H	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by						
Mr. D. Pradeek							Dr. R. Malathi						

Course Code	Title		
23U3PYC307	Core Paper - VII: Abnormal Psychology I		
Semester: III	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To gain a holistic understanding of abnormal behavior by exploring its historical roots, describing psychological disorders, examining influencing factors and theoretical perspectives, addressing current research and methodological issues, and learning about primary treatments for psychological disorders.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	To explore abnormal behavior's history, disorders, influences, and treatments in this course, gaining practical insights and staying current with the latest research to understand this dynamic field.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Analysis the interaction of biological, cognitive and sociocultural factors in abnormal behavior	Lecture	Assignment
CO 2	Evaluate psychological research relevant to the study of abnormal behavior	Flipped classroom	Assignment
CO 3	Remember the cultural and ethical considerations in diagnosis the disorders	Tutorial	Seminar
CO 4	Design, conduct, or evaluate treatment process	Lecture	Seminar
CO 5	Apply the contemporary theories and research related to causes and treatments of psychological disorders	Demonstration	Review
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Introduction and Paradigms in Abnormality – Range of Abnormal behavior - Triggers, stigma and adaptive and Maladaptive behavior- Historical background: Epidemiology of Maladaptive Behavior- Theoretical perspectives on Maladaptive Behavior: Biological perspective- Psychodynamic, Behavioral, Cognitive, Humanistic, Existential, Community Cultural Perspective - Interactional approach.	1	1,2 (Pg 4-17,23-28, 44-83)
Instructional Hours			15
Suggested Learning Methods: Group Discussions			
II	Classification and Assessment: Classification: Advantages and Disadvantages, Vulnerability, Resilience, Coping, Multiaxial Approach, DSM IV TR, DSM V, Beyond DSM V, Major Diagnostic Categories, Evaluation, ICD-10 - Assessment: Basis of Classification, Interview, Intelligence tests, Neuropsychological tests - Personality- Behavioral and Cognitive Assessment- Relational and Bodily assessment.	1	4 (Pg 127 – 160)

		Instructional Hours		15									
Suggested Learning Methods: Brain Storming													
III	Stress, Coping and Maladaptive Behavior: Stress and Coping. Coping Skills- The Coping Process- Social Support - Stressful Situations and Life transitions - Clinical Reactions to Stress- Adjustment Disorder- Acute Stress disorder- Dissociative Disorder. Treating Stress Related Problems.	1	5 (Pg 161 - 186)										
		Instructional Hours		15									
Suggested Learning Methods: Problem based learning													
IV	Anxiety Disorders: Generalized Anxiety Disorder- Panic Disorder – Phobias: Specific Phobias, Social Phobias and Agoraphobia - Obsessive Compulsive Disorder - Posttraumatic Stress Disorder - Interpreting and Treating Anxiety disorders: Psychodynamic, Behavioral, Cognitive and Biological Perspectives.	1	8 (Pg 244 - 275)										
		Instructional Hours		15									
Suggested Learning Methods: Role play													
V	Bodily Maladaptation: Biopsychosocial Model – Behavioral Medicine and Health Psychology- Stress and Illness - Eating disorders: Anorexia Nervosa, Bulimia Nervosa and Binge Eating- Sleep Disorders: Sleep Processes, Dyssomnias, Parasomnias- Psychophysiological disorders- Somatoform Disorders: Pain Disorders, Somatization Disorders and Hypochondriasis.	1	6,7 (Pg 188- 238)										
		Instructional Hours		15									
Suggested Learning Methods: Interactivity													
				Total Hours									
				75 Hrs									
Text Books	Sarason., I. G. & Sarason B. R. (2012). Abnormal Psychology- The Problem of Maladaptive Behaviour, 11th Edition: New Delhi: Prentice Hall of India.												
Reference Books	Barlow H.D. & Durand M.V. (2016). Abnormal Psychology: an integrative approach (7 th Ed.), New Delhi. Cengage Learning												
Web. URLs	https://www.coursera.org/courses?query=clinical%20psychology												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Case Study	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	L	H	-	M	H	H	H	M	H	H	H	M
CO2	M	-	H	-	M	H	H	H	M	H	H	H	M
CO3	H	L	H	-	M	H	H	H	M	H	H	H	M
CO4	M	-	H	-	M	H	H	H	M	H	H	H	M
CO5	H	-	H	-	M	H	H	H	M	H	H	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Gayathri M							Gayathri M						

Course Code	Title		
23U3PYC308	Core Paper- VIII: Health Psychology		
Semester: V	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To explore the concept of health, psychology's role in understanding and promoting well-being, the necessity of health psychology in addressing complex health challenges, and the investigation of health-related behaviors, pain, chronic illnesses, and psychoneuroimmunology.		
Course Category	Employability		
Development Needs	Global		
Course Description	Understanding of the ethics and principles in professional practices		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To explain the mind-body relationship and the significance of the health psychology.	Tutorial	Assignment
CO 2	Demonstrates health related behaviors, ways to prevent accidents and develops healthy diet habits.	Tutorial	Assignment
CO 3	Knowledge about causes and consequences of alcoholism and smoking and the ways to prevent and changing health compromising behaviors.	Tutorial	Seminar
CO 4	Analysis the effects of health status and changes in health based on a person's emotions, thinking, and behavior	Tutorial	Seminar
CO 5	Create the healthy relationship and to understand health compromising behaviors	Tutorial	Quiz
Offered by	Department of Psychology		
Course Content	Instructional Hours / Week : 5		
Unit	Description	Text Book	Chapters
I	Health Psychology: Definition- Mind-Body Relationship- Biopsychosocial Model- Need for Health Psychology: Changing Patterns of Illness, Advances in technology and Research, Expanded Health care Services, Increased Medical Acceptance- Conducting Health Research- Training in Health Psychology: Careers in Practice and Careers in Research.	1	1 (Pg 2-13)
Instructional Hours			15
Suggested Learning Methods: Intensive Reading			
II	Health Behaviors: Introduction- Health Promotion- Changing Health Habits- Cognitive and Behavioral approaches to Health Behavior Change- The Transtheoretical model of Behavioral Change- Changing Health behaviors through Social Engineering- Venues for Health Habit Modification.	1	3 (39-63)
Instructional Hours			15
Suggested Learning Methods : Group Discussion			

III	Health Promoting Behaviors: Exercise - Accident Prevention - Vaccinations and Screening- Sun Safety Practices- Developing a Healthy Diet - Sleep – Rest, Renewal and Savoring. Health Compromising Behaviors: Characteristics of Health Compromising Behaviors - Obesity - Eating Disorders - Alcoholism and Problem Drinking – Smoking.	1	4, 5 (Pg 64-110)										
Instructional Hours			15										
Suggested Learning Methods : Demonstration													
IV	Pain and Chronic Illness: Pain – Significance – Measuring Pain – Acute vs Chronic Pain – Reasons for Chronic Pain – Chronic Pain Behavior- Pain and Personality, Heart Disease – CHD – Psychosocial Risk Factors and CHD – Hypertension – CVD – Psychosocial Risk Factors and CVD- Stroke: Risk factors and Consequences- Type II Diabetes – Health Implications- Managing and Prevention.	1	13 (Pg 260-281)										
Instructional Hours			15										
Suggested Learning Methods: Discussion													
V	Psychoneuroimmunology and Immune Related Disorders: Psychoneuroimmunology: The Immune system – Assessing Immune Functioning – Stress and Immune Functioning- HIV Infections and AIDS – Cancer – Arthritis: Rheumatoid Arthritis, Osteoarthritis – Type I Diabetes.	1	14 (Pg 285-307)										
Instructional Hours			15										
Suggested Learning Methods : Web Sources													
Total Hours			75 Hrs										
Text Books	Taylor, E. S., (2015). Health Psychology, 10 th Edition. New York, McGraw-Hill Education.												
Reference Books	1. Allen, F. Health Psychology: Theory and Practice. Allen & Unwin. (1998). 2. Bennett, P., Sprugeon, P., & Weinman, J. (1990). Current Developments in Health Psychology. Gordon & Breach Publishing.												
Web. URLs	https://onlinecourses.swayam2.ac.in/cec19_hs03/preview												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	-	M	-	M	M	M	H	H	M	M	M	M
CO2	M	-	M	-	M	M	M	H	H	M	M	M	M
CO3	M	-	M	-	M	M	M	H	H	M	M	M	M
CO4	M	-	M	-	M	M	M	H	H	M	M	M	M
CO5	M	-	M	-	M	M	M	H	H	M	M	M	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
23U3PYA303	Allied Paper - III: Psychological Statistics I		
Semester: III	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To master key statistical methods in psychology, emphasizing their significance, understanding assumptions, drawing meaningful conclusions from data, and demonstrating awareness of ethical principles in research.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Equips students with proficiency in major statistical methods in psychology, emphasizing their importance, teaching basic assumptions, fostering the ability to draw meaningful conclusions from data, and instilling awareness of ethical principles in research.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Evaluate the primary methods of inquiry and statistical analysis in psychology	Tutorial	Assignment
CO 2	Understand the advantages and limitations of different statistical methods used in psychological research	Tutorial	Assignment
CO 3	To apply an appropriate statistical analysis for the data	Tutorial	Quiz
CO 4	To analysis the role of different statical techniques in psychological research	Tutorial	Research
CO 5	Remember the ethics in preparing the data for analysis	Tutorial	Presentation
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Meaning and Definition of Statistics- Need and Importance of Statistics- Nature and Scope of Statistics – Uses and Limitations of Statistics - Application of Statistics in Psychology - Meaning and Definition of variable – Dependent variable – Independent variable. Descriptive Statistics – Inferential Statistics.	3	1 (Pg 1-11)
Instructional Hours			15
Suggested Learning Methods : Discussion			
II	Organization of Data: Meaning of Data – Collection of Primary Data and Secondary Data – Classification and Tabulation of Data: Frequency Distribution- Cumulative Frequency and Cumulative Percentage Frequency - Diagrammatic and Graphical Representation of Data – Advantages -Graphical representation of Grouped and Ungrouped Data.	3	2,3 (Pg 12-23)
Instructional Hours			15
Suggested Learning Methods : Problem Solving			

III	Meaning and Purpose of Measures of Central Tendency- Characteristics and Types of Measures- Characteristics and Uses of Mean, Median and Mode - Computation of Mean, Median and Mode – Meaning of Percentile- Computation of Percentiles - Purpose and Uses of Percentiles and Percentile Ranks.							3	4,5 (Pg 41-65)				
Instructional Hours								15					
Suggested Learning Methods : Problem Solving													
IV	Concept of Variability: Meaning and Importance of Variability – Types or Measures of Variability: Quartile Deviations – Mean Deviation – Standard Deviation - Computation and Uses. Application in Psychology							3	6 (Pg 68-75)				
Instructional Hours								15					
Suggested Learning Methods : Problem Solving													
V	Normal Curve- Characteristics and Properties of a normal curve – Applications of Normal Curve – Sampling: Population and Sample- Meaning of sampling – Random Sampling Methods: Simple - Systematic- Stratified – Cluster and Multi stage Random Sampling – Non Random Sampling: Purposive – Quota and Incidental Sampling- Sampling Errors – Non sampling Errors							3	1(8) 2(4) (Pg 111-117; 85-95)				
Instructional Hours								15					
Suggested Learning Methods : Close Reading													
Total Hours								75 Hrs					
Text Books	1.Mangal, S.K. (2004). Statistics in Psychology and Education, 2th Edition, New Delhi: Prentice Hall. 1. Howell D. C. (2002): Statistical Methods for Psychology, (5 th Edition), Australia: Duxbury Publications.												
Reference Books	Garrett, H.E. (2004). Statistics in Psychology and Education, 6 th Edition, New Delhi: Paragon International Publishers.												
Web. URLs	https://www.coursera.org/courses?query=research%20methods%20in%20psychology												
Tools for Assessment (25 marks)													
CIA I	CIA II	CIA III	Assignment	Quiz	Presentation	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	H	L	M	M	H	M	H	H	M	H	M
CO2	M	L	H	L	H	M	H	M	H	H	M	H	M
CO3	M	L	H	L	H	H	H	H	H	H	M	H	M
CO4	M	L	H	L	H	L	H	H	H	H	M	H	H
CO5	H	M	H	L	H	H	H	H	H	H	H	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Gayathri M							Gayathri M						

Course Code	Title		
23U3PYS301	Skill Based Paper – I: Counselling Psychology – I		
Semester: III	Credits: 4	CIA: 20 Marks	ESE:55 Marks
Course Objective	To gain in-depth knowledge of counseling theories, models, and techniques, demonstrate proficiency in cognitive and personality theories, apply counseling skills across settings, and develop expertise in evaluating counseling processes.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Covers counselling theories, techniques, and models, emphasizing practical application across diverse settings and developing expertise in evaluation processes.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To know the basics of counselling	Tutorial	Assignment
CO 2	To evaluate the models of counselling	Tutorial	Assignment
CO 3	Understand the characteristics of an effective counsellor.	Tutorial	Seminar
CO 4	Analysis the process of counselling	Tutorial	Seminar
CO 5	Know the key issues of counselling	Tutorial	Presentation
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 3	
Unit	Description	Text Book	Chapters
I	The concept of counselling – Definition of counselling – counselling as helping profession- Helping relationship – Counselling and Related Fields – Guidance, Psychotherapy, Clinical psychology and Social Work - Factors contributing to the Emergence of Counselling- Counselling movements in modern times – History of Counselling Movement- Present Status of Counselling in India	1	1,2 (Pg 3-12; 15; 26-29; 47)
Instructional Hours			9
Suggested Learning Methods : Group Discussion			
II	Goals and expectations of counselling – The characteristics an effective counselor -The roles and functions of counselor- counselor skills - Legal. Professional and ethical considerations in counselling: Conflicting responsibility – Confidentiality – Competence and representation and ethics in research – legal considerations – the legal recognition of counselors – Privileged communications – Expert Testimony and liability for negligence or malpractice.	1	3,4 (Pg 53-77)
Instructional Hours			9
Suggested Learning Methods : Group Discussion			
III	The counselling setup – Influence of external conditions – Counselling Process - Phases of counselling – Phase I – Establishment of purpose - Phase – II Definitions of the counselling process - Phase – III Clarification and understanding of the client’s needs - Phase – IV Progress towards the goal - Phase – V Consolidation and planning – Counselling Relationship -	1	5 (Pg 83-114)

	Counsellor Skills – Counselee Factors.												
Instructional Hours			9										
Suggested Learning Methods : Interactivity													
IV	Counselling Interview – Interviewing Techniques in Counselling - Counselee – Counsellor relationship - Structuring the Counselling Relationship – Verbal and Nonverbal Techniques – Handling Transference and Resistance - Value Orientation in Counseling Process- Relationship Techniques – Sharing of Experience/Self-Disclosure.		1	7 (139-167)									
Instructional Hours			9										
Suggested Learning Methods : Discussion													
V	Assessment in Counselling: Introduction- Types of Psychological Tests – Factors affecting Psychological Test results – Test use and Interpretation – Sociometric Techniques- Psycho diagnosis – Limitations of Diagnosis – Common Diagnostic Classification Systems in Counselling. Types of counselling – Essentials of individual, family and group counselling – Evaluation of counselling.		1	6 (Pg 115-138)									
Instructional Hours			9										
Suggested Learning Methods : Role Play													
Total Hours			45 Hrs										
Text Books	Narayana Rao, S. (2013), Counseling and Guidance -3rd edition, Tata McGraw Hill, New Delhi.												
Reference Books	Sommers-Flanagan, J & Sommers-Flanagan, R., Counselling and Psychotherapy Theories in Context and Practice (2015), John Wiley & Sons, Inc., Hoboken, New Jersey. McLeod, J (2003). An Introduction to Counselling 3 rd Edition, Open University Press												
Web. URLs	https://www.edx.org/course/counseling-and-psychotherapy-theory												
Tools for Assessment (20 Marks)													
CIAI	CIAII	CIA III	Assignment	Seminar	Presentation	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO 5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	H	-	H	-	H	H	H	H	M	M	L	M	H
CO2	M	-	H	-	H	M	H	H	M	M	L	M	H
CO3	H	-	H	-	H	H	H	H	M	M	L	M	H
CO4	H	-	H	-	H	H	H	H	M	M	L	M	H
CO5	H	-	H	-	H	H	H	H	M	M	L	M	H
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
22U4NM3BT1	Part – IV : Basic Tamil – I		
Semester : III	Credits : 2	CIA : 50 Marks	
(Common to all UG Programmes)			
Course Objective	தமிழ் மொழியைக் கற்பித்தல்—மொழித்திறனை வளர்த்தல்.		
Course Category	Skill Development (மாணவர்களின் மொழித்திறனை ஊக்குவித்தல்)		
Development Needs	Regional (தமிழ் மொழியின் அவசியத்தை உணர்த்துதல்)		
Course Description	மாணவர்களின் மொழித்திறனை ஊக்குவித்தல்		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	தமிழ் எழுத்துக்கள் அறிமுகம் செய்தல் மற்றும் வாசித்தல் ஆகியவற்றின் பயன்பாடு.	குழு விவாதம்	ஒப்படைவு
CO 2	பிறமொழி கற்றல் ஆர்வம் தூண்டல்.	குழு விவாதம்	கருத்தரங்கு
CO 3	பிறமொழி அறிவுத் திறன் மேம்படச்செய்தல்	விரிவுரை/ காணொளிப்பட விளக்கம்	குழுத்திட்டம்
CO 4	வார்த்தை அமைக்கும் திறன் பெறச்செய்தல்.	விரிவுரை/ குழு விவாதம்	குழுத்திட்டம்
CO 5	கையெழுத்துத்திறன் பெறச்செய்தல்.	குழு விவாதம்	குழுத்திட்டம்
Offered by	தமிழ்த்துறை		
Course Content : Basic Tamil - I		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	தமிழ் மொழியின் அடிப்படைக் கூறுகள்	இலக்கணம்	1.உயிர்எழுத்துக்கள் 2.மெய் எழுத்துக்கள் 3.உயிர்மெய் எழுத்துக்கள்
			Instructional Hours 6
Suggested Learning Methods : எழுத்துக்களை எழுதும் மற்றும் வாசிக்கும் திறன் பெற்றமை			
II	சொல் அமைத்தல்	இலக்கணம்	1.ஓர் எழுத்து ஒருமொழி 2.இரண்டுமுதல் ஐந்து எழுத்துச்சொற்கள் 3.தமிழ் மாதங்கள் பெயர்,கிழமைகளின் பெயர் 4.வண்ணங்கள் பெயர், 5.சொல் ஆக்கம்
			Instructional Hours 6
Suggested Learning Methods : எழுத்துக்களை கொண்டு சொற்களை உருவாக்கும் பயிற்சி பெற்றமை			
III	தொடரமைப்பு	தொடரமைப்பு	1.எழுவாய் 2.செயப்படுபொருள்
			Instructional Hours 6
Suggested Learning Methods : சொற்களைக் கொண்டு தொடர் உருவாக்கும் பயிற்சி பெற்றமை			
IV	குறிப்பு எழுதுதல்	இலக்கணம்	1.தொடரமைப்பு 2.பத்தி அமைப்பு
			Instructional Hours 6
Suggested Learning Methods : பத்தி அமைப்பு உருவாக்கும் திறன் பெற்றமை			

V	பிழைநீக்குதல்	இலக்கணம்	1.ஒற்றுப்பிழை 2.வாக்கியப் பிழை
			Instructional Hours 6
Suggested Learning Methods : இலக்கணப் பிழை இன்றி எழுதும் திறன் பெற்றமை			
			Total Hours 30
Text Books	1. இளங்கலை தமிழ் மாணவர்களுக்குரிய பாடநூல்“அரிச்சுவடி” தொகுப்பு: தமிழ்த்துறை, நேரு கலை மற்றும் அறிவியல் கல்லூரி,கோயம்புத்தூர்.		
Reference Books	1. பவணந்தி முனிவர்,நன்னூல் பூலியூர்க்கேசிகன் உரை,சாரதா பதிப்பகம், சென்னை-40. 2. தொல்காப்பியம், கணேசையர் பதிப்பு,உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை -113.		
Web. URLs	-		
Course designed by		Verified by	
Dr. S. Satheeshkumar		Dr. A. Sridevi	

Course Code	Title		
22U4NM3AT1	Part – IV : Advanced Tamil – I		
Semester : III	Credits : 2	ESE : 50 Marks	
(Common to all UG Programmes)			
Course Objective	புதுக்கவிதை உருவாக்கும் திறன் வளர்த்தல் - மொழித்திறனை மேம்படுத்துதல்		
Course Category	Skill Development (மாணவர்களின் மொழித்திறனை ஊக்குவித்தல்)		
Development Needs	Regional (தமிழ் மொழியின் அவசியத்தை உணர்த்துதல்)		
Course Description	மாணவர்களின் மொழித்திறனை ஊக்குவித்தல்		
Course Outcomes	Teaching Methods	Assessment Methods	
CO 1	புதுக்கவிதை படைக்கும் திறன் வளர்த்தல்	விரிவுரை	குழுத்திட்டம்
CO 2	படைப்பாக்கத்திறன் அறிவு பெறச்செய்தல்.	விரிவுரை/ குழு விவாதம்	கருத்தரங்கு
CO 3	தகவல் தொடர்பியலுக்கான கடிதம், அமைவுத்திறன் பெறச்செய்தல்	விரிவுரை/ காணொளிப்பட விளக்கம்	கருத்தரங்கு
CO 4	மொழியைப்பிழையின்றிப்பேசும் ,எழுதும் திறன் பெறச் செய்தல்	விரிவுரை	ஒப்படைவு
CO 5	கடிதம் எழுதுதல் மற்றும் மொழியறிவைப் பெறுதல்.	விரிவுரை/ காணொளிப்பட விளக்கம்	குழுத்திட்டம்
Offered by	தமிழ்த்துறை		
Course Content	Instructional Hours / Week : 2		
Unit	Description	Text Book	Chapters
I	புதுக்கவிதை	1. பாரதியார் 2. பாரதிதாசன்	1.1. தேசபக்திபாடல் தாயின் மணிக்கொடி பாரீர் 1.2. பாரதிதாசன்(தமிழ்மொழிபற்று – கனியிடை, தமிழுக்கும் அமுதென்று)
Instructional Hours			6
Suggested Learning Methods : கவிதை எழுதும் திறன் பெற்றமை			
II	பிழை நீக்குதல்	இலக்கணம்	2.1. சொற்பிழை நீக்கம் 2.2. தொடர்பிழை நீக்கம் 2.3. பத்தி எழுதச் செய்தல்
Instructional Hours			6
Suggested Learning Methods : வாக்கியங்களைப் பிழை இன்றி எழுதும் திறன் பெற்றமை			
III	இலக்கணப் பயிற்சி அளித்தல்	இலக்கணம்	3.1. தொகை நிலைத் தொடர் 3.2. தொகா நிலைத்தொடர் 3.3.ஆகுபெயர் வகைகள்
Instructional Hours			6
Suggested Learning Methods : இலக்கணப் பிழை இன்றி எழுதும் பயிற்சி பெற்றமை			

IV	கடிதம் எழுதுதல்	இலக்கணப் பயிற்சி ஏடு	4.1. பாராட்டுக்கடிதம் 4.2. நன்றிக்கடிதம் 4.3. அழைப்புக்கடிதம் 4.4. அலுவலகக்கடிதம் 4.5. நட்புக்கடிதம்
Instructional Hours			6
Suggested Learning Methods : கடிதம் எழுதும் திறன் பெற்றமை			
V	இலக்கிய வரலாறு	தமிழ் இலக்கிய வரலாறு	1. வேலு நாச்சியார் 2. கப்பலோட்டிய தமிழன்
Instructional Hours			6
Suggested Learning Methods : தமிழ் இலக்கிய வரலாற்றின் சிறப்பினை அறிய பெற்றமை			
Total Hours			30
Text Books	1. இளங்கலை தமிழ் மாணவர்களுக்குரிய பாடநூல் “திரட்டு” தமிழ்த்துறை. தொகுப்பு: தமிழ்த்துறை, நேரு கலை மற்றும் அறிவியல் கல்லூரி, கோயம்புத்தூர்.		
Reference Books	1. பாரதியார் – பாரதியார்கவிதைகள், அபிராமிபதிப்பகம், 7- பி,கொடிமரத் தெரு, சென்னை – 013 2. பவணந்திமுனிவர் – நன்னூல், பூலியூர்க்கேசிகள் உரை, சாரதா பதிப்பகம், சென்னை - 040		
Web. URLs			
Course designed by		Verified by	
Dr. S. Satheeshkumar		Dr. A. Sridevi	

Course Code		Title	
22U4NM3CAF/ 21U4NM3CAF		Non Major Elective : Consumer Affairs	
Semester : III		Credits : 2	ESE : 50 Marks
(Common to all UG Programmes)			
Course Objective	To enable the students to understand the concepts of Consumers and Markets		
Course Category	Employability		
Development Needs	National & Global		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Know their rights and responsibilities as a consumer	Lecture/ Video Lectures	Assignment
CO 2	Gain knowledge about Consumer protection law in India	Lecture/ Peer Teaching	Seminar
CO 3	Understand the procedure about redressed of consumer complaints	Lecture/ Group Discussion	Seminar
CO 4	Learn about Consumer related regulatory agencies and Norms	Lecture/ Role Play	Assignment
CO 5	Comprehend Business Firms, Interface with Consumers.	Lecture/ Group Discussion	Quiz
Offered by	Department of Business Administration		
Course Content	Instructional Hours / Week : 2		
Unit	Description	Text Book	Chapters
I	Conceptual Framework - Consumer and Markets: Concept of Consumer, Nature of markets: Liberalization and Globalization of markets with special reference to Indian Consumer Markets, Concept of Price in Retail and Wholesale, Maximum Retail Price (MRP), Fair Price, GST, labelling and packaging along with relevant laws, Legal Metrology. Consumer Complaining Behaviour: Alternatives available to Dissatisfied Consumers; Complaint Handling Process.	1	1 & 2
Instructional Hours			6
Suggested Learning Methods : Video lectures			
II	The Consumer Protection Law in India Objectives and Basic Concepts: Consumer rights and UN Guidelines on consumer protection, Consumer goods, defect in goods, spurious goods and services, service, deficiency in service, unfair trade practice.	1	5 & 6
Instructional Hours			6
Suggested Learning Methods : Peer Teaching			

III	Grievance Redressal Mechanism under the Indian Consumer Protection Law								2	1			
	Who can file a complaint? Grounds of filing a complaint; Limitation period; Procedure for filing and hearing of a complaint; Disposal of cases, Relief/Remedy available; Temporary Injunction, Offences and penalties.												
Instructional Hours									6				
Suggested Learning Methods : Group Discussion													
IV	Role of Industry Regulators in Consumer Protection - Industry self-regulation (ISR) Protection Policies, Consumer Protection Agencies								2	4			
	i. Telecommunication: TRAI ii. Food Products: FSSAI Insurance : IRDA and Insurance Ombudsman												
Instructional Hours									6				
Suggested Learning Methods : Role Play													
V	Contemporary Issues in Consumer Affairs								2	6 & 7			
	Consumer Movement in India: Formation of consumer organizations and their role in consumer protection, Misleading Advertisements and sustainable consumption, National Consumer Helpline, Comparative Product testing. Quality and Standardization: Voluntary and Mandatory standards; Role of BIS, Indian Standards Mark (ISI), Ag-mark, Hallmarking, Licensing and Surveillance.												
Instructional Hours									6				
Suggested Learning Methods : Group Discussion													
Total Hours									30				
Reference Books		<ol style="list-style-type: none"> 1. Khanna, Sri Ram, Savita Hanspal, Sheetal Kapoor, and H.K. Awasthi. (2007) Consumer Affairs, Universities Press. 2. Choudhary, Ram Naresh Prasad (2005). Consumer Protection Law Provisions and Procedure, Deep and Deep Publications Pvt Ltd. 											
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	-	-	-	M	H	H	M	M	H	H	H	H
CO2	L	-	-	-	M	H	H	M	M	M	M	M	M
CO3	L	-	-	-	M	H	M	M	M	H	H	H	H
CO4	L	-	-	-	M	H	H	M	M	M	M	M	M
CO5	L	-	-	-	M	H	H	M	M	M	M	M	M
H-High; M-Medium; L-Low													
Course designed by								Verified by					
Dr. Ayyapparajan								Dr. Ayyapparajan					

Course Code	Title		
22U4NM3GST	Non Major Elective : Gender Sensitization		
Semester : III	Credits : 2	ESE : 50 Marks	
(Common to all UG Programmes)			
Course Objective	To raise awareness of gender, promote gender equality, and equip learners with key concepts and principles of gender sensitization.		
Course Category	Skill Development, Employability and Entrepreneurship		
Development Needs	Local, National and Global		
Course Description	The course aims an exploration of overview of gender, its social construction, gender issues and challenges in India, and equips learners with key concepts and principles of gender sensitization to promote inclusivity and equity.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Learn gender roles, socialization, and stereotypes.	Direct Instruction	Assignment
CO 2	Recognize the gender discrimination causes, areas, and levels in institutions.	Direct Instruction	Seminar
CO 3	Identify the gender identity formation, types, families, and socialization in India.	Video Lessons	Assignment
CO 4	Understand the gender concerns in access, enrollment, retention, participation, and achievement.	Direct Instruction	Assignment
CO 5	Apply the Laws Related to Women	Direct Instruction	Exhibition
Offered by	Department of Costume Design and Fashion		
Course Content	Instructional Hours / Week : 2		
Unit	Description	Text Book	Chapters
I	Gender Socialisation and Gender Roles: Introduction- Meaning of Sex and Gender, Gender Socialisation– Definitions, Agents of Gender Socialisation, Gender Roles- Meaning, Definitions, Nature of Gender Roles, Factors Determining Gender Roles/Stereotypes	1	-
Instructional Hours			6
Suggested Learning Methods : Group discussions			
II	Gender Discrimination: Gender Discrimination - Meaning and Causes of Gender Discrimination, Areas of Gender Discrimination, Gender Discrimination at Different Levels of Institutions	1	-
Instructional Hours			6
Suggested Learning Methods : Video documentaries and films			
III	Gender Identity: Gender Identity - Meaning, Formation and Factors of Gender Identity, Types of Gender Identity, Types of Families in India, Gender Socialisation within Indian Families	1	-
Instructional Hours			6
Suggested Learning Methods : Case Method			

IV	Gender Concerns: Gender Concerns Related to Access, Enrolment, Retention, Participation, and Achievement								1	-			
Instructional Hours										6			
Suggested Learning Methods : Video documentaries and films													
V	Laws Related to Women: Laws Related to Rape, Laws Related to Dowry - Dowry Prohibition Act, 1961, Laws Related to Remarriage, Laws Related to Divorce, Laws Related to Property Inheritance, Laws Related to Trafficking, Constitutional and Legal Aspects related to Women - Women's Reservation Bill – History and Current Status								1	-			
Instructional Hours										6			
Suggested Learning Methods : Case Method													
Total Hours										30			
Text Books	1. Gender School and Society : Self-learning Material, MANGALORE UNIVERSITY, Printed at Datacon Technologies, Bangalore, 2018												
Reference Books	1. United Nations Development Programme. (2014). Gender Equality and Women's Empowerment: Training Manual. New York: UNDP.												
Web. URLs	1. Coursera - https://www.coursera.org/courses?query=gender%20sensitization 2. edX - https://www.edx.org/learn/gender-sensitization 3. Udemy - https://www.udemy.com/topic/gender-sensitization/												
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	M	M	M	H	H	M	H	H	H	H	H
CO2	H	M	M	M	H	H	M	M	H	H	H	H	H
CO3	H	M	M	M	M	H	H	M	H	H	H	H	H
CO4	H	M	M	M	L	H	H	M	M	M	M	M	M
CO5	H	M	M	M	M	H	M	M	H	H	H	H	H
H-High; M-Medium; L-Low													
Course designed by								Verified by					
Ms. M. Nandhini								Dr. S. Jayapriya					

Course Code		Title	
22U4NM3WRT / 21U4NM3WRT		Non Major Elective : Women's Rights	
Semester : III		Credits : 2	ESE : 50 Marks
(Common to all UG Programmes)			
Course Objective		To facilitate the awareness about the social, economical, political, intellectual or cultural contributions of Women in India.	
Course Category		Skill Development	
Development Needs		National	
Course Description		Apply the knowledge of Rights related to women for their betterment.	
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Aware of basic constitutional rights	Lecture/ Case Study/ Role Play	Seminar
CO 2	Gain awareness on Political rights	Lecture/ Case Study/ Role Play	Role Play
CO 3	Understand individual and familial rights	Lecture/ Case Study/ Role Play	Role Play
CO 4	Grasp the provisions for Women's Rights in India	Lecture/ Case Study/ Role Play	Role Play
CO 5	Develop an understanding of the Protection Mechanisms for women	Lecture/ Case Study/ Role Play	Assignment
Offered by	Department of Social Work		
Course Content	Instructional Hours / Week : 2		
Unit	Description	Text Book	Chapters
I	Constitutional Rights of Women in India: Indian constitution relating to women - Fundamental rights - Directive principles of state policy - right to equality – rights against exploitation cultural and educational rights - the right to constitutional remedy - University Declaration of Human Rights -Enforcement of Human Rights for Women and Children - Role of Cells and Counseling Centers - Legal AID cells, Help line, State and National level Commission	4	2
Instructional Hours			6
Suggested Learning Methods : Seminar			
II	Political Rights of Women in India: Political Rights of Women in India - Electoral process – women as voters - candidates and leader - pressure group, 73rd and 74 th amendment and representation of women in local self –government – women in Rural and urban local bodies - Reservation of women - party ideologies and women's issues.	5	1
Instructional Hours			6
Suggested Learning Methods : Role Play			

III	Women's Rights: Access to Justice: Introduction – Criminal Law – Crime Against Women Domestic Violence – Dowry Related Harassment and Dowry Deaths - Molestation – Sexual Abuse and Rape Loopholes in Practice–Law Enforcement Agency								3	7			
	Instructional Hours										6		
Suggested Learning Methods : Role Play													
IV	Women's Rights: Violence Against Women – Domestic Violence The Protection of Women from Domestic Violence Act 2005, The Marriage Validation Act 1982 - The Hindu Widow Remarriage Act 1856 - The Dowry Prohibition Act 1961.								3	5			
	Instructional Hours										6		
Suggested Learning Methods : Creative Art Assignments													
V	Special Women Welfare Laws: Sexual Harassment at Work Places, Rape and Indecent Representation, The Indecent Representation (Prohibition) Act, 1986, Immoral Trafficking, The Immoral Traffic (Prevention) Act, 1956 - Acts Enacted for Women Development and Empowerment, Role of Rape Crisis Centers. Protection of Children from sexual Offences Act 2012.								3	9			
	Instructional Hours										6		
Suggested Learning Methods : Community Participation Program													
Total Hours												30	
Reference Books		<ol style="list-style-type: none"> 1. P. D. Kaushik “Women Rights” Book well Publication 2007 UN Centre for Human Rights, Discrimination against Women (Geneva: World Campaign for Human Rights,1994). 2. Agnes, Flavia. (1992). “Give us “Give us This Day Our Daily Bread: Procedures and Case Law on Maintenance”. Majlis, Bombay. 3. Agnes, Flavia. (1999). “Law and Gender Inequality: The Politics of Women’s Rights in India”. OUP, New Delhi 											
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	H	M	M	H	M	M	M	M	H	M	L	M
CO2	H	M	M	H	M	M	H	H	M	H	M	L	M
CO3	H	M	M	H	M	H	M	M	M	H	M	L	M
CO4	M	H	M	H	M	M	M	H	M	H	M	L	M
CO5	H	M	M	H	M	H	M	M	M	H	M	L	M
H-High; M-Medium; L-Low													
Course designed by								Verified by					
Dr. P. Nathiya								Dr. P. Nathiya					

Course Code		Title		
23U4PY3ED1		Stress Management		
Semester: III		Credits: 2	ESE: 50 Marks	
Course Objective		To understand the complex nature of stress and deal with it.		
Course Category		Skill Development/ Employability		
Development Needs		Global		
Course Description		This paper could help students to gain knowledge in nature of stress, its consequences and different kinds of stress management techniques.		
Course Outcomes		Teaching Methods	Assessment Methods	
CO 1	To enable the student to understand the nature of stress	Lecture	Assignment	
CO 2	To develop knowledge in relationship of stress and factors affecting it	Lecture	Assignment	
CO 3	To make student to understand the protective factors of stress	Tutorial	Presentation	
CO 4	To help student to learn various areas of stress	Lecture	Presentation	
CO 5	To acquire knowledge about the various areas of stress and relieving techniques	Lecture	Role Play	
Offered by	Department of Psychology			
Course Content		Instructional Hours / Week : 2		
Unit	Description	Text Book	Chapters	
I	Nature of stress: Definition, stress response, types of stress and stressors. General Adaptation Syndrome	1	1	
			Instructional Hours	
			6	
Suggested Learning Methods: Listening & Practicing				
II	Stress & Resilience – Stress & Coping – Stress by Nature – Stress & Gender – Stress & Self-esteem	1	1	
			Instructional Hours	
			6	
Suggested Learning Methods : Speaking				
III	The relief of realistic standards – Self-Compassion – Stress Diary – Finding Meaning – Understanding limits – Dealing with Uncertainty – CBT	1	1	
			Instructional Hours	
			6	
Suggested Learning Methods : Presentation				

IV	Pressures of today - Technostress – Multi-tasking - Body issues – Relationships & Stress – Parenthood & Stress – Workplace stress	1	2										
Instructional Hours			6										
Suggested Learning Methods: Skimming & Scanning													
V	Stress in time of change – Handling performance anxiety – Stress of Conflict – Frustration – Divorce – Bereavement. Breath Control Remedies – Progressive Relaxation Techniques – Mindfulness & Meditation	1	3										
Instructional Hours			6										
Suggested Learning Methods : Closed Reading													
Total Hours			30 Hrs										
Text Books	1. McIntosh, D & Horowitz, J (2018), Stress: The Psychology of Managing Stress. Darling Kindersley Limited 2. Seaward, B. L. (2016). Essentials of managing stress. Jones & Bartlett Publishers. 3. Palmer, S and Cooper, C. (2007). How to deal with Stress. New Delhi, Kogan Page India. Pvt Ltd												
Reference Books	Epstein, R. (2006). The Big Book of Stress-Relief Games. New Delhi. Tata McGraw - Hill Publishing Company.												
Web. URLs	https://opentext.wsu.edu/psychology-of-gender/												
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	-	M	-	M	L	M	M	L	M	M	H	M
CO2	H	-	M	-	M	L	M	M	L	M	M	H	M
CO3	H	-	M	-	M	L	M	M	L	M	M	H	M
CO4	H	-	M	-	M	L	M	M	L	M	M	H	M
CO5	H	-	M	-	M	L	M	M	L	M	M	H	M
H-High; M-Medium; L-Low													
Course designed by								Verified by Chairman					
Showmiya SHA								Gayathri M					

Course Code		Title	
23U4PY3ED2		Personality Development	
Semester: III		Credits: 2	ESE: 50 Marks
Course Objective		This course makes the students groom their personality and prove themselves as good Samaritans of the Society	
Course Category		Skill Development/ Employability	
Development Needs		Global	
Course Description		This course consists of individual or in-group class presentations pertaining to the applications of concepts, Theories or issues in human development.	
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To enable the student to understand the concept of personality	Lecture	Assignment
CO 2	To develop knowledge in attitude and motivation	Lecture	Assignment
CO 3	To make student to understand the concept of self-esteem	Tutorial	Presentation
CO 4	To help student to learn various approaches in personality	Lecture	Presentation
CO 5	To acquire knowledge about the employability quotient.	Lecture	Role Play
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	The concept personality- Dimensions of theories of Freud & Erickson- personality – significant of personality development. The concept of success and failure: What is success? - Hurdles in achieving success - Overcoming hurdles - Factors responsible for success – What is failure - Causes of failure. SWOT analyses.	1	1,2
Instructional Hours			6
Suggested Learning Methods: Listening & Practicing			
II	Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude - Advantages –Negative attitude - Disadvantages - Ways to develop positive attitude - Difference between personalities having positive and negative attitude. Concept of motivation - Significance - Internal and external motives - Importance of self-motivation- Factors leading to de-motivation.	1	3,5
Instructional Hours			6
Suggested Learning Methods : Speaking			

III	Term self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low self- esteem - Symptoms - Personality having low self-esteem - Positive and negative self-esteem. Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviours - Lateral thinking.	1	3										
Instructional Hours			6										
Suggested Learning Methods: Presentation													
IV	Body language - Problem-solving - Conflict and Stress Management - Decision-making skills -Leadership and qualities of a successful leader - Character-building -Team-work - Time management -Work ethics – Good manners and etiquette.	1	9										
Instructional Hours			6										
Suggested Learning Methods: Skimming & Scanning													
V	Resume building- The art of participating in Group Discussion – Acing the Personal (HR & Technical) Interview -Frequently Asked Questions - Psychometric Analysis - Mock Interview Sessions.	1	13-15										
Instructional Hours			6										
Suggested Learning Methods :Closed Reading													
Total Hours			30 Hrs										
Text Books	Wallace, Harold R., (1929) Personality development for work, Masters, L. Ann, Russon, Allien R.												
Reference Books	Shaffer, David R., (2000), Social and personality development												
Web. URLs	https://www.udemy.com/course/personality-development-india/												
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	-	M	-	M	L	M	M	L	M	M	H	M
CO2	H	-	M	-	M	L	M	M	L	M	M	H	M
CO3	H	-	M	-	M	L	M	M	L	M	M	H	M
CO4	H	-	M	-	M	L	M	M	L	M	M	H	M
CO5	H	-	M	-	M	L	M	M	L	M	M	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

23U1TAM404		Part - I : Muthamizh (முத்தமிழ்)		
Semester: IV		Credits: 3	CIA: 20 Marks	ESE: 55 Marks
Course Objective		சங்ககால மக்களின் வாழ்வியல் வாயிலாக பண்பாட்டுக் கூறுகளை உணர்த்துதல்		
Course Category		Skill Development (மாணவர்களின் மொழித்திறனை ஊக்குவித்தல்)		
Development Needs		Global/Regional (உலக அளவில் தமிழ் மொழியின் அவசியத்தை உணர்த்துதல்)		
Course Description		மாணவர்களின் மொழித்திறனை ஊக்குவித்தல் மற்றும் உலக அளவில் தமிழ் மொழியின் அவசியத்தை உணர்த்துதல்		
Course Outcomes			Teaching Methods	Assessment Methods
CO 1	தமிழர்களின் வாழ்வியல் பண்புகளைக் கற்று அறிதல்.		விரிவுரை/காணொளிப் பட விளக்கம்	ஒப்படைவு
CO 2	தமிழ் இலக்கிய வகைகளைக் கூறுவதன் மூலம் தமிழின் இலக்கிய வளத்தை உணரச்செய்தல்.		விரிவுரை	குழுத்திட்டம்
CO 3	மாணவர்களிடையே காலத்திற்கேற்ப மனவளர்ச்சியை உருவாக்குதல்.		விரிவுரை/காணொளிப் பட விளக்கம்	கருத்தரங்கு
CO 4	நாட்டின் சிறந்த குடிமக்களாக மாணவர்களை உருவாக்குதல்.		விரிவுரை	ஒப்படைவு
CO 5	மாணவர்களின் மனநலத்தை வளர்த்தல்.		விரிவுரை/குழு விவாதம்	கருத்தரங்கு
Offered by		தமிழ்த்துறை		
Course Content: Muthamizh (முத்தமிழ்)			Instructional Hours / Week : 4	
Unit	Description	Text Book	Chapters	
I	எட்டுத்தொகை	1. நற்றிணை 2. குறுந்தொகை 3. பதிற்றுப்பத்து 4. புறநானூறு	1.1 குறிஞ்சி: நின்ற சொல்லார் ..., 1.2 முல்லை : இளமை பாரார் ..., குறிஞ்சி : நிலத்தினும்..., பாலை : ஆடு அமை ...விளையாட்டு ஆயமொடு 1.3 ஐந்தாம் பத்து : ஊன் தூவை அடிகில் 1.4. யாதும் ஊரே .. பல் சான்றீரே .. அற்றைத்திங்கள்	
			Instructional Hours	12 Hours
Suggested Learning Methods: சங்க இலக்கிய வழி நற்பண்புகளை அறியச்செய்தல்				
II	பத்துப்பாட்டு	1. சிறுபாணாற்றுப்படை 2. குறிஞ்சிப்பாட்டு 3. பொருநர் ஆற்றுப்படை 4. மதுரைக்காஞ்சி	2.1 கடையெழு வள்ளல்கள் சிறப்பு 2.2 அறத்தொடு நிறறல் 2.3 மன்னனின் விருந்தோம்பல் 2.4 பாண்டிய நெடுஞ்செழியன் குடிச்சிறப்பு	
			Instructional Hours	12 Hours
Suggested Learning Methods : புலவர்களின் மாண்புகளை வெளிப்படுத்துதல்				
III	அற இலக்கியங்கள்	1. நான்மணிக்கடிகை 2. இனியவை நாற்பது 3. களவழி நாற்பது- 4. ஆசாரக்கோவை	விளம்பிநாகனார் - (1-5 பாடல்கள்) பூதஞ்சேந்தனார் - (1-5 பாடல்கள்) பொய்கையார் - (11-15 பாடல்கள்) பெருவாயின் முள்ளியார் (1-5 பாடல்கள்)	
			Instructional Hours	12 Hours
Suggested Learning Methods : அற இலக்கியங்களின் மாண்புகளை அறிய பெற்றமை				
IV	தமிழ்ச் செயலிகள்	தனித்தமிழ்	4.1 செயலிகள் அறிமுகம் 4.2 வகைகள்	

			4.3 மொழிபெயர்ப்புச் செயலிகள் 4.4 தமிழ்ச் செயலிகள்										
Instructional Hours			12 Hours										
Suggested Learning Methods : தமிழ்ச் செயலிகள் பற்றி அறியும் வாய்ப்பு பெற்றமை													
V	இலக்கணம்	1.நன்னூல் 2.தொல்காப்பியம்	5.1 முதற்பொருள், கருப்பொருள், உரிப்பொருள் 5.2 பத்து அழகு 5.3 பத்து குற்றம் 5.4 ஆங்கிலத்திலிருந்து தமிழில் மொழிபெயர்த்தல்										
Instructional Hours			12 Hours										
Suggested Learning Methods : இலக்கண மாண்புகளை அறியும் திறன் பெற்றமை													
Total Hours			60 Hours										
Text Books	1. இளங்கலை முதலாம் ஆண்டு தமிழ் மாணவர்களுக்குரிய பாடநூல் தொகுப்பு: “முத்தமிழ்” தமிழ்த்துறை, நேரு கலை மற்றும் அறிவியல் கல்லூரி, கோயம்புத்தூர்.												
Reference Books	1. சங்க இலக்கியங்கள் - எட்டுத்தொகை, பத்துப்பாட்டு கழக வெளியீடு, திருநெல்வேலி. 2. தனித்தமிழ்- இளசுந்தரம், விகடன் பிரசுரம். சென்னை.												
Web. URLs	https://youtu.be/GrNnb68Fd6w , https://youtu.be/14-sEAUzXP8 .												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Seminar	Assignment	Group Project	Total							
4	4	5	2	2	3	20							
Mapping													
PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	H	L	H	H	M	H	L	L	L	L	L
CO2	M	L	H	L	M	L	M	H	L	L	L	L	L
CO3	H	L	H	L	H	H	M	H	L	L	L	L	L
CO4	M	L	M	L	H	H	H	M	L	L	L	L	L
CO5	H	L	L	L	M	H	L	M	L	L	L	L	L
H-High; M-Medium; L-Low													
Course designed by							Verified by						
Dr. S. Satheesh kuma							Dr. A. Sridevi						

Course Code	Title		
23U1HIN404	Part I - Prayogik Hindi (प्रायोगिक हिंदी)		
Semester: IV	Credits: 3	CIA: 20 Marks	ESE: 55 Marks
(Common to all UG Programmes)			
Course Objective	साक्षरता प्रशंसा और विश्लेषण के सौंदर्य, सांस्कृतिक और सामाजिक पहलुओं के प्रति छात्रों को संवेदनशील बनाना। उन्हें विभिन्न कालों के प्रख्यात लेखकों के हिंदी कथा साहित्य के बेहतरीन नमूने उपलब्ध कराना।		
Course Category	Skill Development		
Development Needs	National		
Course Description	Improves Creative Writing.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	छात्र हिंदी भाषा से अच्छी तरह वाकफ हो सकेंगे।	Role play	Assignment
CO 2	पाठ्यक्रम संवादी हिंदी में पारंगत होने में मदद करता है।	Group learning Acting	Seminar
CO 3	छात्र आधुनिक हिंदी साहित्य का ज्ञान प्राप्त कर सकेंगे।	Story Narration	Assignment
CO 4	छात्रों को निबंध लेखन में अच्छा अभ्यास मिलेगा।	Group learning and Work sheets	Group Project
CO 5	छात्रों को फिल्म की समीक्षा करने का अभ्यास मिलेगा।	Worksheets and Exercises	Seminar
Offered by	Hindi		
Course Content	Instructional Hours / Week : 4		
Unit	Description	Text Book	Chapters
I	विरुद्ध उपन्यास: (मृणाल पाण्डे)	1	4
Instructional Hours			12
Suggested Learning Methods : Visual Learning			02 Hrs
II	कथा माला , (मृदुला गर्ग) लौटना और लौटना : ममता जयशंकर) , प्रसाद आदमी का बच्चा (यशपाल)	1	3
Instructional Hours			12
Suggested Learning Methods : Auditory			02 Hrs
III	1. दिए गए अनुच्छेद पर समीक्षा लिखना 2. आधुनिक काल: प्रवृत्तियां और कवि	1	3
Instructional Hours			12
Suggested Learning Methods : Comprehensive Writing			02 Hrs

IV	1.सामान्य निबंध: आधुनिक शिक्षा प्रणाली, मोबाइल का दुष्परिणाम, आधुनिक युवा पीढ़ी 2. हिंदी में दी गई कहानी के लिए सारांश लिखना।							1	2				
Instructional Hours								12					
Suggested Learning Methods : Auditory, Visual, Comprehensive								02 Hrs					
V	सिनेमा समीक्षा : पद्मावत							1	4				
Instructional Hours								12					
Suggested Learning Methods : Comprehensive writing								02 Hrs					
Total Hours								60 Hrs					
Text Books	<ol style="list-style-type: none"> विरुद्ध उपन्यास: (मृणाल पाण्डे) कहानी कुंज , गोविंद प्रकाशन , मथुरा हर हाल बेगाने - मृदुला गर्ग , राजपाल एंड संस , दिल्ली मेरा परिवार , लोकभारत प्रकाशन , इलाहाबाद 												
Reference Books	<ol style="list-style-type: none"> संजय चौहान , समकालीन हिंदी साहित्य विचार और विवाद , आशा किताबें श्री रामदेव, व्याकरण प्रदीप, लोकभारती प्रकाशन, अलाहाबाद डॉ वासुदेव नंदन प्रसाद, आधुनिक हिंदी व्याकरण और रचना, भारती भवन प्रकाशक ओंकार नाथ वर्मा , सामान्य हिंदी , अरिहंत प्रकाशन भारत लिमिटेड 												
Web. URLs	<ol style="list-style-type: none"> www.webdunia.com www.hindikunj.com hindi-natak-vikas.html www.bhashaindia. www.hindisamay.com https://ebook.pustak.org/ 												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Group Project	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	M	H	M	M	L	H	L	L	L	L	L	L
CO2	L	M	H	H	L	H	L	M	L	L	L	L	L
CO3	M	L	L	L	L	H	M	M	L	L	L	L	L
CO4	M	M	M	M	H	L	M	H	L	L	L	L	L
CO5	H	H	L	L	H	L	H	H	L	L	L	L	L
H-High; M-Medium; L-Low													
Course designed by							Verified by						
Dr.S.Swarnalatha							Dr.S.Swarnalatha						

Course Code		Title		
23U1MAL404		Part - I : Drisyakalaa Saahithyam (ദൃശ്യകലാസാഹിത്യം)		
Semester: IV		Credits: 3	CIA: 20 Marks	ESE: 55 Marks
(Common to all UG Programmes)				
Course Objective		സിനിമ എന്ന മാധ്യമത്തിന്റെ വിവിധ തലങ്ങളെ ആഴത്തിൽ മനസ്സിലാക്കാൻ കഴിയുന്നു.ദൃശ്യാവിഷ്കരണത്തെ കുറിച്ചുള്ള അറിവ് ലഭിക്കുന്നു.		
Course Category		Skill Development		
Development Needs		Regional		
Course Description		Guide and encourage them to achieve their ambitions		
Course Outcomes		Teaching Methods	Assessment Methods	
CO 1	തിരക്കഥയിലെ സംഭാഷണത്തിന്റെ പ്രസക്തി	Smart boards/ chalk and Talk	Assignment	
CO 2	മനക്കരുത്തിലൂടെ വീട്ടിലെ എല്ലാ അംഗങ്ങളെയും ദുഃഖം അറിയിക്കാതെ മംഗളകർമ്മം നടത്തുന്നു.	Group learning	Seminar	
CO 3	കുടുംബത്തിന്റെ തകരുന്ന മൂല്യത്തെ ഉയർത്തുന്നു	Peer Teaching	Assignment	
CO 4	ദൃശ്യാവിഷ്കരണം മലയാളത്തിൽ	Group learning	Group Project	
CO 5	രംഗവേദിയുടെ അവതരണം	Smart boards/ chalk and Talk	Assignment	
Offered by		Malayalam		
Course Content			Instructional Hours / Week : 4	
Unit	Description	Text Book	Chapters	
I	തിരക്കഥ - ഞാൻ പ്രകാശൻ	1	5	
Instructional Hours			12	
Suggested Learning Methods : Visual Learning			02 Hrs	
II	തിരക്കഥ - ഞാൻ പ്രകാശൻ	1	5	
Instructional Hours			12	
Suggested Learning Methods : Auditory, Visual			02 Hrs	
III	തിരക്കഥ - ഞാൻ പ്രകാശൻ	1	3	
Instructional Hours			12	
Suggested Learning Methods : Visual Learning			02 Hrs	
IV	നാടകം - ഭരതവാക്യം	1	2	
Instructional Hours			12	
Suggested Learning Methods: Auditory, Visual			02 Hrs	
V	നാടകം - ഭരതവാക്യം	1	3	
Instructional Hours			12	
Suggested Learning Methods : Visual Learning			02 Hrs	
Total Hours			60 Hrs	
Text Books		1. തിരക്കഥ - ഞാൻ പ്രകാശൻ - ശ്രീനിവാസൻ, ഡി.സി.ബുക്സ് 2. നാടകം - ഭരതവാക്യം , ജി. ശങ്കരപ്പിള്ള		
Reference Books		1. കഥയും തിരക്കഥയും ഡോ.ആർ.വി.എം.ദിവാകരൻ - എൻ. ബി. എസ് കോട്ടയം 2. മലയാള സിനിമയും സാഹിത്യവും - മധു ഇറവങ്കര - ഡി.സി.ബുക്സ് 3. ഒരു സിനിമ എങ്ങനെ ഉണ്ടാകുന്നു. - കെ.കെ. ചന്ദ്രൻ		

		4. നാടക സാഹിത്യ ചരിത്രം - ജി. ശങ്കരപ്പിള്ള - ഡി.സി.ബുക്സ് 5. നാടകം കലയും കാഴ്ചയും - പി.ജി.സദാനന്ദൻ - ഡി.സി.ബുക്സ്											
Web. URLs		literature">http://www.keralaculture.org>literature http://www.manoramaonline.com											
Tools for Assessment (20 Marks)													
CIA I	CIA II			CIA III			Assignment		Seminar		Group Project		Total
4	4			5			2		2		3		20
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	L	H	H	H	H	H	H	L	L	L	L	L
CO2	M	L	H	M	H	M	M	M	L	L	L	L	L
CO3	H	L	M	M	M	H	M	H	L	L	L	L	L
CO4	H	L	L	H	L	H	M	M	L	L	L	L	L
CO5	M	L	L	H	L	H	M	M	L	L	L	L	L
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Ms.RAJANI N.							Dr.SMITHA C. R.						

Course Code	Title		
23U1FRN404	Part – I : Le Francais General – IV		
Semester : IV	Credits : 3	CIA : 20 Marks	ESE : 55 Marks
(Common to all UG Programmes)			
Course Objective	Acquisition of standard French through French grammar and oral communication		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Improved understanding and communication		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	learn pronouns, g�erondif along with culture adaptation in foreign countries	Lectures /Tutorial	Assignment
CO 2	French food culture, manners, futur simple & futur proche.	Group Learning	Assignment
CO 3	Business and economic culture, la cause et la consequence.	Peer Teaching	Seminar
CO 4	Letter writing official and to a patron, le passif, les doubles pronoms	Group Learning	Group Project
CO 5	The city and country, urbanisation, l'opposition et la concession, le subjonctif et l'infinitif	Group Learning	Assignment
Offered by	Department of French		
Course Content	Instructional Hours / Week : 4		
Unit	Description	Text Book	Chapters
I	Explorer l'inconnu	1	1
Instructional Hours			12
Suggested Learning Methods : Visuals			
II	Go�ter l'insolite	1	2
Instructional Hours			12
Suggested Learning Methods : Comprehensive writing			
III	Consommer autrement	1	3
Instructional Hours			12
Suggested Learning Methods : Group discussions			
IV	S'engager pour une cause	1	4
Instructional Hours			12
Suggested Learning Methods : Visuals			

V	Repenser le quotidien										1	5		
Instructional Hours											12			
Suggested Learning Methods : Group Discussion														
Total Hours											60			
Text Books	1. Saison 2 Méthode de Français – Marie-Noëlle Cocton, Anouchka De Oliveira, Dorothée Duplex (Unit 0 to 4)													
Reference Books	1. Connexions 2 Methode de Français Régine Mérieux , Yves Loiseau													
Web. URLs	1. www.academia.edu													
Tools for Assessment (20 Marks)														
CIA I	CIA II			CIA III			Assignment		Seminar		Quiz		Total	
4	4			5			2		2		3		20	
Mapping														
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	-	-	H	M	H	H	-	-	L	L	L	L	L	
CO2	-	-	H	L	H	M	-	-	L	L	L	L	L	
CO3	-	-	-	M	M	H	-	-	L	L	L	L	L	
CO4	-	-	L	M	L	H	-	-	L	L	L	L	L	
CO5	-	-	L	-	H	-	-	-	L	L	L	L	L	
H-High; M-Medium; L-Low														
Course designed by							Verified by							
Mr. Balaji							Dr. R. Malathi							

Course Code	Title		
23U2ENG404	Part – II : Communicative English – II		
Semester : IV	Credits : 3	CIA : 20 Marks	ESE : 55 Marks
(Common to All UG Programmes)			
Course Objective	To equip the students with Language Skills and develop interest in and appreciation of literature.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	SD: Helps to develop LSRW skill		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Understand the values of life reflected in the prescribed prose	Lecture/Tutorial	Assignment
CO 2	Learn to interpret poem based on contextual evidence.	Lecture/Tutorial	Assignment
CO 3	Enhance imaginative and communication skills through short stories.	Lecture/Tutorial	Speaking
CO 4	Understand the performing art through drama.	Lecture/Tutorial	Reading
CO 5	Acquire proficiency in English for global competency.	Lecture/Tutorial	Writing
Offered by	Department of English		
Course Content	Instructional Hours / Week : 4		
Unit	Description	Text Book	Chapters
I	Prose Francis Bacon – Of Adversity Dr. Radhakrishnan - Character is Destiny Sudha Murty - How I taught my grandmother to read	1	1
Instructional Hours			12
Suggested Learning Methods : Intensive Reading			
II	Poetry Sarojini Naidu - The Soul's Prayer Emily Dickinson - Death in the Opposite House William Blake – London	1	2
Instructional Hours			12
Suggested Learning Methods : Scaffolding Method			
III	Short Stories W. Somerset Maugham - Mr. Know-All Edgar Allan Poe-The Purloined Letter Ruskin Bond-The Thief Story	1	3
Instructional Hours			12
Suggested Learning Methods : Flipped Learning			

IV	Drama William Shakespeare – As You Like It						1	4						
Instructional Hours								12						
Suggested Learning Methods : Flipped Learning														
V	GRAMMAR AND COMPOSITION Oral & Written Communication (Unit I–IV) Listening – Comprehension practice from Poetry, Prose, Online Voice Practice, observing/viewing E-content (with subtitles), Guest/Invited Lectures, Conference/Seminar Presentations & Tests, and DD National News Live, BBC, CNN, VOA etc Speaking – In Group Discussion Forum, participate in the Turn Taking, and Conversation Management, Debating, Defending/Mock Viva- Voce, Seminar Presentations on Classroom-Assignments, and Peer-Team-interactions. Reading –Different Reading Strategies in Poetry, Prose, Novel, Newspaper etc Writing – Clauses – Conditional, Relative, Restrictive, Non-Restrictive, Denotation and Connotations Précis Writing, One word substitution.						1	5						
Instructional Hours								12						
Suggested Learning Methods : Activity Based Learning														
Total Hours								60						
Text Books		Unit I – V: Compiled by the Department of English												
Reference Books		CLIL (Content & Language Integrated Learning) – Module by TANSCHÉ NOTE: (Text: Prescribed chapters or pages will be given to the students by the department)												
Web. URLs														
Tools for Assessment (20 Marks)														
CIA I		CIA II		CIA III		Assignment		Seminar		Presentation		Total		
4		4		5		2		2		3		20		
Mapping														
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	M	-	H	-	M	M	H	M	H	H	M	H	M	
CO2	M	-	H	-	H	M	H	M	H	H	M	H	M	
CO3	M	-	H	-	H	H	H	H	H	H	M	H	M	
CO4	M	L	H	-	H	-	H	H	H	H	M	H	H	
CO5	H	M	H	-	H	H	H	H	H	H	H	H	M	
H-High; M-Medium; L-Low														
Course designed by								Verified by						
Mr. D. Pradeek								Dr. R. Malathi						

Course Code	Title		
22U3PYC409	Core Paper - IX: Abnormal Psychology II		
Semester: IV	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	Develop a comprehensive understanding of maladaptive behavior, including its causes, risk factors, and various psychiatric and personality disorders, while exploring treatment approaches and gaining insight into cognitive impairment disorders.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Explores maladaptive behavior, covering causes, psychiatric and personality disorders, treatment approaches, and cognitive impairment disorders.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Define the experience of anxiety and related disorders in an individual	Tutorial	Assignment
CO 2	Outline the disorders of sexual variance and cognitive impairment	Lecture	Assignment
CO 3	Identify the spectrum disorders of schizophrenia	Tutorial	Seminar
CO 4	Identify the bipolar tendencies experienced by an individual	Lecture	Seminar
CO 5	Examine the various forms of therapies and their effectiveness	Lecture	Album
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Mood Disorders – Introduction- Depression - Vulnerability factors- Depressive disorders - Causes and Treatment of Depression- Bipolar Disorders- Causes and treatment- Suicide - Prevention of Suicide - Personality disorders: Classifying Personality Disorders- Odd or Eccentric behavior - Dramatic, Emotional or Erratic behavior - Anxious or fearful behavior - Treatment of Personality Disorders.	1	11, 10 (Pg 341-381; 311-339)
Instructional Hours			15
Suggested Learning Methods: Case Study			
II	Sexual disorders: Changing Views of Sexual Behavior – Sexual Dysfunction - Types- Treatment - Gender Identity Disorder- Paraphilias: Fetishism, Transvestic Fetishism, Sexual Sadism and Masochism, Voyeurism, Frottteurism, Exhibitionism and Pedophilia - Sexual Victimization	1	9 (Pg 278-309)
Instructional Hours			15
Suggested Learning Methods : Debate			
III	Schizophrenia and Other Psychotic Disorders: Psychotic Disorders- Schizophrenia: Subtypes, Positive and Negative Symptoms – Schizophrenic Spectrum Disorders – The Development of Schizophrenia- Vulnerability - Therapeutic	1	12 (Pg 385-425)

	Approaches. Other psychotic disorders: Schizoaffective Disorder, Delusional Disorder and Shared Psychotic Disorder.												
Instructional Hours				15									
Suggested Learning Methods : Film Analysis													
IV	Cognitive impairment disorders: Vulnerability to Brain Disorders - Delirium Tremens- Dementia: Alzheimer's, Pick's, Huntington's and Parkinson's Disease, Brain Trauma – Amnestic Disorders – Diversity of Cognitive Impairment Disorders - Disorders of Childhood and Adolescence – Externalizing and Internalizing Disorders.		1	13,15 (Pg 429-453; 497-525)									
Instructional Hours				15									
Suggested Learning Methods : Problem- Based Learning													
V	Pervasive Developmental Disorders: Autistic Disorder - Asperger's Disorder – Childhood Disintegrative Disorder – Rett's Disorder – Mental Retardation: Causes – Genetically Based Disorders: Fragile X Syndrome and Down Syndrome – Fetal Environment and Mental Retardation: Fetal Alcohol Syndrome - Types of Prevention and Intervention.		1	16 (Pg 535-569)									
Instructional Hours				15									
Suggested Learning Methods : Discussion													
Total Hours				75 Hrs									
Text Books	Sarason., I. G. & Sarason B. R. (2012). Abnormal Psychology- The Problem of Maladaptive Behaviour, 11th Edition: New Delhi: Prentice Hall of India.												
Reference Books	Barlow H.D. & Durand M.V. (2016). Abnormal Psychology: an integrative approach (7th Ed.), New Delhi. Cengage Learning												
Web. URLs	https://www.classcentral.com/tag/abnormal-psychology												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Album	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	-	M	L	M	H	H	H	M	M	H	H	M
CO2	L	-	M	L	M	H	H	H	M	M	H	H	M
CO3	L	-	M	L	M	H	H	H	M	M	H	H	M
CO4	L	-	M	L	M	H	H	H	M	M	H	H	M
CO5	L	-	M	L	M	H	H	H	M	M	H	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Gayathri M							Gayathri M						

23U3PYP403		Core Paper – X: Experimental Psychology Practical III	
Semester: III & IV		Credits: 04	CIA: 40 Marks
ESE: 60 Marks			
Course Objective	To develop students' proficiency in the experimental approach, report writing, test application, and procedural skills for conducting experiments and psychological tests in psychology.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	This course focuses on cultivating students' expertise in the experimental approach, report writing, and practical skills for conducting psychological experiments and tests.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To become proficient in illusion, need and power orientation	Discussion	Experiment
CO 2	To become proficient in free association, personality and quality of life.	Discussion	Experiment
CO 3	To become proficient in measuring learning and manual dexterity.	Discussion	Experiment
CO 4	To become proficient in measuring attention, health and personality	Discussion	Experiment
CO 5	To become proficient in measuring tests to intelligence and decision making	Discussion	Experiment
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week: 5	
Unit	Description		
I	Size Weight Illusion – Muller- lyre Illusion - Need Pattern Scale – Power Orientation Questionnaire		
Instructional Hours			15
Suggested Learning Methods: Hands on Experience			
II	Free Association (Word list method) – NEO-FFI- Quality of Life Scale – Minnesota MultiPhasic Personality Inventory		
Instructional Hours			15
Suggested Learning Methods: Hands on Experience			
III	Finger Maze Apparatus - Minnesota Rate of Manipulation test (MRMT)- Johari Window Exercise – Mirror Drawing		
Instructional Hours			15
Suggested Learning Methods: Hands on Experience			
IV	Division of Attention – General Health Questionnaire – RIBT – Occupational Stress Questionnaire		
Instructional Hours			15
Suggested Learning Methods : Hands on Experience			
V	Binet Kamat Intelligence Test - Decision Making Style Scale - State-Trait Anxiety – Thematic Apperception test		
Instructional Hours			15
Suggested Learning Methods : Hands on Experience			
Total Hours			75 Hrs

Text Books	1. Anastasi and Urbina (2010). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd.													
Reference Books	1. Kuppaswamy .B (1954). Elementary Experiments In Psychology, Madras: Oxford Publishing 2. Woodworth, R.S.andSchlosberg .H. (1971) Experimental Psychology. New Delhi: Oxford 3. Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi : Concept Publishing Company													
Web. URLs	https://www.ucl.ac.uk/pals/research/experimental-psychology/													
Tools for Assessment (40 Marks)														
Test I	Test II	Demonstration	Assignment	Record	Observation	Total								
10	10	5	5	5	5	40								
Mapping														
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	M	-	M	-	M	H	H	H	M	H	H	H	H	
CO2	H	-	M	L	M	H	H	H	M	H	H	H	H	
CO3	H	-	H	L	M	H	H	H	M	H	H	M	M	
CO4	H	-	H	-	H	H	H	H	H	H	H	H	H	
CO5	M	-	M	-	M	M	M	H	H	H	H	H	H	
H-High; M-Medium; L-Low														
Course designed by							Verified by Chairman							
Gayathri M							Gayathri M							

Course Code	Title		
23U3PYA404	Allied Paper – IV: Psychological Statistics II		
Semester: IV	Credits: 3	CIA: 25 Marks	ESE:75 Marks
Course Objective	To master key statistical methods in psychology, emphasizing their significance, understanding assumptions, drawing meaningful conclusions from data, and demonstrating awareness of ethical principles in research.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Explore diverse research types in psychology, outline hypothesis formation, identify research design methods, examine hypothesis testing techniques, and develop proficiency in statistical analysis and report writing.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	The application of statistical procedures in tests of Significance	Lecture	Assignment
CO 2	The meaning and method of Calculation of Correlation and Regression	Lecture	Assignment
CO 3	The various procedures of Analysis of Variance	Lecture	Seminar
CO 4	The meaning, computation and applications of Nonparametric tests.	Lecture	Seminar
CO 5	The Concept and Importance of Reliability and Validity	Lecture	Poster Presentation
Offered by	Department of Psychology		
Course Content	Instructional Hours / Week : 5		
Unit	Description	Text Book	Chapters
I	Hypothesis: Meaning – Types of Hypothesis – Tests of Significance – Level of Significance – Type I and Type II error in Inference Making – ‘t’- Distribution: Nature and Assumption- Computation of ‘t’ Values for independent and correlated samples.	1	4
Instructional Hours			15
Suggested Learning Methods : Intensive Reading			
II	Correlation and Regression: Meaning of Correlation – Types of Correlation – Scatter Diagram – Numerical Computations of Product Moment and Rank order correlation – Interpretation of ‘r’ Values- Regression: Meaning- Regression coefficients- Regression Equation X on Y and Y on X with numerical computations – Interpretation of Regression Values.	1	9 245-271
Instructional Hours			15
Suggested Learning Methods : Close Reading			
III	Analysis of variance: Principles of Experiments: Replication – Randomization and Local control- ANOVA – Meaning – Purpose – Assumptions – Computations of One Way and Two-Way classification – Interpretation – Turkey’s Test.	1	9 317-334
Instructional Hours			15

Suggested Learning Methods : Intensive Reading													
IV	Non-Parametric test: Meaning – Nature – assumption – Chi Square – Goodness of Fit – Test of Independence of Attributes – Sign test – Median test (Simple Problems Only) – Interpretation										1	6	
	Instructional Hours											15	
Suggested Learning Methods : Close Reading													
V	Reliability: Reliability- Meaning Methods of Determining Reliability (Theory Only) -Inter Rater Reliability – Test-Retest Reliability- Parallel Forms Reliability – Internal Consistency Reliability- Validity: Meaning- Types of Validity (Theory Only): Face Validity- Content Valid- Predictive Validity and Concurrent Validity- Introduction to software package of Statistics and its application										1	18	
	Instructional Hours											15	
Suggested Learning Methods : Close Reading													
Total Hours											75 Hrs		
Text Books			1.Mangal, S.K. (2004). Statistics in Psychology and Education, 2th Edition, New Delhi: Prentice Hall. 2. Howell D. C. (2002): Statistical Methods for Psychology, (5 th Edition), Australia: Duxbury Publications.										
Reference Books			Garrett, H.E. (2004). Statistics in Psychology and Education, 6 th Edition, New Delhi: Paragon International Publishers.										
Web. URLs			https://onlinecourses.swayam2.ac.in/cec20_hs17/preview										
Tools for Assessment (25 Marks)													
CIA I		CIA II		CIA III		Assignment		Seminar		Poster Presentation		Total	
5		5		6		3		3		3		25	
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	-	M	-	M	H	H	H	M	M	H	H	M
CO2	M	-	M	-	M	H	H	H	M	M	H	H	M
CO3	M	-	M	-	M	H	H	H	M	M	H	H	M
CO4	M	-	M	-	M	H	H	H	M	M	H	H	M
CO5	M	-	M	-	M	H	H	H	M	M	H	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Gayathri M							Gayathri M						

Course Code	Title		
23U3PYS402	Skill Based Paper – II: Counselling Psychology – II		
Semester: III	Credits: 4	CIA: 20 Marks	ESE:55 Marks
Course Objective	To gain in-depth knowledge of counseling theories, models, and techniques, demonstrate proficiency in cognitive and personality theories, apply counseling skills across settings, and develop expertise in evaluating counseling processes.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Covers counselling theories, techniques, and models, emphasizing practical application across diverse settings and developing expertise in evaluation processes.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To know the basics of counselling	Tutorial	Assignment
CO 2	To evaluate the models of counselling	Tutorial	Assignment
CO 3	Understand the characteristics of an effective counsellor.	Tutorial	Seminar
CO 4	Analysis the process of counselling	Tutorial	Seminar
CO 5	Know the key issues of counselling	Tutorial	Presentation
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 3	
Unit	Description	Text Book	Chapters
I	Directive or Authoritarian Approaches to Counselling: Psychoanalytic Approach – Relevance of Psychoanalysis to Counselling - Other Psychodynamic Approaches-- Behavioristic Approach to Counselling – Reciprocal Inhibition Technique – Behavior Modification.	1	8 (Pg 171-179; 193-198)
Instructional Hours			9
Suggested Learning Methods : Group Discussion			
II	Non-Directive Approaches to Counselling: Humanistic Approach: Roger's Self Theory – Development of Self Concept- The Counselling Process – Essential Conditions for Personality Change – Stages in the Counselling Process– Existential Point of View- Basic Assumptions of Existential Counselling - Eclectic Approach	1	8 (Pg 180-192; 204-212)
Instructional Hours			9
Suggested Learning Methods : Group Discussion			
III	Individual vs Group Methods of Counselling: Group Counselling – Emerging Field – Structuring Groups – Types of Groups – Mechanics of Group counselling – Group Counselling Process – Limitations and Assumptions of Group Counselling – Similarities and Differences between Individual and Group Counselling.	1	9 (Pg 225-236)
Instructional Hours			9
Suggested Learning Methods : Interactivity			

IV	Counselling Across Human Life Span- Career Guidance and Counselling: The Process of Career Counselling – The State of Critical Decision – Counselling for Family and Marriage: Family Group Consultation – Counselling Families – Marriage Counselling- Pre-Marital Counselling.		1	10, 12, 13 (Pg 241-242;296-299; 304-313)									
Instructional Hours				9									
Suggested Learning Methods : Discussion													
V	Evaluation of counselling: Problems of Evaluation – Approaches to Evaluation – Problem of Measuring Change – Usefulness of Counselling – Criteria for Evaluation – Control of Extraneous Variance – Studies of Counselling Effectiveness in Educational Settings.		1	15 (Pg 353-364)									
Instructional Hours				9									
Suggested Learning Methods : Role Play													
Total Hours				45 Hrs									
Text Books	Narayana Rao, S. (2013), Counseling and Guidance -3rd edition, Tata McGraw Hill, New Delhi.												
Reference Books	Sommers-Flanagan, J & Sommers-Flanagan, R., Counselling and Psychotherapy Theories in Context and Practice (2015), John Wiley & Sons, Inc., Hoboken, New Jersey. McLeod, J (2003). An Introduction to Counselling 3 rd Edition, Open University Press												
Web. URLs	https://www.edx.org/course/counseling-and-psychotherapy-theory												
Tools for Assessment (20 Marks)													
CIAI	CIAII	CIA III	Assignment	Seminar	Presentation	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO 5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	H	-	H	-	H	H	H	H	M	M	L	M	H
CO2	M	-	H	-	H	M	H	H	M	M	L	M	H
CO3	H	-	H	-	H	H	H	H	M	M	L	M	H
CO4	H	-	H	-	H	H	H	H	M	M	L	M	H
CO5	H	-	H	-	H	H	H	H	M	M	L	M	H
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
22U4NM4BT2	Part – IV : Basic Tamil – II		
Semester : IV	Credits: 2	CIA: 50 Marks	
(Common to all UG Programmes)			
Course Objective	அற இலக்கியங்களை அறிமுகப்படுத்தல்		
Course Category	Skill Development (மாணவர்களின் மொழித்திறனை ஊக்குவித்தல்)		
Development Needs	Regional (தமிழ் மொழியின் அவசியத்தை உணர்த்துதல்)		
Course Description	மாணவர்களின் மொழித்திறனை ஊக்குவித்தல்		
Course Outcomes	Teaching Methods	Assessment Methods	
CO 1	அற இலக்கிய அறிவு பெறுதல் - சிறு சிறுகதைகள் வழி சமூக அறிவு பெறுதல்	விரிவுரை / காணொளி வகுப்பு	ஒப்படைவு
CO 2	தமிழ் எழுத்துக்கள் அறிமுகம் செய்தல் மற்றும் வாசித்தல் ஆகியவற்றின் பயன்பாடு	குழு விவாதம்/ விரிவுரை	கருத்தரங்கு
CO 3	பிறமொழி அறிவுத் திறன் மேம்படச்செய்தல்	விரிவுரை/காணொளிப்பட விளக்கம்	வினாடி வினா
CO 4	பிறமொழி அறிவுத் திறன் மேம்படச்செய்தல்	விரிவுரை/ குழு விவாதம்	குழுத்திட்டம்
CO 5	வார்த்தை அமைக்கும் திறன் பெறச்செய்தல்	விரிவுரை / குழுத்திட்டம்	குழுத்திட்டம்
Offered by	தமிழ்த்துறை		
Course Content	Instructional Hours / Week : 2		
Unit	Description	Text Book	Chapters
I	நீதிநூல்கள்	1. பாரதியார் ஆத்திச்சூடி 2. கொன்றைவேந்தன்	1.1 1 முதல் 12 வரிகள் 2.1 1 முதல் 7 வரிகள்
			Instructional Hours 6
Suggested Learning Methods : நீதிநூல்களின் சிறப்பினை அறியும் பயன் பெற்றமை			
II	பதினெண் கீழ்க்கணக்கு நூல் (திருக்குறள்)	திருக்குறள்	2.1. கடவுள் வாழ்த்து – அகர முதல எனத் தொடங்கும்... ஆதி – 1 குறள் – 1 2.2. வான் சிறப்பு – நீரின்றி அமையாது உலகு. ஆதி – 2 குறள் – 10 2.3. அன்புடைமை – அன்பின் வழியது உயிர்நிலை. ஆதி – 8 குறள் – 10 2.4. கல்வி – கண்ணுடையார் என்பர் ஆதி – 40 குறள் 2.5. இனியவைக்கூறல் – இனிய உளவாக இன்னாத ஆதி – 10 குறள் – 10
			Instructional Hours 6
Suggested Learning Methods : திருக்குறளின் சிறப்பினை அறிந்தமை			
III	கிராமியக் கதைகள்	கிராமியக் கதைகள்	3.1. பரமார்த்தக்குரு கதைகள் 3.2. நாட்டுப்புறக் கதைகள் அறிமுகம்
			Instructional Hours 6
Suggested Learning Methods : கிராமியக்கதைகளின் கதை அமைப்பினை அறியும் வாய்ப்பு பெற்றமை			

IV	மொழிப்பயிற்சி	மொழிப்பயிற்சி	4.1. பிறமொழிச் சொற்களுக்கு தமிழ்ச்சொல் எழுதுதல்
			Instructional Hours 6
Suggested Learning Methods : தமிழ்ச்சொல் எழுதும் திறன் பெற்றமை			
V	எழுத்துப்பயிற்சி	எழுத்துப்பயிற்சி	5.1 தன்விவரம் எழுதுதல் பெயர், கல்லூரி விவரம் எழுதச்செய்தல்
			Instructional Hours 6
Suggested Learning Methods : பிறமொழி கலப்பு இன்றி தமிழ்ச்சொல் எழுதும் திறன் பெற்றமை			
			Total Hours 30
Text Books	1. இளங்கலை தமிழ் மாணவர்களுக்குரிய பாடநூல்“அரிச்சுவடி” தொகுப்பு: தமிழ்த்துறை, நேரு கலை மற்றும் அறிவியல் கல்லூரி, கோயம்புத்தூர்.		
Reference Books	1. ஓளவையார் ஆத்திச்சூடி மணிவாசகர் பதிப்பகம், கோயம்புத்தூர் இராஜவீதி,01. 2. திருக்குறள் - பரிமேலழகர் உரை,மணிவாசகர் பதிப்பகம், சென்னை -600018.		
Web. URLs	-		
Course designed by		Verified by	
Dr. S. Satheeshkumar		Dr. A. Sridevi	

Course Code	Title		
22U4NM4AT2	Part – IV : Advanced Tamil – II		
Semester : IV	Credits : 2	ESE : 50 Marks	
(Common to all UG Programmes)			
Course Objective	நூல்களின் வழி அறச்சிந்தனைகளை உருவாக்குதல் செம்மொழியினைச் செம்மைப்படுத்துதல்.		
Course Category	Skill Development (மாணவர்களின் மொழித்திறனை ஊக்குவித்தல்)		
Development Needs	Regional (தமிழ் மொழியின் அவசியத்தை உணர்த்துதல்)		
Course Description	மாணவர்களின் மொழித்திறனை ஊக்குவித்தல்		
Course Outcomes	Teaching Methods	Assessment Methods	
CO 1	அறச்சிந்தனைகள் பெறுதல் மற்றும் இலக்கண வழக்கு முறைகளைப் பெறுதல்.	விரிவுரை/காணொளிப்பட விளக்கம்	கருத்தரங்கு
CO 2	கடிதம் எழுதுதல் மற்றும் மொழியறிவைப் பெறுதல்	விரிவுரை/ குழு விவாதம்	ஒப்படைவு
CO 3	படைப்பாக்கத்திறன் அறிவுபெறச் செய்தல்	விரிவுரை	கருத்தரங்கு
CO 4	தகவல் தொடர்பியலுக்கான கடிதம், அமைவுத்திறன் பெறச்செய்தல்	விரிவுரை/ குழு விவாதம்	குழுத்திட்டம்
CO 5	மொழியைப் பிழையின்றிப் பேச, எழுதும் திறன் பெறச்செய்தல்	விரிவுரை/காணொளிப்பட விளக்கம்	ஒப்படைவு
Offered by	தமிழ்த்துறை		
Course Content	Instructional Hours / Week : 2		
Unit	Description	Text Book	Chapters
I	பதினெண் கீழ்க்கணக்கு நூல்	1. திருக்குறள் 2. நாலடியார்	1.1 கூடாநட்பு 1.2 செய்நன்றியறிதல்-நாலடியார் 1.3 கல்வி (131,132 செய்யுள்கள்)
Instructional Hours			6
Suggested Learning Methods : நாலடியார் திருக்குறளின் சுவை அறியும் வாய்ப்பு பெற்றமை			
II	சிறுகதை	1. வெ. இறையன்பு – பூனாத்தி சிறுகதைகள்	2.1 சேவியர் வாத்தியார் 2.2. தூரிகை
Instructional Hours			6
Suggested Learning Methods : சிறுகதைகளின் சுவை அறியும் வாய்ப்பு பெற்றமை			
III	இலக்கணம்	இலக்கணப் பயிற்சி ஏடு	3.1. எழுத்தும் சொல்லும் 3.2. சுட்டெழுத்துக்கள் 3.3. சொற்களைச் சரியாகப் பயன்படுத்தும் முறை 3.4 வினைச் சொற்கள், பெயர்ச்சொற்கள் 3.5. வினா எழுத்துக்கள்
Instructional Hours			6
Suggested Learning Methods : இலக்கணப்பிழை இன்றி எழுதும் பயிற்சி பெற்றமை			

IV	வழக்கறிதல்	இலக்கணம்	மரபு வழக்கு - இயல்பு வழக்கு தகுதி வழக்கு அறிதல்
Instructional Hours			6
Suggested Learning Methods : வழக்குகள் பற்றி முழுமையாக அறியும் பயிற்சி பெற்றமை			
V	படைப்பாற்றல் பயிற்சி	இலக்கிய வரலாறு	கவிதை - சிறுகதை - நூல் மதிப்பீடு எழுதுதல்
Instructional Hours			6
Suggested Learning Methods : மதிப்பீடு செய்யும் பயிற்சி பெற்றமை			
Total Hours			30
Text Books	1. இளங்கலைதமிழ் மாணவர்களுக்குரிய பாடநூல் "திரட்டு" தொகுப்பு: தமிழ்த்துறை, நேரு கலை மற்றும் அறிவியல் கல்லூரி, கோயம்புத்தூர்.		
Reference Books	1. திருக்குறள் - பரிமேலழகர் உரை, மணிவாசகர் பதிப்பகம், சென்னை 018 2. வெ.இறையன்பு - பூனாத்திசிறுகதைகள், விஜயாபதிப்பகம், கோயம்புத்தூர்.		
Web. URLs	-		
Course designed by		Verified by	
Dr. S. Satheeshkumar		Dr. A. Sridevi	

Course Code	Title	
21U4NM4GEN	Non Major Elective : General Awareness	
Semester : IV	Credits : 2	ESE : 50 Marks

(Common to all UG Programmes)

Course Objective:

Enable the students to learn General knowledge and prepare for different competitive exams.

Course Outcomes:

CO1	Determine Verbal Aptitude , Numerical Aptitude and Logical Reasoning
CO2	Recall basic Science, history , Tamil , Computer , Commerce concepts which would help to crack competitive Examinations
CO3	Acquire time Management skills to attempt competitive Examinations
CO4	Develop Aptitude and problem solving skills
CO5	Gain Knowledge about Current Affairs

Course Content

Instructional Hours / Week : 2

S. No.	Topics
1.	Verbal Aptitude
2.	Numerical Aptitude and Logical Reasoning
3.	Abstract Reasoning
4.	Tamil and Other Literature
5.	General Science and Technology
6.	Computer
7.	Economics and Commerce
8.	History and Freedom Struggle
9.	Sports
10.	Current Affairs
Total Hours : 30	

Text Book: “General Awareness”, compiled by Nehru Arts and Science College, Coimbatore

Mapping

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	L	-	-	H	-	-	L	M	M	-	-	-
CO2	H	L	-	-	H	-	-	L	M	M	-	-	-
CO3	H	L	-	-	H	-	-	L	M	M	-	-	-
CO4	H	L	-	-	H	-	-	L	M	M	-	-	-
CO5	H	L	-	-	H	-	-	L	M	M	-	-	-

H-High; M-Medium; L-Low

Course Designed by	Verified by HOD	Checked by	Approved by
Ms. P. Sheeba Maybell			Dr. T. Chandrapushpam

Course Code	Title		
22U4VBOE01	Value Based Open Elective Course : Design Ecosystem		
Semester: IV	Credits: 2	ESE: 50 Marks	
Course Objective	To gain the knowledge on ecosystem and environmental sustainability		
Course Category	Crosscutting Issue : Environment And Sustainability		
Development Needs	Global		
Course Description	Design ecosystem describes about the components, types, structural and functional unit of ecology where the living organisms interact with each other and the surrounding environment.		
Course Outcomes		Teaching Methods	
CO 1	Understand about the basic concepts of ecosystem and environmental planning	Lecture / Video Lessons	
CO 2	Gain knowledge of challenges and design process of ecosystem	Lectures / Video Lessons	
CO 3	Understand about functions and flow of energy in ecosystem	Case study / Model	
CO 4	Analyse about process and mechanism of ecosystem control	Tutorial / Group Discussion	
CO 5	Demonstrate about green infrastructure and regulatory framework	Lecture / Tutorial	
Course Content		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	Sustainable Human Dominated-Ecosystem and Environmental planning: Introduction to Ecology & environmental sciences; Principles and Scope of Ecology. Axioms of Ecological Engineering, Sustainable design principles, Global population dynamics, Human dominated earth.	1	1
Instructional Hours			6
Suggested Learning Methods : Video Lectures			
II	Designing Ecosystem services & Biomes: Design challenges and needs, the design process, biomes, ecoregions, other land classification systems.	1	3 & 4
Instructional Hours			6
Suggested Learning Methods : Video Tutorials			
III	Energy and mass flow through ecosystem: Structure and Functions of Ecosystems - Abiotic and Biotic components, Flow of energy and cycling of materials; water, carbon, nitrogen and phosphorus	3	2
Instructional Hours			6
Suggested Learning Methods : Group Discussion			

IV	Ecosystem control: Population control process, community control process. Stream restoration design - hydrology, sedimentology, geomorphology, habitat, riparian corridor and construction.	2	6
Instructional Hours			6
Suggested Learning Methods : Group Discussion			
V	Green infrastructure design: Green infrastructure network, sustainable cities initiatives, agricultural sustainability indicators, surrounding environmental, ecological and social justice; environmental ethics, issues and possible solutions	3	4
Instructional Hours			6
Suggested Learning Methods : Online Tutorial			
Total Hours			30
Text Books	<ol style="list-style-type: none"> 1. Matlock, M. D. and M. Robert. Ecological Engineering Design: Restoring and Conserving Ecosystem Services. JohnWiley & Sons, Inc. 2011. 2. Meffe, G.K., L. Nielson, R. L. Knight and D. Schenborn. Ecosystem Management: Adaptive, Community-Based Conservation. Island Press. 2012. 3. Elliot, D. 2003. Energy, Society and Environment, Technology for a Sustainable Future. Routledge Press. 		
Reference Books	<ol style="list-style-type: none"> 1. Sim Van Der Ryn and S. Cowan. Ecological Design. Island Press, 1996. 2. Neeraja, N. Environment and Ecology: A Dymanic Approach, 3rd Edition. GKP Books Catalogue. 2018. 		
Web. URLs	<ol style="list-style-type: none"> 1. https://www.nationalgeographic.org/encyclopedia/ecosystem/ 2. https://www.environmentandecology.com/ 		
Course designed by		Verified by Chairman	
Dr. S. Esath Nather		Dr. M. Thangavel	

Course Code	Title		
22U4VBOE02	Value Based Open Elective Course: Design Thinking		
Semester: IV	Credits : 2	ESE : 50 Marks	
Course Objective	Inculcate the fundamental concepts of design thinking and develop the students as a good designer by imparting creativity and problem solving ability		
Course Category	Crosscutting Issue : Professional Ethics		
Development Needs	Local, National and Global		
Course Description	The course aims to provide introduction to the basic concepts and techniques of design thinking and methods of implementing design thinking in the real world.		
Course Outcomes		Teaching Methods	
CO 1	Learn the basic concepts of design thinking	Direct Instruction	
CO 2	Develop the skill of applying the design thinking	Direct Instruction	
CO 3	Learn the business uses of design thinking	Video Lessons	
CO 4	Understand the variety of approaches within the design thinking discipline	Direct Instruction	
CO 5	Impart knowledge in design thinking mindset	Direct Instruction	
Course Content		Instructional Hours / Week: 2	
Unit	Description	Text Book	Chapters
I	Design Thinking Background Definition of Design Thinking, Variety within the Design Thinking Discipline, Design Thinking Mindset	1	1
Instructional Hours			06
Suggested Learning Methods: Brain Storming			
II	Design Thinking Approach Fundamental Concepts – Empathy, Ethnography, Divergent Thinking, Convergent Thinking, Visual Thinking, Assumption Testing, Prototyping, Time for Learning and Validation	1	5,1,3
Instructional Hours			06
Suggested Learning Methods : Learning by Teaching			
III	Design Thinking Resources – People, place, material, organizational fit Design Thinking Processes - Numerous Approaches, Double Diamond Process, 5-Stage, School Process, Designing for Growth Process, Role of Project Management	1	5,6
Instructional Hours			06
Suggested Learning Methods : DIY Activities			

IV	Design Thinking in Practice I: Process Stages of Designing for Growth - Design Thinking Tools and Methods – I- Purposeful Use of Tools and Alignment with Process, Visualization, Journey Mapping	1	6
Instructional Hours			06
Suggested Learning Methods: Case Method			
V	Design Thinking in Practice II: Design Thinking Tools and Methods – II- Value Chain Analysis, Mind Mapping, Brainstorming, Concept Development, Assumption Testing, Rapid Prototyping, Customer Co-Creation, Learning Launch	2	8
Instructional Hours			06
Suggested Learning Methods : Project Based Learning			
Total Hours			30
Text Books	<ol style="list-style-type: none"> 1. “Designing for growth: A design thinking tool kit for managers”, by Jeanne Liedtka and Tim Ogilvie., 2011, ISBN 978-0-231-15838-1 2. “The design thinking playbook: Mindful digital transformation of teams, products, services, businesses and ecosystems”, by Michael Lewrick, Patrick Link, Larry Leifer., 2018, ISBN 978-1-119-46747-2 		
Reference Books	<ol style="list-style-type: none"> 1. “Presumptive design: Design provocations for innovation”, by Leo Frishberg and Charles Lambdin., 2016, ISBN: 978-0-12-803086-8 2. “Systems thinking: Managing chaos and complexity: A platform for designing business architecture.”, “Chapter Seven: Design Thinking”, by JamshidGharajedaghi, 2011, ISBN 978-0-12-385915-0 		
Web. URLs	<ol style="list-style-type: none"> 1. https://www.designcouncil.org.uk/news-opinion/design-process-what-double-diamond 		
Course designed by		Verified by Chairman	
Ms. M. Nandhini		Dr. S. Jayapriya	

Course Code	Title		
22U4VBOE03	Value Based Open Elective Course : Disaster Management		
Semester: IV	Credits: 2	ESE: 50 Marks	
Course Objective	To learn knowledge about disaster and risk and apply the same in the time of any disaster.		
Course Category	Crosscutting Issue : Environment And Sustainability		
Development Needs	National		
Course Description	This course is designed to provide students with a comprehensive understanding of the concepts, theories, and practices of disaster and risk management. Students will learn how to identify and assess risks, develop emergency plans, and mitigate the impact of disasters on communities and organizations.		
Course Outcomes		Teaching Methods	
CO 1	Understand different types of disasters and their impact on individuals and communities.	Lecture/ Demonstration	
CO 2	Analyze the disaster management scenario in India, the policy framework, and the role of different stakeholders in reducing disaster risk and building resilience	Lecture/ Case Studies	
CO 3	Understand the concepts of risk and vulnerability in disaster management and analyze the different approaches to disaster risk reduction.	Lectures / Video Lessons	
CO 4	Analyze the concept and nature of disaster preparedness, different components of a disaster preparedness plan	Tutorial / Case Studies	
CO 5	Narrate the emergency responses to be taken by the national disaster management force and the practical training process on disaster management	Lecture / Class Projects	
Course Content		Instructional Hours / Week:2	
Unit	Description	Text Book	Chapters
I	Introduction on Disaster Definitions and Terminologies used in Disaster Management, Basic concepts in Disaster Management, Types of Disaster: Natural Disaster: Flood, Cyclone, Earthquakes, Landslides, epidemic or Pandemic etc. (Case studies of each), Man-made Disaster: Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc. (Case studies of each).	1	1
Instructional Hours			6
Suggested Learning Methods : Power Point Presentation			
II	Disaster management in India Hazard and Vulnerability Profile India, Disaster Management Indian scenario, India's vulnerability profile, Disaster Management Act 2005 and Policy guidelines, National Institute of	1	2

	Disaster Management, National Disaster Response Force (NDRF), National Disaster Management Authority, States Disaster Management Authority, District Disaster Management Authority and Cases Studies.		
Instructional Hours			6
Suggested Learning Methods : PPT and Video Lecture			
III	Risk and Vulnerability Analysis Risk: Assessing Disaster Risk, Disaster Risk Reduction, Vulnerability: Its concept and analysis, Strategic Development for Vulnerability Reduction, Climate Variability & Disaster Risk, Industrial hazard and Risk Management	1	3
Instructional Hours			6
Suggested Learning Methods : Video Lecture			
IV	Disaster Preparedness Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, and Training, Role of Government, International and NGO Bodies.	1	4
Instructional Hours			6
Suggested Learning Methods : PPT and Group Activity			
V	Response and 3Rs Emergency Response: Introduction, Crisis Response Plan (CRP), Communication, Participation, and Activation of Emergency Preparedness Plan, Search, Rescue, Evacuation and Logistic Management, Role of Government, International and NGO Bodies, Psychological relief and recovery, Relief operation and Recovery, Post Disaster Public Health Management, 3R - Rehabilitation, Reconstruction and Recovery, Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Role of Educational Institutions in Disaster management.	1	5
Instructional Hours			6
Suggested Learning Methods : Laboratory Practice			
Total Hours			30
Text Books	1. Disaster and Risk Management (2023), Notes Compiled by the Department of Criminology, Nehru Arts and Science College, Coimbatore		
Reference Books	1. J. P. Singhal, "Disaster Management", Laxmi Publications, 2003. 2. M C Gupta, "Manual on Natural Disaster Management in India", NIDM, New Delhi, 2013 3. R K Bhandani, "An Overview on Natural & Man-made Disasters and their Reduction", CSIR, New Delhi, 2000 4. Dr. Mrinalini Pandey, "Disaster Management", Wiley India Pvt. Ltd, 2014. 5. National Disaster Management Authority Publications-Guidelines & Templates for Disaster Management		
Course designed by		Verified by Chairman	
Dr. Reneesh K Rajan		Dr. Reneesh K Rajan	

Course Code	Title		
22U4VBOE04	Value Based Open Elective Course : Environmental Pollution and Waste Management		
Semester: IV	Credits: 2	ESE: 50 Marks	
Course Objective	To acquire deeper knowledge about Environmental Management Systems		
Course Category	Crosscutting Issue : Environment And Sustainability		
Development Needs	Global		
Course Description	Environmental Pollution and waste Management involves studying the management of any unnecessary resource use or release of substances into the water, land or air that could harm human health or the environment		
Course Outcomes		Teaching Methods	
CO 1	Understand the types of environmental pollutants	Lecture / Group Learning	
CO 2	Describe, develop and interpret methods of the Environmental Management Systems.	Lecture/ Online Tutorial	
CO 3	Critically evaluate methods and possibilities within Environmental Management Systems from asystems perspective.	Lecture/ Online Tutorial	
CO 4	Understand the effective management of environmental pollutants	Lecture/ Online Tutorial	
CO 5	Learn Environmental Auditing for various Industries/Projects.	Lecture/ Online Tutorial	
Course Content		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	Introduction to Environmental pollutants,Types of pollutants, Biodegradable pollutants, Non-biodegradable pollutants; Air pollution, Water Pollution, Soil Pollution	1	1,2
Instructional Hours			6
Suggested Learning Methods: Industrial Visit			
II	Introduction to Environmental Management System basic definitions and terms, Framework for Environmental Management Systems, Approach for developing an Environmental Management System.	2	2, 4
Instructional Hours			6
Suggested Learning Methods :Web search			
III	The introduction and implementation of ISO 14001: environmental policy, planning, implementation and operation, checking, management review. Applications EMS in terms of Process flow chart, effluent Generation, composition and treatment of effluents from following industries – sugar, pulp and paper, electroplating, dairy, oil refineries, etc.	2	5
Instructional Hours			6
Suggested Learning Methods : Online tutorial			

IV	Introduction to Environmental Auditing, Category “A” & “B” types of projects. Procedures and Guidelines to conduct Environmental Audit. Plastic Pollution: Causes, impacts, and reduction strategies -Global issue of plastic pollution and innovative solutions	3	7
Instructional Hours			6
Suggested Learning Methods : Online tutorial			
V	Municipal Solid Waste Management: Collection, transportation, and disposal of solid waste - Examination of waste treatment technologies and waste-to-energy processes. E-waste Management: Challenges and recycling techniques for electronic waste - Discussion on the environmental and health hazards associated with improper e-waste disposal.	1	8
Instructional Hours			6
Suggested Learning Methods : Online tutorial			
Total Hours			30
Text Books	<ol style="list-style-type: none"> 1. ISO 14001 Certification - Environmental Management Systems: A Practical Guide for Preparing Effective Environmental Management Systems Textbook Binding – Import, 10 Aug 1995 by W. Lee Kuhre (Author) 2. M. N Rao, “Waste Water Treatment” Oxford and IBH publishing Co. Pvt Ltd, 2007 3. Peavy, H.S, D.R. Rowe & T. George, “Environmental Engineering”, New York: McGraw Hill, 1987 		
Reference Books	<ol style="list-style-type: none"> 1. Christopher Sheldon and Mark Yoxon, “Installing Environmental management Systems – a step by step guide” Earthscan Publications Ltd, London, 1999. 		
Web. URLs	<ol style="list-style-type: none"> 1. https://www.anits.edu.in/online_tutorials/es/Unit%203.pdf 		
Course designed by		Verified by Chairman	
Dr. O. S. Nimmi		Dr. N. Saranya	

Course Code	Title		
22U4VB0E05	Value Based Open Elective Course : History of Ancient India		
Semester: IV	Credits: 02		ESE : 50 Marks
Course Objective	To explore the rich and diverse history of ancient India, examining its civilizations, political systems and cultural achievements.		
Course Category	Employability		
Development Needs	Global		
Course Description	This course gives an in depth analysis of the Ancient Indian History marking the beginning of urban civilization in the Indian subcontinent.		
Course Outcomes		Teaching Methods	
CO 1	Understand the salient features of Indus valley civilization	Lecture	
CO 2	Evaluate the features Civilizations	Tutorial	
CO 3	Evaluate the rise of new movements	Lecture	
CO 4	Visualize the administration of Mauryas and the art and architecture of Mauryas	Tutorial	
CO 5	Identify the administration of Guptas and their contribution to University	Lecture	
Course Content		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	Definitions - Nature and Scope of History - History and Its Relationship with other Social Sciences - Geographical Features of India Sources of Indian History: Pre- History Paleolithic, Mesolithic, Neolithic, Chalcolithic and Megalithic Cultures.	1 &4	1-5
Instructional Hours			6
Suggested Learning Methods : Lecture/Tutorial			
II	Indus Valley Civilization - Its Features & Decline; Early Vedic and Later Vedic Civilizations Vedic Literature Society Economy - Polity Religion.	2	2-4
Instructional Hours			6
Suggested Learning Methods : Lecture/Tutorial			
III	Rise of New Religious Movements Charvakas, Lokayathas, Jainism and Buddhism; Mahajanapadas - Rise of Magadha; Impact.	3	3
Instructional Hours			6
Suggested Learning Methods : Lecture/Tutorial			

IV	Foundation of the Mauryan Dynasty; Ashoka and His Dharma Polity Administration - Society Economy Religion Literature - Art and Architecture; Disintegration of the Mauryan Empire; Post-Mauryan Kingdoms - Indo-Greeks - Kushanas and Kanishka - Society Economy Literature Art and Architecture; The Satavahanas; Sangam Age Literary Development.	4	4 &5
Instructional Hours			6
Suggested Learning Methods : Lecture/Tutorial			
V	Gupta Empire: A Brief Political Survey - Polity and Administration, Social and Economic Conditions, Agriculture and Land Grants - Feudalism, Caste System, Position of Women, Education, Literature, Science and Technology, Art and Architecture - Harshavardana and His Achievements.	4	5
Instructional Hours			6
Suggested Learning Methods : Lecture/Tutorial			
Total Hours			30
Text Books	<ol style="list-style-type: none"> 1. E.H. Carr, What is History? Penguin Books, England, 1990. 2. Majumdar, R.C., History and Culture of the Indian People, Vols. I, II & III. 3. Romila Thapar, Asoka and the Decline of the Mauryas, OUP, New Delhi, 1995. 4. Romila Thapar, Early India (From the earliest to AD 1300). 		
Reference Books	<ol style="list-style-type: none"> 1. Poonam Dalal : Ancient and Medieval India for UPSC & State Level Exam 		
Course designed by		Verified by Chairman	
Ms. S. Kavitha		Dr. R. Malathi	

Course Code		Title	
22U4VBOE06		Value Based Open Elective Course : Indian Knowledge System	
Semester: IV		Credits: 2	ESE: 50 Marks
Course Objective		To make the students understand the knowledge system in India and apply it to their day to day life	
Course Category		Value Education	
Development Needs		National	
Course Description		This course will actively engage for spreading the rich heritage of our country and traditional knowledge in the field of Arts and literature, Agriculture, Basic Sciences, Engineering & Technology, Architecture, Management, Economics, etc	
Course Outcomes		Teaching Methods	
CO 1	Understand the History and an overview of Indian knowledge System.	Flipped Classroom	
CO 2	Interpret the Importance of Vedic Corpus and Philosophical System	Student Centric	
CO 3	Analyse the Foundational Concepts like Linguistics and and Number Systems.	Blended Mode	
CO 4	Interpret the concepts of Astronomy and Town Planning Architecture.	Flipped Classroom	
CO 5	Describe the Importance of Health, Wellness, Psychology and Administrative Governance	Case-Base	
Course Content		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	Indian Knowledge System : An Introduction: Importance of Ancient Knowledge-Defining Indian Knowledge System –The Indian Knowledge System Corpus-A Classification Framework-History of Indian Knowledge System.	1	1
Instructional Hours			06
Suggested Learning Methods : Cooperative Learning			
II	The Vedic Corpus: Introduction to Vedas-The four Vedas. Philosophical System: Indian Philosophical System – Development and Unique Features-Vedic schools of Philosophy.	1	2 & 3

Instructional Hours			06
Suggested Learning Methods : Peer Learning			
III	Linguistics: Component of a Language-Role of Sanskrit in Natural Language Processing. Mathematics: Unique Aspects of Indian Mathematics-Great Mathematicians and their Contributions-Arithmetic Calculations.	1	5 & 8
Instructional Hours			06
Suggested Learning Methods : Group Learning			
IV	Astronomy: Unique aspects of Indian Astronomy-Historical Development of Astronomy in India-Elements of the Indian Calendar Town Planning Architecture: Indian Architecture- A Historical Perspective –Town Planning-Unitary Building –Temple Architecture	1	9 & 12
Instructional Hours			06
Suggested Learning Methods : Mind Mapping			
V	Health, Wellness and Psychology: Ayurveda -Definition of Health-Tridosas-Relationships to Health-Disease-Disease Management-Yoga way of Life-Indian Approach to Psychology. Governance and Public Administration: Arthasastra Governance and Administration.	1	13 & 14
Instructional Hours			06
Suggested Learning Methods : Case Studies			
Total Hours			30
Text Books	1. B.Mahadevan, Vinayak Rajat Bhat, Nagendra Pavana R.N , Introduction to Indian Knowledge System: Concepts and Applications, PHI Learning Private Limited, Delhi, 2022.		
Reference Books	1. Traditional Knowledge System in India by Amit Jha Atlantic publishers, 2002. 2. Traditional Knowledge System in India, by Amit Jha, 2009.		
Web. URLs	1. https://www.youtube.com/watch?v=LZP1StpYEPM 2. http://nptel.ac.in/courses/121106003/		
Course designed by		Verified by Chairman	
Dr. N. Saranya		Dr. K. Raja Rajeswari	

Course Code	Title		
22U4VBOE07	Value Based Open Elective Course : Principles of Intellectual Property Rights		
Semester: IV	Credits: 2	ESE: 50 Marks	
Course Objective	To make the students to recognize the importance of IP and to educate the pupils on basic concepts of Intellectual Property Rights. To learn the procedure of obtaining Patents, Copyrights, Trade Marks & Industrial Design		
Course Category	Entrepreneurship		
Development Needs	Global		
Course Description	The course is designed to provide comprehensive knowledge to students regarding the general principles of IPR, Concepts and Theories, Criticisms of Intellectual Property Rights, the registration process, and the International Regime Relating to IPR.		
Course Outcomes		Teaching Methods	
CO 1	Understand Intellectual Property Rights (IPR), its significance in promoting innovation and creativity, and the different types of IPRs.	Lecture	
CO 2	Equip with the knowledge to navigate the patent filing process effectively.	Tutorial	
CO 3	Comprehend the fundamentals of copyrights, their types, registration procedures, terms and remedies	Lecture	
CO 4	Narrate the trademarks, their rights, types, purpose, registration process, and the trademark landscape in India	Tutorial	
CO 5	Analyze the significance of geographical indications (GI) and the need for their protection, the relevant laws and regulations in India	Lecture	
Course Content		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	Introduction to Intellectual Property Rights (IPR): Definition of IPR, Importance of IPR, Kinds of Intellectual property rights: Copy Rights, Patent, Trade Mark, Trade Secret and trade dress, Design, Layout Design, Geographical Indication, Plant Varieties and Traditional Knowledge, IPR in India and the world, IPR and WTO.	1	1,2
Instruction Hours			6
Suggested Learning Methods : Lecture/Tutorial			
II	Patent: Introduction to Patent, Patent Act 1970 and its amendments, Patentable and non-Patentable inventions, legal requirements for obtaining Patent, Registration Procedure of Patent, The role of Patentees and Different layers of the international patent system: National and International Patent filing procedures.	1	4
Instructional Hours			6
Suggested Learning Methods : Lecture/Tutorial			
III	Copyright: Introduction to Copyrights, Origin, and Definition & Types of Copyrights, Registration procedure, Assignment & license, Terms of Copyright, Piracy, Infringement, Remedies,	1	

	Copyrights with special reference to software, Copyrights in India.		
Instructional Hours			6
Suggested Learning Methods : Lecture/Tutorial			
IV	Trademarks: Introduction to trademarks, Rights of trademark, Types of trademark, purpose, and function of a trademark, trademark protection, and trademark registration process, trademarks in India.	1	9
Instructional Hours			6
Suggested Learning Methods : Lecture/Tutorial			
v	Design: Introduction to Design, Registration of Design, Cancellation of Registration, International Convention on Design, functions of Design, Geo Graphical Indication: Introduction to Geo Graphical Indication, Why and how GI needs protection and GI laws, Indian GI act.	1	7,10
Instructional Hours			6
Suggested Learning Methods : Lecture/Tutorial			
Total Hours			30
Text Book	1. Intellectual Property Rights, Asha Vijay DurafeDhanashree K. Toradmalle, Wiley Publisher, 2022		
Reference Book	1. B.L. Wadera, Patents, trademarks, copyright, Designs and Geographical Judications.		
Web. URLs	1. https://dst.gov.in/sites/default/files/E-BOOK%20IPR.pdf		
Course designed by		Verified by Chairman	
Dr. Prathap Chandran		Dr. S. Saraswathi	

Course Code	Title		
22U4VBOE08	Value Based Open Elective Course : Science, Society and Culture		
Semester: IV	Credits: 2	ESE: 50 Marks	
Course Objective	To create awareness on Science, Indian Society and cultural heritage of our Country		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Facilitate the awareness on Science in everyday life, Indian Society and Social empowerment, Democracy and Freedom of our Country. Ancient Civilization, cultural heritage and perceptions of Indian Culture		
Course Outcomes		Teaching Methods	
CO 1	Know the concepts of Science in our daily life and awareness about Scientific community	Lecture / Video Lessons / Model	
CO 2	Gain knowledge on Indian society and development of modern society	Lecture / Video Lessons	
CO 3	Learn about Indian social issues and awareness on our social laws	Lectures / Case study	
CO 4	Understand the Indian culture, diversity of culture and Traditional customs	Tutorial / Group Discussion	
CO 5	Comparison of ancient heritage and civilization of our country and follow them in our life	Lecture / Tutorial	
Course Content		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	Common Science - Developments and their applications- effects in day to day Life - Achievements of Indians in Science and Technology. Awareness in the fields of IT, Space, Computers, Robotics, Nanotechnology and Biotechnology. Scientists of Ancient India, Science and Scientists of Medieval India, Scientists of Modern India. India's Policy in the Field of the Science, Policies and Reports related to Science-Innovative Technology Vision.	1	1
		Instructional Hours	6
Suggested Learning Methods : Video Lectures			
II	Social Behaviour - Salient features of our Society-Social diversity of India-Impact of globalization on Indian society. Social empowerment, Democracy and Freedom-Role of women and women's organization in the development of healthy society.	2	1
		Instructional Hours	6
Suggested Learning Methods : Video Tutorials			
III	National Integration – Communalism - Regionalism and Secularism – Problems relating to development and management of Social Sector-Services relating to Health, Education and Human Resources. Welfare schemes for vulnerable sections of the people-	2	1 & 2

	Performance of Centre and States schemes-Mechanisms-Laws, Institutions and Bodies constituted for the protection and development of vulnerable sections.		
Instructional Hours			6
Suggested Learning Methods : Group Discussion			
IV	South Asian Cultures -Indian culture-combination of several cultures-Indian philosophy-Religious culture-Family structure and marriage-Wedding rituals-Indian greetings-Indian foods- Festivals-Traditional clothing. Epics of India-Indian Arts and Music-Indian architecture and Sculptures-Indian Languages and Literature-Perceptions of Indian culture.	3	1
Instructional Hours			6
Suggested Learning Methods : Video Tutorials			
V	Ancient Civilization -Indus Valley Civilization-Harappa and Mohenjo-Daro civilization-Evolutions of early Buddhist Architecture-Advent in China-Ellora caves civilization-King Gupta's period of civilization-Vijayanagara inscriptions-Mohall's period of civilization-British culture.	4	2
Instructional Hours			6
Suggested Learning Methods : Online Tutorial			
Total Hours			30
Text Books	<ol style="list-style-type: none"> 1. Science, Culture and Society: Understanding Science in the 21st Century by Mark Erickson, Paperback – Illustrated, 2015. 2. Khanna, Indian Social order and Laws, Universities Press. 3. Choudhary, Social Protection Law Provisions and Procedure. 4. Indian Heritage systems-Universal Law Publishing Company. 5. Ancient Civilization of Indian sub-continent- Ancient Books. 		
Reference Books	<ol style="list-style-type: none"> 1. National integration and Secularism: Issues and Challenges, Regal Publications. 2. Ancient Culture of India: Issues and Concerns. 		
Web. URLs	<ol style="list-style-type: none"> 1. https://www.amazon.in/Science-Culture-Society-Understanding-Century-dp-0745662250/dp/0745662250/ref=dp_ob_title_bk. 2. https://iasscore.in/upsc-syllabus/indian-society/indian-society-mains. 3. https://www.worldhistory.org/india/ 		
Course designed by		Verified by Chairman	
Dr. M. Thangavel		Dr. M. Thangavel	

Course Code		Title	
22U4VBOE09		Value Based Open Elective Course : Community Engagement	
Semester: IV		Credits: 2	ESE: 50 Marks
Course Objective		This course serves as an introduction to community engagement, helping learners to explore methods of community involvement, change making process, and professionalism within the community.	
Course Category		Skill Development	
Development Needs		National	
Course Description		Apply the principles of communication for outreach to the diverse public, decision makers, and stakeholder groups.	
Course Outcomes			Teaching Methods
CO 1	Apply professional behavior when working with community organizations		Lecture/ Case Study
CO 2	Investigate the complexity of problems related to community needs		Lecture/ Role Play
CO 3	Design and conduct the phases of a community engagement process, using consensus building and relating to formal planning procedures.		Lecture/ Case Study
CO 4	Recognize community interests, power dynamics, and conflict, and facilitate empowerment of excluded groups and negotiation		Lecture/ / Role Play
CO 5	Direct cross-jurisdictional, inter-agency, inter-disciplinary, and multi-stakeholder collaboration.		Lecture/ Case Study
Course Content		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	Concept, Ethics and Spectrum of Community engagement, Local community, Rural culture and Practice of community engagement	3	2
Instructional Hours			6
Suggested Learning Methods : Seminar			
II	Rural Development Programs and Rural institutions, Local Administration and Community Involvement	2	3
Instructional Hours			6
Suggested Learning Methods : Role Play			
III	Stages, Components and Principles of community development, Utility of public resources. Social contribution of community networking, Various government schemes.	1	3
Instructional Hours			6

Suggested Learning Methods : Role Play			
IV	Community Engaged Research and Ethics in Community Engaged Research. PRA, Programmes of community engagement and their evaluation.	1	2
Instructional Hours			6
Suggested Learning Methods : Creative Art Assignments			
V	Rural Distress, Rural Poverty, Impact of Disasters on Migrant Laborers, Mitigation of Disaster.	2	1
Instructional Hours			6
Suggested Learning Methods : Community Participation Program			
Total Hours			30
Text Books	<ol style="list-style-type: none"> 1. Participatory Rural Appraisal, PRA Application in Rural Development Planning, R Ramesh 2. Introduction to Community Development, Theory, Practice, and Service-Learning, Gary Paul Green, Jerry W. Robinson, Jr, 2011, SAGE Publications 		
Reference Books	<ol style="list-style-type: none"> 1. Community-based participatory research: a capacity-building approach for policy advocacy aimed at eliminating health disparities. Am J Public Health. 2010 2. Achieving successful community engagement: A rapid realist review. BMC Health Services Research. 		
Web. URLs	<ol style="list-style-type: none"> 1. https://unnatbharatabhiyan.gov.in › presentations 2. https://www.wellawareworld.org/ 		
Course designed by		Verified by Chairman	
Ms. T. D. Lidiya		Dr. P. Nathiya	

Course Code	Title		
22U4VBOE10	Value Based Open Elective Course : Emotional Intelligence		
Semester: IV	Credits: 2	ESE: 50 Marks	
Course Objective	To enable the Students to understand the concepts of Emotional Intelligence, its models and components		
Course Category	Employability & Skill Development		
Development Needs	National & Global		
Course Description	Understanding the importance of Emotional Intelligence and build effective relationships		
Course Outcomes		Teaching Methods	
CO 1	Understand the Self-Awareness, Self-Management, Social Awareness and Relationship Management	Lecture/ Video Lectures	
CO 2	Discover personal competence and techniques of building emotional intelligence.	Lecture/ Role Play	
CO 3	Narrate the insights into establishing positive relationships	Lecture/ Peer Teaching	
CO 4	Understand the emotional intelligence and its importance	Lecture/ Role Play	
CO 5	Summarize the Self-Management Techniques	Lecture/ Group Discussion	
Course Content		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	Fundamentals of Emotional Intelligence: Meaning Definition Nature and Significance Models of Emotional Intelligence:- Ability, Trait and Mixed Building blocks of emotional intelligence: Self-awareness, Self-Management, Social Awareness, and Relationship Management	1	1&2
Instructional Hours			6
Suggested Learning Methods : Video lectures			
II	Personal Competence: Meaning Definition Self Awareness: Observing and recognizing one's own feelings, Knowing one's strengths and areas of development. Self-Management: Managing emotions, anxiety, fear, and anger.	1	5&6
Instructional Hours			6
Suggested Learning Methods : Role Play			
III	Social Competence: Social Awareness: Others' Perspectives, Empathy and Compassion Relationship Management: Effective communication, Collaboration, Teamwork and Conflict Management	2	1&2
Instructional Hours			6

Suggested Learning Methods : Peer Teaching			
IV	Emotional Intelligence: Measurement and Development - Meaning Definition, Importance Measures of emotional intelligence Strategies to develop and enhance Emotional Intelligence	2	4&5
Instructional Hours			6
Suggested Learning Methods : Role Play			
V	Self-Management Techniques: Meaning Definition Techniques to regulate emotions such as Mindfulness, Conditioned relaxation response and Boundary setting Techniques of Relationship Management: Display of empathy, Effective Communication , Teamwork , Conflict resolution	2	6&7
Instructional Hours			6
Suggested Learning Methods : Group Discussion			
Total Hours			30
Text Books	<ol style="list-style-type: none"> 1. Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros. 2. Goleman, D. (2005). Emotional Intelligence. New York: Bantam Book. 3. Sternberg, R. J. (Ed.). (2000). Handbook of intelligence. Cambridge University Press. 		
Reference Books	<ol style="list-style-type: none"> 1. HBR's 10 Must Reads on Emotional Intelligence (2015) 2. HBR's 10 Must Reads on Managing Yourself (2011) 3. Self-Discipline: Life Management, Kindle Edition, Daniel Johnson. 		
Course designed by		Verified by Chairman	
Dr. Ayyaparajan		Dr. Ayyaparajan	

Course Code	Title		
22U4VBOE11	Value Based Open Elective Course : Fundamentals of Tourism		
Semester: IV	Credits: 2	ESE: 50 Marks	
Course Objective	To impart Knowledge on Tourism and its development in the economic growth and also to identify the tourist needs.		
Course Category	Employability		
Development Needs	Global		
Course Description	To enhance the students to get part in the tourism industry and to know about concepts of tourism.		
Course Outcomes		Teaching Methods	
CO 1	Understand tourism and its development	Direct Instruction	
CO 2	Analyse the Factors influencing the Travel Motivations.	Direct Instruction	
CO 3	Comprehend the Tourist Transport	Video Lessons	
CO 4	Understand the Tourist Accommodations	Direct Instruction	
CO 5	Apply the Travel Agency Operations	Video Lessons	
Course Content		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	The Tourism Phenomenon: Definition – Tourism; Tour; Tourist; Visitor; Excursionist; Domestic; International; Inbound; Outbound; Destination. Growth of Tourism / Evolution / History of Tourism & Present status of tourism in India. Thomas Cook – Grand Circular Tour.	1	9, Key Terms
Instructional Hours			6
Suggested Learning Methods : Lecture Based Learning			
II	Travel Motivations: <i>Categories of Motivations:</i> Physical Motivators, Cultural Motivators, Interpersonal Motivators, Status and prestige Motivators. <i>Types of Tourism:</i> Pleasure, relaxation, Rest and recreation, Health, Participation in Sports, Curiosity and Culture, Ethnic and Family, Spiritual and Religious, Professional or Business.	1	3
Instructional Hours			6
Suggested Learning Methods : Group Learning Method			
III	Tourist Transport: Role of Transport in Tourism, Modes of Transport, Road Transport, Air Transport, Rail Transport, Sea Transport.	2	15
Instructional Hours			6
Suggested Learning Methods : Group Learning Method			
IV	Tourist Accommodation: Definition, Types of Hotels, International Hotels, Resort Hotels, Commercial Hotels, Residential Hotels, Floating Hotels. Supplementary Accommodation: Motel, Youth Hostel, Camping Sites, Pension, Bed and Breakfast Establishment, Tourist Holiday Villages, Time	1	8

	and Resort Condominiums.		
Instructional Hours			6
Suggested Learning Methods: Group Learning Method			
V	Travel Agency: Products of Travel Agency, Classification of Travel Agency, Functions, Travel Related Business, International Travel Requirements, Travel Agency Operations.	3	2,3
Instructional Hours			6
Suggested Learning Methods: Lecture Based Learning			
Total Hours			30
Text Books	<ol style="list-style-type: none"> 1. A.K. Bhatia, Tourism Development: Principles & Practices, Sterling Publishers Pvt 2007. 2. A.K. Bhatia, International Tourism Management, Sterling Publishers Pvt 2012. 3. Jagmohan Negi, Travel Agency Operations Concepts and Principles, Kanishka Publishers and Distributors, 2003. 		
Reference Books	<ol style="list-style-type: none"> 1. Biswanth Gosh, Tourism & travel management, Vikas Publishing House, Second Edition, 2008. 2. Christopher Holloway, Business of tourism, Elsevier Publisher, Second Edition, 2006. 		
Course designed by		Verified by Chairman	
Mr. B. Tamilselvan		Mr. T. R. Rajesh Pandian	

Course Code		Title	
22U4VBOE12		Value Based Open Elective : Health Education	
Semester: IV		Credits: 2	ESE: 50 Marks
Course Objective		1. Acquire knowledge on different dimensions of health. 2. Inbuilt healthy life style practices	
Course Category		Value education	
Development Needs		Local	
Course Description		It provides knowledge on values and practices for healthy living	
Course Outcomes		Teaching Methods	
CO 1	Recall the importance of health education	Interactive session	
CO 2	Enlist the right choice of foods and dietary pattern	Interactive session	
CO 3	Identify methods to manage mental health issues	Activity based teaching	
CO 4	Practice effective personal health habits	Interactive session	
CO 5	Summarize the importance of environmental health for mankind	Interactive session	
Course Content		Instructional Hours /Week : 2	
Unit	Description	Text Book	Chapters
I	Health Education: Concept of health, Components of wellness, spectrum and determinants of health - Definition of health-health education-Aim, objective and principles of health education - Health services, Related Activity -Measuring the health attitudes of students	1	1
Instructional Hours			6
Suggested Learning Methods: Group Activity			
II	Food and Health Basic 4, 5and7 food groups; functional food groups-energy yielding, body building and protective foods (only sources and functions), food pyramid, meal planning pattern, healthy eating pattern.Related Activity -Assessing dietary adequacy of students	3,4	1 & 1, 2
Instructional Hours			6
Suggested Learning Methods: Peer learning			
III	Mental Health Meaning of mental health – importance of mental health-characteristics of emotionally healthy-Self esteem-Values and patterns in decision making- Mental health problem of adolescences – depression & stress -causes and management Related activity-Stress level assessment in students	1	6
Instructional Hours			6
Suggested Learning Methods: Role play			

IV	Personal Health Definition of personal health- under nutrition and over nutrition -prevalence of life style disease-healthy lifestyle practices- personal hygiene-Importance of physical activities & exercise Related Activity -Analyzing the physical activity pattern of students	1	8
Instructional Hours			6
Suggested Learning Methods: Assignment			
V	Environment and Health Definition of environmental health, Biodiversity, climate change and biodiversity, environmental pollution-causes and consequences of air, water and soil pollution-Food contamination and consequences Related Activity-Group discussion on case studies	2	5,8
Instructional Hours			6
Suggested Learning Methods: Group Discussion			
Total hours			30
Text Books	<ol style="list-style-type: none"> 1. Anspaugh (2001), Teaching Today's Health, Library of Congress Cataloging, 6th Edition, US 2. Tyler Miller (2006), Environmental Science, Cengage learning India private ltd 3. Srilakshmi (2010), Dietetics, New age International private limited, New Delhi 4. Srilakshmi (2010), Food Science, New age International private limited, New Delhi 		
Reference Books	<ol style="list-style-type: none"> 1. Howley & Don Frans(B) (2003) Health Fitness Instructor's Handbook. Human Kinetics publication. 2. Ramachandran. L. Dharmalingam. T (1993) Health Education India. Vikas publishing House Private Limited 		
Journals	<ol style="list-style-type: none"> 1. Health education 		
Course designed by		Verified by Chairman	
Dr. A. Swarnalatha		Dr. A. Swarnalatha	

Course Code	Title		
22U4VBOE13	Value Based Open Elective Course : Media and Politics		
Semester: IV	Credits: 2	ESE: 50 Marks	
Course Objective	To Impart knowledge of understanding the media and politics		
Course Category	Skill Development		
Development Needs	Global		
Course Description	This course examines how media and political institutions interact to shape public thinking and debates around social problems.		
Course Outcomes		Teaching Methods	
CO 1	Understand the basic idea of media and Politics	Lecture and Demonstration	
CO 2	Summarize the political stance of media.	Lecture	
CO 3	Apply the Skills on writing political news.	Lecture and Demonstration	
CO 4	Evaluate the various characteristics of media Organization.	Video Lectures	
CO 5	Apply the mass media influences as individuals, groups, and society in political contexts	Discussion	
Course Content		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	Media – Meaning and importance. Role of media in Society Political Communication – Mass Media politics and Society- Cinema and political manifestation. Social media and Political narration	1	1
		Instructional Hours	06
Suggested Learning Methods : Learning by Teaching			
II	Characteristics of Modern Mass Media: Print and Electronic Media – Political economy and Ownership	2	2
		Instructional Hours	06
Suggested Learning Methods : Active Learning			
III	Political Economy - State ownership versus private ownership of mass media – Consequences of private and public- Media ownership pattern Government Regulation – Monopoly- Media content and its Censorship.	1	2
		Instructional Hours	06
Suggested Learning Methods : Group Learning			
IV	Public Opinion- The relationship between the mass media and public sphere- Political manipulation of media content- the impact of mass media on global political processes.	3	3
		Instructional Hours	06
Suggested Learning Methods : Visual Learning			
V	Political effects of Mass Media: Individual- group- and Society	2	4

	Public- making public opinion- Setting of Political agenda- Political Socialization- Political mobilization		
Instructional Hours			06
Suggested Learning Methods : Case study based Learning			
Total Hours			30
Text Books	<ol style="list-style-type: none"> 1. Lowe, L. (2016). The Definitive Guide to Creative Writing and Media Productions. United States: Xlibris UK. 2. Marshall, C. (2018). Writing for Social Media. United Kingdom: BCS Learning & Development Limited. 3. Cain, S., Batty, C. (2016). Media Writing: A Practical Introduction. United Kingdom: Palgrave Macmillan. 		
Reference Books	<ol style="list-style-type: none"> 1. Mencher, Melvin."Basic News Writing" Universal Bookstall, New Delhi.1993. 2. Sreenivas Rao. Academic Book Centre, Ahmedabad. 1981. 3. Barnard, J. (2019). The Multimodal Writer: Creative Writing Across Genres and Media. United Kingdom: Bloomsbury Academic. 4. Kuehn, S. A., Lingwall, J. A. (2016). The Basics of Media Writing: A Strategic Approach. United States: SAGE Publications. 		
Web. URLs	<ol style="list-style-type: none"> 1. https://www.bing.com/videos/ 		
Course designed by		Verified by Chairman	
Mr. R. Baiju Paul		Dr. Paul. T. Benziker	

Course Code	Title		
22U4VBOE14	Value Based Open Elective : Positive Psychology and Work Life		
Semester: IV	Credits: 2	ESE: 50 Marks	
Course Objective	To bring an experience marked by predominance of positive emotions and informing them about emerging paradigm of Positive Psychology		
Course Category	Skill Development		
Development Needs	National		
Course Description	Build relevant competencies for experiencing and sharing happiness as lived experience and its implications		
Course Outcomes			Teaching Methods
CO 1	Understand the realities of Psychology and Work life		Lecture/ Case Study
CO 2	Insight on origin and development of Positive Psychology		Lecture/ Role Play
CO 3	Reveal the knowledge about phases of Positive Psychology		Lecture/ Case Study
CO 4	Perceptiveness about Happiness in Psychology and its Traits		Lecture/ Role Play
CO 5	Furnish the specific skills and techniques for working with Trust and Companionship		Lecture/ / Role Play
Course Content			Instructional Hours / Week : 2
Unit	Description	Text Book	Chapters
I	Introduction to Positive Psychology : Positive Psychology: Concept, History, Nature, Dimension and scope of Positive Psychology Seligman's PERMA	3	1
Instructional Hours			6
Suggested Learning Methods : Seminar			
II	Positive Emotional States and Processes, Positive Emotions and well being: Hope & Optimism, Love, The Positive Psychology of Emotional Intelligence, Influence of Positive Emotions	2	3
Instructional Hours			6
Suggested Learning Methods : Role Play			
III	Strengths and Virtues : Character Strengths and Virtues Resilience in the phase of challenge & Loss, Empathy and Altruism	1	3
Instructional Hours			6
Suggested Learning Methods : Role Play			
IV	Happiness : Introduction to Psychology of happiness, well being and scope, Types of happiness- Eudaimonic and Hedonic History of Happiness, Theories, Measures and Positive correlates of happiness, Traits associated with Happiness, Setting Goals for Life and Happiness	3	2
Instructional Hours			6
Suggested Learning Methods : Creative Art Assignments			

V	Forgiveness and Gratitude : Forgiveness and Gratitude , Personal transformation and Role of suffering , Trust and Compassion	1	3
Instructional Hours			6
Suggested Learning Methods : Community Participation Program			
Total Hours			30
Text Books	<ol style="list-style-type: none"> 1. Argyle, M. 1987. <i>The psychology of happiness</i>. London: Methuen. 2. Carr, Alan (2007). <i>Positive Psychology: The science of human happiness and human strengths</i>. Routledge, Taylor and Francis Group-London. 3. Csikzentmihalyi, Mihaly (1990) <i>Flow: The Psychology of Optimal Experience</i>, Harper Perennial. 3. Garcia,Hector., & Mirrales. Francesc.(2017) <i>IKIGAI-The Japanese Secret to a Long and Happy Life</i>, Hutchinson London. 		
Reference Books	<ol style="list-style-type: none"> 1. Frankl, Viktor E. (1988). <i>The Will to Meaning: Foundations and Applications of Logotherapy</i>. Meridian/Plume 2. Frankl, Viktor E. (2000) <i>Man's Search for Ultimate Meaning</i>, Basic Books. 3. Snyder, C. R., & Lopez, S. J., & Pedrotti, J. T (2011) <i>Positive Psychology: The Scientific and Practical Explorations of Human Strengths</i>, Sage Publications India Pvt Ltd. 		
Course designed by		Verified by Chairman	
Ms. K. Merlin Jenefer		Dr. P. Nathiya	

Course Code	Title		
22U4VBOE15	Value Based Open Elective Course : Professional Ethics		
Semester: IV	Credits: 2	ESE: 50 Marks	
Course Objective	Students will understand the importance of Values and Ethics in their personal lives and Professional careers		
Course Category	Employability & Skill Development		
Development Needs	National & Global		
Course Description	Understanding the importance of maintaining Professional Ethics and build effective career.		
Course Outcomes		Teaching Methods	
CO 1	Understand the basic purpose of Profession	Lecture	
CO 2	Summarize the Professional Rights And Responsibilities	Lecture/ Peer Teaching	
CO 3	Apply the various Roles in Applying Ethical Principles at Various Professional Levels	Lecture/ Case Study	
CO 4	Professional Ethical Values and Contemporary Issues	Lecture/ Role Play	
CO 5	Excelling in Competitive and Challenging Environment to Contribute to Industrial Growth.	Lecture/ Group Discussion	
Course Content		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	Introduction to Professional Ethics: Meaning Definition Basic Concepts Governing Ethics, Personal & Professional Ethics, Life Skills, Emotional Intelligence Profession and professionalism, Professional Associations, Professional Risks, Professional Accountabilities, Professional Success, Ethics and Profession.	1	1&2
Instructional Hours			6
Suggested Learning Methods : Video lectures			
II	Basic Theories: Basic Ethical Principles, Moral Developments, Deontology Virtue Theory, Rights Theory, Casuist Theory, Moral Absolution, Moral Rationalism, Moral Pluralism Ethical Egoism, Feminist Consequentialism, Moral Issues, Moral Dilemmas, Moral Autonomy	1	5&6
Instructional Hours			6

Suggested Learning Methods : Mini Case Analysis			
III	Professional Practices: Professions and Norms of Professional Conduct, Norms of Professional Conduct vs. Profession Responsibilities, Obligations and Moral Values in Professional Ethics, Professional codes of ethics The Centrality of Responsibilities of Professional Ethics; lessons from 1979 American Airlines DC-10 Crash and Kansas City Hyatt Regency Walk away Collapse.	2	1&2
Instructional Hours			6
Suggested Learning Methods : Group Discussion			
IV	Ethics in changing domains of Research: The US government wide definition of research misconduct, research misconduct distinguished from mistakes and errors, recent history of attention to research misconduct The emerging emphasis on understanding and fostering responsible conduct, responsible authorship, reviewing & editing.	2	4&5
Instructional Hours			6
Suggested Learning Methods : Role Play			
V	Global issues in Professional Ethics: Introduction – Current Scenario, Technology Globalization of MNCs, International Trade, World Summits, Issues Business Ethics and Corporate Governance, Sustainable Development Ecosystem, Energy Concerns, Ozone Deflection, Pollution, Ethics in Manufacturing and Marketing Media Ethics; War Ethics; Bio Ethics, Intellectual Property Rights	2	6&7
Instructional Hours			6
Suggested Learning Methods : Group Discussion			
Total Hours			30
Text Books	1. Professional Ethics: R. Subramanian, Oxford University Press, 2015. 2. Ethics in Engineering Practice & Research, Caroline Whitbeck, 2e, Cambridge University Press, 2015		
Reference Books	1. Business Ethics concepts & Cases: Manuel G Velasquez, 6e, PHI, 2008		
Course designed by		Verified by Chairman	
Dr. Ayyaparajan		Dr. Ayyaparajan	

Course Code	Title		
22U4VBOE16	Value Based Open Elective Course: The Science of Happiness		
Semester: IV	Credits: 2	ESE: 50 Marks	
Course Objective	To explore the key elements of happiness at work and strategies to cultivate joy, well-being, and productivity in the workplace, relationship between happiness and various work-related factors, such as efficiency, creativity, innovation, work-life balance, and making a difference for others.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	To create a positive work environment and promote happiness for themselves and others.		
Course Outcomes		Teaching Methods	
CO 1	Understand the Happiness as a Scientific Construct	Lecture Method	
CO 2	Apply the Theories and Models of Well-being	Flipped Teaching	
CO 3	Demonstrate the Individual Factors and Happiness	Lecture Method	
CO 4	Analyze the Social and Environmental Factors in Happiness	Lecture Method	
CO 5	Apply Happiness and Work Efficiency	Flipped Teaching	
Course Content		Instructional Hours / Week : 2	
Unit	Description	Text Book	Chapters
I	Introduction to Happiness as a Scientific Construct Defining happiness and its importance in individual and societal well-being, Overview of subjective well-being and its components - life satisfaction, positive emotions, and negative emotions, Exploration of cultural variations in happiness and its measurement	1	1
Instructional Hours			6
Suggested Learning Methods : Group Discussion			
II	Theories and Models of Well-being Prominent theories of well-being - hedonic well-being, eudemonic well-being, PERMA model. Role of factors - autonomy, meaning, and engagement in happiness. Strengths and limitations of different well-being models	1	2
Instructional Hours			6
Suggested Learning Methods : Group Discussion			
III	Individual Factors and Happiness Personality traits - optimism, resilience and their influence on happiness. Role of genetics and biological factors in determining happiness levels. Examination of personal values, goals, and self-esteem and their impact on subjective well-being	1	3

Instructional Hours			6
Suggested Learning Methods : Group Discussion			
IV	Social and Environmental Factors in Happiness Importance of social relationships and social support in promoting happiness. Influence of social comparison, social norms, and cultural factors on well-being. Impact of environmental factors - access to nature, quality of living conditions on happiness.	1	4
Instructional Hours			6
Suggested Learning Methods : Group Discussion			
V	Happiness and Work Efficiency Impact of happiness on work efficiency and productivity, strategies for managing daily hassles and reducing stress in the workplace, link between happiness and creativity in the workplace, Strategies for fostering a creative and innovative work environment	1	5
Instructional Hours			6
Suggested Learning Methods : Group Discussion			
Total Hours			30
Text Books	1. Susan A. David, IlonaBOni well, and Amanda Conley Ayers; The Oxford Hand book of Happiness.		
Reference Books	1. Achor, S. (2010). The happiness advantage: The seven principles of positive psychology that fuel success and performance at work. Random House. 2. Lyubomirsky, S. (2008). The how of happiness: A scientific approach to getting the life you want. Penguin. 3. Diener, E., & Seligman, M. E. P. (2002). Very happy people. Psychological Science, 13(1), 81-84.		
Web. URLs	1. https://onlinecourses.nptel.ac.in/noc23_hs06/preview		
Course designed by		Verified by Chairman	
Dr. S. Balaji		Dr. K. Raja Rajeswari	

Course Code	Title		
23U3PYC511	Core Paper- XI: Social Psychology I		
Semester: V	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To understand the theories, concepts, perspectives in social psychology		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Understand the dynamics of intergroup relationships, conflict, and cooperation		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To understand the key substantive content of the field of social psychology	Lecture	Assignment
CO 2	Use existing knowledge and concepts to identify the causes of the social behavior	Tutorial	Assignment
CO 3	Develop the abilities to analysis regarding the principles of social behaviour	Group Discussion	Seminar
CO 4	Able to evaluate empirical findings to explain, predict, and influence behavior.	Lecture	Seminar
CO 5	Remember the ethics in social psychology research	Tutorial	Quiz
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Definition - The Boundaries of Social Psychology. The roots of Social Psychology. The Future of Social Psychology. Research in Social Psychology: Theories and Hypotheses. Experimental Research, Correlation Research.	1	1
Instructional Hours			15
Suggested Learning Methods: Role Play			
II	Non-verbal communication. Attribution : Situational and Dispositional Causes. Theories of Attribution: Jones and Davis's Theory - Kelley's Theory. Impression formation and impression management.	1	3
Instructional Hours			15
Suggested Learning Methods : Role Play			
III	R. B. Sheridan – The School for Scandals Prejudice-Discrimination and Stereotypes. The causes, effects and cures. Nature and origins stereotyping-Prejudice and Discrimination. Feelings and action toward Social groups. Techniques for countering its effects.	1	6
Instructional Hours			15
Suggested Learning Methods : Intensive Reading			

IV	Self-presentation - Self-knowledge - Thinking about the self. Personal versus social identity- Self- Esteem-Attitudes towards our selves- Social comparison - Evaluation of ourselves. Attitude formation-Development of attitudes-Attitude influence and guide behavior. Fine art of persuasion. Cognitive Dissonance.							1	4,5				
Instructional Hours								15					
Suggested Learning Methods : Role Play													
V	Interpersonal Attraction: Close Relationships: Internal determination and external determinants of attraction. Factors based interacting with others. Interdependent relationships with family and friends. Marriage. Troubled Relationships and the effects of Marital Failure.							1	7				
Instructional Hours								15					
Suggested Learning Methods : Intensive Reading													
Total Hours								75 Hrs					
Text Books	1. Baron, R.A., and Branscombe. N.R. & Bryne, D (2008) Social Psychology, (12th Edition). New Delhi; Pearson Education Inc. 2. Feldman, Robert S., Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall, 1998.												
Reference Books	Baron, R.A. and Byrne, D., Prentice Hall of India, 1997.												
Web. URLs	https://www.edx.org/course/introduction-to-social-psychology												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	H	M	H	H	H	H	M	H	H	M	M
CO2	H	-	H	L	H	H	H	H	M	H	H	M	M
CO3	M	M	H	-	H	H	H	H	M	H	H	M	M
CO4	H	-	H	-	H	H	H	H	M	H	H	M	M
CO5	H	-	H	-	H	H	H	H	M	H	H	M	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
23U3PYC512	Core Paper- XII: Organizational Psychology I		
Semester: V	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To understand the nature of organizational behaviour		
Course Category	Employability		
Development Needs	Global		
Course Description	To discuss the implementation of organizational change		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To analyze the psychological principles influence behavior in the workplace.	Lecture	Assignment
CO 2	Evaluate individual behavior in the workplace as influenced by personality, values, perceptions, and motivations	Lecture	Assignment
CO 3	Understand the management style as it relates to influencing and managing behavior in work settings	Lecture	Seminar
CO 4	Create modules to enhance group dynamics, communication, leadership	Lecture	Seminar
CO 5	Apply relevant contemporary theories, concepts and models to analyze real life management situations.	Lecture	Role Play
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Introduction – Definition – Historical development of I-O Psychology. Scope of I-O Psychology. Challenges for I-O Psychology. I-O Psychology as a career. Working Conditions – Physical working conditions – Work schedules..	1	1
Instructional Hours			15
Suggested Learning Methods: Close Reading			
II	Job Analysis – Definition, Applications and Scope. Various Methods of Job Analysis. Job Evaluation: - Various Methods of Job Evaluation.	1	3
Instructional Hours			15
Suggested Learning Methods: Scaffolding Analysis			
III	Employee preferences – The recruitment process. Selection Techniques: Biographical information - Application Blanks – Biographical Inventories – Interviews – References and Letters of recommendation - Assessment Centers.	1	3
Instructional Hours			15
Suggested Learning Methods: Role Play			

IV	Training And Development: Scope of organizational training programs. Goals of organizational training programs. The Pretraining Environment - Psychological factors in training. Training Methods – Evaluating organizational training programs. Career development and planning.							1	6				
Instructional Hours								15					
Suggested Learning Methods: Role Play													
V	The need for Performance Appraisal. Techniques of Performance Appraisals: Objective Performance Appraisal Methods – Judgemental Performance Appraisal Methods. Performance Appraisal for Managers. Bias in Performance Appraisal. Improving Performance Appraisals – ThePost appraisal Interview.							1	5				
Instructional Hours								15					
Suggested Learning Methods : Role Play													
Total Hours								75 Hrs					
Text Books	1. Schultz, D. and Schultz. E. Sydney. Psychology and Work Today, An Introduction to Industrial and Organizational Psychology, New Delhi: Pearson Education, 2004. 2. Stephen P. Robbins and Timothy A. Judge, “Organizational Behavior”, Pearson Education, 16 th edition,2016 3. Don Hellriegel and John Slocum, “Organizational Behavior”, South-Western Cengage Learning, 13 th edition, 2010.												
Reference Books	1. Jaffa Harris and Sandra Hartman, “Organizational Behaviour”, Jaico, 2006. 2. J. S.Chand, “Principals of Management”, Vikas Publishing House Pvt. Ltd. 2nd edition, 2014.												
Web. URLs	https://swayam.gov.in/nd2_cec20_mg03/preview https://www.coursera.org/learn/organisational-behaviour-know-your-people												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Roleplay	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	-	H	-	H	H	H	H	H	H	H	H	H
CO2	M	-	H	-	H	H	H	H	H	H	H	H	H
CO3	H	M	H	-	H	H	H	H	H	H	H	H	H
CO4	H	M	H	-	H	H	H	H	H	H	H	H	H
CO5	M	-	M	-	M	M	H	H	M	M	H	M	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
23U3PYC513	Core Paper XIII : Forensic Psychology		
Semester: V	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To understand the principles of forensic psychology.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	To understand the compliance and coerced internalization.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Define the meaning and origins of legal psychology.	Lecture	Assignment
CO 2	Outline the strength and validity of the evidence.	Lecture	Assignment
CO 3	Identify the psychology of confession.	Tutorial	Seminar
CO 4	Analyze the Profiling criminals from the crime scene.	Lecture	Seminar
CO 5	Examine the offending behavior programmes.	Lecture	Quiz
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Introduction – The meaning of Forensic Psychology – Accessing the Law and Legal Literature - The origins of Legal Psychology – Practicing Ethical Forensic Psychology – Training in Forensic Psychology.	1	1
Instructional Hours			15
Suggested Learning Methods: Listening & Practicing			
II	Eyewitness Memory: An early model of memory. Acquisition-Retention retrieval. The strength and validity of the Evidence.	2	21
Instructional Hours			15
Suggested Learning Methods : Speaking			
III	The Psychology of Confession: Voluntary false confessions Interrogational tactics Coerced false confessions. Coerced compliance and coerced internalization.	2	21
Instructional Hours			15
Suggested Learning Methods : Presentation			

IV	The Psychology of Investigation: The cognitive interview - Detecting lies and deceit. Offender profiling – Profiling- historical and political figures Profiling criminals from the crime scene. Profiling criminals from the crime scene.						2	21					
Instructional Hours							15						
Suggested Learning Methods: Skimming & Scanning													
V	Criminological Psychology: Violent offenders – Development of violent behaviour. Psychological profile of violence. Role of Anger, Moral reasoning. Working with offenders – Using meta-analysis to inform Treatment programmes – offending behaviour programmes.						2	21					
Instructional Hours							15						
Suggested Learning Methods : Closed Reading													
Total Hours							75 Hrs						
Text Books		<ol style="list-style-type: none"> Weiner, I.B & Otto, R. K (Ed), The Handbook of Forensic Psychology (pp 1-27), Hoboken, NJ:Wiley Goldstein, A.M.(2003). Handbook of Psychology (Vol 11), Forensic Psychology USA : John Wiley & Sons, Inc. Bartol, C.R, & Bartol, A.M (2005) History of Forensic Psychology. In 											
Reference Books		<ol style="list-style-type: none"> Franklin, K. (2014). Forensic psychology: Is it the career for me? Psychology Today. Retrieved from http://www.psychologytoday.com/blog/witness/201409/forensic-psychology-is-it-the-career-me Weiner, I. B., & Goldstein, A. M. (2003). Handbook of Psychology, Forensic Psychology. Hoboken, New Jersey: John Wiley and Sons. 											
Web. URLs		https://www.open.edu/openlearn/health-sports-psychology/forensic-psychology/content-section-overview-0											
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	-	M	-	M	L	M	M	L	M	M	H	M
CO2	H	-	M	-	M	L	M	M	L	M	M	H	M
CO3	H	-	M	-	M	L	M	M	L	M	M	H	M
CO4	H	-	M	-	M	L	M	M	L	M	M	H	M
CO5	H	-	M	-	M	L	M	M	L	M	M	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
23U3PYC514	Core Paper - XIV: Psychological Testing and Assessment		
Semester: IV	Credits: 3	CIA: 20 Marks	ESE: 55 Marks
Course Objective	To acquire knowledge on various aspects of testing and assessments.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	To know the basic concepts of testing in psychology, reliability and validity, process of test development, different types of personality assessment, and psychometric properties in testing		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Define the fundamental concepts of testing and assessment	Lecture	Assignment
CO 2	Classify the various scales of measurement and psychometric properties	Lecture	Assignment
CO 3	Identify the various assessment tools available under intelligence	Lecture	Seminar
CO 4	Identify them earning and various assessment tools used for measuring personality	Lecture	Seminar
CO 5	Examine various interest, ability and aptitude scales used for career-based assessments	Lecture	Poster Presentation
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 3	
Unit	Description	Text Book	Chapters
I	Introduction to Assessment – Definition -Nature and Uses of Assessment. Process of Assessment, Ethical Measurement. Norms, Scoring, Administration, Test Development Groups meet, Tests, testing and norms. Norms – sampling to develop norms, types of norms, fixed reference group scoring systems. Norm-referenced versus criterion-referenced evaluation, Inference from Measurement – Meta-analysis; culture and inference.	1	1,2,3
Instructional Hours			09
Suggested Learning Methods : Intensive Reading			

II	Reliability and Validity: Reliability; The concept of Reliability. Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split- Half, Inter-Item Consistency – Kuder-Richardson formulas, Cronbach's Coefficient Alpha; Inter- Scorer Reliability. Using and interpreting a coefficient of Reliability. Purpose and nature of the test Validity; The concept of Validity. Content Validity, Criterion-related Validity, Construct Validity, Validity, bias and fairness.	1	5,6
Instructional Hours			09
Suggested Learning Methods : Skimming & Scanning			
III	Test Development- Test conceptualization- Test construction. Test try-out, Item analysis, Test revision. Types of scores. Types of scales: Nominal, ordinal. Interval and ratio scales of measurement.	1	8
Instructional Hours			09
Suggested Learning Methods : Skimming & Scanning			
IV	Personality Assessment: Personality Assessment: some basic questions. Developing instruments to assess personality. Objective methods of personality assessment, Projective methods of personality assessment. Inkblots as Projective stimuli - the Rorschach. Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective.	1	12,13
Instructional Hours			09
Suggested Learning Methods : Intensive Reading			
V	Clinical and Counseling Assessment: Clinical Interviewing: Nature and its types. Aptitude Testing– Concept – Purpose – types. General aptitude test battery. Differential aptitude test battery. Special aptitude tests.	1	14
Instructional Hours			09
Suggested Learning Methods : Close Reading			
Total Hours			45 Hrs
Text Books	1. Cohen, J. R., & Swerdlik, M. E. (2010). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7th ed.). New York. McGraw-Hill International edition.		
Reference Books	1. Graham, J.R. (2006). MMPI: Assessing personality and psychopathology, 4th Edition. New York: Oxford University Press. 2. Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002		
Web. URLs	https://www.classcentral.com/course/psychodiagnostics-8619		

Tools for Assessment (20 Marks)													
CIA I		CIA II			CIA III		Assignment		Seminar		Poster Presentation		Total
4		4			5		2		2		3		20
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	-	H	-	H	L	H	H	H	M	L	M	H
CO2	M	-	H	-	H	M	H	H	H	M	L	M	H
CO3	M	-	H	-	H	H	H	H	H	M	L	M	H
CO4	H	-	H	-	H	M	H	H	H	M	L	M	H
CO5	H	-	H	-	H	M	H	H	H	M	L	M	H
H-High; M-Medium; L-Low													
Course designed by								Verified by Chairman					
Gayathri M								Gayathri M					

Course Code	Title		
23U3PYS503	Skill Based Paper- III: Life Skill Development		
Semester: V	Credits: 3	CIA: 20 Marks	ESE: 55 Marks
Course Objective	Develop and exhibit and accurate sense of self		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Assert strengthened personal character and further, an enhanced ethical sense		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To Identify, understand, and apply contemporary theories of leadership	Tutorial	Assignment
CO 2	Understand the communication process, its benefits and challenges	Tutorial	Assignment
CO 3	Create strategies to work with others to achieve specific goals	Tutorial	Seminar
CO 4	Explore, understand, and lead, guided by the values of self-awareness	Tutorial	Seminar
CO 5	Evaluate and improve upon presentation skills strengths and weaknesses	Tutorial	Quiz
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 4	
Unit	Description	Text Book	Chapters
I	Introduction to Life skills – Definition – communication and action skills: verbal and vocal communication skills. Body language. Mind skills, rules skill, self-talk skills, explanation skills. Expectation skills, time management skills, self-awareness.	1	2
Instructional Hours			12
Suggested Learning Methods: Close Reading			
II	Presentation Skills: Planning, structuring and delivering a presentation. Effective use of language and audio-visual aid. Managing Performance Anxiety. Relaxation techniques, Interviews and Group Discussions.	1	6
Instructional Hours			12
Suggested Learning Methods : Close Reading			
III	Relationship Skills: Introduction- Skills for Listening and Understanding Skills for choosing and starting relationship Skills for anger management. Coping with emotions and stress.	1	10
Instructional Hours			12
Suggested Learning Methods : Scaffolding Analysis`			

IV	Critical Thinking Skills: Critical Thinking, Creative Thinking- Stages. Looking at things differently, Analyzing information. Strategies to improve creativity, Decision Making. Problem Solving- Steps of problem solving - Factors affecting problem solving. Activities: Make a Plan for Critical Thinking.							3	1,2				
Instructional Hours								12					
Suggested Learning Methods : Intensive Reading													
V	Leadership Skills: Introduction - Types of leadership. Tips for becoming a leader, Decision Making. Conflict Management, Crisis Management. Delegation of Work, Communication System in an Organization. Leadership Training.							3	1,2				
Instructional Hours								12					
Suggested Learning Methods : Skimming & Scanning													
Total Hours								60 Hrs					
Text Books	1.Jones,R.N.(2007) Life coaching skills-how to develop skilled clients. New Delhi: Sage Publications. 2. Werthman, S. M., B.K.(1990). Psychology- The Study of Human Behaviour. Harper and Row Publications, New York 3. American India Foundation. (2018), Handbook of Activities on Life Skills.												
Reference Books	1.Mishra, B.K.(2008). Psychology- The Study Of Human Behaviour. New Delhi: Prentice Hall India Ltd. 2. Luthans,F(1995).Organizational Behaviour.NewYork:Mc Graw Hill International Edition.												
Web. URLs	https://www.mooc4dev.org/lifeskills1												
Tools for Assessment (20 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
4	4	5	2	2	3	20							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	-	M	L	M	M	M	H	M	H	M	M	H
CO2	M	-	M	L	M	M	M	H	M	H	M	M	H
CO3	M	-	M	L	M	M	M	H	M	H	M	M	H
CO4	M	-	M	L	M	M	M	H	M	H	M	M	H
CO5	M	-	M	L	M	M	M	H	M	H	M	M	H
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Gayathri M							Gayathri M						

Course Code	Title		
23U3PYC615	Core Paper - XV: Social Psychology II		
Semester: VI	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To know about social behavior of people in the society		
Course Category	Employability		
Development Needs	Global		
Course Description	To explain the interpersonal attractions and close relationship		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Define the basic concepts under social influence	Tutorial	Assignment
CO 2	Outline various factors associated with aggressive tendencies of a person	Tutorial	Assignment
CO 3	Identify the dynamics of close relationships in an individual	Tutorial	Seminar
CO 4	Identify the extent of individual contribution towards the group success	Tutorial	Seminar
CO 5	Examine the effectiveness of various leadership styles	Tutorial	Poster Presentation
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Prosocial Behavior – Prosocial Behaviour and Altruism: Dealing with emergencies. Motives for pro social behavior. Responding to an emergency. External and internal influence on helping behavior. Long term commitment to prosocial acts.	1	9
Instructional Hours			15
Suggested Learning Methods: Close Reading			
II	Aggression: Perspectives on aggression. Causes of human aggression: Social, culture, personal, and Situational Aggression in ongoing relationship: bullying and aggression at work. The prevention and control of aggression: some useful techniques.	1	10
Instructional Hours			15
Suggested Learning Methods: Close Reading			
III	Groups And Individuals: Benefits of joining : Effects of the presence of others : From task performance to Behavior in Crowds. Social loafing : Letting others do the work Coordination in groups. Perceived fairness in groups: Its nature and effects. Decision making by groups.	1	11
Instructional Hours			15
Suggested Learning Methods: Intensive Reading			

IV	Conformity, Compliance And Obedience: Conformity: Factors affecting Conformity - The bases of Conformity Compliance: The Foot-in- the-Door Technique – The Door-in-the-Face Technique. TheThat's-Not-All Technique - The Low balling Technique - On-the-Job Influence Obedience: Obedience to Authority - Milgram Studies - Defying Social Pressure.								1	8			
Instructional Hours										15			
Suggested Learning Methods: Intensive Reading													
V	Applying Social Psychology: Applying Social Psychology to the interpersonal aspects of the legal System. The Testimony of Eyewitnesses - Problems and solutions. Processing Health Related Information World of work – Job satisfaction – Helping – and Leadership.								1	12			
Instructional Hours										15			
Suggested Learning Method: Intensive Reading													
Total Hours										75 Hrs			
Text Books	1. Baron, R.A., and Branscombe. N.R. & Bryne, D (2008) Social Psychology, (12th Edition). New Delhi; Pearson Education Inc 2. Feldman, Robert S., Social Psychology, (Second Edition). New Jersey, USA: Prentice Hall,1998												
Reference Books	Myers, David G. Social Psychology.(8 th Edition). New Delhi: Tata McGraw – Hill Publishing Company Limited.2006.												
Web. URLs	https://www.mooc-list.com/course/social-psychology-coursera-0												
Tools for Assessment (25 Marks)													
CIA I		CIA II		CIA III		Assignment		Seminar		Poster		Total	
5		5		6		3		3		3		25	
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	M	-	M	L	M	H	M	M	H	M	H
CO2	M	L	M	-	M	L	M	H	M	M	H	M	H
CO3	M	L	M	-	M	L	M	H	M	M	H	M	H
CO4	M	L	M	-	M	L	M	H	M	M	H	M	H
CO5	M	L	M	-	M	L	M	H	M	M	H	M	H
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
23U3PYC616	Core Paper - XVI: Organizational Psychology II		
Semester: VI	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To comprehend motivation in the industry and job satisfaction		
Course Category	Employability		
Development Needs	Global		
Course Description	To understand the Industrial clinical psychology		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Define the motivation and job satisfaction.	Tutorial	Assignment
CO 2	Outline the various components of job involvement	Tutorial	Assignment
CO 3	Identify the stress in the workplace.	Tutorial	Seminar
CO 4	Identify the various aspects of engineering psychology	Tutorial	Seminar
CO 5	Examine the effectiveness of Industrial Clinical Psychology	Tutorial	Role Play
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Motivation, Job Satisfaction And Job Involvement – Motivation: - Content Theories of Motivation.Process Theories o Motivation. Job Satisfaction:- Impact of Personal Characteristics. Job Satisfaction and On the Job Behaviour. Job Involvement and Organisational Commitment.	1	8
Instructional Hours			15
Suggested Learning Methods: Close Reading			
II	Accident And Safety: Accident Statistics Causes of Accidents. Accident Proneness. Accident Prevention.	1	11
Instructional Hours			15
Suggested Learning Methods : Scaffolding Analysis			
III	Stress In The Workplace: Occupational Health Psychology – Physiological Effects of StressIndividual Differences in Stress Responses – Work Family Conflicts Causes of Stress in the Workplace Effects of Stress in the Workplace. Treating Stress in the Workplace.	1	12
Instructional Hours			15
Suggested Learning Methods : Role Play			
IV	Engineering Psychology: History and Scope of Engineering Psychology. Time and MotionStudy. Person Machine Systems Workspace Design – Displays – Controls. Design of Computer Work Stations.	1	13

Instructional Hours													15	
Suggested Learning Methods: Intensive Reading														
V	Industrial Clinical Psychology: Meaning – The Clinical Model and Performance Control. Individual Causes of Failure – Group Causes of Failure. Organizational/Contextual Causes of Failures Treatment and Corrective Action.										1	1		
	Instructional Hours													15
Suggested Learning Methods : Scaffolding Analysis														
Total Hours													75 Hrs	
Text Books		1.Schultz, D. and Schultz. E. Sydney. Psychology and Work Today, An Introduction to Industrial and Organizational Psychology, New Delhi: Pearson Education, 2004. 2. Miner John, B., Industrial and Organisational Psychology, New York: McGraw - Hill, 1992.												
Reference Books		1.Jaffa Harris and Sandra Hartman, “Organizational Behaviour”, Jaico, 2006. 2. J. S.Chand, “Principals of Management”, Vikas Publishing House Pvt. Ltd. 2nd edition, 2014.												
Web. URLs		https://www.coursera.org/courses?query=organizational%20psychology												
Tools for Assessment (25 Marks)														
CIA I		CIA II		CIA III		Assignment		Seminar		Role play		Total		
5		5		6		3		3		3		25		
Mapping														
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	M	-	M	L	H	H	H	H	H	M	M	H	H	
CO2	M	-	M	-	H	H	H	H	H	M	M	H	H	
CO3	M	-	M	-	H	H	H	H	H	M	M	H	H	
CO4	M	-	M	-	H	H	H	H	H	M	M	H	H	
CO5	M	-	M	-	H	H	H	H	H	M	M	H	H	
H-High; M-Medium; L-Low														
Course designed by								Verified by Chairman						
Showmiya SHA								Gayathri M						

Course Code	Title				
23U3PYV601	Core Paper - XVII: Project and Viva Voce				
Semester: VI	Credits: 4		CIA: 40 Marks		ESE: 60 Marks
Course Objective	To enhance the students practical experience doing research project to develop research skills.				
Course Category	Employability, Skill Development				
Development Needs	Global				
Course Description	To enhance the research and analytical skills.				
Course Outcomes					
CO 1	To know the research gap in various areas				
CO 2	To design the methodology of the study				
CO 3	To understand the process of data collection				
CO 4	To analyze the results of the statistical data				
CO 5	To discuss the empirical data				
Offered by	Department of Psychology				
Course Content			Instructional Hours / Week : 5		
Project Guidelines					
<p>The Objective of the Project Work is mainly to give an exposure to the students on Research Methodology and application of Psychological Principles. The Project work may be a survey (fact findings or exploratory nature). Construction or Standardization of a test, collection of clinical case studies, a Problem-solving assignment, Verification of existing or established theory and any other assignment is approved.</p> <p>Report should be in the following sequence</p> <ul style="list-style-type: none"> ♣ Declaration ♣ Certificate ♣ Bonafide Certificate <p>Guidelines to prepare documentation:</p> <ul style="list-style-type: none"> ♣ The cover should be in the silver gray colour and hard binding ♣ Font type : Times New Roman ♣ Font size : 12 ♣ Sub heading size :14 ♣ Heading size :16 ♣ Margin : top,bottom,right-2.5 cm, left -3 cm ♣ Line spacing between two lines - 1.5 ♣ Every paragraph should start with one tab space 					
Tools for Assessment (40 Marks)					
Review I	Review II	Review III	Data Analysis	Document Preparation	Total
5	5	5	5	20	40

Mapping

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	H	H	M	H	H	H	H	H	H	M	M	M
CO2	M	H	H	M	H	H	H	H	H	H	M	M	M
CO3	M	H	H	M	H	H	H	H	H	H	M	M	M
CO4	M	H	H	M	H	H	H	H	H	H	M	M	M
CO5	M	H	H	M	H	H	H	H	H	H	M	M	M

H-High; M-Medium; L-Low

Course designed by

Verified by Chairman

Showmiya SHA

Gayathri M

Course Code	Title		
23U3PYS604	Skill Based Paper - IV: Personality Psychology		
Semester: VI	Credits: 3	CIA: 20 Marks	ESE: 55 Marks
Course Objective	To know the basic concepts of personality assessment		
Course Category	Skill Development		
Development Needs	Global		
Course Description	To make the student to aware of performance-based measure		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Define the fundamental concepts of personality assessment	Lecture	Assignment
CO 2	Classify the various scales of self – report.	Lecture	Assignment
CO 3	Identify the various assessment tools available under clinical disorders	Lecture	Seminar
CO 4	Identify the various performance-based measures.	Lecture	Seminar
CO 5	Examine various interest, ability and aptitude scales used for career based assessments	Lecture	Review
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Basic Considerations – History of Personality Assessment – Emergence of personality Psychology- world War II and the expansion of clinical psychology. Trends over time : Shrinkage and Growth- The Personality Assessment. Purpose of personality Assessment-Preparing of Personality Assessment. Conducting Personality Assessments-Interpreting Personality Assessment Data. Reporting Personality. Assessment Findings.	1	1,2
Instructional Hours			12
Suggested Learning Methods: Intensive Reading			
II	Self - Report Inventories: Nature of self-report inventories - Item characteristics-Administration and Scoring. Standardization (Normative) Group - Method of scale Development - Validity Assessment.	1	5
Instructional Hours			12
Suggested Learning Methods : Scaffolding Analysis			
III	Self - Report Inventories: Minnesota Multiphasic Personality Inventory-history-administration Scoring Assessing Validity-Psychometric Foundations. Million Clinical Multi-axial Inventory III- history-administration. Scoring-Assessing Validity-Psychometric Foundations.	1	6,7,8,9
Instructional Hours			12

Suggested Learning Methods : Close Reading														
IV	Performance Based Measures: Nature of the Rorschach Inkblot Method- history- administration- coding and Scoring. Interpretation Structural, Behavioural and Thematic Variables-Psychometric foundations. Thematic Apperception Test- history- administration- coding Interpretation: card pull, story meaning- Psychometric foundations								1	11,12				
Instructional Hours												12		
Suggested Learning Methods: Scaffolding Analysis														
V	Performance Based Measures: Figure Drawing Methods- Nature and history of Figure Drawing Methods- administration- Scoring Interpretation-Applications- Psychometric foundations Sentence Completion methods – Nature and history of Sentence Completion methods- administration- Scoring. Interpretation-Applications- Psychometric foundations.								1	13,14				
Instructional Hours												12		
Suggested Learning Methods :Writing Practice														
Total Hours												60 Hrs		
Text Books	Weiner, Irving B. (2008). Handbook of Personality Assessment New Jersey: John Wiley and Sons.													
Reference Books	Randy.J.Larsen and David.M.Buss. (2005). Personality Psychology – Domains of Knowledge about Human Nature. Second Edition.													
Web. URLs	https://psyasia.com/psychometrics-mooc/													
Tools for Assessment (20 Marks)														
CIA I	CIA II	CIA III	Assignment	Seminar	Review	Total								
4	4	5	2	2	3	20								
Mapping														
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	M	-	H	-	M	L	M	H	L	M	H	M	M	
CO2	M	-	H	-	M	L	M	H	L	M	H	M	M	
CO3	M	-	H	-	M	L	M	H	L	M	H	M	M	
CO4	M	-	H	-	M	L	M	H	L	M	H	M	M	
CO5	M	-	H	-	M	L	M	H	L	M	H	M	M	
H-High; M-Medium; L-Low														
Course designed by							Verified by Chairman							
Showmiya SHA							Gayathri M							

Course Code	Title		
23U3PYE501	Elective I - A: Consumer Behaviour		
Semester: V	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	Demonstrate how knowledge of consumer behaviour can be applied to marketing		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Demonstrate methods to improve customer satisfaction		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To understand consumer behaviour in an informed and systematic way	Lecture	Assignment
CO 2	To analyses personal, socio-cultural, and environmental dimensions related to consumer behaviour	Tutorial	Assignment
CO 3	To enable students in designing and evaluating the marketing strategies	Lecture	Seminar
CO 4	Application of market research in framing effective marketing strategies	Lecture	Seminar
CO 5	Analyze the major stages which consumers usually go through when making a consumption	Lecture	Project
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 6	
Unit	Description	Text Book	Chapters
I	Consumer Behaviour: Nature and scope of Consumer Behaviour, Consumer Research and Marketing Segmentation - Consumer Motivation: Motivation as Psychological Force, Types and Theories of Motivation, Measurement of Motives - Personality and Consumer Behaviour: Theories of Personality, Personality and Understanding Consumer Diversity, Brand Personality, Self- and Self-Image	1	1
Instructional Hours			15
Suggested Learning Methods: Close Reading			
II	Consumer Perception: Elements of Perception, Dynamics of Perception, Consumer Imagery - Consumer Learning: Elements of Consumer Learning, Behavioral Learning Theories, Cognitive Learning Theory, Measures of Consumer Learning - Consumer Attitude Formation and Change: Meaning of Attitudes, Structural Models of Attitudes, Attitude Formation, Strategies of Attitude Change	1	4,5,6
Instructional Hours			15
Suggested Learning Methods : Intensive Reading			

III	Communication and Consumer Behaviour: Components of Communication, Communication Process, Designing Persuasive Communication, Marketing Communication and Ethics		1	7,9,10									
	Reference Groups and Family Influence: Understanding the Power of Reference Groups, Consumer Related Reference Groups, Celebrity and other Reference Groups, Family Concept, Socialization of Family Members, Function of Family, Family Life Cycle												
Instructional Hours				15									
Suggested Learning Methods : Intensive Reading													
IV	Consumer Influence and the Diffusion of Innovations: Opinion Leadership, Opinion Leadership Process, Measurement of Opinion Leadership, Interpersonal Flow of Communication- Diffusion of Innovation: Diffusion Process, Adoption Process, Profile of Consumer Innovator		1	9									
Instructional Hours				15									
Suggested Learning Methods: Close Reading													
V	Decision Making Process, Levels of Consumer Decision Making Process, Models of Consumers, Four views of Consumer Decision Making, Model of Consumer Decision Making,		1	13									
Instructional Hours				15									
Suggested Learning Methods : Close Reading													
Total Hours				75 Hrs									
Text Books		1.Schiffman, .G.L, Wisenblit, J. & Kumar, R.S. (2018). Consumer Behaviour (11th Ed.), Noida. Pearson Education. 2. Loudon, D., Consumer Behaviour, Concepts and Applications, Albert Biutta, McGraw Hill, 2004											
Reference Books		Kurder, K. Consumer Behaviour, PHI/Pearson, 2002											
Web. URLs		https://www.coursera.org/courses?query=consumer%20behavior											
Tools for Assessment (25 Marks)													
CIA I		CIA II		CIA III		Assignment		Seminar		Project		Total	
5		5		6		3		3		3		25	
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	-	M	-	M	M	M	M	M	H	M	M	H
CO2	M	-	M	-	M	M	M	M	M	H	M	M	H
CO3	M	-	M	-	M	M	M	M	M	H	M	M	H
CO4	M	-	M	-	M	M	M	M	M	H	M	M	H
CO5	M	-	M	-	M	M	M	M	M	H	M	M	H
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
23U3PYE502	Elective I - B: Sports Psychology		
Semester: V	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To understand the theoretical foundation of the psychological processes related to sports		
Course Category	Skill Development		
Development Needs	Global		
Course Description	Integrate psycho-socio cultural perspectives on sport		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To apply psychological techniques and strategies to enhance performance in sport	Lecture	Assignment
CO 2	Evaluate research in sport psychology and psychological factors related to performance	Tutorial	Assignment
CO 3	Apply sport psychology theories and research that best fit different performance	Lecture	Seminar
CO 4	Evaluate the effectiveness of their work with individuals in sport, exercise, and performance psychology	Tutorial	Seminar
CO 5	Create a methods to work with clients in sport, exercise, and performance psychology	Lecture	Strategy Planning
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 6	
Unit	Description	Text Book	Chapters
I	Introduction to Sport Psychology: Meaning and scope, Importance, Sport Psychology in India. Factors influencing the mental demands of a given sport, Sport and exercise psychology as an academic discipline. History of sport and exercise psychology. Research methods in sport and exercise psychology, what do sport psychologist do?	1	1,10
Instructional Hours			15
Suggested Learning Methods: Close Reading			
II	Exercise and Psychological Well-being: Reducing anxiety and depression with exercise, Enhancing mood with exercise. Effect of exercise on psychological wellbeing. Developing personality and cognitive functioning with exercise. Enhancing Quality of life with exercise.	1	2,7
Instructional Hours			15
Suggested Learning Methods: Intensive Reading			
III	Personality and Motivation in Sport psychology: Personality and sport performance- Trait theories- Eysenck, Cattell and Big five dimensions. Narrow band theories of Personality - Applying the interactional model to sports: Mood profiling. Motivation and Goal setting in Sport: Intrinsic and extrinsic motivation. Theories of motivation, Self-efficacy, Pathological motivation and sport. Goal setting: Effectiveness of goal setting, Principles of goal setting. Anxiety in Sport performance: Anxiety reduction techniques.	1	2,8,7

Instructional Hours													15
Suggested Learning Methods : Close Reading													
IV	Psychological skill training: Importance of Psychological skill training. Effectiveness of Phases of Psychological skill training. Goal of Psychological skill training- Self regulation, Increasing self-awareness, Coping with adversity. Imagery in sport: Factors affecting the effect of imagery in sports, How imagery works? Self-confidence- How does expectations influence performance? Building self-confidence.										1	9	
Instructional Hours													15
Suggested Learning Methods : Activity Based Learning													
V	Social Psychology of Sport: Group definition, understanding group structure - Group cohesion: Factors affecting group cohesion, Strategies to enhance cohesion - Social Facilitation: Coaction and audience effect - Social Loafing and group think. Violence and Aggression in Sport: Hostile aggression, instrumental aggression and assertiveness, Link between aggression and performance, Reducing aggression in sports.										1	6,5	
Instructional Hours													15
Suggested Learning Methods : Intensive Reading													
Total Hours													75 Hrs
Text Books		1.Jarvis, M. (2006) . Sport Psychology. New York, Routledge 2. Morgan, A. P. (2004). Sport and Exercise Psychology , a critical Introduction . New York, Routledge 3. Weinberg RS and Gould D (2006).Foundations of Sport and Exercise Psychology (4th En).Human Kinetics. USA.											
Reference Books		1. Kremer, J., & Scully, D. (2001). Psychology in Sport. Taylor and Francis publishers Tenenbaum, G., & Ecklund, R. C. (2007).Handbook of Sport Psychology(3rdEdn.). New Jersey, John Wiley & Sons											
Web. URLs		https://www.coursera.org/learn/youth-sports											
Tools for Assessment (25 Marks)													
CIA I		CIA II		CIA III		Assignment		Seminar		Strategy Planning		Total	
5		5		6		3		3		3		25	
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	-	H	-	H	M	H	H	L	M	H	M	H
CO2	M	-	H	-	H	M	H	H	L	M	H	M	H
CO3	H	-	H	-	H	M	H	H	L	M	H	M	H
CO4	H	-	H	-	H	M	H	H	L	M	H	M	H
CO5	M	-	M	-	H	M	H	H	L	M	H	M	H
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
23U3PYE503	Elective I – C: Human Resource Management		
Semester: V	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To understand the importance of human resources and their effective management in organizations		
Course Category	Employability		
Development Needs	Global		
Course Description	Understand the nature and sources of conflict and the different strategies and approaches used in the resolution of conflict.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To understand the current theory and practice of recruitment, selection, performance appraisal and training.	Lecture	Assignment
CO 2	Evaluate the role of recruitment and selection in relation to the organization	Lecture	Assignment
CO 3	Analyze the key issues related to administering the human elements	Lecture	Seminar
CO 4	Apply advanced training strategies and specifications for the training	Tutorial	Seminar
CO 5	To create a unique selection strategy for a specific job	Tutorial	Review
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 6	
Unit	Description	Text Book	Chapters
I	Strategic Role of Human Resources and the HR Scorecard: Nature of HRM, Scope of HRM, Systems Approach to HRM, Traditional HR vs. Strategic HR, HRM in the new Millennium - Human Resources Planning: Process of Human Resource Planning, Responsibility for HRP, Effective Human Resource Planning	1	1
Instructional Hours			15
Suggested Learning Methods: Closed Reading			
II	Job Analysis: Uses of Job Analysis, Process of Job Analysis, Methods of Collecting Job Analysis, Job Description, Job Specification, Role Analysis - Job design and Quality of Work Life: Techniques for Designing Jobs - Recruiting Human Resources: Sources of Recruitment, Methods of Recruitment, Recruitment – Indian Experiences - Employee Testing and Selection: Types of Tests, Tests as Selection Tools Interviewing Candidates: Types of Interviews, Interview Process, Reference Checks	1	4,6,7
Instructional Hours			15
Suggested Learning Methods : Intensive Reading			

III	Appraising and Managing Performance: Performance Appraisal Process, Methods of Performance Appraisal, 360 degree Feedback System, Problems with Performance Appraisal - Training and Developing Employees: Need for Training, Systematic Approach to Training, Types of Training, Training Methods, Evaluation of Training - Career and Succession Planning: Concept of Career, Career Stages, Career Planning, Career Development, Succession Planning.							1	9,10,15				
	Instructional Hours							15					
Suggested Learning Methods : Scaffolding Analysis													
IV	Employee Compensation: Objectives of Compensation Planning, Compensation of Pay Structure, Factors Influencing Compensation Levels - Financial Incentives and Employees Benefits and Services: Statutory and Non- statutory benefits, Incentive Plans, Individual Incentives, Group and Team Based Incentive Plans, Fringe Benefits, Establishing Strategic Pay plans							1	16,17				
	Instructional Hours							15					
Suggested Learning Methods: Closed Reading													
V	Participation and Empowerment: Forms of Participation, Alternative Approaches to Participation, Prospects of Empowerment- International Human Resources Management: Pressures of Globalization, Cultural Differences and HRM, International Recruitment Policy, International Selection Criteria, International Training and Development, International Compensation.							1	24,30				
	Instructional Hours							15					
Suggested Learning Methods :Closed Reading													
Total Hours							75 Hrs						
Text Books	1.Rao V.S.P —Human Resources Management: Text and Cases, Second Edition, Excel Books New Delhi 2007 2.Gary Dessler, —Human Resources management, Tenth Edition, Pearson-Prentice Hall, New Delhi, 2005												
Reference Books	1.David A DeCenzp and Stephen P Robbins, —Personnel and/Human Resource Management, Third Edition, New Delhi 2004												
Web. URLs	https://www.coursera.org/specializations/human-resource-management												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Review	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	H	-	M	M	H	H	L	M	H	M	M
CO2	M	L	H	-	M	M	H	H	L	M	H	M	M
CO3	M	-	H	-	M	M	H	H	L	M	H	M	M
CO4	M	L	H	-	M	M	H	H	L	M	H	M	M
CO5	M	-	H	-	M	M	H	H	L	M	H	M	M
H-High; M-Medium; L-Low													
Course designed by						Verified by Chairman							
Showmiya SHA						Gayathri M							

Course Code	Title		
23U3PYE604	Elective II – A: Specific Learning Disability		
Semester: VI	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To understand the basis of learning disability.		
Course Category	Skill Development/Employability		
Development Needs	Global		
Course Description	Understanding various types of learning disabilities, its characteristics, causes and		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To enable the students to understand the historical perspectives and theories of learning disability	Lecture	Assignment
CO 2	To enable the students to understand the characteristics of adolescents and adults with learning disability	Tutorial	Assignment
CO 3	To enable the students to understand the behavioral, educational and alternative interventions for learning disability	Tutorial	Seminar
CO 4	To enable the students to understand the nature, characteristics and interventions of dyslexia	Tutorial	Seminar
CO 5	To enable the students to understand the emerging issues in the field of learning disability	Lecture	Quiz
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Learning Disability: Definition – History - Medical aspects of Learning Disabilities – Etiology of Learning Disabilities - Theoretical Perspectives – Assessment of Learning-Disabled Children.	1	1,2,3,7
Instructional Hours			15
Suggested Learning Methods: Intensive Reading			
II	Characteristics: Meaning - Cognition and Language Characteristics – Personality, Emotional and Social Characteristics - Characteristics of Adolescents and Adults with Learning Disabilities	1	1,9,15
Instructional Hours			15
Suggested Learning Methods : Scaffolding Analysis			
III	Behavioral Treatment: Interventions – Techniques Involving Positive and Negative Consequences – Specialized Behavioral Strategies – Meta Cognitive Instructional Approach – Reciprocal Teaching – Self Monitoring. Peer Tutoring – Co-Operation Instruction – Attribution Training – Biofeedback and Relaxation Training – Educational Treatments	1	6
Instructional Hours			15
Suggested Learning Methods : Close Reading			

IV	Introduction: Definition - The Matthew Effect - Standard Score Discrepancies - Controversial Theories - Treatment Consideration - Cerebellar Vestibular Dysmetria (CVD), Neural Organization Techniques (Not) - Developing Word Recognition Skills - Developing Phonemic Awareness - Comprehension & Text Strategies - Developing Reading - Writing Connections and Study Skills - Math Disabilities and Remediation.						1	10,11,12, 13,14					
Instructional Hours							15						
Suggested Learning Methods: Close Reading													
V	Educational Placements: Self Contained Classes - Resource Room Programming – Main Streaming – Future Issues: Definitional Issues and Subtypes – Preschool Services – Teacher Preparation – Advances in Technology.						1	5					
Instructional Hours							15						
Suggested Learning Methods : Scaffolding Analysis													
Total Hours							75 Hrs						
Text Books	1. J. W. Lerner & Berverly Johns, (2014): Learning Disability and Related Disorders. (13th Edition). Boston: Houghton Milton Company. 2. Karnath, Prathiba & Rozario Joe, (2014): Learning Disabilities in India(6th printing). London: Sage Publications.												
Reference Books	1. Bernice Y. L. Young, (2008): ABC of Learning Disability(2nd Edition), London: Academic Press. 2. William N. Bender, (2003): Learning Disabilities, (5nd Edition), Boston: Allyn & Bacon.												
Web. URLs	https://www.udemy.com/course/effective-strategies-for-teaching-differently-ested/												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	-	M	-	H	M	M	H	M	H	M	H	M
CO2	M	-	L	-	M	M	H	H	M	H	M	H	M
CO3	H	-	H	-	M	M	H	H	M	H	M	H	M
CO4	H	-	H	-	M	M	M	H	M	H	M	H	M
CO5	M	-	M	-	L	M	M	H	M	H	M	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code		Title		
23U3PYE605		Elective II- B: Behavior Modification		
Semester: VI		Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective		To understand the principles of Guidance.		
Course Category		Skill Development		
Development Needs		Global		
Course Description		To understand the essential features of a Guidance & Counselling		
Course Outcomes		Teaching Methods	Assessment Methods	
CO 1	Define the meaning and observing of behavior modification	Lecture	Assignment	
CO 2	Outline the basic principles of behavior modification	Tutorial	Assignment	
CO 3	Identify the procedure to establish new behavior	Tutorial	Seminar	
CO 4	Identify the importance of extinction in dealing with problem behaviors	Tutorial	Seminar	
CO 5	Examine the behavior change procedures.	Lecture	Role Play	
Offered by	Department of Psychology			
Course Content		Instructional Hours / Week : 5		
Unit	Description	Text Book	Chapters	
I	Defining human behavior - Behavior Modification – Introduction, Characteristics and Historical roots – Areas of application – Observing and Recording Behavior: Direct and Indirect Assessment – Logistics of recording – Choosing a recording method – Choosing a recording instrument – Reactivity – Interobserver agreement	1	1,2	
Instructional Hours			15	
Suggested Learning Methods: Intensive Reading				
II	Basic Principles: Reinforcement – Positive and Negative reinforcement – Effectiveness of reinforcement – Schedules of reinforcement. Extinction – Extinction burst – Spontaneous recovery. Punishment – Positive and Negative punishment – Factors influencing the effectiveness of punishment – Problems with punishment.	1	4,5,6	
Instructional Hours			15	
Suggested Learning Methods : Scaffolding Analysis				
III	Procedures to establish new behavior: Shaping – Definition – Process - Applications. Prompting and Transfer of stimulus control – Prompting – Fading – Types of Prompts – Usage of prompting and transfer of stimulus control. Chaining – Task analysis – Backward chaining – Forward chaining – Total task presentation. Behavioral skills training procedure – Modelling, Instruction, Rehearsal, Feedback – In Situ Training	1	9,10,11,12	
Instructional Hours			15	

Suggested Learning Methods : Close Reading													
IV	Understanding problem behaviors through functional assessment – Functions of problem behavior – Functional interventions. Applying Extinction – Use of extinction to reduce undesirable behavior. Promoting Generalization										1	13,14,19	
Instructional Hours											15		
Suggested Learning Methods: Close Reading													
V	Other Behavior Change Procedures: Self-Management – Habit Reversal Procedures – Token Economy – Behavioral Contracts – Fear and Anxiety Reduction Procedures – Cognitive Behavior Modification										1	20,21,22, 23,24,25	
Instructional Hours											15		
Suggested Learning Methods :Scaffolding Analysis													
Total Hours											75 Hrs		
Text Books	Miltenberger, R. G. (2008). Behavior Modification: Principles and Procedures (5 th Ed), Cengage Learning, Canada												
Reference Books	Alberto, P. A. & Troutman, A. C. (2003). Applied Behavior Analysis for Teachers (6 th ed). Columbus. OH: Merrill												
Web. URLs	https://www.udemy.com/course/cbt-cognitive-behavioral-life-coach-certification/												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Role Play	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	-	M	-	H	M	M	H	M	H	M	H	M
CO2	M	-	L	-	M	M	H	H	M	H	M	H	M
CO3	H	-	H	-	M	M	H	H	M	H	M	H	M
CO4	H	-	H	-	M	M	M	H	M	H	M	H	M
CO5	M	-	M	-	L	M	M	H	M	H	M	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
23U3PYE606	Elective II – C: Psychology of Adjustment		
Semester: VI	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To understand the characteristics of Self - Concept		
Course Category	Entrepreneurship		
Development Needs	Global		
Course Description	To know the Stress and Adjustment.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Define the meaning and types of Adjustment.	Lecture	Assignment
CO 2	Outline the negative emotions and adjustment	Lecture	Assignment
CO 3	Identify the Social and Psychology of Adjustment	Lecture	Seminar
CO 4	Identify the importance of quality of life	Tutorial	Seminar
CO 5	Examine the methods to cope stress.	Tutorial	Quiz
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Self-Direction in a Changing World: Social Change, The Challenge of Self-Direction, Themes of Personal Growth - The Puzzle of Childhood: Perspectives on Child Development, Key Foundational Elements of Childhood - Affirmative Aging—Adulthood: Adult Development, Decisions, Decisions, Decisions—Early Adulthood, Same Old, Same Old?—Middle Adulthood, Aging Gracefully—Late Adulthood	1	1,2,3
Instructional Hours			15
Suggested Learning Methods: Closed Reading			
II	Seeking Selfhood: What Is Self-Concept?, The Components of the Self, Core Characteristics of Self-Concept, The Self-Concept and Personal Growth - Toward Better Health: Body Image, Health and the Mind–Body Relationship, Coping with Illness, Promoting Wellness	1	4,5
Instructional Hours			15
Suggested Learning Methods : Scaffolding Analysis			
III	Taking Charge: Personal Control, Decision Making, Decisions and Personal Growth - Managing Motives and Emotions: Understanding Motivation, Understanding Emotions - Being Social: Making and Keeping Friends	1	6,7,8
Instructional Hours			15
Suggested Learning Methods : Intensive Reading			

IV	Sexuality: Sexuality and Shared Partnerships, Sexual Responsiveness, Sexual Orientation, Practical Issues - Love and Commitment: Love is a Many Splendored (and Defined) Thing, Finding Love, Marriage and Other Committed Relationships, Adjusting to Intimate Relationships, Divorce and Its Consequences								1	11,12			
	Instructional Hours										15		
Suggested Learning Methods: Role Play													
V	Groups: Belonging, Following, and Leading: Kinds of Groups, Creating and Joining Groups, What Goes on in Groups?, When Groups Go Wrong, Group Leadership – Adjustment at Work and Play - Death, Dying, and Grief: Death and Dying, Life and Death in Perspective, Bereavement and Grief								1	9,16			
	Instructional Hours										15		
Suggested Learning Methods : Intensive Reading													
Total Hours										75 Hrs			
Text Books		Steven J. Kirsh, Karen Gr. Duffy (2014) Psychology for Living: Adjustment, Growth and Behavior Today - New Delhi Pearson											
Reference Books		Wayne Weiten, Dana S Dunn, and Elizabeth Yost Hammer (2011).Psychology Applied to Modern Life:Adjustment in the 21st Century. Wadsworth publishing (10th edition).											
Web. URLs		https://nptel.ac.in/courses/109/104/109104070/											
Tools for Assessment (25 Marks)													
CIA I		CIA II		CIA III		Assignment		Seminar		Quiz		Total	
5		5		6		3		3		3		25	
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	-	M	L	H	M	H	H	H	H	M	M	M
CO2	M	-	M	-	H	M	H	H	H	H	M	M	M
CO3	M	-	M	-	H	M	H	H	H	H	M	M	M
CO4	M	-	M	-	H	M		H	H	H	M	M	M
CO5	M	-	M	-	H	M	H	H	H	H	M	M	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
23U3PYE607	Elective III – A: Environmental Psychology		
Semester: VI	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To understand the Indian Perspective on Human and environment.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	To know the environmental psychology and community		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	Understand the meaning and research methods in environmental psychology	Lecture	Assignment
CO 2	Outline of environmental perception, cognition and attitude.	Lecture	Assignment
CO 3	Identify the effect of environmental stress and weather on behavior.	Tutorial	Seminar
CO 4	Identify the importance of space and territoriality	Lecture	Seminar
CO 5	To learn the effects of crowding and importance of saving the environment.	Lecture	Quiz
Offered by	Department of Psychology		
Course Content		Instructional Hours / Week : 5	
Unit	Description	Text Book	Chapters
I	Environmental Psychology – Meaning and Characteristics; Research Methods in Environmental Psychology: Experimental, Simulation. Methods of Data Collection: Self-report, Naturalistic Observation, Field Survey, Interview and Questionnaire. Experimental, correlational and descriptive methods of data collection in environmental Research.	1	1
Instructional Hours			15
Suggested Learning Methods: Listening & Practicing			
II	Environmental Perception, Cognition and Attitude: Movement, Habituation and the Perception of Change – Perception of Natural Hazards – Social and Cultural influences on environmental perception – Environmental cognition and cognitive mapping – Forming attitudes toward the environment	1	2
Instructional Hours			15
Suggested Learning Methods : Speaking			
III	Environmental Stress: Stress – Natural Disaster - Technological Catastrophe – Noise – Commuting. Weather, Air Pollution and Behavior: Heat and Behavior – Cold Temperatures and Behavior – Wind and Behavior – Barometric pressure and Altitude – Air Pollution and Behavior – Integrating weather and pollution effects		4,5
Instructional Hours			12
Suggested Learning Methods : Presentation			

IV	Space and Territoriality: Nature Functions and Determinants of Personal Space. Consequences of Personal Space Invasion Territoriality Functions and Types. Personal Space: Nature, measurement, determinants, consequences of personal space invasion.		1	6									
Instructional Hours				15									
Suggested Learning Methods: Skimming & Scanning													
V	Crowding: Nature and Characteristics. Features and Effects of Crowding on Animals and Human Beings, Concept, physiological and behavioral consequences. Theories of crowding, overload, arousal, density intensify, behavior constraints, control. Environmental Psychology and Saving the Environment: Environmental Education. Prompts and Reinforcement Techniques in Indian Context.		1	7,12									
Instructional Hours				15									
Suggested Learning Methods :Closed Reading													
Total Hours				75 Hrs									
Text Books	Bell, P. A., Greene, T. C., Fisher, J. D. and Baum, A. (2001). Environmental Psychology (Vth Edition). USA: Wadsworth Group / Thomson learning, 10 Davis Drive Belmont CA..												
Reference Books	Ittelson W. H., Proshansky, H. M., Rilvin, E. G., Winkel, G. H. and Dempsey, D. (1974). An Introduction to Environmental Psychology. New York: Holt Rinehart andWinston.												
Web. URLs	https://www.openlearning.com/courses/environmental-psychology-for-interior-design/												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	-	M	-	M	L	M	M	L	M	M	H	M
CO2	H	-	M	-	M	L	M	M	L	M	M	H	M
CO3	H	-	M	-	M	L	M	M	L	M	M	H	M
CO4	H	-	M	-	M	L	M	M	L	M	M	H	M
CO5	H	-	M	-	M	L	M	M	L	M	M	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
23U3PYE608	Elective III – B: Building Psychological Capital		
Semester: VI	Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective	To understand the principles of forensic psychology.		
Course Category	Skill Development		
Development Needs	Global		
Course Description	To understand the compliance and coerced internalization.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To offer the students a comprehensive overview of positive psychology and psychological capital.	Lecture	Assignment
CO 2	The basic of Self efficacy and ways to strengthen individual's Self efficacy to enhance performance.	Lecture	Assignment
CO 3	The differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope.	Tutorial	Seminar
CO 4	To understand the various spectrums of optimism and locus of control.	Lecture	Seminar
CO 5	To examine Resilience and 7 C's Model of resilience.	Lecture	Quiz
Offered by	Department of Psychology		
Course Content	Instructional Hours / Week : 5		
Unit	Description	Text Book	Chapters
I	UNIT1: INTRODUCTION The need for a different approach, positive vs negative approach, contributions of positive psychology, Psyicap in relation to job satisfaction motivation and performance.	1	1
Instructional Hours			15
Suggested Learning Methods: Listening & Practicing			
II	PSYCAP EFFICACY - Definition, key ingredients of efficacy, ways to strengthen efficacy	2	21
Instructional Hours			15
Suggested Learning Methods : Speaking			
III	PSYCAP HOPE Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope	2	21
Instructional Hours			15
Suggested Learning Methods : Presentation			
IV	PSYCAP OPTIMISM Definition of optimism in locus of control, ways to develop optimism dispositional optimism, explanatory style	2	21

			Instructional Hours	15									
Suggested Learning Methods: Skimming & Scanning													
v	PSYCAP RESILIENCE Definition, ways to develop resilience 7 C's model of resilience, qualities of a resilient PERSON		2	21									
			Instructional Hours	15									
Suggested Learning Methods : Closed Reading													
			Total Hours	75 Hrs									
Text Books	<ol style="list-style-type: none"> 1. Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, J. Avolio. (2015), Psychological Capital and beyond, New York: Oxford University Press. 2. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York. 3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge. 												
Reference Books	<ol style="list-style-type: none"> 1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press. 2. Singh, A.(2013).Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt ltd. 												
Web. URLs	https://journals.sagepub.com/doi/full/10.1177/18344909211010514												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	H	M	M	L	H	M	L	M	H	M	H
CO2	H	M	H	M	M	L	H	M	L	M	H	M	H
CO3	H	M	H	M	M	L	H	M	L	M	H	M	H
CO4	H	M	H	M	M	L	H	M	L	M	H	M	H
CO5	H	M	H	M	M	L	H	M	L	M	H	M	H
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code		Title		
23U3PYE609		Elective III – C: Psychology and Gender Issues		
Semester: VI		Credits: 4	CIA: 25 Marks	ESE: 75 Marks
Course Objective		To understand the gender stereotypes.		
Course Category		Skill Development		
Development Needs		Global		
Course Description		To know the Psychopathology and Gender Issues.		
Course Outcomes		Teaching Methods	Assessment Methods	
CO 1	Define the meaning, concepts and research on gender.	Lecture	Assignment	
CO 2	Outline the theories of Gender.	Lecture	Assignment	
CO 3	Identify the Perspectives on friendship, and relationships	Tutorial	Presentation	
CO 4	Analyze the importance of sex difference and relationship on health.	Lecture	Presentation	
CO 5	Examine the work role and mental health on the basis of gender.	Lecture	Quiz	
Offered by	Department of Psychology			
Course Content		Instructional Hours / Week : 5		
Unit	Description	Text Book	Chapters	
I	Gender Concepts – Concepts: gender, sex, masculinity, femininity, feminism, men and masculinity. Cultural differences in the construal of gender – Research on Gender – Difficulties in conducting research on Gender – Philosophical and Political issues surrounding gender. History of the Psychology of Gender – Gender-Role attitudes.	1	1,2	
			Instructional Hours	15
Suggested Learning Methods: Listening & Practicing				
II	Sex-Related Comparisons- Theory: Biology – Evolutionary theory & Sociobiology – Psychoanalytic theory – Social Learning theory – Gender-Role Socialization – Social Role theory – Cognitive Development theory – Gender Schema theory – Deaux & Major's model – Constructionist & Postmodern Perspectives	1	4	
			Instructional Hours	15
Suggested Learning Methods : Speaking				
III	Friendship: Network size – Nature of Friendships – Self Disclosure – Changes over life span – Cross Sex Friendships – Friendships at work - Friendships of homosexuals. Romantic relationships: Relationship development – Maintaining relationships – Conflict – Homosexual relationships – Cohabiting relationships	1	8,9	
			Instructional Hours	15
Suggested Learning Methods : Presentation				

IV	Sex difference and Health: Sex differences in mortality – morbidity – Reasons for sex differences in health – Health behaviors – Men and Women Social roles – Symptom perception – Illness behavior. Relationships and Health: Effects of marriage on health – Effects of bereavement on health – Effect of dissolution on health – Effect of marital quality on health – Division of labor – Parenting and health – Effect of social support on health		1	10,11									
Instructional Hours				15									
Suggested Learning Methods: Skimming & Scanning													
V	Work roles and health: Work role – Quality of work role – Discrimination – The multiple roles question – Role buffering and Role exacerbation. Mental Health: Sex differences in depression – Methodological artifacts – Theories of depression – Challenges of adolescence – Adjustment to chronic illness – Eating disorders – Suicide		1	12,13									
Instructional Hours				15									
Suggested Learning Methods :Closed Reading													
Total Hours				75 Hrs									
Text Books	1. Helgeson, V. S.(2010) Psychology of Gender, 4/E Carnegie Mellon University. 2. BrannonL. (2012). Gender: Psychological Perspectives, 6/E, McNeese State University												
Reference Books	3. Rudman, L. A. and Glick, P.(2008). The Social Psychology of Gender: How Power and Intimacy Shape Gender Relations.												
Web. URLs	https://onlinecourses.nptel.ac.in/noc21_ge18/preview												
Tools for Assessment (25 Marks)													
CIA I	CIA II	CIA III	Assignment	Seminar	Quiz	Total							
5	5	6	3	3	3	25							
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	-	M	-	M	L	M	M	L	M	M	H	M
CO2	H	-	M	-	M	L	M	M	L	M	M	H	M
CO3	H	-	M	-	M	L	M	M	L	M	M	H	M
CO4	H	-	M	-	M	L	M	M	L	M	M	H	M
CO5	H	-	M	-	M	L	M	M	L	M	M	H	M
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						

Course Code	Title		
23UPYSS01	Self-Study: Community Psychology		
Semester: II-V	Credits: 1	ESE: 50 Marks	
Course Objective	This course makes the students understand the importance of Community Psychology		
Course Category	Skill Development/ Employability		
Development Needs	Global		
Course Description	This subject could improve knowledge in Community Psychology which focused on social issues, social institutions, and other settings that influence individuals, groups, and organizations.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To enable the student to understand the concept of Community Psychology and its practices	-	Assignment
CO 2	To develop knowledge on Research in Community Psychology	-	Assignment
CO 3	To make student to understand the concept of Community and building communities	-	Presentation
CO 4	To help student to learn various approaches in Prevention programs in Community	-	Presentation
CO 5	To acquire knowledge about promoting communities and social change	-	Role Play
Offered by	Department of Psychology		
Course Content			
Unit	Description	Text Book	Chapters
I	Community Psychology: Meaning – A shift in perspective – Persons, Contexts and Change – Ecological Levels of Analysis in Community Psychology – Seven Core Values in Community Psychology. The Development and Practice of Community Psychology: Linking Science and Practice – Individualistic Science and Practice in Psychology – The Formative Contexts – Community Psychology: Developing as Identity – Community Psychology as Shifting Social Contexts – What do Community Psychologists do? – The Global Contexts of Community Psychology.	1	1,2
Suggested Learning Methods: Listening & Practicing			
II	Aims of Community Research – Values and Assumptions – Promoting Community Participation and Collaboration in Research decisions – Cultural and Social Context in Research – Ecological levels of Analysis. Methods of Community Psychology Research: Qualitative Methods – Quantitative Methods – Integrating Qualitative and Quantitative Methods	1	3,4

Suggested Learning Methods : Speaking														
III	Understanding Communities: Understanding Individuals within Environment – Importance of understanding contexts for intervention – Create and Altering Settings. Understanding Community: Meaning, Sense, Importance, Complex realities – Building Communities. Understanding Human Diversity in Context: Key dimensions.										6,7			
Suggested Learning Methods: Presentation														
IV	Preventing Problem Behaviour and Promoting Social Competence: Key concepts – Risk and Resiliency – Prevention Equations – Prevention Programs: Process – Implementation and Sustainability of Programs – Issues in Implementation – Successful Dissemination – Participatory Action Research – Cultural Diversity in Program Implementation									1	9,10			
Suggested Learning Methods: Skimming & Scanning														
V	Promoting Community and Social Change: Empowerment and Citizen Participation – Multiple forms of Power – Empowered Leaders – Empowering Practices and Settings. Community and Social Change: Why attempt Social Change? – Community Organizing Techniques – Elements of Effective Community Change Initiatives – Public Policy.									1	11,12			
Suggested Learning Methods :Closed Reading														
Text Books		1. Dalton J.H., Elias, M.J. et al., (2007). Community psychology, linking individuals and communities. Wadsworth, Thomson Learning US.												
Reference Books		1. Cariappa, M. &Geeta, D. (1997). How to help your disabled child. UBSPD. 2. Carter, J.W. (1986). Research contributions from community psychology in community health. Behaviour Pub. NY.												
Web. URLs		https://alison.com/course/community-psychology-understanding-communities												
Mapping														
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	H	M	H	H	M	L	H	M	M	M	M	H	H	
CO2	H	H	H	H	H	H	H	M	M	H	M	H	H	
CO3	H	H	H	H	M	L	H	M	M	M	H	H	H	
CO4	H	H	H	H	M	L	H	M	M	M	M	H	H	
CO5	H	H	H	H	M	L	H	M	M	M	M	H	H	
H-High; M-Medium; L-Low														
Course designed by							Verified by Chairman							
Showmiya SHA							Gayathri M							

Course Code	Title		
23UPYSS02	Self-Study: Psychology For Effective Living		
Semester: II-V	Credits: 1	ESE: 50 Marks	
Course Objective	This course makes the students understand the ways to effective living		
Course Category	Skill Development/ Employability		
Development Needs	Global		
Course Description	This paper aims to improve knowledge of students in Psychology for Effective Living emphasis on the application of psychological research and theories to the development of social skills and personal adjustments as well as practical approaches to problems of personal development and social relationships.		
Course Outcomes		Teaching Methods	Assessment Methods
CO 1	To understand the core characteristics of self-concept	-	Assignment
CO 2	To learn about relationship between psychological factors and physical illness	-	Assignment
CO 3	To improve skills in having control in personal life of the students by learning and doing practical exercise	-	Presentation
CO 4	To understand the concept of interpersonal relationships and loneliness	-	Presentation
CO 5	To develop skills in develop and maintain better marital and intimate relationships	-	Role Play
Offered by	Department of Psychology		
Course Content			
Unit	Description	Text Book	Chapters
I	Self-concept – core characteristics of self-concept – self consistency, self-esteem, self enhancement and self- verification – self-concept and personal growth. At the end of the unit the students will be given exercise on self-image and ideal self.	1	6
Suggested Learning Methods: Listening & Practicing			
II	Body image – psychological factors and physical illness – coping with illness. At the end of the unit the students will be given exercise on rating health habits.	1	5
Suggested Learning Methods : Speaking			
III	Mastery and personal control – resolve and decision making – decisions and personal growth. At the end of the unit the students will be given test to measure “how much control you think you have?”	1	12

Suggested Learning Methods: Presentation													
IV	Love and intimacy – Commitment – adjusting to intimate relationships – divorce and its consequences At the end of the unit the students will be given exercise on “Marital Myths”.									1	9		
Suggested Learning Methods: Skimming & Scanning													
V	Meeting people – impression, interpersonal attraction – friendship, self-disclosure, loneliness. At the end of the unit the students will be given test to measure “How shy are you?”									1	7		
Suggested Learning Methods :Closed Reading													
Text Books		1. Duffy G K, Atwater E (2008). Psychology for Living- Adjustment, growth and Behaviour today. India. Person Education Inc.											
Reference Books		Hankins, N. E. & Bailey, R. C. (1980). Psychology for Effective Living. Brooks/Cole Publishing Company											
Web. URLs		https://onlinecourses.nptel.ac.in/noc23_hs118/preview											
Mapping													
CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	H	H	M	L	H	M	M	M	M	H	H
CO2	H	M	H	H	M	L	H	M	M	M	M	H	H
CO3	H	M	H	H	M	L	H	M	M	M	H	H	H
CO4	H	M	H	H	M	L	H	M	M	M	M	H	H
CO5	H	M	H	H	M	L	H	M	M	M	M	H	H
H-High; M-Medium; L-Low													
Course designed by							Verified by Chairman						
Showmiya SHA							Gayathri M						