

# **ACADEMIC CURRICULA**

## **UNDERGRADUATE DEGREE PROGRAMME**

**Bachelor of Science**

**B.Sc. Psychology (HONORS)**

**Four Years**

**Learning Outcomes Based Curriculum Framework (LOCF)**

**Choice-Based Flexible Credit System**

**Academic Year**

**2023 - 2024**

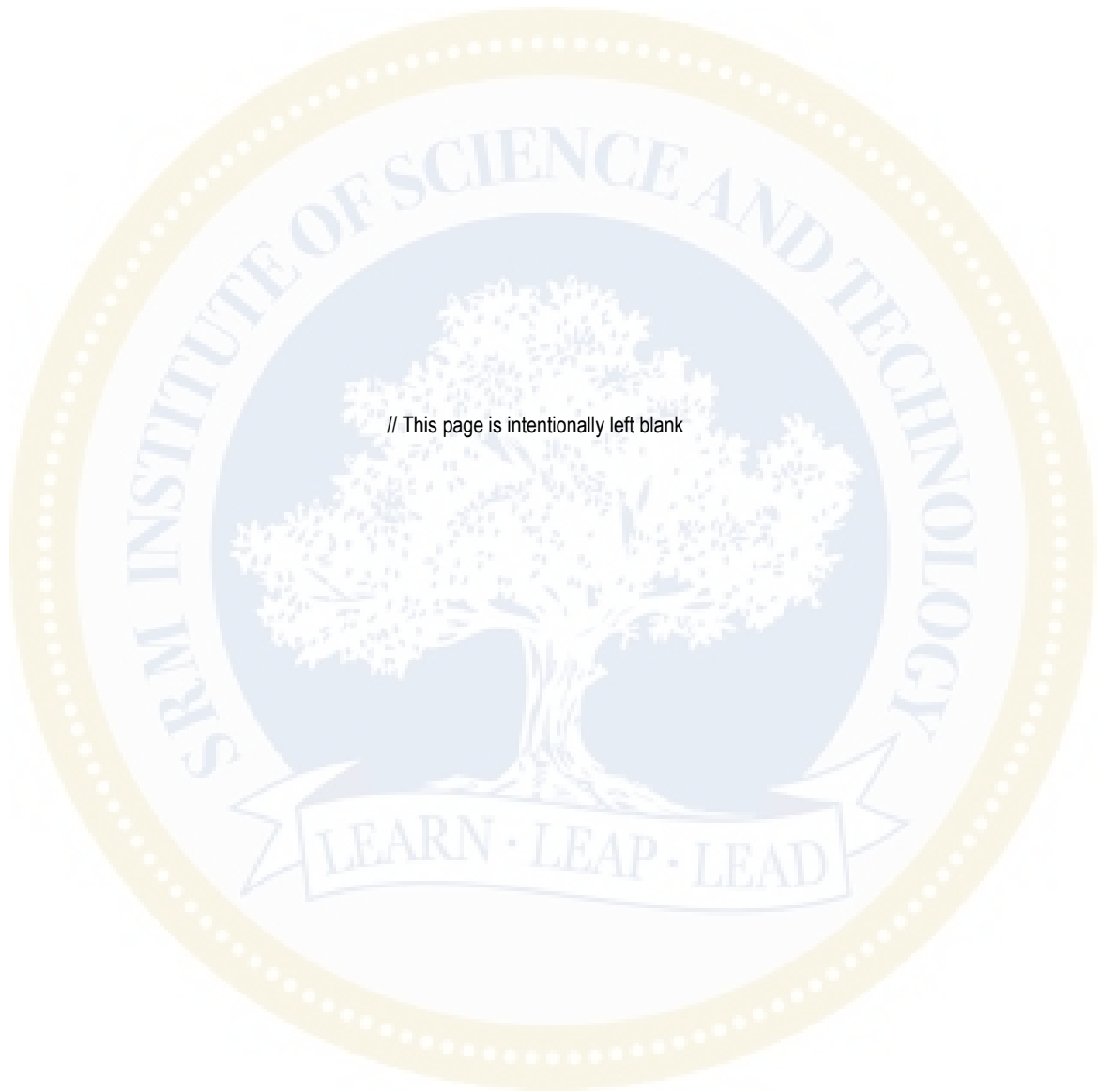


**SRM**  
INSTITUTE OF SCIENCE & TECHNOLOGY  
(Deemed to be University u/s 3 of UGC Act, 1956)

**SRM INSTITUTE OF SCIENCE AND TECHNOLOGY**

**(Deemed to be University u/s 3 of UGC Act, 1956)**

Kattankulathur, Kancheepuram District 603203, Tamil Nadu, India



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**Department of Psychology**

1. Department Vision Statement					
Stmt - 1	To enable students to understand the methods of psychology, basic psychological processes and to appreciate different approaches to psychological processes.				
Stmt - 2	To contribute to a psychologist through teaching (with classrooms, labs, case studies				
Stmt - 3	To value a collaborative, collegial, and cooperative teaching and learning community composed of diverse students				
2. Department Mission Statement					
Stmt - 1	To be the core of excellence in the realm of psychology				
Stmt - 2	To produce genuine psychologist and valuable critiques in the field of psychology				
Stmt - 3	Implementing global standards and encouraging the students through innovation and quality education.				
Stmt - 4	Cultivating the career to counseling and guidance to effectively contribute to the society with integrity and commitment.				
Stmt - 5	Developing the student on the innovative side and making them a society friendly professional.				
3. Program Education Objectives (PEO)					
PEO - 1	Graduates will have skills and knowledge to excel in their professional career in the field of psychology and its related disciplines.				
PEO - 2	Graduates will contribute and communicate effectively within the team to grow into leaders.				
PEO - 3	Graduate will practice lifelong learning for continuing professional development.				
PEO - 4	Graduates will have the capability to continue their formal education and successfully complete an advance degree.				
PEO - 5	Graduates will contribute to the nation and the growth of the society by applying acquired knowledge in technical, computing and managerial skills				
4. Program Specific Outcomes (PSO)					
PSO - 1	<b>Critical Thinking:</b> Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives				
PSO - 2	Develop skills of psychological assessment in employment areas, and to enhance performance and quality of relationships. Administer counseling and practice psychotherapeutic techniques.				
PSO - 3	<b>Ethics:</b> Recognize different value systems including your own, understand the creativity of your designs, and accept responsibility for them.				
5. Consistency of PEO's with Mission of the Department					
	Mission Stmt. - 1	Mission Stmt. - 2	Mission Stmt. - 3	Mission Stmt. - 4	Mission Stmt. - 5
PEO - 1	H	M	H	L	M
PEO - 2	H	H	H	M	M
PEO - 3	H	H	H	H	H
PEO - 4	H	L	H	M	H
PEO - 5	H	M	H	H	H

### 6. Consistency of PEO's with Program Learning Outcomes (PLO)

	Program Learning Outcomes (PLO)														
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills/PSO-1	Professional Behavior/PSO-2	Lifelong learning/PSO-3
PEO - 1	H	H	H	H	H	L	M	L	M	M	H	H	M	H	H
PEO - 2	H	H	H	H	H	L	M	L	M	H	M	M	H	H	M
PEO - 3	H	H	H	H	H	M	H	M	M	M	H	H	H	M	M
PEO - 4	H	M	M	H	H	H	M	H	H	H	H	L	M	M	H
PEO - 5	M	M	H	H	M	H	M	H	H	H	M	M	H	M	M

H – High Correlation, M – Medium Correlation, L – Low Correlation



## 1. Programme Structure

1. Discipline Specific Core Courses (C)							2. Discipline Specific Elective Courses (D)						
(20 Courses)							(5 Courses)						
Course	Course Title	Hours/ Week					Course	Course Title	Hours/ Week				
Code		L	T	P	O	C	Code		L	T	P	O	C
USY23101T	General Psychology -I	4	0	0	2	4	USY23D01T	Principles of Sociology	4	0	0	2	4
USY23102T	Biological Psychology-I	4	0	0	2	4	USY23D02T	Educational Psychology					
USY23103T	Developmental Psychology-I	4	0	0	2	4	USY23D03T	Environmental Psychology	4	0	0	2	4
USY23201T	General Psychology-II	4	0	0	2	4	USY23D04T	Organizational Behaviour					
USY23202T	Biological Psychology-II	4	0	0	2	4	USY23D05T	Cross Cultural Psychology	4	0	0	2	4
USY23203T	Developmental Psychology-II	4	0	0	2	4	USY23D06T	Basics of Psychodiagnostics					
USY23301T	Social Psychology-I	3	0	2	2	4	USY23D07T	Applied Psychology	4	0	0	2	4
USY23302T	Health Psychology	3	0	3	2	4	USY23D08T	Basics of Anthropology					
USY23303T	Theories of Personality	3	0	3	2	4	USY23D09T	School Counselling	4	0	0	2	4
USY23401T	Abnormal Psychology-I	3	0	3	2	4	USY23D10T	Psychological Test Construction					
USY23402T	Social Psychology-II	3	0	3	2	4		Total Learning Credits					20
USY23403T	Statistics For Psychology	3	0	3	2	4							
USY23501T	Abnormal Psychology-II	3	0	3	2	4	4. Skill Enhancement Courses(S)						
USY23502T	Guidance and counselling	3	0	3	2	4	(5 Courses)						
USY23503T	Behavioral Coaching-I	3	0	3	2	4	Course	Course	Hours/ Week				
USY23601T	Psychometrics	3	0	3	2	4	Code	Title	L	T	P	O	C
USY23602T	Cognitive Psychology	3	0	3	2	4	UCD23S01L	Quantitative Aptitude and Logical Reasoning	0	0	2	2	1
USY23603T	Research Methodology for Psychology	3	0	3	2	4	UCD23S02T	Verbal Ability and Skill development	1	0	2	2	2
USY23701T	Indian Approaches to Behavior	3	0	2	2	4	USY23S01L	Basics Skills in Counselling	0	0	2	2	1
USY23801T	Psychotherapy	3	0	3	2	4	USY23S02L	Experimental Psychology-I	0	0	2	2	1
							USY23S03L	Experimental Psychology-II	0	0	4	2	2
	Total Learning Credits					80							
								Total Learning Credits					7
3. Generic Elective Courses (G)							5. Ability Enhancement Courses (AE)						
(6 Courses)							(4 Courses)						
Course	Course Title	Hours/ Week					Course	Course	Hours/ Week				
Code		L	T	P	O	C	Code	Title	L	T	P	O	C
ULT23G01J	Tamil-I	2	0	2	2	3	ULE23AE1T	English	4	0	0	2	4
ULH23G01J	Hindi-I						ULT23AE01T	Applied Tamil-I	1	0	2	2	2
ULF23G01J	French-I						ULH23AE01T	Applied Hindi-I					
ULT23G02J	Tamil-II	2	0	2	2	3	ULF23AE0SO1T	French For Specific Purposes-I					
ULH23G02J	Hindi-II						ULT23AE02T	Applied Tamil-II	1	0	2	2	2
ULF23G02J	French-II						ULH23AE02T	Applied Hindi-II	1	0	2	2	2

USY23G01T	Life Skills Development	3	0	2	2	4	ULF23AE02T	French for Specific Purpose-II	1	0	2	2	2
USY23G02T	Rehabilitation Psychology	3	0	2	2	4	UES23AE1T	Environmental Studies	3	0	0	2	3
USY23G03T	Consumer Behavior	4	0	0	2	4		<b>Total Learning Credits</b>					<b>11</b>
USS23G04T	Positive Psychology	4	0	0	2	4							
USY23G05T	Research Resources	4	0	0	2	4	<b>6. Value Addition Course (V)</b>						
USY23G06T	Youth, Gender and Identity	4	0	0	2	4	(4 Courses)						
USY23G07T	Entrepreneurial Psychology	4	0	0	2	4							
							<b>Course</b>	<b>Course</b>	<b>Hours/ Week</b>				
	<b>Total Learning Credits</b>					<b>34</b>	<b>Code</b>	<b>Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>
							UCD23V01T	Universal Human Values	2	0	0	2	2
							UEN23V01L	Communication Skills	0	0	4	2	2
<b>7. Internship/Apprenticeship / Project/ Community Outreach (IAPC)</b>							UCD23V03T	Industry Oriented Employability Skills for Arts	2	0	0	2	2
(6 Courses)							UCD23V06T	Career Readiness and Leadership Management	2	0	0	2	2
Course	Course	Hours/ Week					<b>Total Learning Credits</b>						
Code	Title	L	T	P	O	C							
USY23P01L	Internship - 1						<b>8.Mandatory Courses(M)</b>						
USY23P02L	Internship - 2						(2 Courses)						
USY23P03L	Internship - 3	0					Course	Course					
USY23P04L	Mini Project	0	0	4	2	2	Code	Title	L	T	P	O	C
USY23P05L	Project Phase-I	0	0	8	2	4	UNS23M01L/ UNC23M01L/ UNO23M01L/ UYG23M01L	NSS/ NCC/ NSO/ YOGA	-	-	-	-	-
USY23P06L	Project Phase-II	0	0	12	2	6	UMI23401 L	My India Project	-	-	-	-	-
	Total Learning Credits					16							
<b>Courses for earning Additional Credits</b>													
UCD23P01L	Internship Report– I	0	0	8	0	4							
UCD23P02L	Project Work – I	0	0	8	0	4							
UCD23P04L	Internship Report– II	0	0	8	0	4							
UCD23P05L	Project Work – II	0	0	8	0	4							
								<b>Total Learning Credits</b>					

## 2. Implementation Plan

Semester - I						
Course Code	Course Title	Hours/ Week				
		L	T	P	O	C
ULT23G01J	Tamil-I	2	0	2	2	3
ULH23G01J	Hindi-I					
ULF23G01J	French-I					
ULE23AE1T	English	4	0	0	2	4
USY23101T	General Psychology-I	4	0	0	2	4
USY23102T	Biological Psychology-I	4	0	0	2	4
USY23103T	Developmental Psychology-I	4	0	0	2	4
UCD23S01L	Quantitative Aptitude and Logical Reasoning	0	0	2	2	1
UCD23V01T	Universal Human Values	2	0	0	2	2
<b>Total Learning Credits</b>		<b>20</b>	<b>0</b>	<b>4</b>	<b>14</b>	<b>22</b>
<b>Total number of hours/Week</b>						<b>30</b>

Semester – II						
Course Code	Course Title	Hours/ Week				
		L	T	P	O	C
ULT23G02J	Tamil-II	2	0	2	2	3
ULH23G02J	Hindi-II					
ULF23G02J	French-II					
UES23AE1T	Environmental Studies	3	0	0	2	3
USY23201T	General Psychology-II	4	0	0	2	4
USY23202T	Biological Psychology-II	4	0	0	2	4
USY23203T	Developmental Psychology-II	4	0	0	2	4
UCD23S02T	Verbal Ability and Skill Development	1	0	2	2	2
UEN23V01L	Communication Skills	0	0	4	2	2
UNS23M01L/ UNC23M01L/ UNO23M01L/ UYG23M01L	NSS/NOS/NCC/Yoga	0	0	0	0	0
<b>Total Learning Credits</b>		<b>18</b>	<b>0</b>	<b>8</b>	<b>14</b>	<b>22</b>
<b>Total number of hours/Week</b>						<b>30</b>

Semester – III						
Course	Course	Hours/ Week				
Code	Title	L	T	P	O	C
USY23301T	Social Psychology-I	3	0	3	2	4
USY23302T	Health Psychology	3	0	3	2	4
USY23303T	Theories of Personality	3	0	3	2	4
ULT23AE01T	Applied Tamil-I	1	0	2	2	2
ULH23AE01T	Applied Hindi-I					
ULF23AE0S01T	French for specific purpose-I					
USY23D01T	Principles of Sociology	4	0	0	2	4
USY23D02T	Educational Psychology	4	0	0	2	4
USY23S01L	Basic Skills in Counselling	0	0	2	2	1
USY23P01L	Internship - I	0	0	0	0	1
UCD23V03T	Industry Oriented Employability Skills for Arts	2	0	0	2	2
<b>Total Learning Credits</b>		<b>20</b>	<b>0</b>	<b>13</b>	<b>16</b>	<b>26</b>
<b>Total number of hours/Week</b>						<b>30</b>

Semester – IV						
Course	Course	Hours/ Week				
Code	Title	L	T	P	O	C
USY23401T	Abnormal Psychology-I	3	0	3	2	4
USY23402T	Social Psychology-II	3	0	2	2	4
USY23403T	Statistics for Psychology	3	0	3	2	4
ULT23AE02T	Applied Tamil-II	1	0	2	2	2
ULH23AE02T	Applied Hindi-II					
ULF23AE02T	French for specific purpose-II					
USY23D03T	Environmental Psychology	4	0	0	2	4
USY23D05T	Organizational Behaviour	4	0	0	2	4
USY23S02L	Experimental Psychology-I	0	0	4	2	2
UCD23V06T	Career Readiness and Leadership Management	2	0	0	2	2
UMI23401L	My India Project	0	0	0	0	0
<b>Total Learning Credits</b>		<b>20</b>	<b>0</b>	<b>14</b>	<b>16</b>	<b>26</b>
<b>Total number of hours/Week</b>						<b>30</b>

Semester – V						
Course	Course	Hours/ Week				
Code	Title	L	T	P	O	C
USY23401T	Abnormal Psychology-II	3	0	3	2	4
USY23502T	Guidance and Counselling	3	0	2	2	4
USY23503T	Behavioural Coaching	3	0	3	2	4
USY23D06T USY23D07T	Cross Cultural Psychology Basics of Psychodiagnostics	4	0	0	2	4
USY23G01T	Life Skills Development	3	0	3	2	4
USY23S03L	Experimental Psychology-II	0	0	2	2	1
USY23D02L	Internship-II	0	0	0	0	1
<b>Total Learning Credits</b>		<b>16</b>	<b>0</b>	<b>13</b>	<b>12</b>	<b>22</b>
<b>Total number of hours/Week</b>						<b>30</b>

Semester – VI						
Course	Course	Hours/ Week				
Code	Title	L	T	P	O	C
USY23601T	Psychometrics	3	0	3	2	4
USY23602T	Cognitive Psychology	3	0	3	2	4
USY23603T	Research Methodology for Psychology	3	0	3	2	4
USY23D08T	Applied Psychology	4	0	0	2	4
USY23D09T	Basics of Anthropology					
USY23G02T	Rehabilitation Psychology	3	0	2	2	4
USY23P04L	Mini Project	0	0	4	2	2
<b>Total Learning Credits</b>		<b>16</b>	<b>0</b>	<b>15</b>	<b>12</b>	<b>22</b>
<b>Total number of hours/Week</b>						<b>30</b>

TOTAL LEARNING CREDITS FOR THE COURSE - 132

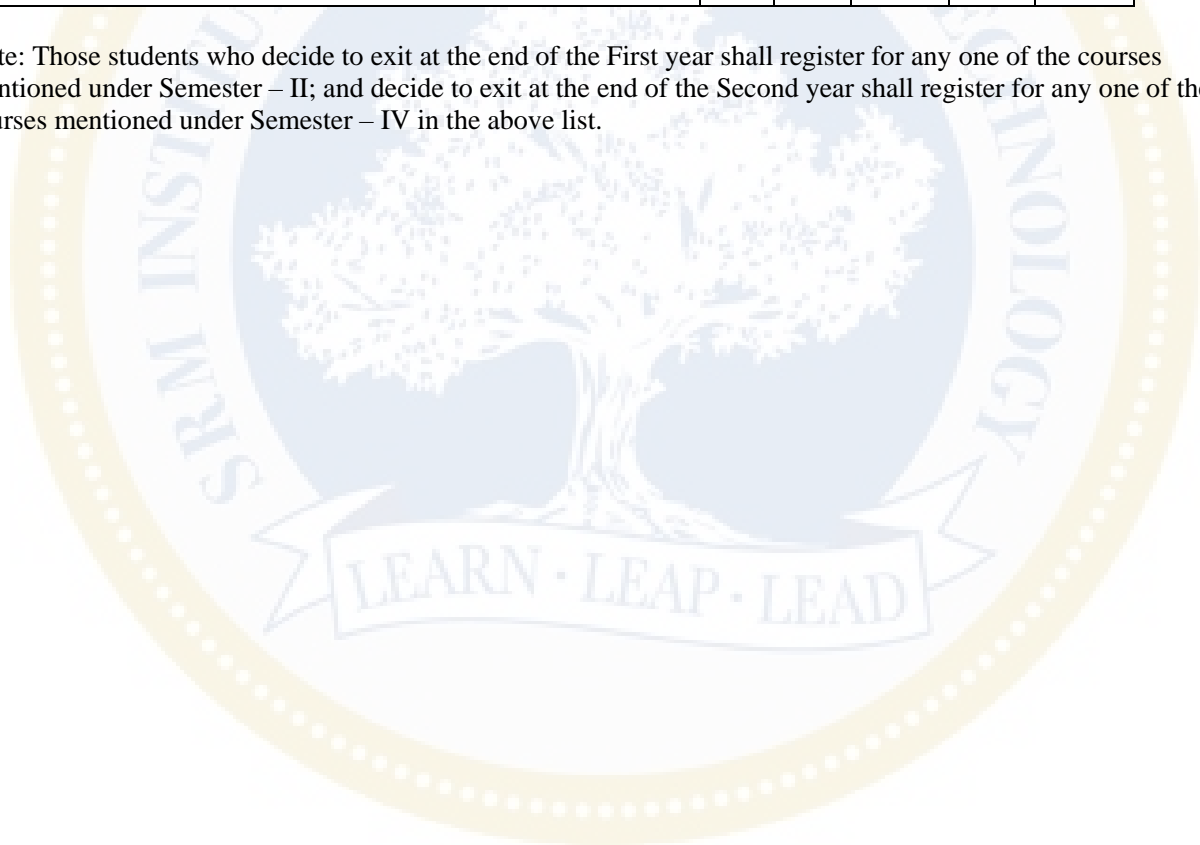
Semester – VII						
Course	Course	Hours/ Week				
Code	Title	L	T	P	O	C
USY23701T	Indian Approaches to Behavior	3	0	2	2	4
USY23S09T	School Counselling	4	0	0	2	4
USY23D10T	Psychological Test Construction					
USY23G03T	Consumer Behaviour	4	0	0	2	4
USY23G04T	Positive Psychology	4	0	0	2	4
USY23P03L	Internship - III	0	0	0	0	2
USY23P05L	Project Phase-I	0	0	8	2	4
Total Learning Credits		15	0	10	10	22
Total number of hours/Week						30

Semester – VIII						
Course	Course	Hours/ Week				
Code	Title	L	T	P	O	C
USY23801T	Psychotherapy	3	0	2	2	4
USY23G05T	Research Resources	4	0	0	2	4
USY23G06T	Youth, Gender and Identity	4	0	0	2	4
USY23G07T	Entrepreneurial Psychology	4	0	0	2	4
USY23P06L	Project Phase-II	0	0	12	2	6
Total Learning Credits		15	0	14	10	22
Total number of hours/Week						30

**TOTAL LEARNING CREDITS FOR THE COURSE - 176**

Courses for earning Additional Credits						
Course Code	Course Title	Hours/ Week				
		L	T	P	O	
Semester – II						
UCD23P01L	Internship Report– I	0	0	8	0	4
UCD23P02L	Project Work – I					
UCD23P03L	Apprenticeship – I					
Semester – IV						
UCD23P04L	Internship Report– II	0	0	8	0	4
UCD23P05L	Project Work – II					
UCD23P06L	Apprenticeship – II					
Total Learning Credits		0	0	8	0	4

Note: Those students who decide to exit at the end of the First year shall register for any one of the courses mentioned under Semester – II; and decide to exit at the end of the Second year shall register for any one of the courses mentioned under Semester – IV in the above list.





### 3. Programme Articulation Matrix

Course Code	Course Name	Programme Learning Outcomes														
		Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills/PSO-1	Professional Behavior/PSO-2	Lifelong learning/PSO-3
USY23101T	General Psychology-I	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23102T	Biological Psychology-I	H	H	M	M	M	L	L	L	L	L	L	H	M	M	M
USY23103T	Developmental Psychology-I	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23201T	General Psychology-II	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23202T	Biological Psychology-II	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23203T	Developmental Psychology-II	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23301T	Social Psychology-I	H	H	M	M	M	L	L	L	M	M	M	M	M	M	M
USY23302T	Health Psychology	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23303T	Theories of Personality	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23401T	Abnormal Psychology-I	H	H	H	H	M	L	L	L	M	M	M	M	L	L	L
USY23401T	Social Psychology-II	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23403T	Statistics for Psychology	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23501T	Abnormal Psychology-II	H	H	M	M	M	L	L	L	M	M	M	M	M	M	M
USY23502T	Guidance and Counseling	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23503T	Behavioral Coaching-I	H	H	M	H	M	L	L	L	M	M	M	H	M	M	H
USY23601T	Psychometrics	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23602T	Behavioral Coaching-II	H	H	M	M	M	L	L	L	L	L	L	H	M	M	M
USY23603T	Research Methodology	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23701T	Indian Approaches to Behavior	H	H	M	M	M	L	L	L	L	L	L	H	M	M	M
USY23801T	Psychotherapy	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23D01T	<i>Principles of Sociology</i>	H	H	M	H	M	L	L	L	M	M	M	H	M	M	H
USY23D02T	<i>Educational Psychology</i>	H	H	M	M	H	H	H	M	M	M	L	H	H	M	M
USY23D03T	<i>Environmental Psychology</i>	H	H	M	M	H	H	H	M	M	M	L	H	H	M	M
USY23D04T	<i>Organizational Behavior</i>	H	H	M	M	M	L	L	L	M	M	M	M	M	M	M
USY23D05T	<i>Cross-Cultural Psychology</i>	H	H	M	H	H	H	L	L	L	H	L	H	M	M	M
USY23D06T	<i>Basics of Psychodiagnostics</i>	H	H	M	H	M	L	L	L	M	M	M	H	M	M	M
USY23D07T	<i>Applied Psychology</i>	H	H	M	M	H	H	H	M	M	M	L	H	H	M	M
USY23D08L	<i>Basics of Anthropology</i>	H	H	H	M	M	H	L	H	H	H	L	L	M	M	M
USY23D08T	<i>School Counseling</i>	H	H	H	M	M	H	L	H	H	H	L	L	M	M	M
USY23D10T	<i>Psychological Test Construction</i>	H	H	M	M	M	L	L	L	M	M	M	M	M	M	M



ULT23G01J	Tamil-I	H	M	H	H	H	H	H	H	H	M	H	L	H	H
ULH23G01J	Hindi-I	H	M	H	H	H	H	H	H	H	M	H	L	H	H
ULF23G01J	French-I	H	M	H	H	H	H	H	H	H	M	H	L	H	H
ULT23G02J	Tamil-II	H	M	H	H	H	H	H	H	H	M	H	L	H	H
ULH23G02J	Hindi-II	H	M	H	H	H	H	H	H	H	M	H	L	H	H
ULF23G02J	French-II	H	M	H	H	H	H	H	H	H	M	H	L	H	H
USY23G01T	Life Skills Development	H	H	M	M	M	L	M	M	L	M	L	H	M	L
USY23G02T	Rehabilitation Psychology	H	H	M	M	M	L	M	M	L	M	L	H	M	L
USY23G03T	Consumer Behavior	H	M	M	M	M	L	M	L	M	M	M	H	H	H
USY23G04T	Positive Psychology	H	M	M	M	M	L	M	L	M	M	M	H	H	H
USY23G05T	Psychology and Media	H	H	M	M	M	L	M	M	L	M	L	H	M	L
USY23G06T	Youth, Gender, and Identity	H	M	M	M	M	L	M	L	M	M	M	H	H	H
USY23G07T	Entrepreneurial Psychology	H	M	M	M	M	L	M	L	M	M	M	H	H	H
USY23S01L	Basic Skills in Counseling	M	H	M	M	M	H	L	M	M	H	M	M	L	M
UCD23S02T	Verbal Ability and Skill Development	M	H	M	M	M	M	L	M	M	H	M	H	M	M
USY23S02L	Experimental Psychology-I	H	H	M	M	L	L	L	L	L	L	H	M	M	M
USY23S03L	Experimental Psychology-II	H	H	M	M	M	L	M	M	L	M	L	H	M	L
USY23S04L	Research Resources	H	H	H	H	M	L	M	M	L	M	L	H	M	L
ULE23AE1T	English	H	H	H	H	M	L	L	L	M	L	M	H	L	L
ULT23AE1T	Applied Tamil-I	H	H	H	H	M	L	L	L	M	L	M	H	L	L
ULH23AE1T	Applied Hindi-I	H	H	H	H	M	L	L	L	M	L	M	H	L	L
ULF23AE1T	French for specific purpose-I	H	H	H	H	M	L	L	L	M	L	M	H	L	L
ULT23AE02T	Applied Tamil-II														
ULH23AE02T	Applied Hindi-I	H	H	H	H	M	L	L	L	M	L	M	H	L	L
ULF23AE02T	French for specific purpose-II														
UES23AE1T	Environmental Studies	H	H	M	H	M	L	M	M	L	L	M	H	M	M
UCD23V01T	Universal Human Values	M	M	M	H	M	M	M	M	L	L	M	L	M	H
UEN23V01L	Communication Skills	M	H	H	H	H	H	H	H	H	L	H	L	M	H
UCD23V03T	Industry Oriented Employability Skills for Arts	M	H	M	M	M	M	L	M	M	H	M	H	M	M
UCD23V06T	Career Readiness and Leadership Management	M	M	H	M	M	M	L	M	M	M	M	M	M	H
USY23P01L	Internship – 1	H	H	H	H	H	L	M	L	M	M	H	H	M	H
USY23P02L	Internship – 2	H	H	H	H	H	L	M	L	M	M	H	H	M	H
USY23P03L	Internship – 3	H	H	H	H	H	L	M	L	M	M	H	H	M	H
USY23P04L	Mini Project	H	H	H	H	H	L	M	L	M	M	H	H	M	H
USY23P05L	Project Phase-I	H	H	H	H	H	L	M	L	M	M	H	H	M	H
USY23P06L	Project Phase-II	H	H	H	H	H	L	M	L	M	M	H	H	M	H
UNS23M01L/ UNC23M01L/ UNO23M01L/ UYG23M01L	NSS/ NCC/ NSO/ YOGA	H	H	H	H	H	L	M	L	M	M	H	H	M	H
UMI23401 L	My India Project	H	H	H	H	H	L	M	L	M	M	H	H	M	H

**SEMESTER I**

Course Code	ULT23G01J	Course Name	Tamil - I	Course Category	G	Generic Elective Course	L	T	P	O	C
							2	0	2	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Tamil	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1:	மரபிலிருந்து மாற்றம் பெற்ற புதுக்கவிதை மரபின் சிந்தனைகளை அறியச் செய்தல்	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:	புதுக்கவிதையின் வழி மனித வாழ்வியல் விழுமியங்களைத் தெரியச் செய்தல்																		
CLR-3:	சிறுநிலக்கியங்கள், காப்பியங்கள் கற்பிக்கும் தமிழ்ச் சமூகத்தின் வாழ்வியலை அறியச் செய்தல்																		
CLR-4:	நவீன தமிழ் இலக்கிய வளர்ச்சி வரலாற்றைப் புரியச் செய்தல்																		
CLR-5:	மொழிப் பயிற்சி வழி மொழியின் பல்வேறு நுட்பங்களைத் தெரியச் செய்தல்																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLO-1:	புதுக்கவிதை உருவாக்கித் தந்த புதிய சிந்தனைக் களங்களை அறிந்துகொள்ளுதல்	2	75	60	H	L	H	M	H	H	L	M	H	M	L	H	-	-	-
LCLO-2:	நவீன கவிதைகள் வழி மாற்றம் பெற்று வரும் மானுட விழுமியங்களைத் தெரிந்துகொள்ளுதல்	2	80	70	H	M	H	L	M	H	L	H	M	L	H	H	-	-	-
CLO-3:	தமிழ்ச்சமூகத்தின் இடைக்கால வாழ்வியல் முறைகளை உணர்ந்துகொள்ளுதல்	2	70	65	H	L	H	M	H	H	M	H	L	H	M	H	-	-	-
CLO-4:	நவீன இலக்கிய வரலாறு வழி தமிழ்க் கல்வி வரலாறு, சமூக வரலாறு பெற்ற வளர்ச்சி நிலைகளைத் தெரிந்துகொள்ளுதல்	2	70	70	H	M	H	L	H	M	M	H	H	L	H	H	-	-	-
CLO-5:	மொழியின் நுட்பங்களை அறிந்து மொழி ஆளுமையோடு செயல்பட அறிந்துகொள்ளுதல்	2	80	70	H	M	H	H	M	H	L	M	H	L	H	H	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	தமிழ் இலக்கியத்தின் வளர்ச்சிப் போக்குகள்	நவீன கவிதை தோற்றம்	தமிழரின் வீரமரபு	சிறுநிலக்கியத் தோற்றம்
	SLO-2	இலக்கிய உத்திகள்	நவீன கவிதை வரலாறு	போர் விழுமியங்கள்	சிறுநிலக்கிய வகைமை
S-2	SLO-1	தமிழ்க் கவிதை மரபு	நவீன கவிதை செல்நெறிகள்	பரணி அறிமுகம்	சிறுநிலக்கியங்கள்
	SLO-2	காலந்தோறும் கவிதையின் கரு	செல்நெறிகளில் கோட்பாடுகள்	பரணி இலக்கியங்கள்	முதன்மைச் சிறுநிலக்கியங்கள் -
S-3	SLO-1	காலந்தோறும் கவிதையின் கட்டமைப்பு	கவிதை மொழி	கலிங்கத்துப்பரணி 477,490	பிள்ளைத்தமிழ் -உலா - தூது
	SLO-2	தற்கால இலக்கியம்	நவீன கவி ஆளுமைகள்	தலைவனின் வீரம்	புதுக்கவிதையில் சமூகம்
S-4	SLO-1	புதுக்கவிதை உருவாக்கம்	பெண் கவிஞர்கள்	தமிழ் இலக்கிய மரபில் தூது	புதுக்கவிதையும் இதழ்களும்
	SLO-2	புதுக்கவிதை வளர்ச்சிநெறிகள்	கவிதையில் நாட்டுப்புற வடிவம்	தூது இலக்கியங்கள்	மணிக்கொடி இதழ்
S-5	SLO-1	பாரதியார் - புதுக்கவிதையின் அடையாளம்	இளம்பிறை - அம்மா	தமிழ் விடு தூது (184 - 186)	எழுத்து இதழ்
	SLO-2	பாரதியார் பன்முக ஆளுமைத்திறன்	பெண்களின் கல்வி நிலை	தமிழின் பெருமை	வானம்பாடி இதழ்
S-6	SLO-1	பாரத தேசம்	பெண் அடக்குமுறை	செய்யுள் மரபில் கலம்பகம்	சிறுகதை தோற்றம்
	SLO-2	பாரததேசத்தின் வளம்	ப. கல்பனா - கீறல் விழுந்த மாலைக் காலங்கள்	கலம்பக இலக்கியங்கள்	சிறுகதை வளர்ச்சி
S-7	SLO-1	வெள்ளிப் பனிமலையின் மீதுலவுவோம்...	ஆண் பெண் சமத்துவம்	நந்திக் கலம்பகம்-வானுறு மதியை (110)	சிறுகதை - வரலாறு
	SLO-2	20 ஆம் நூற்றாண்டுக் கவிதை மரபில் பாரதிதாசன்	விளிம்புநிலை வாழ்வியல்	கையறுநிலை	சிறுகதை ஆசிரியர்கள்
S-8	SLO-1	பாரதிதாசன் - அழகின் சிரிப்பு	திருநங்கை குணவதி - சமூகப்பார்வை	குறவஞ்சி அறிமுகம்	இதழ்களும் சிறுகதையும்
	SLO-2	ஆல் - ஆயிரம் கிளைகள் கொண்ட அடிமரம்	திருநற்களும் சாதனைகளும்	குறவஞ்சி இலக்கியங்கள்	புதினம் தோற்றம்

S-9	SLO-1	இயற்கையின் அழகியல்	புலம்பெயர் வாழ்வியல்	குற்றாலக் குறவஞ்சி – ஆடுமர வீனுமணி (3)	தொடக்கக்காலப் புதினங்கள்	தமிழில் சொல் வகைகள்
	SLO-2	வானம்பாடியில் மு.மேத்தா	ஸர்மிளா ஸெய்யித் – புராதன ஊர்	மலையும் வாழ்வும்	புதினம் வளர்ச்சி	சொல்லும் பயன்பாடும்
S-10	SLO-1	மு.மேத்தா - கவிதையின் தனித்தன்மைகள்	புலம் பெயர் வாழ்வின் வலியும் நம்பிக்கையும்	காப்பிய இலக்கணம்	புதினத்தின் வகைமை	பெயர்ச்சொற்கள்
	SLO-2	மனிதனைத்தேடி – கவிதை	காலந்தோறும் கவிதை வடிவில் மாற்றங்கள்	காப்பிய வகைமைகள்	புதின ஆசிரியர்கள்	பெயர்ச்சொற்கள் அறிதல்
S-11	SLO-1	மனிதநேயம்	ஹைக்கூ, லிமரைக்கூ, சென்ரியூ – தேர்ந்தெடுத்த கவிதைகள்	சிலப்பதிகாரம் – அறிமுகம்	தமிழ் இலக்கியத்தில் உரைநடைக்கூறுகள்	வினைச்சொற்கள்
	SLO-2	தமிழ்க் கவிதையில் சுற்றுச்சூழலியல்	ஹைக்கூ – மு.முருகேஷ்	கட்டுரைக்காதை	உரைநடையின் தோற்றம்	வினைச்சொற்கள் அறிதல்
S-12	SLO-1	பழனிபாரதியின் காடு	லிமரைக்கூ – ஈரோடு தமிழன்பன்	ஊழ்வினை	தமிழில் உரைநடை	தமிழில் பெயரடை, வினையடை
	SLO-2	இயற்கையும் சமூக சமத்துவ வாழ்வியலும்	சென்ரியூ – மாமதயானை	கோவலனின் முற்பிறப்பு வரலாறு	உரைநடை வளர்த்த அறிஞர்கள்	பெயரடை, வினையடை அறிதல்

Learning Resources	1.	முல்லைக்காடு, தொகுப்பும் பதிப்பும் - தமிழ்த்துறை ஆசிரியர்கள், எஸ்.ஆர்.எம். அறிவியல் மற்றும் தொழில்நுட்பக் கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2023
	2.	வல்லிக்கண்ணன், புதுக்கவிதை தோற்றமும் வளர்ச்சியும், ஆழி பதிப்பகம், சென்னை, 2018
	3.	கா. சிவத்தம்பி, தமிழில் சிறுகதை தோற்றமும் வளர்ச்சியும், என்.சி.பி.எச்., சென்னை, 2013
	4.	தமிழ் இணையக் கல்விக்கழகம் - <a href="http://www.tamilvu.org/">http://www.tamilvu.org/</a>
	5.	மதுரை தமிழ் இலக்கிய மின் தொகுப்புத் திட்டம் - <a href="https://www.projectmadurai.org/">https://www.projectmadurai.org/</a>

	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
	Understand										
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
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Course Code	ULH23G01J	Course Name	HINDI-I	Course Category	G	Generic Elective Course										L	T	P	O	C		
																2	0	2	2	3		
Pre-requisite Courses	Nil		Co-requisite Courses	Nil		Progressive Courses	Nil															
Course Offering Department		HINDI		Data Book / Codes/Standards		Nil																
Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To Communicate in Hindi without any inhibition				1 Level of Thinking (Bloom)	2 Expected Proficiency (%)	3 Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To appreciate the Hindi Language in its various forms							Fundamental Knowledge	Application of Concepts	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	To analyze the different writing styles																					
CLR-4 :	To display moral and social values in the field of social Responsibility and Integrity																					
CLR-5 :	To be willing listeners and Translators-where need be																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			2	75	80	H	H	H	M	L	H	L	M	L	L	H	M	-	-	-
CLO-1 :	To Understand the Philosophy of life and living through Stories				2	80	90	H	H	H	M	L	H	H	M	L	L	H	M	-	-	-
CLO-2 :	To Examine Travelogue writing and Sketch				2	75	95	H	H	M	L	H	H	M	H	M	M	H	H	-	-	-
CLO-3 :	To Identify Irony and essay-based writing				2	80	90	H	H	L	H	M	H	L	H	H	M	H	H	-	-	-
CLO-4 :	Evaluate the various social issues depicted in the prose				2	85	90	M	H	M	H	L	H	H	L	H	M	H	H	-	-	-
CLO-5 :	To Understand the basic and fundamental principal of Translation				2																	
Duration (hour)		12		12		12		12		12		12										
S-1	SLO-1	KAHANI	REKHACHITRA & YATRAVITRANT	NIBANDH		NATAK		ANUVAD& PARIBHASHIK SHABDAVALI														
	SLO-2	AVDHARNA	VDHARNA	IBANDH KI AVDHARNA		AVDHARNA RTH																
S-2	SLO-1	SWARUP	WAROOP	WARUP		NATAK KA SWARUP					ARIBHASHA											
	SLO-2	PARIBHASHA	HUMIKA	ARIBHASHA		PARIBHASHA					WARUP											
S-3	SLO-1	KAHANI KE TATVA	MAHATVA	TATVA		RAKAR																
	SLO-2	KAHANI KA MAHATVA	DDESHYA	PRAKAR		MAHATVA																
S-4	SLO-1	PAARIKSHA- PREMCHAND	VISHA-EKHACHITRA	UTAJ- NIBANDH AJARI PRASHAD DIVEDI		DDESHYA					DDESHYA											
	SLO-2	KAHANI KA PARICHAY	EKHIKA PARICHAY	EKHIKA PARICHAY		RANGMANCH KA PARICHAY					NUVAD KA PRAYOJAN											
S-5	SLO-1	VISLESHAN	ATH KA VISHLESHAN	ATH KA MAHATVA		NATAK KA MAHATVA					NUVAD KA PRAYOG											
	SLO-2	EMANDARI KA MAHATVA	GURU SHISHYA KA SAMBANDH	IPRIT PARISHTHITIYON ME JEEVAN I ASH		PRAYOJAN					HROT BHASHA KA GYAN											
S-6	SLO-1	HONHARI KA PARICHAY	GURU KE PRATI SMARPAN BHAVANA	MANAV KI AKANKSHAYEN		ANDHER NAGRI-(NATAK) BHARTENDU HARISHCHAND					LAKSHYA BHASHA KA GYAN											

	SLO-2	UDDESHYA	PATH KA MAHATVA	SHANGHARSHIL JEEVAN	LEKHAK PARICHAY	ANUVAD KA DAYITVA
S-7	SLO-1	MALBE KA MALIK-MOHAN RAKESH	HELE PAR HIMALAY (YATRAVITRANT)	SANGHARSH KA PARINAM	NATAK KA VISLESHAN	ANUVAD KA ABHYASH
	SLO-2	LEKHAK PARICHAY	LEKHAK PARICHAY	BHOLARAM KA JEEV-(VYANGYA) HARISHANKAR PARSHAI	NATAK ABHINAY	ANGREJI SE HINDI
S-8	SLO-1	BATWARE KA YATHARTH VARNAN	YATRAVITRANT KA MAHATVA	VYANGYA KI AVADHARNA	LALCH KA DUSHPARINAM	HINDI SE ANGREJI
	SLO-2	TATKALIN PARISHTHITI KA VARNAN	YATRA KA YATHARTH CHITRAN	MAHATVA	SHISHYA KI AGYANTA	ANUVAD PRIYOJNA KARYA
S-9	SLO-1	APNI MITTI SE LAGAV	PATH KA VISLESHAN	LEKHAK PARICHAY	GURU SHISHYA SAMBANDH	PUNRIKSHAN
	SLO-2	RAJNITIK VIDWESH KA PARINAM	HIMALAY KA VARNANA	PATH KA VIHLESHAN	HASHYA VYANGY SE AVAGAT KARANA	VIVIDH PRAYOG
S-10	SLO-1	PROPKAR KI BHAVANA	HIMALAY KA LOK JEEVAN	MADHYAVARGI PARIVAR KI STHITI	DURDRISHTIHIN	PARIBHASHIK SHABDAVALI
	SLO-2	KAHANI PATH	LOK SAMASYA	SARKARI TANTRA KA KHOKHLA RUP	MAHATTAKANKSHI KA DUSHPARINAM	ATI MAHTVAPURN SHABD
S-11	SLO-1	KAHANI KA VISHLESHAN	UDDESHYA	PAURANIK KATHA KA CHITRAN	GURU KI AVAGYA KA DUSHPARINAM	TAKANIKI SHABDAVALI KA MHATVA
	SLO-2	PRASHO KI CHARCHA	PRASHNA ABHYASH	SANVEDANSHIL BHAVANA	TATKALIN SAMAJIK VYAVASTHA KI CHARCHA	HINDI SE ANGREZI SHABD
S-12	SLO-1	PRASHN ABHYASH	PATH PRICHARCHA	PARICHARCHA	PARICHARCHA	ANGREZI SE HINDI SHABD
	SLO-2	KAHANI KA UDDESHYA	MAHATVAPURN BIBDUON KI CHARCHA	PRASHANA ABHYASH	PRASHNABHYASH	SHABDAVALI KI AVSHYAKTA

<b>Learning Resources</b>	<b>Edited Book: “SAMYA HINDI”, SRIJONLOK PUBLICATION, 2023, New Delhi.</b>
	<ol style="list-style-type: none"> <li>1. KABIR – HAZARI PRASAD DWEDI</li> <li>2. SURDAS – RAM CHANDRA SHUKL</li> <li>3. BHAKTI ANDOLAN AUR SURDAS KA KAVYA – MANAGER PANDEY</li> <li>4. BIHARI – VISHVNATH PRASAD MISHR</li> <li>5. Aadhunik Vigyapan aur Jansampark – Tareh Bhatia</li> </ol>

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
	Understand										
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Shri. Santosh Kumar Editor : Srijanlok Magazine Place: Vashishth Nagar, Ara – 802301	1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi,CUTN, Tamilnadu	1. Dr.S Preeti. Associate Professor & Head, SRMIST
		2. Dr. Md.S. Islam Assistant Professor, SRMIST
		3.Dr. S. Razia Begum, Assistant Professor, SRM IST
		4, Dr.Nisha Murlidharan Assistant Professor, VDP,SRM IST



Course Code	ULF23G01J	Course Name	French-I	Course Category	G	Generic Elective Course	L	T	P	O	C
							2	0	2	2	3

Pre-requisite Courses	Nil				Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	French	Data Book / Codes/Standards						Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)														
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CLR-1 :	Extend and expand their savoir-faire through the acquisition of current scenario	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO -3
CLR-3 :	Make them learn the basic rules of French Grammar.																		
CLR-4 :	Develop strategies of comprehension of texts of different origin																		
CLR-5 :	Strengthen the language of the students both in oral and written																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	To acquire knowledge about French language	2	75	80	H	M	H	H	M	H	H	L	M	M	H	L	-	-	-
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of French	2	80	90	M	H	L	H	H	M	H	M	L	L	H	M	-	-	-
CLO-3 :	To develop content using the features in French language	2	85	75	H	H	L	M	H	M	L	H	M	M	H	H	-	-	-
CLO-4 :	To interpret the French language into other language	2	75	80	H	L	M	H	M	H	H	M	L	H	M	L	-	-	-
CLO-5 :	To improve the communication, intercultural elements in French language	2	80	75	M	H	H	L	M	M	H	H	M	L	H	M	-	-	-

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Contacts	Les verbes du premier groupe	Qu'est-ce qu'ils font ?	Portraits	Les verbes du deuxième groupe
	SLO-2	Emma la championne	Les exemples	Les exemples	Un casting	Les exemples
S-2	SLO-1	Les nombres à partir de 31	La liaison	Où est mon sac	Les exemples	Les pronoms personnels toniques
	SLO-2	Les activités	Les activités	Les exemples	Les activités	Les exemples
S-3	SLO-1	Les pays	Entrer en contact	Quelques objets	Le Petit Spirou	Les verbes faire et lire
	SLO-2	les nationalités	Les activités	Les exemples	Les activités	Les exemples

S-4	SLO-1	Les jours de la semaine	Présenter et se présenter	Les professions	L'aspect physique	<i>Les Sons</i>
	SLO-2	Les jours	Les activités	La fiche d'identité	Les activités	Les exemples
S-5	SLO-1	Les mois de l'année	Demander et dire la date	La formation du féminin (2)	Le caractère	<i>Décrire l'aspect physique</i>
	SLO-2	Les activités	Les activités	La phrase interrogative partielle –	Les exemples	<i>Décrire le caractère</i>
S-6	SLO-1	Les animaux domestiques	une rencontre.	<i>Qu'est-ce que c'est ?</i>	les états d'âme	<i>Demander et dire l'heure</i>
	SLO-2	Les activités	Les activités	<i>Qui est-ce ?</i>	Les activités	Les exemples
S-7	SLO-1	La famille (1)	Contacts	<i>C'est / Il est (1)</i>	Les prépositions de lieu (1)	<i>Elle est comment ?</i>
	SLO-2	Les activités	Les activités	<b>Les exemples</b>	Les exemples	Les exemples
S-8	SLO-1	La formation du féminin (1)	Emma la Championne	La phrase négative (1)	La famille (2)	<i>Portraits</i>
	SLO-2	Les activités	Les activités	Les exemples	Les activités	Les exemples
S-9	SLO-1	Les adjectifs possessifs	Mots et expressions	Les verbes aller et venir	La formation du féminin	<i>Mots et Expressions</i>
	SLO-2	Les exemples	Les activités	L'élision	Les activités	Les activités
S-10	SLO-1	La phrase interrogative	Grammaire -	Les formules de politesse	La formation du pluriel (2)	<i>Grammaire.</i>
	SLO-2	Les exemples	<b>Les exemples</b>	Demander des informations personnelles	Les activités	Les exemples
S-11	SLO-1	Les activités	Communication	C'est qui ?	<i>Il y a</i>	Les activités
	SLO-2	Les nombres	Les activités	Qu'est-ce qu'ils font ?	Les activités	<i>Communication</i>
S-12	SLO-1	intonation et <i>est-ce que</i>	<i>Les verbes du ER –groupe</i>	Mots et Expressions	Les articles contractés	Les activités
	SLO-2	Les exemples	Les exemples	Grammaire – Communication	Les exemples	Les exemples

Learning Resources	<b>Theory:</b>
	1. “‘‘ Nouvelle Génération-AI’’ Méthode de français, Marie-Noëlle COCTON, P.DAUDA, L.GIACHINO, C.BARACCO, Les éditions Didier, Paris, 2018.
	2. <i>Cahier d'activités avec deux discs compacts.</i>
	3. <a href="https://www.fluentu.com/blog/french/french-grammar">https://www.fluentu.com/blog/french/french-grammar</a>
	4. <a href="https://www.elearningfrench.com/learn-french-grammar-online-free.html">https://www.elearningfrench.com/learn-french-grammar-online-free.html</a>
	5. <a href="https://www.lawlessfrench.com/grammar">https://www.lawlessfrench.com/grammar</a>
	6. <a href="https://blog.gymglish.com/2022/12/15/basic-french-grammar">https://blog.gymglish.com/2022/12/15/basic-french-grammar</a>

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
1. Mr. Kavaskar Danasegarane Process Expert Maersk Global Service Center Pvt. Ltd	1. Dr. C.Thirumurugan Professor, Department of French, Pondicherry University	1. Mr. Kumaravel K. Assistant Professor & Head, SRMIST, KTR
2.Mr. Sharath Raam Prasad Character Designer, Animaker Company Pvt.		2. Mrs. Abigail, Assistant Professor, SRMIST, VDP

		Learning Assessment									
	Bloom’s Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (5%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
	Understand										
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

<b>Course Code</b>	<i>ULE23AE1T</i>	<b>Course Name</b>	<b>English</b>	<b>Course Category</b>	<i>AE</i>	<i>Ability Enhancement course</i>	<b>L</b>	<b>T</b>	<b>P</b>	<b>0</b>	<b>C</b>
							<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>

<b>Pre-requisite Courses</b>	<i>Nil</i>	<b>Co-requisite Courses</b>	<i>Nil</i>	<b>Progressive Courses</b>	<i>Nil</i>
<b>Course Offering Department</b>	<i>Department of English, FSH, SRMIST</i>		<b>Data Book / Codes/Standards</b>	<i>Nil</i>	

<b>Course Learning Rationale (CLR):</b>	<i>The purpose of learning this course is to:</i>	<b>Learning</b>	<b>Program Learning Outcomes (PLO)</b>
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<b>CLR-1 :</b>	<i>Develop an understanding and sensibility of human consciousness through gender inclusive curriculum</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>CLR-2 :</b>	<i>Enhance the abilities of deeper understanding to stay with integrity with the fellow human beings</i>	Level of Thinking (Bloom) Expected Proficiency (%) Expected Attainment (%)			Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO -3
<b>CLR-3 :</b>	<i>Develop the overall language competency of the learner</i>																		
<b>CLR-4 :</b>	<i>Develop proficient language skills</i>																		
<b>CLR-5 :</b>	<i>Learn to express the thoughts clearly, develop logical arguments and enhance the overall communication skills.</i>																		

<b>Course Learning Outcomes (CLO):</b>	<i>At the end of this course, learners will be able to:</i>																		
<b>CLO-1 :</b>	<i>Analyze different literary texts to identify the representation of issues related to gender, and class</i>	2	75	60	H	M	M	L	-	M	-	M	H	L	H	L	-	-	-
<b>CLO-2 :</b>	<i>Apply critical thinking skills to analyze and respond to academic texts.</i>	2	80	70	M	H	L	-	-	-	-	M	M	H	H	M	-	-	-
<b>CLO-3 :</b>	<i>Critically evaluate and discuss contemporary issues through online articles.</i>	2	70	65	M	M	M	-	L	L	-	H	M	H	H	L	-	-	-
<b>CLO-4 :</b>	<i>Refine their general writing skills</i>	2	70	70	H	M	L	-	M	H	-	-	-	-	H	L	-	-	-
<b>CLO-5 :</b>	<i>Improve their language application skills</i>	2	80	70	H	H	-	M	-	M	-	L	L	M	H	M	-	-	-

<b>Duration (hour)</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>
<b>S-1</b>	<b>SLO-1</b>	<i>Introduction to the poetry and the poet- Sukirtharani</i>	<i>Introduction to Short stories. Introducing the short story writer Katherine Mansfield.</i>	<i>Introduction to Creative Writing. Explaining the elements of creative writing.</i>	<i>Building the discourse- The significance of conversation and the key elements of discourse are the points of discussion in this class hour.</i>	<i>Reflecting the learning. -Review writing</i>
	<b>SLO- 2</b>	<i>Reading and recitation of the poem -Debt</i>	<i>Reading the story- The Doll's House</i>	<i>Stand-up comedy show -translate the audio content in English. (any regional language)</i>	<i>Art of conversation in digital and verbal discourse- Lee Mockobe's A Powerful Poem of what it means to be a Transgender. TEDX TALK- POEM RECITATION</i>	<i>Choosing the subject for reviewing.</i>

S-2	SLO-1	Analysis and Critical interpretation of the poem.	Explaining the story through depiction of characters and representation of injustices.	Students- groups -Students belonging to States other than Tamil Nadu	Reflecting on the style and the tone of the poem.	Planning to choose.
	SLO- 2	Introduction to the poet Kalki Subramaniam.	Analysis and critical interpretation of the short story Doll's House.	Practice the writing activity -creative ways of engaging in translation.	Practicing conversation	Understand the review process how effectively a review of any work can be done.
S-3 – S-4	SLO-1	Reading and recitation of the poem Phallus I cut.	Introduction to the writer Haruki Murakami.	Correction of errors- attempting to translate.	Introducing Content writing in Social Media- the importance of content writing.	Introducing the students to the review of the various works.
	SLO- 2	Analysis and Critical interpretation of the poem.	Reading the Confessions of a Shinawaga monkey.	Identifying equivalent terms to certain regional words - learn the art of translation.	.BLOG WRITING - Subtleties Of Workplace Inclusion: Mental Health And Queer Community- Salik Ansari.	Reviewing -recorded -posted in the social media pages of SRMIST
S-5	SLO-1	Introduction to the poet Imtiaz Dharker	Discussion and analysis of the Confessions of a Shinawaga monkey.	Introducing famous art works and the contexts of creation. Salvador Dali- The Face of War Pablo Picasso- Guernica Edward Munch- The Scream Pieter Bruegel- The Tower of Babel	writer's conversation with the readers - the blog in other blog articles..	Thoughtful conversation with your team member post the same in the official social media page of SRMIST.
	SLO- 2	Reading and reciting the poem Purdah 1	Introduction to Crystal Wilkinson	creative and/ or thoughtful writing - contemporary themes of modern day relevance	Practice blog writing	Choosing the team based on the abilities that are comfortable to match the peer members
S-6	SLO-1	Analysis and Critical interpretation of the poem- Purdah 1	Reading Endangered Species: Case 47401.	Students -writing abilities- building stories- a visual treat of variety of pictures.	Apprehending Life by reading the texts of influence- Chimamanda Ngozi Adiche's Notes on Grief- A BRIEF NOTE, We should all be Feminists- An Essay.	Choosing the topics for a thoughtful conversation
	SLO- 2	Reading and reciting the poem Purdah 2	Discussion and analysis of Endangered Species: Case 47401.	Elements of writing	Discussion- essay by the author -subjective depiction of life. Understand -subjective opinions -perspectives -	Planning and preparation for the script of conversation with a team member
S-7 – S-8	SLO-1	Analysis and Critical interpretation of the poem- Purdah 2	Introduction to C.S Lakshmi also known as Ambai.	Incorporate the elements of story in story writing.	Class discussion	Drafting , editing and revising the script of conversation and enacting the conversation with the team members
	SLO- 2	Introduction to the poet Arundathi Subramanian	Reading the short story- In a Forest, A Deer.	Practice -write stories -pictures given or shown	Practising the task multiple times with all the students in the classroom.	Enactment -proper rehearsal -final performance - conversation- whole performance should be recorded.
S-9	SLO-1	Reading and reciting the poem- Home	Discussion and Analysis of In a Forest, A Deer.	A writing task to write a script is introduced in the classroom.	Interposing opinions in famous interviews-	The recording should be posted in the official media page and social handles of SRMIST.

	<b>SLO- 2</b>	Analysis and Critical interpretation of the poem- Home	Retrospecting the writing styles of the authors- Katherine Mansfield, Haruki Murakami, Crystal Wilkinson and Ambai.	creative scripts inspiring from the dialogues of their favourite films by changing the scenario to their own wish according to their own whims and fancies.	Interposing opinions in famous interviews- FII Interviews: Tasveer Co-Founder And Filmmaker Rita Meher On The Seattle Legislation, Minority Rights And The Fight Against Oppression- INTERVIEW	work for this social post - reflect on their experience of learning communicative English course and the testimonial has to be recorded and posted in the social media pages of SRMIST..
<b>S-10</b>	<b>SLO-1</b>	Recollection of study of the writing styles and intentions of the poets prescribed in the syllabus.	Revision- The Doll's House	Creative writing -writing news reports, recreated with new characters, places, scenes, incidents.	Students -enact as interviewer and interviewee and practice building the discourse.	Involving the students for the project work.  Introducing what is project work and inculcating the interest -Giving instructions to do the project works -
	<b>SLO- 2</b>	Revision of the poems Debt and Phallus I cut	Revision- Confessions of a Shinawaga Monkey	Watch debate shows - summarising the arguments Enhance -descriptive writing skill.	Certain role plays like celebrity personalities, political personalities -conduct the interview and be the interviewer and interviewee.	Discussion of ideas and generation of creative ideas

<b>1 - S 12</b>	<b>SLO-1</b>	Revision of the poems Purdah 1 and 2	Revision- Endangered Species: Case 47401	Practice the improvement of writing skill.	The art of conversation and the ability to build a discourse	1. Assignment on any piece of creative writing (OR) 2. Presentation- Mastering the art of Public Speaking. (OR) 3. Project on compiling the real life influential events on gender inclusive issues and a presentation of the same. Interview Scripting /Blog writing.
	<b>SLO- 2</b>	Revision of the poem Hiome.	Revision- In a Forest, A Deer.	Repetitive practice and continuous assessment -writing skills-master the writing skill.	The evaluation and assesment of the conversation -constructive feedbacks to the students.	Students can opt any of the project from the given choice.

<b>Learning Resources</b>	Horizon- English Text Book – Compiled and Edited by the faculty of English Departement, FSH, SRMIST, 2020 English Grammar in Use by Raymond Murphy Raymond Murphy, Intermediate English Grammar, Cambridge University Press, 2007 R.P. Bhatnagar, English for Competitive Examinations, Trinity Press, 3rd Edition,2016 <a href="http://www.aptitudetests.org/verbal-reasoning-test">http://www.aptitudetests.org/verbal-reasoning-test</a> <a href="https://www.assessmentday.co.uk/aptitudetests_verbal.htm">https://www.assessmentday.co.uk/aptitudetests_verbal.htm</a>					



Level	Blooms Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (20%)		CLA-4 (10%)			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
3	Evaluate	30 %	-	30%	-	30%	-	30 %	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
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<b>Ann Mariya Thomson</b> <b>RA2232105010015</b> <b>II M.A English Literature</b> <b>CSH, SRM IST</b> <b>az1160@srmist.edu.in</b>	<b>Dr. K S Antonyamy</b> <b>Associate Professor and Head, Dept. of English Loyola College</b> <b>Chennai</b> <b>antonyamyks@loyolacollege.edu</b>	<b>Dr. Dr. Shanthichitra, Associate Professor, &amp; Head, Department of English, FSH, SRMIST</b> <b>2. Dr Anchal Sharma, Prof &amp; Hod EFL SRMIST NCR Campus</b> <b>3. Dr T Sridevi, Assistant Professor English, FSH Ramapuram SRM</b> <b>Dr Shanmuga Priya, Assistant Professor SRMIST Trichirapalli Campus</b>

Course Code	USY23101T	Course Name	GENERAL PSYCHOLOGY - I			Course Category	C	Professional Core Course							L	T	P	O	C				
								4	0	0	2	4											
Pre-requisite Courses	Nil		Co-requisite Courses		Nil		Progressive Courses	Nil															
Course Offering Department		Psychology			Data Book / Codes/Standards			Nil															
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)													
CLR-1 :	To understand the nature of Psychology					Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Learn the role of the nervous system, endocrine systems and consciousness								Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	To Understand the basic anatomy and functions of sensation and perception																						
CLR-4 :	Understand different models of human behavior based on science																						
CLR-5 :	Know the fundamental principles and features of personality and motivation																						
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:					2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-
CLO-1 :	Understand different models of human behavior based on science					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	Analysis major components of biological systems studied in psychology					2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 :	Evaluate the methods to improve memory and problem solving					2	70	70	H	-	H	H	H	-	-	H	-	-	H	-	-	-	-
CLO-4 :	Design, conduct, or evaluate basic psychological techniques to improve personality					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-5 :	Apply psychological principles to everyday life					2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLO-6 :						2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Duration (hour)	12		12		12		12			12			12										
S-1	SLO-1	Introduction & Definition of Psychology	Sensation and Perception		Defining awareness		Concept of classical conditioning			Concept of memory													
	SLO-2	Introducing psychology	Introducing perception		Different states of mind		Elements and Principles of generalizations			Various types of memories													
S-2	SLO-1	history of psychology	Sensation: Basic concepts		Nature of consciousness		Explaining second order conditioning			Various Stages in memories													
	SLO-2	Explaining evolution of psychology	Conceptualizing the sensation		Nature of consciousness		Illustrations of conditioning			Various Stages in memories													
S-3	SLO-1	Psychology as a science	processes in sensation		Various functions of consciousness		Applications of illustrations			Explaining the models of memory													
	SLO-2	Explore the psychology as science	Various process involved in sensation		Various functions of consciousness		Trial and error of illustrations			Explaining the models of memory													
S-4	SLO-1	Research methods of Psychology	Types of senses		Stages of sleep and dream		Learning through illustrations			Short term memory													
	SLO-2	Discuss the various research methods in Psychology	Explaining various types of senses		Various forms of dreams		Concept of operant conditioning			Problems of short term memory													
S-5	SLO-1	Research methods of Psychology	Types of senses		Exploring Circadian rhythm		Reinforcement process			Long term memory													
	SLO-2	Discuss the various research methods in Psychology	Explaining various types of senses		cycles of sleep		Reinforcement process			Long term memory													
S-6	SLO-1	Different schools of Psychology	Sensory adaptation		Various stages of sleep		Positive Effects of reinforcements			Process of encoding													
	SLO-2	Synthesis the various school of sthoughts	Adaption of sensory organs		Variety of Altered states		Side effects of reinforcement																
S-7	SLO-1	Different schools of Psychology	integration of senses		Variety of Altered states		Explaining types of learning			Process of storing													
	SLO-2	Synthesis the various school of sthoughts	Defining the integrity of senses		Concept of Lucid Dreaming		Explaining types of learning			Issues in storing													
S-8	SLO-1	modern perspectives of Psychology	Perception- basic concepts		Introduction to hypnosis		Concept of Verbal learning			Forgetting													
	SLO-2	Discuss the psychology in modern perspectives	Introducing the basic concepts of senses		Various myths of hypnosis		Concept of Verbal learning			Various types of forgetting													
S-9	SLO-1	modern perspectives of Psychology	motivation and emotion		Concept of meditation		Social and cognitive learning			Process of retrieval from long term memory													
	SLO-2	Discuss the psychology in modern perspectives	Discuss on motive and Emotion		Concept of meditation		Social and cognitive learning			Process of retrieval from long term memory													
S-10	SLO-1	Scope of Psychology	figure ground separation		Introducing Hallucinations		Process of observational learning			Concept of interference													
	SLO-2	Defining the scope of psychology and its application	laws of organization		Discuss the types of Hallucinations		Principles of observational learning			Concept of interference													
	SLO-1	Scope of Psychology	Different processes of perception		Concept of religious ecstasy		Concept of cognitive mapping			Memory techniques													



S-11	SLO-2	Defining the scope of psychology and its application	depth perception	Concept of religious ecstasy	Concept of cognitive mapping	Memory improving techniques
S-12	SLO-1	branches of Psychology	perception of movement	Drug induced states	Prospects of Insight learning	Concept of amnesia
	SLO-2	Discuss the branches in Psychology	constancy of perception	Problems of using drugs	Prospects of Insight learning	Problems of amnesia
Learning Resources	<ul style="list-style-type: none"> <li>Baron, R.A. (2002). Psychology (5th ed.). India: Prentice Hall.</li> <li>Hilgard, E.R., Atkinson, R.L., Atkinson, R.C. (2009). Introduction to Psychology (14th ed). Wordsworth Pub. Co. Morgan, C.T., King, R.A., Weisz, J.R., &amp; Schopler, J. (2007). Introduction to Psychology (7th ed). Singapore: McGraw-Hill.</li> </ul>			<ul style="list-style-type: none"> <li>Santrock, J.W. (2006). Psychology Essentials (Updated 2nd ed.). New Delhi: TataMcGraw Hill.</li> <li>Coon, D., &amp; Mitterer, J.O. (2007). Introduction to Psychology (11th ed.). New Delhi: Cengage Learning India Pvt Ltd.</li> </ul>		

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST

Course Code	USY23102T	Course Name	BIOLOGICAL PSYCHOLOGY - I			Course Category	C	Professional Core Course					L	T	P	O	C							
Pre-requisiteCourses	Nil		Co-requisite Courses		Nil		Progressive Courses		Nil										4	0	0	2	4	
Course Offering Department			Psychology		Data Book / Codes/Standards			Nil																
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To understand the nature of Psychology					Level of Thinking (Bloom)	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To understand the relationship between the body, mind and the brain.																							
CLR-3 :	To explain the biological foundations of behavior, including theories, history, and research methods																							
CLR-4 :	Understand the evolution and development of the nervous system.																							
CLR-5 :	To learn the structures and functions that underlie sensation, perception, and motor control																							
						Expected Proficiency (%)				Fundamental Knowledge														
						Expected Attainment (%)				Application of Concepts														
										Link with Related Disciplines														
										Procedural Knowledge														
										Skills in Specialization														
										Ability to Utilize Knowledge														
										Skills in Modeling														
										Analyze, Interpret Data														
										Investigative Skills														
										Problem Solving Skills														
										Communication Skills														
										Analytical Skills														
										PSO -1														
										PSO -2														
										PSO-3														
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:					2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-1 :	Able to evaluate basic brain structures and functional neural systems					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	To remember process of signalling between nerve cells including chemical neurotransmitters					2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-3 :	To analysis the role of neurotransmitters in human functioning					2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-	-
CLO-4 :	To understand the functional organization of the sensory systems					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-5 :	To apply the bio-psycho premises to predict, enhance human emotions					2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Duration (hour)		12	12	12	12																			
S-1	SLO-1	Introduction to Bio Psychology	Introducing Neuro anatomy	Concept of nervous system	Neural Impulse						Neurotransmitters													
	SLO-2	Relationship between psychologyand human body	Understanding the neuron	Functioning of nervous system	Functioning of neural Impulse						Understanding the process ofNeurotransmitters													
S-2	SLO-1	Different methods of study	The structure of neuron	Nervous system and human Body	Problems with neural impulse						Neurotransmitters and Nervous system													
	SLO-2	Different methods of study	The functioning of neuron	Nervous system and human Body	Problems with neural impulse						Neurotransmitters and Nervous system													
S-3	SLO-1	Approaches to Bio Psychology	Types of neurons	Nervous system and its functioning	Neural impulse cycle						acetylcholine													
	SLO-2	Approaches to bio Psychology	Types of neurons	Nervous system and its functioning	Functioning of Neural impulse cycle						Understanding of acetylcholine													
S-4	SLO-1	Concept of Ablation	The concept of peripheral nervous system	Nervous system and various parts	Membrane potential						dopamine													
	SLO-2	Understanding of Ablation	The concept of peripheral nervous system	Nervous system and various parts	Understanding the functioning of membrane						Emotional control													
S-5	SLO-1	Concept of Electronic stimulation	Structure of Peripheral nervous system	The Spinal Cord	Resting potential						norepinephrine													
	SLO-2	Process of electronic simulation	Structure of peripheral nervous system	Spinal cord and human body	Understanding resting potential						Signal Transmission in norepinephrine													
S-6	SLO-1	Chemical Stimulation	Functions of peripheral nervous system	Spinal cord and nervous system	Concept of action potential						GABA													
	SLO-2	Process of chemical stimulation	Functions of peripheral nervous system	Spinal cord and nervous system	Concept of action potential						GABA and Central nervous system													
S-7	SLO-1	Concept of Stereotaxic surgery	The skeletal nervous system	Spinal cord and functioning of various parts	Understanding the process of action potential						Hormones													
	SLO-2	Risk and Problems of Surgery	The skeletal nervous system	Spinal cord and functioning of various parts	Understanding the process of action potential						Formation and functioning of Harmons													
S-8	SLO-1	Concept of Neuro Imaging	The structure of skeletal nervous system	Brain and Spinal Cord	Conduction of Neuron						Main endocrine glands													
	SLO-2	Concept of Neuro Imaging	The structure of skeletal nervous system	Brain and Spinal Cord	Conduction of Neuron						Main endocrine glands													
S-9	SLO-1	CT Scans	Functioning of skeletal nervous system	The Human Brain	Understanding the Neuron						hormone products													
	SLO-2	Process of CT scans	Functioning of skeletal nervous system	Function of human brain	Understanding the Neuron						hormone products													
S-10	SLO-1	PET Scans	Automatic nervous system	Hind brain	Obstacles of conduction of neuron						principal effects of hormones													
	SLO-2	Benefits of PET scans	Automatic nervous system	Functioning of hind brain	Obstacles of conduction of neuron						principal effects of hormones													
S-11	SLO-1	MRI and FMRI	Structure of automatic nervous system	Mid brain	Conduction across Synapse						principal effects of harmons													
	SLO-2	Understanding of MRI and FMRI	Structure of automatic nervous system	Functioning of mid brain	Process of Conduction across synapse						principal effects of harmons													

S-12	SLO-1	Explanation of Behavior	Functioning of Autonomic nervous system,	Forebrain	Barriers of conduction	principal effects of harmons
	SLO-2	Explanation of Behavior	Functioning of Autonomic nervous system,	Functioning of fore brain	Barriers of conduction	principal effects of harmons
Learning Resources		<ul style="list-style-type: none"> <li>Carlson, N. R. (2007). <i>Foundations of Physiological Psychology</i> (6th ed).New Delhi: Pearson Education.</li> <li>Kalat, J. W. (2012). <i>Biological Psychology</i> (11th ed). USA:</li> </ul>			<ul style="list-style-type: none"> <li>Wadworth,Belmont,2013.</li> </ul>	

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST

Course Code	USY23103T	Course Name	DEVELOPMENTAL PSYCHOLOGY - I			Course Category	C	Professional Core Course							L	T	P	O	C				
															4	0	0	2	4				
Pre-requisite Courses	Nil		Co-requisite Courses		Nil		Progressive Courses		Nil														
Course Offering Department		Psychology			Data Book / Codes/Standards			Nil															
Course Learning Rationale (CLR):		The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)														
CLR-1 :To understand the nature of Psychology						Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment(%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :To explain how theories are used to understand child behavior and development									Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO -3
CLR-3 :To learn the role of major theories of child development																							
CLR-4 :To analyze the interdependence of the cognitive, psychosocial and physical domains of development																							
CLR-5 :Toknow the current research findings as they apply to child development																							
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																					
CLO-1 :To remember the basic concepts of human life span under various periods						2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :To analysis major components of human life transitions across different ages.						2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 :Evaluate the different stages of life and it's impact on health and well-being						2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 :Understand the characteristics of each life span stage through empirical findings						2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5 :Apply psychological principles in the developmental process						2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
						2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Duration (hour)		12		12		12		12		12					12								
S-1	SLO-1	Human development	Characteristics of infancy	Concept of Cognitive development	Characteristics of adolescence	Social changes during adolescence																	
	SLO-2	Understanding Human Development	Characteristics of infancy	Stages of cognitive development	Characteristics of adolescence	Social changes during adolescence																	
S-2	SLO-1	Period of Life span	early childhood	Piaget sensory motor stage	developmental tasks of adolescence	Social changes during adolescence																	
	SLO-2	Stages in life span	early childhood	Piaget sensory motor stage	developmental tasks of adolescence	Social changes during adolescence																	
S-3	SLO-1	Issues in different stages	physical development	Piaget preoperational stage	developmental tasks of adolescence	theoretical perception in adolescence																	
	SLO-2	Issues in different stages	physical development	Piaget preoperational stage	developmental tasks of adolescence	theoretical perception in adolescence																	
S-4	SLO-1	Stage of conception	Concept of health	Piaget stage of concrete operations	physical changes	identity formation																	
	SLO-2	Conception through birth	Issues in Health	Piaget stage of concrete operations	physical changes	Understanding approved sex roles																	
S-5	SLO-1	Concept of Fertilization	Concept of motor	moral development	maturaton in adolescence	family relationships																	
	SLO-2	Problems of Fertilization	Obstacles of Motor sensory	moral development	maturaton in adolescence	family relationships																	
S-6	SLO-1	Concept of Herdity	sensory	personality in late childhood	maturaton in adolescence	relationship with peers																	
	SLO-2	Concept of Herdity	Issues of Sensory	personality in late childhood	maturaton in adolescence	relationship with peers																	
S-7	SLO-1	Environment	emotional	development of self-concept	psychological impact of physical changes	personality changes																	
	SLO-2	Importance of environment	emotional	development of self-concept	psychological impact of physical changes	personality changes																	
S-8	SLO-1	Parental development	perceptual development	Freud's latency period	psychological impact of physical changes	hazards of adolescence																	
	SLO-2	Various stages in parental development	perceptual development	Freud's latency period	psychological impact of physical changes	hazards of adolescence																	
S-9	SLO-1	Process involved	characteristics of late childhood	Erickson's industry versus inferiority	health concerns of adolescence,	problems of adolescence																	
	SLO-2	Barriers in parental developments	characteristics of late childhood	Erickson's industry versus inferiority	health concerns of adolescence,	problems of adolescence																	
S-10	SLO-1	Stages in birth	developmental tasks	social learning theory	health concerns of adolescence,	teenage pregnancy																	
	SLO-2	Stages in birth	developmental tasks	social learning theory	health concerns of adolescence,	teenage pregnancy																	
S-11	SLO-1	Methods of birth	physical development	Piaget stage of formal operations	aspects of intellectual development	Juvenile delinquency																	

	<b>SLO-2</b>	<i>Various Methods of birth</i>	<i>physical development</i>	<i>Piaget stage of formal operations</i>	<i>aspects of intellectual development</i>	<i>Juvenile delinquency</i>
<b>S-12</b>	<b>SLO-1</b>	<i>Settings of child birth</i>	<i>cognition and language</i>	<i>moral development</i>	<i>aspects of intellectual development</i>	<i>positive view of adolescence</i>
	<b>SLO-2</b>	<i>Settings of child birth</i>	<i>cognition and language</i>	<i>moral development</i>	<i>aspects of intellectual development</i>	<i>positive view of adolescence</i>
<b>Learning Resources</b>	1.	Papilia, Diane E., Sally Wendos Olds (2005). Human Development. 9th Edition. Tata McGraw Hill Publishing Co.			4.	Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company.
	2.	Hurlock, E. (1980). Developmental Psychology. Tata McGraw Hill Publishing.			5.	Santrock, John W. (2007). Adolescence. 11th edition. Tata McGraw Hill Publishing Company.
	3.	Shaffer, David R. (1993). Developmental Psychology. IV Edition Brooks / Cole Publishing Company.			6.	Santrock, John W. (2007). Child Development. 11th edition. Tata McGraw Hill Publishing Company.

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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Course Designers		
<i>Experts from Industry</i>	<i>Expert from Higher Technical Institutions</i>	<i>Internal Experts</i>
<i>Dr Nigesh K, Ministry of Labor and Employment, Government of India</i>	<i>Dr A Madalaimuthu, Christ University</i>	<i>Dr Saranya TS Dept of Psychology, SRMIST</i>
		<i>Dr Senthil Kumaran J, SRMIST</i>



Course Code	UCD23S01L	Course Name	Quantitative Aptitude and Reasoning	Course Category	S	Skill Enhancement Course	L	T	P	O	C
							0	0	2	2	1
Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses		Nil					
Course Offering Department		Career Development Centre	Data Book / Codes/Standards			-					

Course Learning Rationale (CLR): The purpose of learning this course is to:						Learning Program Learning Outcomes (PLO)																		
CLR-1 : Demonstrate various principles involved in solving mathematical concepts	CLR-2 : Develop interest and awareness in students regarding profit/ loss, interest calculations and averages	CLR-3 : Critically evaluate basic mathematical concepts related to mixtures and alligations, permutation and combinations, time and work	CLR-4 : Provide students with skills necessary to generate and interpret data and concepts related to time, speed and distance and blood relation.	CLR-5 : Enable students to understand reasoning skills and its importance	CLR-6 : Create awareness in students regarding the various concepts in quantitative aptitude and reasoning skills and also its importance in various competitive exams	Level of Thinking (Bloom's Taxonomy)	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						3	80	70	M	H	M	H	L	M	-	H	-	H	-	H	M	-	H	M
						3	80	75	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H	M
						3	85	70	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H	M
						3	85	80	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H	M
						3	85	75	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H	M
						3	80	70	M	H	M	H	-	M	-	H	-	M	-	H	M	-	H	M

Course Learning Outcomes (CLO): At the end of this course, learners will be able to:						Learning Program Learning Outcomes (PLO)																		
CLO-1 : Understand, analyze and solve questions based on numbers, logarithms.	CLO-2 : Create, solve, interpret and apply basic mathematical models which are applicable in our day to day life	CLO-3 : Understand the concepts of mixtures and alligations, permutation and combinations, probability, time and work and to approach a simpler and innovative method	CLO-4 : Understand the concept in time ,speed and distance	CLO-5 : Ability to solve the problems on reasoning	CLO-6 : Able to face different competitive exams	Level of Thinking (Bloom's Taxonomy)	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						3	80	70	M	H	M	H	L	M	-	H	-	H	-	H	M	-	H	M
						3	80	75	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H	M
						3	85	70	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H	M
						3	85	80	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H	M
						3	85	75	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H	M
						3	80	70	M	H	M	H	-	M	-	H	-	M	-	H	M	-	H	M

Duration (hour)	6	6	6	6	6
S-1	SLO-1 Classification of numbers	Profit and Loss-Introduction	Mixtures and Alligations-Introduction	Time, Speed and Distance-Problems on Trains	Direction Sense-Introduction
	SLO-2 Test of divisibility	Profit and Loss- Basic Problems	Mixtures and Alligations-Problems	Time, Speed and Distance-Boats&Streams	Direction Sense-Problems
S-2	SLO-1 Unit digit	Statistics-Introduction	Permutation –Introduction& Basics	Data Interpretation – Bar chart	Number Series
	SLO-2 Tailed zeroes	Statistics-Mean,Median,Mode	Combination-Introduction& Basics	Data Interpretation – Pie chart	Word Series
S-3	SLO-1 HCF, LCM	Simple Interest-Introduction,Formulas &Problems	Probability-Introduction &Basics	Data Interpretation – Table	Seating Arrangements - Linear
	SLO-2 HCF, LCM - Solving problems	Compound Interest-Introduction,Formulas &Problems	Probability-Problems	Data Interpretation – Line graph	Seating Arrangements - Circular
S-4	SLO-1 Logarithm –Introduction of log rules	Word problems on Line equationsIntroduction	Time and work-Introduction	Data sufficiency-Introduction and Basics	Puzzles-Concepts
	SLO-2 Logarithm –Applications of log rules	Word problems on Line equations- Basic problems	Time and work-Men and Work	Data sufficiency-Problems	Puzzles-Problems
S-5	SLO-1 Percentage -Introduction	Averages-Introduction & Basics	Time and work-Pipes &Cisterns(Introduction)	Blood relation-Introduction	Clocks-Concepts Discussion

	<b>SLO-2</b>	Percentage- Basic problems	Averages-Tricky Problems	Time and work-Pipes & Cisterns(Problems)	Blood relation-Problems	Clocks-Problems
<b>S-6</b>	<b>SLO-1</b>	Percentage-Increasing & Decreasing functions	Ratio and Proportions-Introduction	Time, Speed and Distance-Introduction	Coding – Decoding-Introduction	Calendars-Introduction of basic concept
	<b>SLO-2</b>	Percentage- Miscellaneous problems	Ratio and Proportions-Basics & problems	Time, Speed and Distance-Basic problems	Coding – Decoding-Different types	Calendars-Problems

<b>Learning Resources</b>	1. Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5 <sup>th</sup> Edition 2. Dr. Agarwal.R.S, Quantitative Aptitude for Competitive Examinations, S. Chand and Company Limited, 2018 Edition 3. Archana Ram, PlaceMentor: Tests of Aptitude for Placement Readiness, Oxford University Press, Oxford, 2018	4. Edgar Thrope, Test Of Reasoning for Competitive Examinations, Tata McGraw Hill, 6 <sup>th</sup> Edition 5. Dinesh Khattar, The Pearson Guide to Quantitative Aptitude for competitive examinations, Pearson, 3 <sup>rd</sup> Edition 6. P A Anand, Quantitative Aptitude for competitive examinations, Wiley publications, e book, 2019
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	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)							
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-
	Understand								
Level 2	Apply	40%	-	40%	-	40%	-	40%	-
	Analyze								
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-
	Create								
	Total	100 %		100 %		100 %		100 %	

# CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc.  
## CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ajay Zener, Director, Career Launcher	-	1. Dr. P Madhusoodhanan, HoD, CDC, E&T, SRMIST
		2. Dr. M Snehalatha, Assistant. Professor, CDC, E&T, SRMIST

Course Code	UCD23V01T	Course Name	Universal Human Values	Course Category	V	Value Addition Course					L	T	P	0	C
											2	0	0	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Career Guidance Cell	Data Book / Codes/Standards			

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning		
CLR-1 :	Help the students to understand need of value education, appreciate the essential complementarily between 'values' and 'skills' and to ensure sustained happiness and prosperity which are the core aspirations of all human beings,				1	2	3
CLR-2 :	Help students initiate a process of dialog within themselves to know what they really want to be' in their life and profession.				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
CLR-3 :	Help students to understand the meaning of happiness and prosperity for a human being. understanding holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.						
CLR-4 :	Help students on right understanding of the Human reality and the rest of existence, harmony at all the levels of human living, and live accordingly.						
CLR-5 :	Highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature.						
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:					
CLO-1 :	Evaluate the significance of value inputs in formal education and start applying them in their life and profession				3	80	70
CLO-2 :	Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.				3	80	75
CLO-3 :	Analyze the value of harmonious relationship based on trust and respect in their life and profession				3	85	70
CLO-4 :	Examine the role of a human being in ensuring harmony in society and nature.				3	85	80
CLO-5 :	Apply the understanding of ethical conduct to formulate the strategy for ethical life and profession.				3	85	75

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
M	-	-	H	-	-	-	-	-	-	M	-	-	H	H
-	M	-	H	-	L	-	-	-	-	-	-	-	H	H
-	-	-	H	-	-	-	M	L	-	-	-	-	H	H
-	-	-	H	-	-	L	-	L	L	-	L	M	H	H
		L	H	L	-	-	-	-	-	-	-	M	H	H

Duration (hour)	6	6	6	6	6
S-1	SLO	Right Understanding, Relationship and Physical Facility	Understanding Human being as the Co-existence of the Self and the Body	Harmony in the Family – the Basic Unit of Human Interaction	Understanding Harmony in the Nature
S-2	SLO	Understanding Value Education	Distinguishing between the Needs of the Self and the Body	Trust – the Foundational Value in Relationship	Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature
S-3	SLO	Self-exploration as the Process for Value Education	The Body as an Instrument of the Self	Respect – as the Right Evaluation	Exploring the Four Orders of Nature
					Natural Acceptance of Human Values
					Definitiveness of (Ethical) Human Conduct
					A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order



S-4	<b>SLO</b>	<i>Continuous Happiness and Prosperity – the Basic Human Aspirations</i>	<i>Understanding Harmony in the Self</i>	<i>Other Feelings, Justice in Human-to-Human Relationship</i>	<i>Realizing Existence as Co-existence at All Levels</i>	<i>Competence in Professional Ethics</i>
S-5	<b>SLO</b>	<i>Happiness and Prosperity – Current Scenario</i>	<i>Harmony of the Self with the Body</i>	<i>Understanding Harmony in the Society</i>	<i>The Holistic Perception of Harmony in Existence</i>	<i>Holistic Technologies, Production Systems and Management Models-Typical Case Studies</i>
S-6	<b>SLO</b>	<i>Method to Fulfill the Basic Human Aspirations</i>	<i>Programme to ensure self-regulation and Health</i>	<i>Vision for the Universal Human Order</i>	<i>Exploring Co-existence in Existence</i>	<i>Strategies for Transition towards Value-based Life and Profession</i>
<b>Learning Resources</b>		<ol style="list-style-type: none"> <li>1. Gaur R.R., Sangal R., Bagaria G.P., 2019 (2nd Revised Edition), <i>A Foundation Course in Human Values and Professional Ethics</i>, Excel Books, New Delhi.</li> <li>2. E.F. Schumacher, 1973, <i>Small is Beautiful: a study of economics as if people mattered</i>, Blond &amp; Briggs, Britain.</li> <li>3. A Nagraj, 1998, <i>Jeevan Vidya EkParichay</i>, Divya Path Sansthan, Amarkantak.</li> <li>4. A N Tripathy, 2003, <i>Human Values</i>, New Age International Publishers.</li> </ol>				

Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA – 1 (20%)	CLA – 2 (20%)	CLA – 3 (30%)	CLA – 4 (30%)#
		Theory	Theory	Theory	Theory
Level 1	Remember	30%	30%	30%	30%
	Understand				
Level 2	Apply	40%	40%	40%	40%
	Analyze				
Level 3	Evaluate	30%	30%	30%	30%
	Create				
	Total	100 %	100%	100%	100%

CLA-1, CLA-2 and CLA-3 can be from any combination of these: MCQ Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Extempore, etc.

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
-	-	<i>Dr. Supraja P, UHV University Coordinator, SRMIST</i>
		<i>Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST</i>
		<i>Dr. Sweeti Bakyarani E, Department of Computer Science, FSH, SRMIST</i>

Course Code	ULT23G02J	Course Name	Tamil – II	Course Category	G	Generic Elective Course	L	T	P	O	C
							2	0	2	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Tamil	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	சங்க இலக்கியங்கள் வழி தொன்மை அக, புற வாழ்வியலை அறியச் செய்தல்	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	தமிழ்ச்சமூகத்தின் அறவியல் குறித்து தெரியச் செய்தல்	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO -3
CLR-3 :	பக்தி இலக்கியங்கள் போதித்த மனித மாண்புகளை உணரச் செய்தல்				H	L	H	M	H	H	L	M	H	M	L	H	-	-	-
CLR-4 :	பண்டைத் தமிழ்ச்சமூகத்தின் தொல் இலக்கியங்கள் வளர்ச்சி பெற்ற வரலாற்றைப் புரியச் செய்தல்				H	M	H	L	M	H	L	H	M	L	H	H	-	-	-
CLR-5 :	சிறுகதைகள் சொல்லும் வாழ்வியல் நெறி, மொழியின் நுட்பங்கள் ஆகியவற்றைத் தெரியச் செய்தல்				H	L	H	M	H	H	M	H	L	H	M	H	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :	பண்டைத் தமிழ்ச் சமூகத்தின் அக, புற வாழ்வியல் இன்றைய சமூக மேம்பாட்டிற்கு வழிகாட்டி நிற்பதை அறிந்துகொள்ளுதல்	2	75	60	H	L	H	M	H	H	L	M	H	M	L	H	-	-	-
CLO-2 :	தமிழ்ச் சமூகம் அறத்தை வலியுறுத்திய சமூகம் என்பதன் வழி மானுட அறத்தைத் தெரிந்துகொள்ளுதல்	2	80	70	H	M	H	L	M	H	L	H	M	L	H	H	-	-	-
CLO-3 :	பக்தி இலக்கியம் மூலம் இறைத் தந்துவங்களை அறிந்து மானுட ஒற்றுமை மேம்பாட்டை அறிந்துகொள்ளுதல்	2	70	65	H	L	H	M	H	H	M	H	L	H	M	H	-	-	-
CLO-4 :	தொல் தமிழ்ச்சமூகம் இலக்கியம், அரசியல், அறம், பக்தி ஆகியவற்றில் தழைத்தோங்கியதைத் தெரிந்துகொள்ளுதல்	2	70	70	H	M	H	L	H	M	M	H	H	L	H	H	-	-	-
CLO-5 :	வாழ்வியலின் நெறிகளைச் சொல்லும் கதைகளைப் படைக்கும் திறனோடு மொழி ஆளுமையையும் அறிந்துகொள்ளுதல்	2	80	70	H	M	H	H	M	H	L	M	H	L	H	H	-	-	-

Duration (hour)	12	12	12	12	12
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S-1	SLO-1	காலந்தோறும் தமிழ் அகத்திணை மரபு	சங்க மருவிய காலம்	பல்லவர் காலம்	பண்டைக்காலத் தமிழகம்	தமிழ்ச் சிறுகதைப் போக்குகள்
	SLO-2	அக இலக்கியத்தின் கட்டமைப்பு/ உள்ளடக்கம்	அறமும் வாழ்வியலும்	பல்லவர் கால இலக்கியங்கள்	சங்ககால மக்களின் வாழ்வியல்	தமிழ்ச் சிறுகதையும் தமிழ்ச் சமூக வாழ்வியலும்
S-2	SLO-1	எட்டுத்தொகை நூல்களும் பகுப்புமுறையும்	உலகப்பொதுமறை - திருக்குறள்	பக்தியும் தமிழும்	முச்சங்கம் - அறிமுகம்	புதுமைப்பித்தன் - சங்குத்தேவனின் தர்மம்
	SLO-2	ஐங்குறுநூறு (375)	திருக்குறளின் கட்டமைப்பு	பக்தி இலக்கியத் தோற்ற நிலை	முச்சங்க வரலாறு	கள்வனின் தர்மம்
S-3	SLO-1	உடன்போக்கும் நற்றாய் புலம்பலும்	திருக்குறள் வான்சிறப்பு (2)	சைவ சமய இலக்கியங்கள்	பத்துப்பாட்டும் எட்டுத் தொகையும்	ந.பிச்சமூர்த்தி - வேப்பமரம்
	SLO-2	ஐங்குறுநூறு (391)	மழையும் வாழ்வும்	சைவக்குரவர் நால்வர்	சங்க கால மக்களின் வாழ்வியல்	மரபும் நம்பிக்கைகளும்
S-4	SLO-1	உடன் போக்கும் தமிழர் பறவையியல் அறிவும்	திருக்குறள் - புலவி நுணுக்கம்	தேவாரம் - திருஞான சம்பந்தர் - பாடல் - 2834	எட்டுத்தொகை நூல்களின் வரலாறு	தமிழருவி மணியன் - ஒற்றைச் சிறகு
	SLO-2	குறுந்தொகை (02)	ஊடலின் அழகியல்	தேவாரம் - திருநாவுக்கரசர் - பாடல் - 4262	எட்டுத்தொகை நூல்களின் கட்டமைப்பு	உறவின் மேன்மை
S-5	SLO-1	இயற்கைப் புணர்ச்சியும் தலைவி நலம் பாராட்டலும்	நீதி இலக்கியங்கள்	திருவாசகம் அறிமுகம்	பத்துப்பாட்டு நூல்களின் வரலாறு	ஆர். சூடாமணி - மூடநம்பிக்கை
	SLO-2	குறுந்தொகை (03)	நாலடியார்	மாணிக்கவாசகர் பாடல் - ஆனந்த பரவசம் - பாடல் 10	பத்துப்பாட்டும் தமிழர் வாழ்வியலும்	சமூகத்தில் மூடநம்பிக்கைகள்
S-6	SLO-1	தலைவனின் மேன்மைத் தன்மையும் இயற்கையும்	வைகலும் - பாடல் (39)	வைணவ சமயம்	பதினெண் கீழ்க்கணக்கு நூல்கள்	மூடநம்பிக்கைகளின் சிக்கல்கள்
	SLO-2	அகநானூறு (238)	நிலையாமையும் அறமும்	வைணவ சமய வளர்ச்சிப்போக்கு	பதினெண் கீழ்க்கணக்கும் தமிழர் அற மரபும்	கிருஷ்ணா டாவின்ஸி - காலா அருகே வாடா
S-7	SLO-1	இயற்கையும் அகவாழ்வுச் சித்திரிப்பும்	தமிழர் மருத்துவம்	நாலாயிரத் திவ்யப் பிரபந்தம்	நீதி இலக்கியங்கள்	மனித வாழ்வில் மருத்துவம்
	SLO-2	நள்ளியின் கொடைத்திறம்	நீதி இலக்கியத்தில் மருந்து நூல்கள்	குலசேகராழ்வார் பாடல் - 678	நீதி இலக்கியங்களின் பன்முகத் தன்மைகள்	பாரம்பரிய மருத்துவம்

S-8	SLO-1	கலித்தொகைப் பாடல் –(11)	சிறுபஞ்சமூலம் (64)	ஆண்டாள் பாடல் – 574.	காப்பிய இலக்கணம்	மொழிப்பயிற்சி
	SLO-2	அறம் பொருள் இன்பம் சிறப்பு	ஈகையின் சிறப்பு	திருமழிசை ஆழ்வார் பாடல் – கணிகண்ணன்	காப்பியத்தின் போக்குகள்	சொற்களை உருவாக்குதல்
S-9	SLO-1	சூழலியலும் மனித வாழ்வும்	பழமொழி நானூறு அறிமுகம்	தமிழில் இஸ்லாமிய இலக்கியங்கள்	காப்பியங்களின் வகைமை	எழுத்துகளில் இருந்து சொற்களைக் கண்டுபிடித்தல்
	SLO-2	தமிழர் புறமரபு	பழமொழி நானூறு – தனித்தன்மைகள்	இஸ்லாமிய இலக்கியங்களின் கொடை	ஐம்பெருங்காப்பியங் களின் தனித்தன்மைகள்	படம் பார்த்துக் கதை எழுதுதல்
S-10	SLO-1	புறநானூறு (107) பாரியும் மாரியும்	பழமொழி நானூறு (184)	சீறாப்புராணத்தின் அமைப்பு	தமிழ்ச் சமூகமும் சமயத் தத்துவங்களும்	படம் பார்த்துக் கவிதை எழுதுதல்
	SLO-2	புறநானூறு (110) பாரியின் வள்ளல் தன்மை	பழமொழியும் அறிவுரையும்	விடமீட்டப் படலம் (10 பாடல்கள்)	சமயத் தத்துவங்களும் வாழ்வியல் விழுமியங்களும்	கற்பனைத்திறன் – வளர்த்தல்
S-11	SLO-1	புறநானூறு (112) கையறுநிலை	பண்டைக்காலப் போரும் வாழ்வும்	கிறித்தவ சமய இலக்கியங்கள்	சைவத் திருமுறை – அறிமுகம்	கற்பனையும் படைப்பும்
	SLO-2	சிறுபாணாற்றுப்படை (84-115)	புற இலக்கியங்கள்	கிறித்தவ இலக்கியங்களின் தமிழ்க் கொடை	பன்னிரு திருமுறை – வரலாறு	தமிழில் வாசகம்
S-12	SLO-1	கடையெழு வள்ளல்களின் சிறப்புகள்	களவழி நாற்பது (40)	கிறித்துவின் அருள்வேட்டல் – திரு.வி.க	நாலாயிரத் திவ்வியப் பிரபந்தம் – அறிமுகம்	விளம்பரத்திற்கு வாசகம் எழுதுதல்
	SLO-2	பட்டினப்பாலை (40-50) அட்டில் சாலைகளின் நிலை	போர்க்களமும் யானைப்படையும்	அலகிலொளி – 5 பாடல்கள்	வைணவ ஆழ்வார்கள் வரலாறு	வாசகம் எழுது முறைகள்

Learning Resources	<ol style="list-style-type: none"> <li>1. கொன்றை, தொகுப்பும் பதிப்பும் - தமிழ்த்துறை ஆசிரியர்கள், தமிழ்த்துறை, எஸ்.ஆர்.எம். அறிவியல் மற்றும் தொழில்நுட்பக் கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2023</li> <li>2. தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை, 2017</li> <li>3. மு. அருணாசலம், தமிழ் இலக்கிய வரலாறு, நூற்றாண்டு முறை (9ஆம் நூ. முதல் 16 வரை), தி பார்க்கர், சென்னை, 2005</li> <li>4. தமிழ் இணையக் கல்விக்கழகம் - <a href="http://www.tamilvu.org/">http://www.tamilvu.org/</a></li> <li>5. மதுரை தமிழ் இலக்கிய மின் தொகுப்புத் திட்டம் - <a href="https://www.projectmadurai.org/">https://www.projectmadurai.org/</a></li> </ol>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
	Understand										
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
1. Dr. P.R.Subramanian, Director, Mozhi Trust, Thiruvanniyur, Chennai – 600 041.	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literature, Pondicherry University, Pondicherry	1. Dr. B.Jaiganesh, Associate Professor & Head, Dept. of Tamil, FSH, SRMIST
		2. Dr. R. Ravi, Assistant Professor and Head, Dept. of Tamil, FSH, SRMIST, VDP.
		3. Mr. G. Ganesh, Assistant Professor, Dept. of Tamil, FSH, SRMIST, RMP.
		4. Dr. T.R.Hezbibah beulah Suganthi, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.
		5. Dr. S.Saraswathy, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.



Course Code	ULH23G02J	Course Name	HINDI-II	Course Category	G	Generic Elective Course	L	T	P	O	C
							2	0	2	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	HINDI	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	They get to learn Ancient ,Medieval,and Modern poetry	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To understand the Significance of poems of great poets like Kabir,Tulsidas,Bihari and Dhananand	Level of Thinking (Bloom's)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	To Enhance and Enrich their knoeledge through poetry				H	H	H	M	L	H	L	M	L	L	H	M	-	-	-
CLR-4 :	Media based understanding for employability				H	H	M	L	H	H	M	H	M	M	H	H	-	-	-
CLR-5 :	Job Oriented writing skills				H	H	L	H	M	H	L	H	H	M	H	H	-	-	-

Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			Level of Thinking (Bloom's)	Expected Proficiency (%)	Expected Attainment (%)	Fun & App Link	Procedural Skills in	Ability & Skills	Analytical	Investigative	Problem Solving	Communication	Analysis	1	1	1												
CLO-1 :	To provide a brief Introduction of Hindi poetry (Bhaktikal,Reetikal and Aadhunikkal)	2	75	80	H	H	H												M	L	H	L	M	L	L	H	M	-	-	-
CLO-2 :	To Discuss the origin and development of various forms of poetry in Hindi	2	80	90	H	H	H												M	L	H	H	M	L	L	H	M	-	-	-
CLO-3 :	Focus on Evaluating the social changes through poetry	2	75	95	H	H	M												L	H	H	M	H	M	M	H	H	-	-	-
CLO-4 :	To Examine Transcreation in advertisement	2	80	90	H	H	L												H	M	H	L	H	H	M	H	H	-	-	-
CLO-5 :	To guide the students in the learning of the technical aspect of the Hindi Language,this would help them in the field administration	2	85	90	M	H	M												H	L	H	H	L	H	M	H	H	-	-	-

Duration (hour)		12	12	12	12	12
S-1	SLO-1	BHAKTI KALIN KAVITA	RITI KALIN KAVITA	ADHUNIK KAVITA	VIGYAPAN	PATRA LEKHAN & PARIBHASHIK SHABDAVALI
	SLO-2	BHAKTIU KALIN KAITA KI AVADHARNA	AVADHARNA	AVADHARNA	AWADHARNA	VADHARNA
S-2	SLO-1	SWARUP	SWARUP	SWARUP	IRTH	RTH
	SLO-2	MAHATVA	RITI KAL VIBHAJAN	MAHATVA	PARIBHASHA	WARUP
S-3	SLO-1	UDDESHYA	MAHATVA	DDESHYA	SWARUP	ARIBHASHA
	SLO-2	BHAKTIKAL KI PRASANGIKTA	UDDESHYA	MATHLI SHARAN GUPT- NAR HO NA NIRASH KARO MAN KO	VIGYAPAN KE PRAKAR	RAYOJAN
S-4	SLO-1	DOHE- KABIRDAS	DOHE- BIHARI	KAVI PARICHAYA	VIGYAPAN KI VISHESHTAYEN	RAYOG
	SLO-2	SANT PARICHAY	KAVI PARICHAYA	KAVITA KA VISLESHAN	VIGYAPAN MANG	MAHATVA
S-5	SLO-1	DOHE KA VISLESHAN	DOHE KA VISLESHAN	ASHAVADI DRISHTIKON	VIGYAPAN KA PRABHAV	ATRALEKHAN KALA
	SLO-2	GURU KA MAHATVA	KANAK KA MAHATVA	SANGHARSH KI AOR PRERNA	VIGYAPAN MAHATVA	RAKAR
S-6	SLO-1	GURUTVA SE ISHVARATVA KI AOR	VIPRIT SWABHAV KI CHARCHA	SURYAKANT TRIPATHI NIRALA- VAR DE	VIGYAPAN KI BHASHA	VYAKTIGAT PATRA
	SLO-2	GURUTVA SE ISHVARATVA KI AOR	PRAKRITI KA ATAL RUP	KAVI PARICHAYA	VIGYAPAN AUR BAZAR	AUPCHARIK PATRA



S-7	SLO-1	BAHYA ADAMBAR KA VIRODH	YAMAK ALANKAR KA PRAYOG	KAVITA KA VISLESHAN	VIGYAPAN AUR ROZGAR	SARKARI PATRA
	SLO-2	MURTI POOJA KA VIRODH	SNEH KE MAHATVA KI CHARCHA	SARSHWATI KE PATRI SAMARPAN	PRINT VIGYAPAN	ARDHA SARKARI PATRA
S-8	SLO-1	GHARELU VASHTUON KI UPYOGITA	BIHARI KI KAVYA SHAILI KA MAHATVA	BHAKTI KI BHAVANA	ELECTRONIC VIGYAPAN	PARIBHASHIK SHABDAVALI
	SLO-2	AHNKAR KA PARITYAG	DOHE- GHANANAND	NAGARJUN-- AKAL AUR USKE BAD	VIGYAPAN PARIYOJANA	AVADHARNA
S-9	SLO-1	DOHE- TULSHIDAS	KAVI PARICHAYA	AKAL KA VASHTAVIK CHITRAN	VIGYAPAN AUR SAMAJ	SHABDAVALI KI AVSHYAKTA
	SLO-2	PAROPKAR KI BHAVANA	DOHE KA VISLESHAN	AKAL KE PURVA KA CHITRAN	VIGYAPAN KI VYAPAKTA	KARYALYIN SHABDAVALI
S-10	SLO-1	DAYA KA MAHATVA	SNEH KI SARLTA KA VARNAN	AKAL KE BAD KA CHITRAN	VIGYAPANLEKHAN KALA	EK DIN EK SHABD
	SLO-2	ISHVAR KI MHATTA	PREM KA MAHATVA	KATTIS- BADRINARAYAN	VIGYAPAN AUR JAGRUPTA	HINDI SE ANGREJI SHABD
S-11	SLO-1	MADHUR VAHAN KI UPYOGITA	NAYIKA KE PRATI SMARPAN	SAMBAND VICCHED KI PARICHARCHA	UDDESHYA	ANGREJ SE HINDI SHABD
	SLO-2	RAM KI MAHIMA	GHANANAND KI KAVYA SHAILI KA MAHATVA	SWARTH NIHIT BHAVANA	VIGYAPAN KI SPASTTA	ABHYASH KARYA
S-12	SLO-1	DHOHA PARICHARCHA	DHOHA PARICHARCHA	KAVYA PARICHARCHA	VIGYAPANPARICHARCHA	PARICHARCHA
	SLO-2	PRASHNAABHYASH	PRASHNAABHYASH	PRASHNAABHYASH	PRASHNAABHYASH	PRASHNAABHYASH

Learning Resources	<b>Edited Book: ““SAMANYA HINDI”, SRIJONLOK PUBLICATION, 2023, New Delhi.</b>					
	1. KABIR – HAZARI PRASAD DWEDI 2. SURDAS – RAM CHANDRA SHUKL 3. BHAKTI ANDOLAN AUR SURDAS KA KAVYA – MANAGER PANDEY 4. BIHARI – VISHVNATH PRASAD MISHR 5. Aadhunik Vigyapan aur Jansampark – Taresh Bhatia					

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
	Understand										
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Shri. Santosh Kumar Editor : Srijanlok Magazine Place: Vashishth Nagar, Ara – 802301	1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi,CUTN, Tamilnadu	1. Dr.S Preeti. Associate Professor & Head, SRMIST
		2. Dr. Md.S. Islam Assistant Professor, SRMIST
		3.Dr. S. Razia Begum, Assistant Professor, SRM IST
		4, Dr.Nisha Murlidharan Assistant Professor, VDP,SRM IST

Course Code	ULF23G02J	Course Name	French-II	Course Category	G	Generic Elective Course	L	T	P	O	C
							2	0	2	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	French	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Strengthen the language of the students both in oral and written	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Express their sentiments, emotions and opinions, reacting to information, situations	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO -3
CLR-3 :	Make them learn the basic rules of French Grammar.				H	M	H	H	M	H	H	L	M	M	H	L	-	-	-
CLR-4 :	Develop strategies of comprehension of texts of different origin				M	H	L	H	H	M	H	M	L	L	H	M	-	-	-
CLR-5 :	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French				H	H	L	M	H	M	L	H	M	M	H	H	-	-	-
					H	L	M	H	M	H	H	M	L	H	M	L	-	-	-
					M	H	H	L	M	M	H	H	M	L	H	M	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :	To acquire knowledge about French language	2	75	80	H	M	H	H	M	H	H	L	M	M	H	L	-	-	-
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of French	2	80	90	M	H	L	H	H	M	H	M	L	L	H	M	-	-	-
CLO-3 :	To develop content using the features in French language	2	75	80	H	H	L	M	H	M	L	H	M	M	H	H	-	-	-
CLO-4 :	To interpret the French language into other language	2	75	90	H	L	M	H	M	H	H	M	L	H	M	L	-	-	-
CLO-5 :	To improve the communication, intercultural elements in French language	2	80	75	M	H	H	L	M	M	H	H	M	L	H	M	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Temps libre	Le pronom indéfini on	Vendre	Il faut
	SLO-2	Les activités quotidiennes	Les activités	Les exemples	C'est / Il est
S-2	SLO-1	Les exemples	Les adjectifs interrogatifs	Acheter	Le verbe devoir
	SLO-2	Les activités	Les activités	Les exemples	Les activités
S-3	SLO-1	Les moments de la journée	Les prépositions avec les noms géographiques	Les aliments	Le verbe pouvoir
	SLO-2	Les exemples	Les activités	Les exemples	Le verbe savoir
S-4	SLO-1	Les matières scolaires	Les verbes prendre et sortir	Les emballages	Le verbe vouloir
	SLO-2	Les exemples	Les activités	Les exemples	Les sons
S-5	SLO-1	Les activités	Les sons	Les quantités	Demander et dire le prix
	SLO-2	Les loisirs	Les activités	Les exemples	Les activités
S-6	SLO-1	Les exemples	Parler de ses goûts	Les commerces	Faire des achats
	SLO-2	Les activités	Les activités	Les activités	Expliquer une recette de cuisine
S-7	SLO-1	La fréquence	Parler de ses préférences	les commerçants	Les activités
	SLO-2	Les exemples	Les activités	Les exemples	Les courses
S-8	SLO-1	Les activités	Parler de sa routine	L'impératif	Les activités
	SLO-2	Les verbes pronominaux	Les activités	Les activités	Vendre et acheter
					Les gallicismes
					Les pronoms personnels COI
					Les exemples
					Le pronom y
					Les exemples
					Des pronoms compléments
					Les activités
					Les nombres ordinaux
					Les exemples
					Les verbes écrire et voir
					Les activités
					Le E caduc ou instable
					Les exemples
					Présenter ses vœux
					Présenter ses souhaits

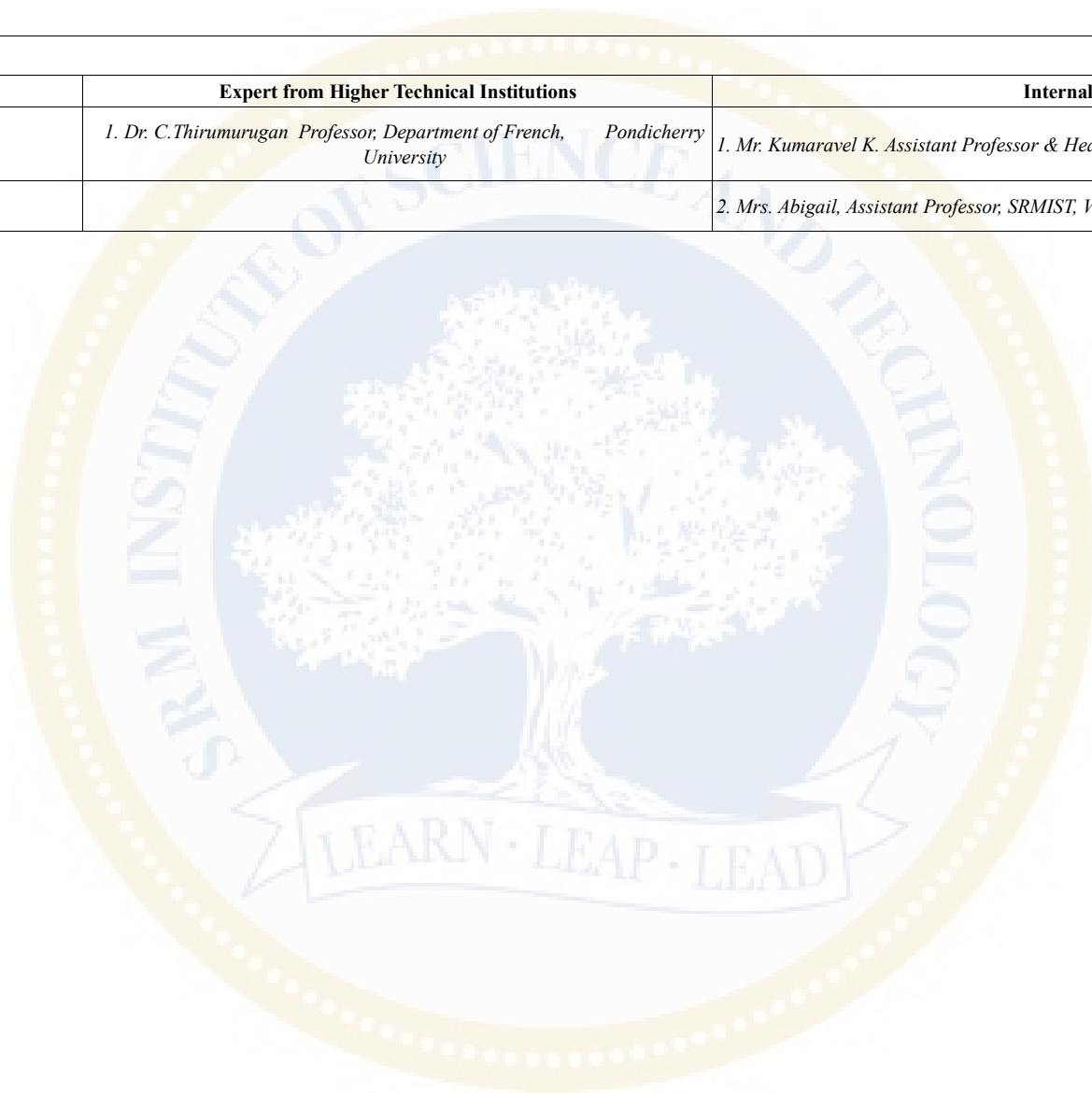
S-9	SLO-1	Les exemples	A la recherche d'un cadeau –.	Les articles partitifs	Mots et expressions	Présenter ses félicitations
	SLO-2	Les activités	Les activités	Les exemples	Grammaire	inviter à une invitation
S-10	SLO-1	Les pronoms personnels COD	Temps libre	<i>Très ou beaucoup</i> (de)	Communication	répondre à une invitation
	SLO-2	Les exemples	Les activités	Les exemples	<b>Tout le monde s'amuse</b>	Les exemples
S-11	SLO-1	Les activités	Mots et expressions	Le pronom en (la quantité)	Les sorties	Écrire un message amical
	SLO-2	Les adjectifs démonstratifs	Les activités	Les exemples	Les saisons	Les exemples
S-12	SLO-1	Les exemples	Grammaire –Communication	La phrase négative (2	Les fêtes	Parler au téléphone
	SLO-2	Les activités	Les activités	Les exemples	Les messages	Un coup de fil

Learning Resources	<b>Theory:</b>
	1. “Nouvelle Génération-AI” Méthode de français, Marie-Noëlle COCTON, P.DAUDA, L.GIACHINO, C.BARACCO, Les éditions Didier, Paris, 2018.
	2. <i>Cahier d'activités avec deux discs compacts.</i>
	3. <a href="https://www.fluentu.com/blog/french/french-grammar">https://www.fluentu.com/blog/french/french-grammar</a>
	4. <a href="https://www.elearningfrench.com/learn-french-grammar-online-free.html">https://www.elearningfrench.com/learn-french-grammar-online-free.html</a>
	5. <a href="https://www.lawlessfrench.com/grammar">https://www.lawlessfrench.com/grammar</a>
	6. <a href="https://blog.gymglish.com/2022/12/15/basic-french-grammar">https://blog.gymglish.com/2022/12/15/basic-french-grammar</a>

		Learning Assessment										
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)									Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (5%)#			Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice			
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-	
	Understand											
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	-	
	Analyze											
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	-	
	Create											
	Total	100 %		100 %		100 %		100 %		100 %		

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
1. Mr. Kavaskar Danasegarane Process Expert Maersk Global Service Center Pvt. Ltd	1. Dr. C.Thirumurugan Professor, Department of French, University Pondicherry	1. Mr. Kumaravel K. Assistant Professor & Head, SRMIST, KTR
2.Mr. Sharath Raam Prasad Character Designer, Animaker Company Pvt.		2. Mrs. Abigail, Assistant Professor, SRMIST, VDP



Course Code	UES23AE1T	Course Name	ENVIRONMENTAL STUDIES	Course Category	AE	Ability Enhancement Courses	L	T	P	O	C
							3	0	0	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Computer Applications	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																
CLR-1 :	To create awareness on Environment and Renewable and Non-renewable resources				Level of Thinking (Bloom)	2	80	65	Fundamental Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To understand about ecosystem and Biodiversity																							
CLR-3 :	To understand the natural and anthropogenic impact of the environmental pollution																							
CLR-4 :	To create awareness on different environmental problems																							
CLR-5 :	To create awareness on various Environment Protection acts and the impact of human population on environment																							
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																						
CLO-1 :	Applying knowledge on Renewable and Non-renewable resources					2	80	65		L	H	L	M	L	H	L	L	L	H	L	M	-	-	M
CLO-2 :	Understanding about ecosystem and Biodiversity					2	80	70		M	H	L	M	L	H	L	L	L	H	L	M	-	-	M
CLO-3 :	Gathering knowledge on impact of environmental pollution					2	80	70		L	H	L	M	L	H	M	M	M	H	L	M	-	-	M
CLO-4 :	Understanding of different environmental problems					2	80	70		M	H	L	M	L	H	M	M	M	H	L	M	-	-	M
CLO-5 :	Having knowledge on various Environment Protection acts and the impact of human population on environment problems					2	80	65		M	H	L	M	L	H	L	M	L	H	L	M	-	-	M

Duration (hour)	9		9	9	9	9
S-1	SLO-1	Multidisciplinary nature of environmental studies	Energy flow in the ecosystem	Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity	Disaster management- Nature Floods, Earthquakes	Environment Protection Act
	SLO-2	Definition, Scope and Importance of Environmental Studies	Energy flow in the ecosystem	Environmental Pollution- Definition		Air (Prevention and Control of Pollution) Act
S-2	SLO-1	Need for public awareness.	Ecological succession	Causes, Effects and Control Measures of Air Pollution	Cyclones Landslides	Water (Prevention and control of Pollution) Act
	SLO-2	Institutions in Environment	Food chains, Food webs and Ecological pyramids			Wildlife Protection Act
S-3	SLO-1	People in Environment	Ecosystem, Introduction, Types, Characteristic features, Structure and functions	Causes, Effects and Control Measures of Water Pollution	Social Issues and the Environment: From Unsustainable to Sustainable Development	Forest Conservation Act
	SLO-2	Introduction to natural resources- Associated Problems	Forest ecosystem			Issues involved in enforcement of environmental legislation
S-4	SLO-1	Renewable and Nonrenewable resources	Grassland ecosystem	Causes, Effects and Control Measures of Soil Pollution	Urban problems related to energy	Public awareness
	SLO-2	Forest resources	Desert ecosystem		Water Conservation	



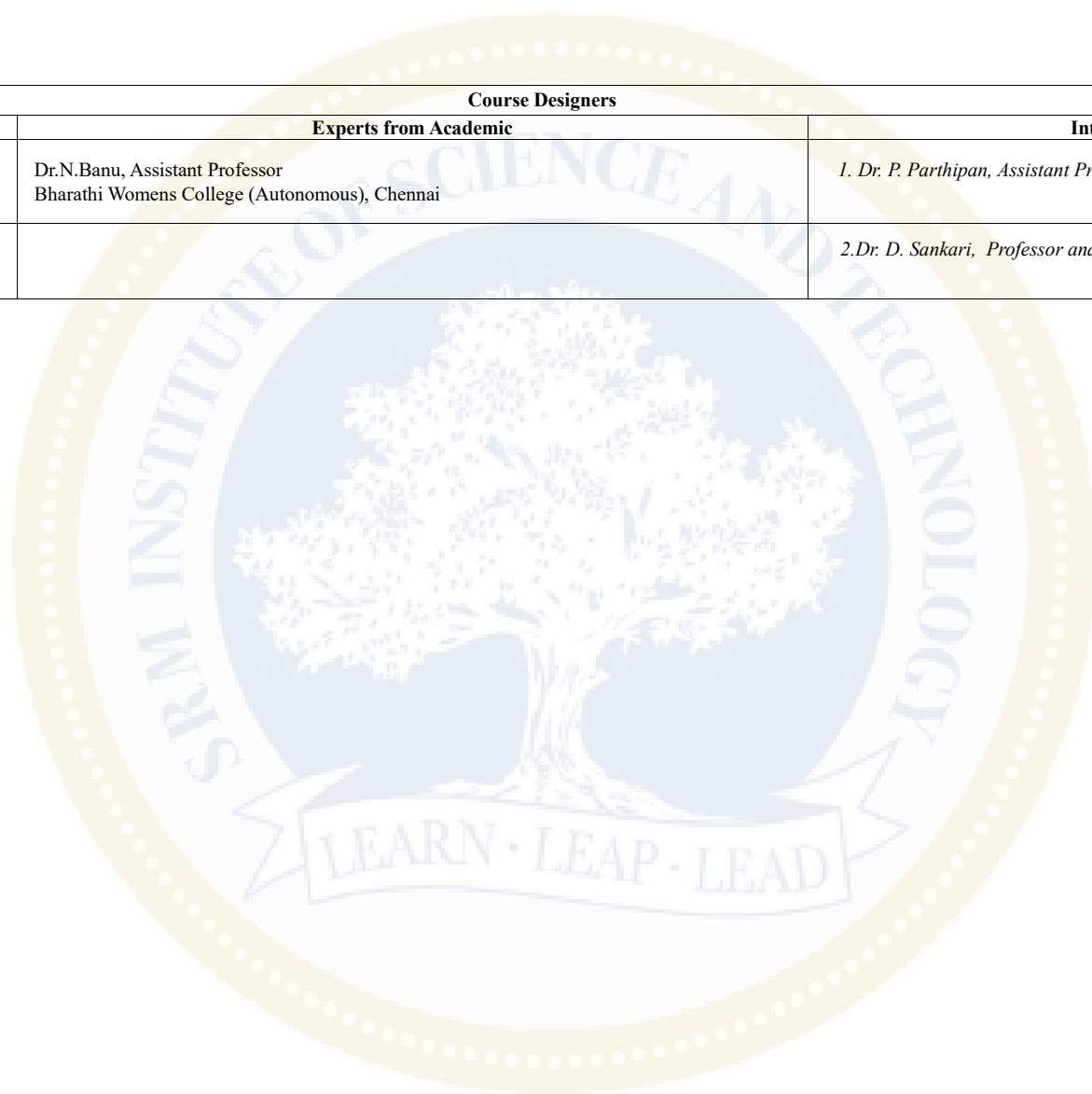
S-5	SLO-1	Water Resources	Aquatic ecosystems (ponds, lakes, streams)	Causes, Effects and Control Measures of Marine pollution	Rain Water Harvesting, Watershed	Human Population and the Environment: Population growth, variation among nations
	SLO-2	Mineral Resources	Aquatic ecosystems (rivers, estuaries, oceans)			
S-6	SLO-1	Food Resources	Biodiversity and its conservation-genetic, species and ecosystem diversity	Causes, Effects and Control Measures of Noise Pollution	Environmental Ethics: Issues and Possible Solutions	Population explosion – Family Welfare Programme
	SLO-2	Energy Resources	Biogeographical classification of India			Environment and human health
S-7	SLO-1	Land Resources	Value of Biodiversity	Causes, Effects and Control Measures of Thermal Pollution	Climate change & Global warming	Human Rights
	SLO-2	Role of an individual in conservation of natural resources	Biodiversity at Global, National and Local Levels			Value Education
S-8	SLO-1	Equitable use of resources for sustainable lifestyles	India as a Mega Diversity Nation	Causes, Effects and Control Measures of Nuclear hazards	Acid rain & Ozone layer depletion	HIV/AIDS
	SLO-2	Concept of an ecosystem	Hot-spots of biodiversity			
S-9	SLO-1	Structure and Functions of an ecosystem	Threats to biodiversity: habitat loss, poaching of wildlife man-wildlife conflicts	Solid Waste Management Causes, Effects and Control Measures of Urban and Industrial Waste	Nuclear Accidents and Nuclear Holocaust	Women and Child Welfare
	SLO-2	Producers, consumers and decomposers	Endangered and endemic species of India	Role of Individuals In Pollution Prevention	Wasteland Reclamation	Role of Information Technology in Environment and human health

<b>Learning Resources</b>	<b>Theory:</b>
	<ol style="list-style-type: none"> <li>1. Bharucha Erach, (2013), Textbook of Environmental Studies for Undergraduate Courses (Second edition). Telangana, India: Orient BlackSwan.</li> <li>2. Basu Mahua, Savarimuthu Xavier, (2017), SJ Fundamentals of Environmental Studies. Cambridge, United Kingdom: Cambridge University Press</li> <li>3. R.Jeyalakshmi (2014), Text book of Environmental Studies, Devi publications, Chennai.</li> <li>4. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380013, India, Email:mapin@icenet.net (R)</li> </ol>

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	30%	-	30%	-	30%	-	30%	-	30%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Academic	Internal Experts
Dr.Arumugam Perumal, Director ARMATS BIOTEK Training and Research Institute, Chennai	Dr.N.Banu, Assistant Professor Bharathi Womens College (Autonomous), Chennai	1. Dr. P. Parthipan, Assistant Professor, Department of Biotechnology, FSH, SRMIST
		2.Dr. D. Sankari, Professor and Head, Department of Biotechnology, FSH, SRMIST



Course Code	USY23201T	Course Name	GENERAL PSYCHOLOGY - II				Course Category	C	Professional Core Course					L	T	P	O	C							
Pre-requisite Courses		Nil	Co-requisite Courses		Nil				Progressive Courses		Nil								4	0	0	2	4		
Course Offering Department		Psychology				Data Book / Codes/Standards				Nil															
Course Learning Rationale (CLR):		The purpose of learning this course is to:						Learning			Program Learning Outcomes (PLO)														
CLR-1 : To understand the nature of Psychology								Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment(%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 : To explain the importance of memory in everyday life											Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 : To discuss the thinking, language and the processes of problem solving																									
CLR-4 : The ways to improve the creativity and knowledge enhancement.																									
CLR-5 : To explain the concept of Intelligent Quotient.																									
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																							
CLO-1 : To remember the basic concepts of human life span under various periods								2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-2 : Define the fundamental concepts of psychology								2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	
CLO-3 : Evaluate the different stages of life and it's impact on health and well-being								2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	
CLO-4 : Understand the characteristics of each life span stage through empirical findings								2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5 : Apply psychological principles in the developmental process								2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	
								2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Duration (hour)		12		12		12		12		12					12										
S-1	SLO-1	Working memory		Thinking and language		Motivational concepts		Concept of Intelligence					Concept of personality												
	SLO-2	Levels of processing		Relationship between thinking and language		Incentives and motives		Process of intelligence					Self-Concept of personality												
S-2	SLO-1	Organizing information		Components of thought		Motivation of hunger and thirst		Piaget					Determinants of Personality												
	SLO-2	Organizing information		Understanding of creation of thoughts		Motivation of sexuality		Concept of intelligence					Determinants of Personality												
S-3	SLO-1	Chunking		Images and Concepts		Levels of arousal:		Structure of intelligence					Early approaches to personality												
	SLO-2	Hierarchies		Images and Concepts		Yerke's - Dodson law		Structure of intelligence					Early approaches to Personality												
S-4	SLO-1	Information processing		Structure of language		Learned motives		Approaches of Spearman					Brief descriptions of ancient Indian typology												
	SLO-2	Information processing		Grammer and Language		affiliation		Approaches of Spearman					Brief descriptions of ancient Indian typology												
S-5	SLO-1	model of memory		Thought of language		achievement		Triarchic approach					Greek typology on Humors												
	SLO-2	Working memory		Thought of language		Power motive		Triarchic approach					Greek typology on Humors												
S-6	SLO-1	Levels of processing		Reasoning:		Hierarchy of motives		Multiple intelligences					Phrenology												
	SLO-2	Levels of processing		Deductive and inductive		Hierarchy of motives		PASS model					Phrenology												
S-7	SLO-1	Implicit and explicit memory		Problem solving		Elements of emotional experience		Relationship of intelligence					Somatotypes												
	SLO-2	Implicit and explicit memory		Barriers to effective problem solving		Elements of emotional experience		Relationship of intelligence					Somatotypes												
S-8	SLO-1	Eyewitness testimony		Strategies of problem solving		Physiological correlates of emotion		Concept of IQ					Limitations of somatotypes												
	SLO-2	Eyewitness testimony		Strategies of problem solving		Physiological correlates of emotion		Evolution of intelligence testing					Limitations of Phrenology												
S-9	SLO-1	Measuring memory		Culture		Theories of emotion		Stanford-Binet					Psychodynamic approaches												
	SLO-2	Recall		Culture and cognition		James-Lange theory		Wechsler scales					Psychodynamic approaches												
S-10	SLO-1	recognition		problem solving		Cannon-Bard theory		Extremes of intelligence					Freud's theory												
	SLO-2	relearning		Creativity		Schachter-Singer theory		Mental retardation					Appraising Freud's Theories												
S-11	SLO-1	integration		Convergent and divergent thinking		Appraisal Theory		Giftedness					Neo Freudian Approaches												
	SLO-2	integration		Stages in creativity		Evolutionary theory		Determiners of intelligence					Jung, Adler												
S-12	SLO-1	Strategies for improving memory		Concept of Decision making		Opponent process theory		Hereditry and environment					Trait theories												
	SLO-2	Rehearsal and good sleep		Process involved in decision making		Cognition and emotion.		Emotional intelligence					The social-cognitive perspective.												

<b>Learning Resources</b>	1.	Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education.	4.	Coon, D. (1983). Introduction to psychology: Exploration and application. New York: West Publishing Co.
	2.	Myers, D.G.(2010). Psychology 9th edition. New York, Worth publishers	5.	Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall of India.
	3.	Bootzin, R., & Bower, G.H. (1991). <i>Psychology today-An Introduction</i> , 7th ed. New York: McGraw Hill Inc.		

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST

Course Code	USY23202T	Course Name	BIOLOGICAL PSYCHOLOGY - II				Course Category	C	Professional Core Course							L	T	P	O	C					
																		4	0	0	2	4			
Pre-requisite Courses		Nil			Co-requisite Courses		Nil			Progressive Courses		Nil													
Course Offering Department			Psychology			Data Book / Codes/Standards			Nil																
Course Learning Rationale (CLR):			The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)														
CLR-1 : To understand the nature of Psychology								1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 : To understand the importance of physiology of emotion								Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment(%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 : To explain the physiology basis of learning																									
CLR-4 : To understand the physiology basis of memory																									
CLR-5 : To explain the influence of stress, drug – intake on the brain functioning																									
Course Learning Outcomes (CLO):			At the end of this course, learners will be able to:																						
CLO-1 : To remember the basic concepts of human life span under various periods								2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 : Recall the influence of brain over various physiological human motives								2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 : Identify the importance of brain damage and various disorders related to human brain								2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 : Examine the role of limbic system in managing human emotions								2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5 : Illustrate the role of left cerebral hemisphere in decision making								2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
								2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Duration (hour)		12		12		12			12			12			12										
S-1	SLO-1	Physiology of Emotions	Physiology of learning		Physiology of Memory			Physiology of Reproductive Behavior			Neurological Disorders														
	SLO-2	Physiology of Emotions	Physiological basis of Learning		Physiological basis of Memory			Physiology of Reproductive Behavior			Understanding Neurological Disorders														
S-2	SLO-1	Emotion quotient	Learning - nature		Relational learning			Hormonal control of sexual behavior			Tumors														
	SLO-2	Emotion as response patterns	Understanding the nature of learning		Understanding the Relational learning			Hormonal control of sexual behavior			Causes and Effects of Tumors														
S-3	SLO-1	Fear	synaptic plasticity		Human anterograde amnesia			female reproductive cycles			Seizure disorders														
	SLO-2	Causes and consequences of fear	Learning on synaptic plasticity		Understanding basic concept of Human anterograde amnesia			female reproductive cycles			Causes and impact of Seizure disorders														
S-4	SLO-1	Anger	Induction		Human anterograde amnesia			Hormonal control of sexual behavior			Cerebrovascular accidents														
	SLO-2	Causes and consequences of Anger	Induction of long term potentiation		Advanced Conditions of Human anterograde amnesia			sexual behavior of laboratory animals			Cerebrovascular accidents														
S-5	SLO-1	Aggression	Role of NMDA Preceptors		Spared learning abilities			Hormonal control of sexual behavior			Disorders of development														
	SLO-2	Causes and consequences of aggression	Role of NMDA Preceptors		Spared learning abilities			sexual behavior of laboratory animals			Disorders of development														
S-6	SLO-1	Hormonal control	synaptic plasticity		Declarative Memories			Androgens			Degenerative disorders														
	SLO-2	Hormonal control of aggressive behavior	Mechanism of synaptic plasticity		Declarative Memories			Relationship of Androgens with behavior			Degenerative disorders														
S-7	SLO-1	Emotions	Depression		Nondeclarative memories			Androgens			Transmissible spongiform														
	SLO-2	Communication of emotions	Causes and impact of depression		Nondeclarative memories			Relationship of Androgens with behavior			Transmissible spongiform														
S-8	SLO-1	Facial expression	Long term depression		Anatomy of anterograde amnesia			Concept of Masculinization			encephalopathies														
	SLO-2	Emotion as facial expression	Long term depression		Anatomy of anterograde amnesia			Understand Masculinization			Encephalopathies in degenerative disorder.														
S-9	SLO-1	Neural basis of the communication	Long term depression		Failure of relational learning			Concept of defeminization.			Parkinson's disease														
	SLO-2	Basis of Communication	Long term depression		Failure of relational learning			Understand defeminization.			Causes of Parkinson's disease														



S-10	SLO-1	Neural basis of the communication	Perceptual learning	Role of hippocampal formation in spatial memory	Effects of pheromones	Huntington's disease
	SLO-2	Basis of Communication	Perceptual learning	Role of hippocampal formation in spatial memory	Effects of pheromones	Causes of Huntington's disease
S-11	SLO-1	Neural basis of the communication	Physiology of Classical conditioning	Role of hippocampal formation in spatial memory	Human sexual behavior	Alzheimer's disease
	SLO-2	Basis of Communication	Physiology of Classical conditioning	Role of hippocampal formation in spatial memory	Human Sexual orientation	Alzheimer's disease
S-12	SLO-1	Feeling of Emotion	Physiology of instrumental conditioning	Relational learning in laboratory animals	Neural control of sexual behavior	Multiple sclerosis
	SLO-2	Feeling of Emotion	Physiology of instrumental conditioning	Relational learning in laboratory animals	Parental behavior	Disorders caused by infectious diseases
Learning Resources		<ul style="list-style-type: none"> <li>Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc.</li> <li>Pineal, J. P. J. (2006). Biopsychology (6th Ed.), India, Dorling Kindersley.</li> <li>Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.). New York: Brooks/Cole</li> <li>Schneider, A.M. &amp; Tarshis, B. (1986). An Introduction to Physiological Psychology. (3rd Ed.). New York: Random House, Inc.</li> </ul>				<ul style="list-style-type: none"> <li>Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education.</li> <li>Gerrig, R. J &amp; Zimbardo, P. G. (2002). Psychology and life (16th Ed). USA: Allyn &amp; Bacon publishers</li> <li>Myers, D.G. (2010). Psychology 9th edition. New York, Worth publishers.</li> </ul>

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST



Course Code	USY23203T	Course Name	DEVELOPMENTAL PSYCHOLOGY - II				Course Category	C	Professional Core Course										L	T	P	O	C																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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Pre-requisite Courses	Nil	Co-requisite Courses				Nil				Progressive Courses		Nil																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
Course Offering Department		Psychology				Data Book / Codes/Standards				Nil																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Course Learning Rationale (CLR):		The purpose of learning this course is to:						Learning			Program Learning Outcomes (PLO)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
CLR-1 :	To understand the nature of Psychology						Level of Thinking (Bloom)	2	Expected Proficiency (%)	75	Expected Attainment(%)	60	1	Fundamental Knowledge	2	Application of Concepts	3	Link with Related Disciplines	4	Procedural Knowledge	5	Skills in Specialization	6	Ability to Utilize Knowledge	7	Skills in Modeling	8	Analyze, Interpret Data	9	Investigative Skills	10	Problem Solving Skills	11	Communication Skills	12	Analytical Skills	13	PSO -1	14	PSO -2	15	PSO-3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
CLR-2 :	To understand the various periods of human life span																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
CLR-3 :	To explain the characteristics of various stages of life span																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
CLR-4 :	To understand the social and emotional behavior of children																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
CLR-5 :	To explain the physiological and psychological changes																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:						2	75	60	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Duration (hour)		12	12	12	12	12
S-12	SLO-1	Hazards of Childhood	Psychological Hazards of Adolescence	Impact of Hazards of Adulthood	Impact of Hazards of t Middle age	Impact of Hazards of old Age
	SLO-2	Consequences of Hazards of Childhood	Psychological Hazards of Adolescence	Impact of Hazards of Adulthood	Impact of Hazards of t Middle age	Impact of Hazards of old Age
Learning Resources		1. Hurlock, E.B (1978) Child Development (6th ed.) London: McGraw Hill Book Company 2. Hurlock, E.B (1981) Developmental Psychology-A Life span Approach.(5th ed.) New Delhi: Tata McGraw Hill Publishing Company 3. Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd			4. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company 5. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company	

#### Learning Assessment

	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST

Course Code	UCD23S02T	Course Name	Verbal Ability and Skill Development	Course Category	S	Skill Enhancement Course	L	T	P	O	C
							1	0	2	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Career Guidance Cell	Data Book / Codes/Standards	-		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Critically evaluate basic mathematical concepts related to mixtures and alligations, Numbers, time and work	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Use their logical thinking and analytical abilities to solve reasoning problems	Level of Thinking	Expected Proficiency	Expected Attainment	Fundamental	Application of	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behaviour	Life Long Learning
CLR-3 :	Develop soft skills relating to the need for job recruitment																		
CLR-4 :	Provide students with the necessary skills to generate and interpret data sufficiency, problems on Chain Rule, Pipes and Cisterns, Boats and streams,																		
CLR-5 :	Enable students to understand problems on graphs and also increase their ability in language skills																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	Understand the concepts of mixtures and alligations, Numbers, time and work and to approach questions in a simpler and innovative method	3	80	70	M	H	-	L	-	M	-	M	M	H	-	H	-	-	-
CLO-2 :	Establish a student's interest and awareness in seating arrangements, mathematical operations, logical reasoning	3	80	75	M	H	-	L	-	M	-	M	M	H	-	H	-	-	-
CLO-3 :	Acquire soft skills that will help for applying jobs	3	85	70	-	-	M	H	M	-	L	-	-	-	H	-	M	M	H
CLO-4 :	Demonstrate various principles involved in aptitude problems	3	85	80	-	-	-	-	M	-	L	H	-	H	-	H	-	-	L
CLO-5 :	Ability to solve problems on reasoning and to interpret English language	3	85	75	-	H	-	L	-	H	-	M	M	-	H	--	M	-	M

Duration (hour)	6	6	6	6	6
S-1	SLO-1	Time and Distance – Introduction	Seating Arrangements (Circular and table) Introduction	Resume Building - Introduction	Chain Rule, Pipes and Cistern – Introduction
	SLO-2	Time and Distance – Problems	Seating Arrangements (Circular and table) – Problems	Resume Building	Chain Rule, Pipes and Cistern – Problems
S-2	SLO-1	Time & Work- Introduction	Mathematical Operations – Basic Problems	Group Discussions - Introduction	Data Sufficiency – Introduction
	SLO-2	Time & Work – Problems	Mathematical Operations – Tricky Problems	Group Discussions – Mock GD	Data Sufficiency – Problems
S-3	SLO-1	Alligation or Mixture – Introduction	Data Arrangements - Introduction	Group Discussions - Activity 1	Logarithms – Introduction
	SLO-2	Alligation or Mixture - Problems	Data Arrangements – Problems	Group Discussions - Activity 1	Logarithms – Problems

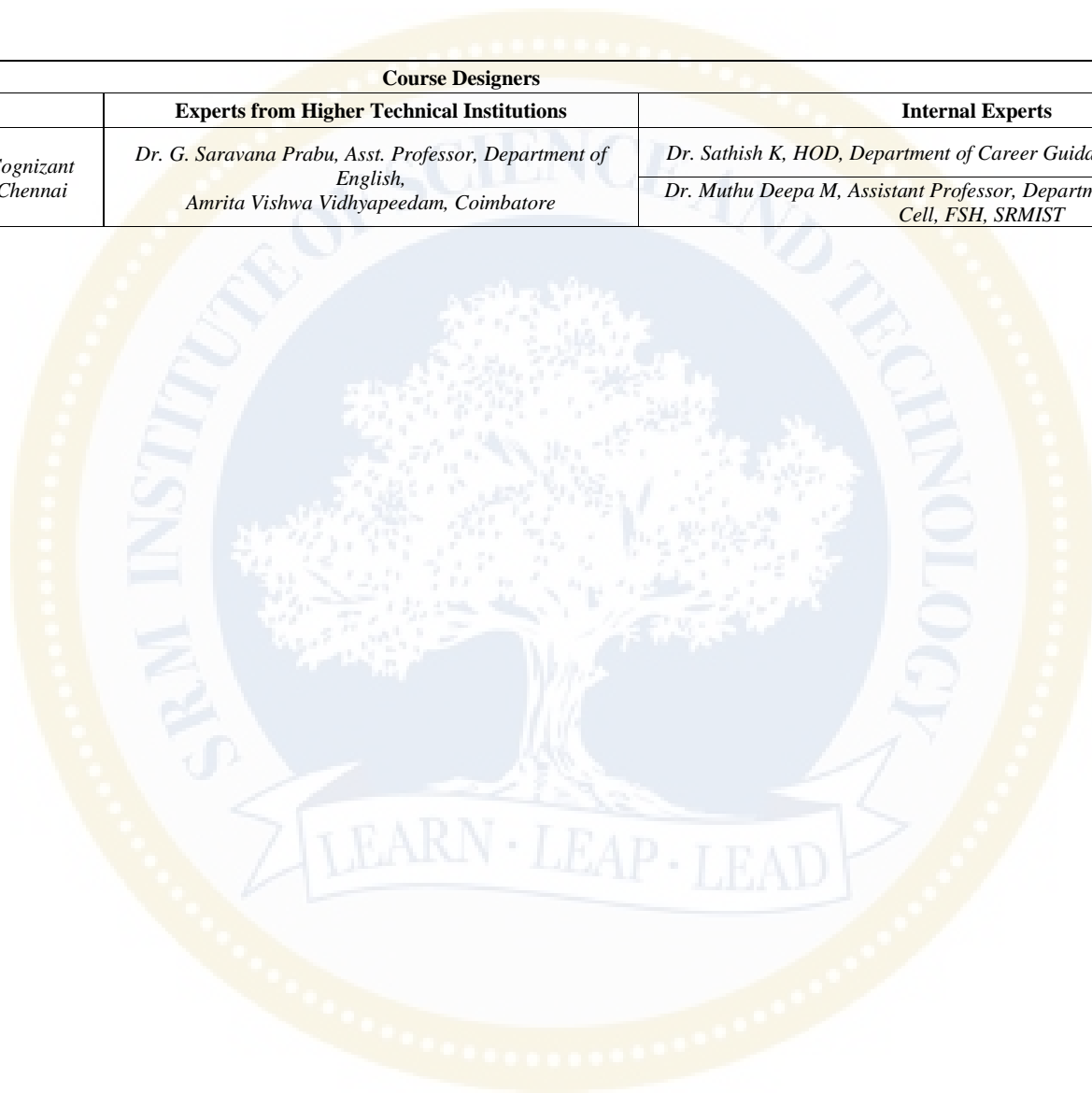
S-4	<b>SLO-1</b>	Numbers – Basic Problems	Logical Deductions – Introduction	Group Discussions - Activity 2	Boats and Streams – Basic Problems	Cause and Effect - Introduction
	<b>SLO-2</b>	Numbers – Tricky Problems	Logical Deductions – Problems	Group Discussions - Activity 2	Boats and Streams – Tricky Problems	Cause and Effect – Practise Session
S-5	<b>SLO-1</b>	Problems on Trains – Introduction	Letter and Symbol Series – Basic Problems	Leadership Skills Introduction	True Discount – Introduction	Theme detection – Introduction
	<b>SLO-2</b>	Problems on Trains – Problems	Letter and Symbol Series – Tricky Problems	Leadership Skills	True Discount – Problems	Theme detection – Activity
S-6	<b>SLO-1</b>	Races and Games – Basic Problems	Input Output Tracing Introduction	How to Handle Criticism and Feedback	Geometry and Mensuration Introduction	Ordering of words _ Introduction
	<b>SLO-2</b>	Races and Games – Tricky Problems	Input Output Tracing – Problems	How to Handle Criticism and Feedback	Geometry and Mensuration – Problems	Ordering of words – Practise Session
<b>Learning Resources</b>		1. James Barrett & Tom Barrett - Ultimate aptitude tests: over 1000 practice questions for abstract visual, numerical, verbal, physical, spatial and systems tests, Kogan Page, London, 2018. Fourth edition 2. Kathy A. Zahler & Over Drive, Inc (Distributor) Conquering GRE verbal reasoning and analytical writing, McGraw-Hill Education, New York, 2020 Second Edition 3. Archana Ram, Place Mentor: Tests of Aptitude for Placement Readiness, Oxford University Press, Oxford, 2018 4. David Bartlett, The art of general practice: soft skills to survive and thrive, Scion, Banbury, 2018, eBook, 2018 5. Zolt Nagy, Soft skills to advance your developer career: actionable steps to help maximize your potential, A press, Berkeley, CA, 2019, eBook, 2022				

Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA – 1 (20%)	CLA – 2 (20%)	CLA – 3 (30%)	CLA – 4 (30%)#
		Theory	Theory	Theory	Theory
Level 1	Remember	30%	20%	30%	30%
	Understand				
Level 2	Apply	30%	50%	30%	30%
	Analyze				
Level 3	Evaluate	40%	30%	40%	40%
	Create				
	Total	100%	100%	100%	100%

CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc.

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
<i>Mr. M. Ponmurugan, Executive PMOSS, Cognizant Technology Solutions India Pvt. Limited, Chennai</i>	<i>Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeedam, Coimbatore</i>	<i>Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST</i>
		<i>Dr. Muthu Deepa M, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST</i>





Course Code	UEN23V01L	Course Name	COMMUNICATION SKILLS	Course Category	AE	Value Addition Course	L	T	P	O	C
							0	0	4	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Department of English, FSH, SRMIST		Data Book / Codes/Standards	Nil	

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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<b>CLR-1 :</b>	Develop fluency in spoken English by practicing and engaging in various speaking activities.
<b>CLR-2 :</b>	Improve pronunciation and intonation to enhance clarity and effectiveness in oral communication.
<b>CLR-3 :</b>	Expand vocabulary and idiomatic expressions to communicate more accurately and expressively.
<b>CLR-4 :</b>	Enhance listening skills to understand and respond appropriately to spoken English in different situations.
<b>CLR-5 :</b>	Employ effective communication strategies, such as active listening, summarizing, paraphrasing, and asking clarifying questions, to enhance interpersonal and intercultural communication.

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
<b>CLO-1 :</b>	Demonstrate improved fluency in spoken English by expressing ideas and thoughts confidently and coherently.	2	75	60
<b>CLO-2 :</b>	Pronounce English words and phrases accurately, using appropriate intonation and stress patterns.	2	80	70
<b>CLO-3 :</b>	Expand and effectively use a range of vocabulary and idiomatic expressions to enhance communication.	2	70	65
<b>CLO-4 :</b>	Understand and comprehend spoken English in various contexts, including informal conversations, lectures, and presentations.	2	70	70
<b>CLO-5 :</b>	Deliver well-structured and engaging oral presentations, incorporating effective body language and visual aids.	2	80	70

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
H	M	M	L	-	M	-	M	H	L	H	L	-	-	-
M	H	L	-	-	-	-	M	M	H	H	M	-	-	-
M	M	M	-	L	L	-	H	M	H	H	L	-	-	-
H	M	L	-	M	H	-	-	-	-	H	L	-	-	-
H	H	-	M	-	M	-	L	L	M	H	M	-	-	-

Duration (hour)	12	12	12	12	12
<b>S-1</b>	<b>SLO-1</b>	Introduction to Listening Skills.	Introduction to Reading Skills. Discussion of techniques of Reading Skill	Introduction to Speaking Skills. Explaining the importance of phonetics and vocabulary	Introduction to Writing Skills Importance of writing skills
	<b>SLO- 2</b>	Exploring Effective Ways of Listening. Barriers of Listening. Active and Passive Listening.	Identifying common reading problems in students after making them read a few passages.	Explaining the usage of the Oxford Learner's Dictionary to learn phonetics of the words at the fundamental level.	Explaining various forms of writing with examples:.
<b>S-2</b>	<b>SLO-1</b>	Introduction to Digital language lab/ usage of mobile applications	Learners are enabled to record their speech and listen to it in order to correct their problematic areas		Introduction to letter writing. Types of letters- Formal and Informal letters with examples.
					Explaining why appreciating texts creates a good reader.



				The right enunciation of certain words to be taught through phonetic representation and decoding the phonetic symbols by learning to use the dictionary..	Learning E-mail etiquette.	
	<b>SLO- 2</b>	Equipping the listening skill of the learners	repetitive practices of reading select paragraphs from web resources, their standard will be measured.	Observe and repeat and learn the phonetic pronunciation of words by practicing continuously.	Class Assignment - write a formal letter and informal letter and check for e-mail etiquettes in writing.	Enabling the students to reflect in the classroom about any of their favourite books/ articles or magazines.
<b>S-3 – S-4</b>	<b>SLO-1</b>	Introducing google podcasts.	The speed, fluency, pronunciation, comprehension of the words in the paragraph	Teaching the usage of Thesaurus to understand and develop various words and improve vocabulary.	Enabling the students to unleash their potentials in creative writing through writing transcripts for advertisements of any product.	Introducing the text of Letters by Mathrubootham published in the Hindu.
	<b>SLO- 2</b>	Task to write down the words from the audio they have listened to. This activity should be done in two steps. 1. Jotting down the words simultaneously as they listen to the speaker. 2. Writing the transcript of the audio through repetitive play and pause.	hints and tricks to follow where the pauses are to be followed.	Identifying common errors in concord, preposition, direct speech and indirect speech.	write a review of any book or a movie or an interview or a debate.	Reading and recitation of the text of the first letter-Enjoy within limits, says Mr. Mathrubootham  Understanding characters by analyzing the usage of their style of language
<b>S-5</b>	<b>SLO-1</b>	Imitating the speakers by listening to them and attempting to learn the pronunciation of the words uttered in the audio.	Students group 1- reads – group 2 identifies the flaws in reading.	Identifying common errors in tenses, punctuation, and syntactical errors..	Mechanics of writing like capitalization, punctuation, spelling, correct pronoun, preposition, concord usage can be taught.	Reading of the second letter- Nobel? What Nobel, asks Mr. Mathrubootham.
	<b>SLO- 2</b>	Repetitive listening to enhance pronunciation skills	The roles have to be exchanged between the two groups and the activity should be practiced.	Rectifying the common errors and instructing the learners about the right usage in order to avoid common errors.	mechanics of writing - assessed and evaluated.	Mathrubootham's humour and the language of code switching from Tamil to English and vice –versa.
<b>S-6</b>	<b>SLO-1</b>	Introducing to the audios of TED TALK American Speakers. Listening to the native speakers of English Language through TED TALKS.	Identify the key arguments in a passage - introductory point, lead point, supportive argument statement, concluding point and the common connecting word between all the key words in the passage.	Practicing how to avoid common errors.	Teaching effective writing by learning to avoid common errors in concord, preposition, conjunction, relative pronouns, question tags.	Reading of the third letter -Mr. Mathrubootham is fully supporting all new technologies
	<b>SLO- 2</b>	Introducing to the audios of TED TALK British Speakers. Listening to the native speakers of English Language through TED TALKS.	encouraged to identify the key arguments in other passages on their own.	The learners are introduced to collocations for quick choice of learning how to speak in short time and how to speak effectively.	Practicing effective writing by learning to avoid common errors in concord, preposition, conjunction, relative pronouns, question tags.	Mathrubootham's frustration over the failure of technologies and the language that he positively uses to denote hopelessness over technologies.
<b>S-7 – S-8</b>	<b>SLO-1</b>	American and British styles can be differentiated.	Guiding the act of reading through scanning and skimming by model reading of the passages by the instructor.	Practice collocations	common errors in tenses, direct and indirect speech and syntax structure.	Reading of the fourth letter in the classroom and discussion Pizza maavu: Welcome to Mr. Mathrubootham food recipe website,
	<b>SLO- 2</b>	The recognition of different accents should be practiced by speaking after listening.	scanning and skimming activities	Idioms and phrases	Practicing effective writing by learning to avoid common errors in tenses, direct and indirect speech and syntax structure.	Mathrubootham's love for food and the miscommunication about food.
<b>S-9</b>	<b>SLO-1</b>	Learning advanced pronunciation and vocabulary through various computer applications like Woodpecker.	Loud reading and slow mind reading	A speaking task to learn- collocations, idioms and phrases, vocabulary and phonetic pronunciation	Teaching how to write statement of purpose for admission to higher educations, and practicing the same.	Analysing the text for regional relevance and National significance.
	<b>SLO- 2</b>	imitate the different sounds and accents - repeat it after listening to any of the videos from the library based on individual interest.	Pauses, pronunciation, comprehension and fluency can be checked for improvement at this stage through repetitive practices.	Their speaking activity is to be recorded and played again to rectify the errors and highlight the problematic areas in speaking.	Teaching how to write a story by looking at a picture.  Developing the writing skill through word ladders.	Appreciating the aesthetics of the comic element and the embodiment of humour in the narrative in the letter

<b>S-10</b>	<b>SLO-1</b>	Repeat listening to the same time frames and move from 02.01 to 03.00	Students -groups -checking the comprehension skills. Analyse the text of a passage.	Automating vocabulary through engaging the students in various activity games like solving crossword puzzle and playing scattergories.	Introduction to blog writing and steps to become an effective blog writer.	importance of bringing in the Indianized way of speaking the English Language in order to depict the character called Mathrubootham.
	<b>SLO- 2</b>	Choosing any particular time frame and practicing it.	Brainstorming the comprehension skills- questioning the key points in the passage.	Engaging the students to play the games in order to learn the vocabulary.	Encourage the readers to create their own blogs and post articles on a regular basis.	relatable characters of both formal and informal everyday life experiences.
<b>S 11 - S 12</b>	<b>SLO-1</b>	Interested students can complete listening and reflecting the complete audio listening practice and speaking.	Cross check with misunderstanding if any and rectify- match the question and answers.	Spur of the moment speech.:	Selecting any news article and learning the writing style in it.	Talk about their favourite letter from the letters of Mathrubootham by recollecting the appreciation of the text according to their perception and understanding.
	<b>SLO- 2</b>	Group activities and games can be conducted to test the listening skills by responding to the speech given by other students	Passages for reading comprehension are to be given for practice that tests their reading skills.	Prepared speech : Giving a speaking task to the students to speak on their own choice	Students are given chances to write reports on various topics.	Enabling the students to share their appreciation of any of their favourite lines from the books they have read.

<b>Learning Resources</b>	<ol style="list-style-type: none"> <li>1. Horizon- English Text Book – Compiled and Edited by the faculty of English Departement, FSH, SRMIST, 2020</li> <li>2. <i>English Grammar in Use by Raymond Murphy</i></li> <li>3. <i>Raymond Murphy, Intermediate English Grammar, Cambridge University Press, 2007</i></li> <li>4. <i>R.P. Bhatnagar, English for Competitive Examinations, Trinity Press, 3<sup>rd</sup> Edition, 2016</i></li> <li>5. <a href="http://www.aptitudetests.org/verbal-reasoning-test">http://www.aptitudetests.org/verbal-reasoning-test</a></li> <li>6. <a href="https://www.assessmentday.co.uk/aptitudetests_verbal.htm">https://www.assessmentday.co.uk/aptitudetests_verbal.htm</a></li> </ol>
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<b>Learning Assessment</b>					
<b>Level</b>	<b>Bloom's Level of Thinking</b>	<b>Continuous Learning Assessment (100% weightage)</b>			
		<b>CLA – 1 (20%)</b>	<b>CLA – 2 (20%)</b>	<b>CLA – 3 (30%)</b>	<b>CLA – 4 (30%) #</b>
		Practice	Practice	Practice	Practice
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	Total	100 %	100 %	100 %	100 %

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Krishna Raj Sutherland Krishna.Raj1@sutherlandglobal.com	Dr. J Mangayarkarasi Associate Professor and Head, Dept. of English Ethiraj College for Women Chennai jmbwilson97@gmail.com	1. Dr. Shanthichitra, Professor, & Head, Department of English, FSH,SRMIST
Ann Mariya Thomson RA2232105010015 II M.A English Literature CSH, SRM IST az1160@srmist.edu.in	Dr. K S Antonysamy Associate Professor and Head, Dept. of English Loyola College Chennai antonysamyks@loyolacollege.edu	2.Dr. Pushpanjali Sampathkumar, Assistant Professor, Department of English, FSH, SRMIST 3.Dr Anchal Sharma, Prof & Hod EFL SRMIST NCR Campus 4.Dr T Sridevi, Assistant Professor English, FSH Ramapuram SRM 5.Dr Shanmuga Priya, Assistant Professor SRMIST Trichirapalli Campus

Course Code	UNS23M01L/ UNC23M01L UNO23M01L/ UYG23M01L	Course Name	NSS/NCC/NSO/YOGA	Course Category	EA	Extension Activity	L	T	P	C
							0	0	0	0

Pre-requisite Courses	<i>Nil</i>	Co-requisite Courses	<i>Nil</i>	Progressive Courses	<i>Nil</i>
Course Offering Department	NSS/NCC/NSO/YOGA	Data Book / Codes/Standards	<i>Nil</i>		

Assessment is Fully Internal

Learning Assessment	
Assessment Tools	Marks
Continuous Learning Assessment –I (CLA-I)	20 Marks
Continuous Learning Assessment –II (CLA-II)	30 Marks
Continuous Learning Assessment –III (CLA-III)	30 Marks
Continuous Learning Assessment –IV (CLA-IV)	20 Marks
Total Marks	100 Marks

Course Code	USY23301T	Course Name	SOCIAL PSYCHOLOGY – I		Course Category	C	Professional Core Course					L	T	P	O	C								
												3	0	3	2	4								
Pre-requisite Courses	Nil		Co-requisite Courses		Nil		Progressive Courses	Nil																
Course Offering Department			Psychology		Data Book / Codes/Standards		Nil																	
Course Learning Rationale (CLR):			The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To understand the origin and development of social psychology				1			2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Learn how social cognition and social perception is formed				Level of Thinking (Bloom) Expected Proficiency (%) Expected Attainment (%)			Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3		
CLR-3 :	To Understand formation and change in attitude																							
CLR-4 :	Understand the aspects of social identity																							
CLR-5 :	Analyze the differences in prejudice and discrimination																							
Course Learning Outcomes (CLO):			At the end of this course, learners will be able to:																					
CLO-1 :	Know the origin and development of social psychology				2			75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	Understand the causes of social behavior				2			80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 :	Analysis major components of social perception				2			70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 :	Evaluate the methods to change attitude, persuasive techniques				2			70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5 :	Learn techniques to reduce prejudice and discrimination				2			80	70	-	H	H	H	-	-	-	-	H	-	-	-	-	-	-

		15	15	15	15	15
S-1	SLO	Introduction to social psychology	<i>Social Perception</i>	Self	Attitudes	Perception of inequality
S-2	SLO	Nature of social psychology	<i>Nonverbal communication</i>	<i>Self-concept</i>	Component of attitude	Perception of inequality
S-3	SLO	History of social psychology	<i>Channels of nonverbal communication</i>	<i>Self-concept</i>	Functions of attitude	Nature of stereotype
S-4	SLO	Social psychology in the new millennium	<i>Body language, gesture, posture</i>	<i>Self-presentation</i>	Attitude Formation: Classical conditioning	Origins of stereotype
S-5	SLO	Role of research in Social Psychology	<i>Nonverbal cues in social life</i>	<i>Managing self in different social context</i>	Attitude Formation: Instrumental Conditioning	Stereotyping
S-6	SLO	Ethical issues in social psychology	<i>Nonverbal cues in social life</i>	<i>Self-presentation tactics</i>	Attitude Formation: Observation learning	Stereotyping
S-7	SLO	Research methods and social psychology	<i>Deception</i>	<i>Self-presentation tactics</i>	Link between attitude and behaviour	Why do people form stereotype
S-8	SLO	Social Cognition	<i>Recognizing deception</i>	<i>Self-knowledge</i>	Link between attitude and behaviour	Why do people use stereotype
S-9	SLO	Social Cognition: Meaning and concepts	<i>Understanding the causes of behaviour</i>	<i>Self-knowledge – discovering cause of our behaviour</i>	Strength of attitude	Victims of stereotyping
S-10	SLO	Social cognition errors	<i>Understanding the causes of behaviour</i>	<i>Self-knowledge from others perspective</i>	Attitude extremity	Gender stereotyping
S-11	SLO	Sources of cognition errors	<i>Theories of Attribution</i>	<i>Self knowledge from others perspective</i>	How attitude guide behaviour	Prejudice- meaning
S-12	SLO		<i>Basic errors of attribution</i>	Stereotype threats	How attitude guide behaviour	Origin of prejudice
S-13	SLO	Types of Heuristics	<i>Theories of correspondence</i>	Overcoming the effects of stereotype	Attitude change	Theories of prejudice
S-14	SLO	Understanding Schemas	Attribution and terrorism	Overcoming the effects of stereotype	Types of persuasive techniques	Discrimination
S-15	SLO	<i>Processing of social thought</i>	Impression Formation	Stereotype threats	Theories, causes and resolving strategy of dissonance	Stereotype



<b>Learning Resources</b>	<ul style="list-style-type: none"> <li>Baron (1978) Social Psychology (6th ed.) London: McGraw Hill Book Company</li> <li>Hurlock, E.B (1981) Developmental Psychology-A Life span Approach.(5th ed.) New Delhi: Tata McGraw Hill Publishing Company</li> <li>Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd</li> </ul>	<ul style="list-style-type: none"> <li>Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company</li> <li>Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company</li> </ul>
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

**# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,**

Course Designers		
<i>Experts from Industry</i>	<i>Expert from Higher Technical Institutions</i>	<i>Internal Experts</i>
<i>Dr Nigesh K, Ministry of Labor and Employment, Government of India</i>	<i>Dr A Madalaimuthu, Christ University</i>	<i>Dr Saranya TS Dept of Psychology, SRMIST</i>
		<i>Dr Senthil Kumaran J, SRMIST</i>

Course Code	USY23302T	Course Name	HEALTH PSYCHOLOGY				Course Category	C	Professional Core Course						L	T	P	O	C					
Pre-requisite Courses	Nil		Co-requisite Courses		Nil		Progressive Courses	Nil																
Course Offering Department			Psychology		Data Book / Codes/Standards		Nil																	
Course Learning Rationale (CLR):			The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)														
CLR-1 : To make an awareness of the link between Psychology and Health							Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 : To explore stress and psycho physiological disorders										Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 : To explain belief and health behaviour																								
CLR-4 : To explain health and wellbeing																								
CLR-5 : To understand health promoting behaviour																								
Course Learning Outcomes (CLO):			At the end of this course, learners will be able to:																					
CLO-1 : Know the basic concepts of health psychology							2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 : Learn source stress and how it affects health							2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 : Understand health behavior							2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 : Learn the link between positive emotion and health							2	70	70	H	-	H	H	H	-	-	-	-	H	-	-	-	-	-
CLO-5 : Understand the health promoting behaviour							2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
							2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Duration (hour)		15	15	15	15	15																		
S-1	SLO	Definition of health	Concept of Stress	Overview of health behaviour	Health and Well-being	Health promoting behavior																		
S-2	SLO	Dimensions of health	Sources of stress	Health behavior and health habits	Concept of wellbeing	Exercise: determinants and benefits																		
S-3	SLO	Aims of health psychology	Responses to stress	Barriers to modifying health poor health behaviour	Positive emotions (PE)	Developing a healthy diet																		
S-4	SLO	Foundations of health psychology	Responses to stress	Health promotion and older adults	Role of PE in well-being	Intervention to modify diet																		
S-5	SLO	Foundations of health psychology	Physiological mechanism of stress	Changing health habits	Psychological capitals and wellbeing	Sleep and health																		
S-6	SLO	Foundations of health psychology	Physiological mechanism of stress	Attitude change health behavior	Psychological capitals and wellbeing	Sleep and health																		
S-7	SLO	Foundations of health psychology	Psychosocial modifiers of stress	Attitude change and health behavior	Resilience	Health compromising behavior																		
S-8	SLO	Historical viewpoints of disease andthe mind	Psychosocial modifiers of stress	Health belief model	Resilience as protective factors	Preventive approach alcohol abuse																		
S-9	SLO	Current perspectives on health andillness	Psychophysiological disorders	Theory of planned behavior	Role of resilience in health and wellbeing	Smoking																		
S-10	SLO	Concept of biomedical model	Psychophysiological disorders	Theory of planned behavior	Pain management	Synergistic effect of smoking																		

S-11	SLO	Principles and Characteristics biomedical model	Stress and cardiovascular disorder	Self determination theory	Psychology of pain management	Why do people smoke
S-12	SLO	Assumptions of biomedical model	Stress related damages to neurological aspects of the body	Health behaviour change and the brain	Theories of pain management	Nicotine addiction and smoking
S-13	SLO	Biopsychosocial model and health	Coping with Stress	Cognitive behaviour approach to health behaviour change	Pain management techniques	Intervention to reduce smoking
S-14	SLO	Biopsychosocial model and health	Stress management techniques	Trans-theoretical model of behavior change	Meditation	Nicotine addiction and smoking
S-15	SLO	Current perspectives on health and illness	Stress management techniques	Changing health behavior through social engineering	Meditation types	Intervention to reduce smoking

Learning Resources	•	Allen, F. (2011). Health Psychology and Behaviour. Tata McGraw Hills	•	Marks, D., Murray, M., Evans, B.,Willig, C.Woodwall, C.&Syskes, C. (2008).Health Psychology, New Delhi: Sage
	•	Taylor, S. E. (2006).Health psychology, New Delhi: McGraw Hills Inc	•	Mohan, J. &Sehgal, M. (2006).Health Psychology: Recent Perspectives
	•	Sarafino, E. P. (1998). Health Psychology: Bio-psychosocial interactions (2nd and 3rded.), John Wiley & Sons Inc.	•	Roberts, R., Towell, T., & Golding, J. F. (2001).Foundations of Health Psychology.New York PalgraveHoundmills
	•	Marks. (2008).Health Psvchology: Theorv and Practice. Delhi: Sage.		

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST

Course Code	USY23 303T	Course Name	THEORIES OF PERSONALITY			Course Category	C	Professional Core Course					L	T	P	O	C							
								3	0	3	2	4												
Pre-requisiteCourses		Nil	Co-requisite Courses		Nil	Progressive Courses	Nil																	
Course Offering Department		Psychology		Data Book / Codes/Standards		Nil																		
Course Learning Rationale (CLR):		The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)															
CLR-1 : To understand basics of theories of personality						Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 : To explain the human personality from psychodynamic perspective									Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3	
CLR-3 : To understand trait theories of personality									H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	-
CLR-4 : To understand humanistic theories of personality									-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-
CLR-5 : To understand behavioural learning theories of personality									H	-	-	H	-	-	-	-	-	-	-	-	-	-	-	-
									-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:				2	75	60	-	H	-	H	-	-	-	-	-	-	-	-	-	-		
CLO-1 : To understand why each person is unique						2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-		
CLO-2 : Compare and contrast personality theories on the basis of scientific criteria						2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-		
CLO-3 : Apply different approaches to personality and understand human behaviour from various perspective						2	70	70	H	-	H	H	-	-	-	-	-	H	-	-	-	-		
CLO-4 : Understand the humanistic view of personality						2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-		
CLO-5 : Understand how the environment shapes personality						2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Duration (hour)		18	18	18	18	18					18													
S-1	SLO	Introduction to personality	Psychodynamic perspective	Trait approach	Humanistic perspective					Behavioral perspective														
S-2	SLO	Introduction to personality	Classical psychoanalysis	Allport	Nature of human					Classical conditioning														
S-3	SLO	Study of personality	Levels of mind	Motivation	Phenomenology					Shaping														
S-4	SLO	Study of personality	Levels of mind	Personality	Phenomenology					Chaining														
S-5	SLO	History	Topography of mind	Proprium	Abraham Maslow					Successive approximation														
S-6	SLO	History	Topography of mind	Adult personality	Abraham Maslow					Successive approximation														
S-7	SLO	Definition	Structure of mind	RB Cattell	Carl Rogers					Skinner														
S-8	SLO	Definitions	Psychosexual stages	16 factors	Person centered theory					Reinforcement theory														
S-9	SLO	Assessment	Defense mechanism	Dynamic motives	Nature of organism					Premake principle														
S-10	SLO	Personality assessment	Defense mechanism	Erg	Concept of self					Reinforcement vs punishment														

S-11	SLO	Techniques	Analytical psychology	Erg	Self actualizing person	Reinforcement vs punishment
S-12	SLO	Reliability	Analytical psychology	Eysenck	Cognitive approach to personality	Bandura
S-13	SLO	Validity	Carl Jung	PEN	Cognitive approach to personality	Social learning
S-14	SLO	Paper pencil	Carl Jung	BIG Five	Personal construct theory	Social learning
S-15	SLO	Self report	Alfred Adler	BIG Five	Personal construct theory	Vicarious reinforcement
S-16	SLO	Self report	Alfred Adler	Comparison between trait theories	Kelly	System of self
S-17	SLO	Projective techniques	Karen Horney	Comparison between trait theories	Kelly	System of self
S-18	SLO	Clinical interviews	Karen Horney	Comparison between trait theories	Comparison between humanism and existentialism	Concept of self regulation
Learning Resources		• Schultz, D.P. and Schultz, S.E. (2013). Theories of Personality (10th Ed). Delhi • Friedman, H. S. &Schustack, M. W. (2003).Personality: Classic Theories and Modern Research, 2nd ed.. Delhi: Pearson Education				• Aleem, S. (2012).Theories of Personality. Dorling Kindersly India Pvt. Ltd

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
<i>Experts from Industry</i>	<i>Expert from Higher Technical Institutions</i>	<i>Internal Experts</i>
Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST

Course Code	ULT23AE01T	Course Name	Applied Tamil – I	Course Category	AE	Ability Enhancement Courses (AE)				
						L	T	P	O	C
						1	0	2	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Tamil	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	தமிழின் எழுத்து, சொல் வளர்ச்சி வரலாற்றை அறியச் செய்தல்	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	மொழியைப் பிழையின்றி எழுதும் ஆற்றலை அடையச் செய்தல்																		
CLR-3 :	வாய்மொழி வழக்காறுகளின் நுட்பங்களைத் தெரியச் செய்தல்																		
CLR-4 :	கடிதம் எழுதும் முறை, கட்டுரை வரையும் முறை அறியச் செய்தல்																		
CLR-5 :	படைப்பாற்றல் திறனை வளரச் செய்தல்																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO -3
CLO-1 :	சொற்களைச் சரியான பொருண்மையில் பயன்படுத்தும் திறன் பெறுதல்	2	75	60	H	L	H	M	H	H	L	M	H	M	L	H	-	-	-
CLO-2 :	மொழியைப் பிழையின்றி எழுதுவதன் வழி மொழி ஆளுமை பெறுதல்	2	80	70	H	M	H	L	M	H	L	H	M	L	H	H	-	-	-
CLO-3 :	வாய்மொழி மரபின் கூறுகள் வழி, மக்களின் வாழ்வியல் விழுமியங்களை அறிந்துகொள்ளுதல்	2	70	65	H	L	H	M	H	H	M	H	L	H	M	H	-	-	-
CLO-4 :	அலுவலகப் பயன்பாடு, திறன் மேம்பாடு ஆகியவற்றை நுட்பமாகத் தெரிந்துகொள்ளுதல்	2	70	70	H	M	H	L	H	M	M	H	H	L	H	H	-	-	-
CLO-5 :	கவிதை, கதை படைக்கும் ஆற்றலை அறிந்துகொள்ளுதல்	2	80	70	H	M	H	H	M	H	L	M	H	L	H	H	-	-	-

Duration (hour)	9	9	9	9	9
S-1	SLO-1	தமிழின் தொன்மை	மெய்யெழுத்துகளின் வகைகள்	வாய்மொழி மரபு, எழுத்து மரபு	தொடர் அமைப்பு
	SLO-2	தமிழின் சிறப்புகள்	மூவினம்	வாய்மொழி மரபில் அனுபவம்	எளிய தொடர்
S-2	SLO-1	கருத்து – பரிமாற்றம்	ஒற்று இடுதல்	வாழ்வியல் தத்துவம்	நெடுந்தொடர்
	SLO-2	பயன்பாட்டுத்தமிழ்	வல்லினம் மிகும் இடங்கள்	பழமொழிகள்	பத்தி எழுதுதல்
S-3	SLO-1	காலந்தோறும் தமிழ்	வல்லினம் மிகா இடங்கள்	பழமொழியும் மனித வாழ்வியலும்	ஒரு பொருளை மையமாகக் கொண்டு எழுதுதல்
	SLO-2	எழுத்துகள் - அறிமுகம்	எழுத்துப்பிழை நீக்கம்	பழமொழியின் வடிவம்	காலந்தோறும் கடிதங்கள்
S-4	SLO-1	தமிழ் எழுத்து வரலாறு	பிழை நீக்கி எழுதுதலின் அவசியம்	வட்டார மொழி	தமிழில் கடித இலக்கியம்



	SLO-2	எழுத்துகளின் வரிவடிவம்	பிழைகளும் மொழிச் சிக்கல்களும்	வட்டார மொழியில் சொல்வடை	கடித வகைகள்	கவிதை எழுதும் முறை
S-5	SLO-1	எழுத்துகளின் பிறப்பு	எதிர்ச்சொல் வரலாறு	பழமொழியும் சொல்வடையும்	கடிதம் எழுதும்முறை	தன்னுணர்ச்சிக் கவிதை
	SLO-2	உயிர் எழுத்துப் பிறப்பு	எதிர்ச்சொல்லின் உருவாக்கம்	பேச்சுநடையும் சொல்வடையும்	அலுவல் கடிதம்	இயற்கை/ சமூகம் - கவிதை
S-6	SLO-1	மெய்யெழுத்துப் பிறப்பு	இணைச்சொல்லும் எதிர்ச்சொல்லும்	மரபுத்தொடர்	வாழ்த்து/ பாராட்டுக் / நட்புக் கடிதம்	காலந்தோறும் கதைகள்
	SLO-2	மொழி முதல் எழுத்துகள்	தமிழில் எதிர்ச்சொற்கள்	பழமொழி மரபுத் தொடர் வேறுபாடு	கட்டுரை வகைகள்	கதைகளில் கற்பனையும் உண்மையும்
S-7	SLO-1	மொழி இறுதி எழுத்துகள்	ஒரெழுத்து ஒருமொழி – அறிமுகம்	தமிழில் மரபுத்தொடர்	கட்டுரை எழுதும் முறை	வாய்மொழிக் கதை
	SLO-2	எழுத்து வேறுபாடும் பொருளும்	ஒரெழுத்து ஒருமொழியும் பொருளும்	விடுகதை	கட்டுரைக் களங்கள்	ஒரு பக்கக் கதை
S-8	SLO-1	ணகர - னகர - நகர வேறுபாடு	சொற்களின் தன்மைகள்	நுண்ணறிவு வெளிப்படுத்தல்	போட்டிக் கட்டுரை	சிறுகதை
	SLO-2	லகர – ளகர - ழகர வேறுபாடு	ஒரு சொல் பல பொருள்	கதை மரபில் நாட்டுப்புறக் கதைகள்	அனுபவக் கட்டுரை	கதை எழுதும் முறை
S-9	SLO-1	சொல்லும் பொருளும்	ஒரு பொருள் பல சொல்	தமிழில் நாட்டுப்புறக் கதைகள்	பயணக் கட்டுரை	சமூக உணர்வின் வெளிப்பாடு
	SLO-2	காலந்தோறும் சொற்கள்	சொல் உருவாக்கத்தின் பயன்கள்	நாட்டுப்புறக் கதைகளும் சமூக வரலாறும்	இதழியல் கட்டுரைகள்	நிகழ்வைக் கதை வழியே வெளியிடல்

Learning Resources	<ol style="list-style-type: none"> <li>1. நல்ல தமிழ் எழுத வேண்டுமா?, அ. கி. பரந்தாமனார், பாரி நிலையம், 2010.</li> <li>2. நாட்டுப்புற இயல் ஆய்வு, சு. சக்திவேல், மணிவாசகர் பதிப்பகம், சென்னை, 2006.</li> <li>3. படைப்புக்கலை, மு. சுதந்திரமுத்து, அறிவுப் பதிப்பகம், சென்னை, 2008.</li> <li>4. கதையியல், க. பூரணச்சந்திரன், அடையாளம் பதிப்பகம், சென்னை, 2012.</li> <li>5. இணைய வழித் தரவுகள் : <a href="https://tamilheritage.org/">https://tamilheritage.org/</a></li> </ol>
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	Bloom’s Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
	Understand										
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
I. Dr. P.R.Subramanian, Director, Mozhi Trust, Thiruvanniyur, Chennai – 600 041.	I. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literature, Pondicherry University, Pondicherry	1. Dr. B.Jaiganesh, Associate Professor & Head, Dept. of Tamil, FSH, SRMIST, KTR
		2. Dr. R. Ravi, Assistant Professor and Head, Dept. of Tamil, FSH, SRMIST, VDP.
		3. Mr. G. Ganesh, Assistant Professor, Dept. of Tamil, FSH, SRMIST, RMP.
		4. Dr. T.R.Hebzibah beulah Suganthi, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.
		5. Dr. S.Saraswathy, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.

Course Code	ULH23AE01T	Course Name	APPLIED HINDI-I			Course Category	AE	Ability Enhancement Courses (AE)						L	T	P	O	C								
														1	0	2	2	2								
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil																
Course Offering Department		HINDI			Data Book / Codes/Standards			Nil																		
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)																
CLR-1 :	Explain and appreciate the Constant moral values of India					Level of Thinking (Bloom)	2	75	80	1	2	3														
CLR-2 :	Focus on Evaluating the social changes through prose									Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO -3
CLR-3 :	To Display moral and social values in the field of religion and communal Unity											H	H	H	M	L	H	L	M	L	L	H	M	-	-	-
CLR-4 :	To make translation of good literature and any relevant document from the Hindi Language to English and vice – versa											H	H	M	L	H	H	M	H	M	M	H	H	-	-	-
CLR-5 :	To help the learners to tackle Administrative terminology											H	H	L	H	M	H	L	H	H	M	H	H	-	-	-
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:								M	H	M	H	L	H	H	H	M	H	H	-	-	-			
CLO-1 :	Understand the various forms of Prose and different aspects of social issues					2	75	80																		
CLO-2 :	To create an awerness on Ramayanan					2	80	90																		
CLO-3 :	To Examine the accuracy in Translation					2	75	95																		
CLO-4 :	To Provide technical writing skills					2	80	90																		
CLO-5 :	To evaluate the nuance in essays					2	85	90																		
Duration (hour)		9		9		9		9		9		9														
S-1	SLO-1	KAHANI	NIBANDH	BAL RAMAYAN	ANUVAD	PARIBHASHIK SHABDAVALI																				
	SLO-2	AVDHARNA	AVDHARNA	KHATHA VASHTU	AVDHARNA	ARTH																				
S-2	SLO-1	ARTH	ARTH	AVADHPURI MEN RAM	ARTH	PARIBHASHA																				
	SLO-2	SWARUP	SWARUP	RAM KE ADARSH KE PRATI PRERIT KARNA	SWARUP	SWARUP																				
S-3	SLO-1	PARIBHASHA	PARIBHASHA	RAMAYAN KE PRATI RUCHI JAGANA	PARIBHASHA	PRAKAR																				
	SLO-2	KAHANI KE TATVA	MAHABHARAT KE SAMAY KA BHARAT- BHALKRISHNA BHATT	RAMAYAN KA SAMAJ MEN MAHATVA	PRAKAR	AVADHARNA																				
S-4	SLO-1	UDDESHYA	LEKHAK PARICHAYA	LOKJEEVAN KE PRATI JAGRUP KARNA	MAHATVA	PRAYOJAN																				
	SLO-2		PATH KA VISLESHAN	JANGAL AUR JANKPUR	UDDESHYA	UDDESHYA																				
S-5	SLO-1	ANTASH MAN KI JAGRITI	UDDESHYA	GURU KE PRATI ADAR BHAV	ANUBAD PRAKRIYA	MAHATVA																				
	SLO-2	EIDGAH – KAHANI PREMCHAND	SAMAJIK SAMRASTA	VIRTA KE BHAV KO JAGANA	VIVIDH PRAYOG	PRAYOG																				
S-6	SLO-1	KAHANI KA PARICHAYA	PAURANIK KAHANIYO SE AVAGAT KARANA	VIDHARM KA PRATIFAL	HINDI SE ANGREZI ANUVAD	UDDESHYA																				

	SLO-2	KAHANI VISLESHAN	MAHABHARAT EVAM RAMAYAN KE SAMAJ KI TULNA	VAN JEVAN SE AVAGAT KARANA	ANGREZI SE HINDI ANUVAD	TAKANIKI SHABDAVALI KA MHATVA
S-7	SLO-1	BAL MANOVIGYAN	BABUL AUR KAKTASH-RAMDARASH MISHRA	SITA KE ADARSH CHARITRA SE AVAGAT KARANA	ANUVAD KA PRAYOJAN	HINDI SE ANGREZI SHABD
	SLO-2	ASMANTA KA CHITRAN	LEKHAK PARICHAY	RAM KE CHARITRA SE AVAGAT KARANA	ANUVAD KA PRAYOG	ANGREZI SE HINDI SHABD
S-8	SLO-1	DIP SE DIP JALE- USHA YADAV	PATH KA VISLESHAN	VIRTA KE BHAV JAGANA	SHROT BHASHA KA GYAN	EK DIN EK SHABD
	SLO-2	SAPNE KE LIYE SANGHARSH	MANVATA KO JIVIT RAKHANE KI PRERNA	PATH KA VISLESHAN	LAKSHYA BHASHA KA GYAN	SHABDON KA VISLESHAN
S-9	SLO-1	SAMASYA KA SMADHAN JAD MEN HOTA HAI	AAJ KE SANDARBH ME MAHABHARAT KI UPYOGITA	PATH PRICHARCHA	ANUVAD KA DAYITVA	PATH PRICHARCHA
	SLO-2	PRASHNABHAYASH	PRASHNABHAYASH	PRASHNABHAYASH	ANUVAD KA ABHYASH	PRASHNABHAYASH
		Learning Resources	Edited Book: “PRAYOJAN MULOKE HINDI”, SRIJANLOK PUBLICATION, 2023, New Delhi. 1. Srijanlok Literary Magazine, Ara (Bihar – 802301) 2. <a href="https://hindisamay.com/">https://hindisamay.com/</a> 3. <a href="https://ncert.nic.in/textbook.php?fhbr1=0-12">https://ncert.nic.in/textbook.php?fhbr1=0-12</a> 4. Prayojan mulak Hindi, Dr. Sontakke <a href="https://rajbhasha.gov.in/hi/ol_clause">https://rajbhasha.gov.in/hi/ol_clause</a>			PUNRIKSHAN

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
	Understand										
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Shri. Santosh Kumar Editor : Srijanlok Magazine Place: Vashishth Nagar, Ara – 802301	<i>1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi, CUTN, Tamilnadu</i>	<i>1. Dr.S Preeti. Associate Professor &amp; Head, SRMIST</i>
		<i>2. Dr. Md.S. Islam Assistant Professor, SRMIST</i>
		<i>3.Dr. S. Razia Begum, Assistant Professor, SRM IST</i>
		<i>4. Dr.Nisha Murlidharan Assistant Professor, VDP,SRM IST</i>

Course Code	ULF23AE01T	Course Name	French for Specific purpose-I				Course Category	AE	Ability Enhancement Courses (AE)				L	T	P	O	C							
												1	0	2	2	2								
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil														
Course Offering Department		French			Data Book / Codes/Standards			Nil																
Course Learning Rationale (CLR):		The purpose of learning this course is to:						Learning			Program Learning Outcomes (PLO)													
CLR-1 :	Strengthen the language of the students both in oral and written						1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Express their sentiments, emotions and opinions, reacting to information, situations						Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	Make them learn the basic rules of French Grammar.																							
CLR-4 :	Develop strategies of comprehension of texts of different origin																							
CLR-5 :	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French																							
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																						
CLO-1 :	To acquire knowledge about French language						2	75	80	H	M	H	H	M	H	H	L	M	M	H	L	-	-	-
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of French						2	80	90	M	H	L	H	H	M	H	M	L	L	H	M	-	-	-
CLO-3 :	To develop content using the features in French language						2	75	80	H	H	L	M	H	M	L	H	M	M	H	H	-	-	-
CLO-4 :	To interpret & Translate the French language into other language						2	75	90	H	L	M	H	M	H	H	M	L	H	M	L	-	-	-
CLO-5 :	To improve the communication, intercultural elements in French language						2	80	75	M	H	H	L	M	M	H	H	M	L	H	M	-	-	-
Duration (hour)		9		9		9		9		9		9												
S-1	SLO-1	TP de chimie	Le jour des examens		L'impératif négatif		Comprendre une lettre de motivation		Comprendre la structure d'un rapport de stage															
	SLO-2	Les exemples	Les activités		-Le passé composé avec être		Les exemples		Trouver des mots clés-															
S-2	SLO-1	- Un TP au laboratoire-	Le sms à la française -		Les exemples		Repérer le présent		Les activités															
	SLO-2	Les exemples	Les activités		Le passé composé des verbes pronominaux		Les activités		Comprendre un texte technique-															
S-3	SLO-1	Comprendre un TP	Les examens		-La recherche de stage -		, le passé composé et		Les activités															
	SLO-2	Les exemples	Les activités		Les exemples		Les activités		Les exemples															
S-4	SLO-1	-Suivre un protocole expérimental -	-Donner des conseils		Les activités		le futur dans un texte		Relever des arguments dans un texte-															
	SLO-2	Les activités	Les exemples		Le stage en France		Les exemples		Les activités															
S-5	SLO-1	Lire des équations chimiques -	-Écrire et comprendre un sms -		Les activités		- Le rapport de stage et le domaine des carburants -		Les exemples															
	SLO-2	Les activités	Comprendre une interdiction		Le CV français		Les activités		Les activités															
S-6	SLO-1	Identifier des formules chimiques à l'oral	Les activités		Les exemples		Le stage		Les activités															
	SLO-2	Les exemples	-Donnez des consignes -		La lettre de motivation-		Les exemples		Les pronoms COI															



S-7	SLO-1	- L'infinif pour exprimer un ordre ou	Les exemples	Comprendre une offre de stage	La méthode du plan détaillé-	Les exemples
	SLO-2	Les activités	Comprendre	Les exemples	Les activités	Les exemples
S-8	SLO-1	un conseil (dans les consignes) -	Les exemples	Les activités	Les exemples	Les activités
	SLO-2	Les exemples	et parler d'actions passées-	Comprendre et réaliser un CV	Le contenu du rapport de stage	Quelques verbes et leur préposition
S-9	SLO-1	La nominalisation	Les exemples	Les activités	Les exemples	Les activités
	SLO-2	Les exemples	L'impératif des verbes pronominaux	Les exemples	Les activités	Les exemples

Learning Resources	<b>Theory:</b>					
	1. <b>“Tech French”</b> French for Science and Technology, Ingrid Le Gargasson, Shariva Naik, Claire chaize, Les éditions Didier, India, 2011.					
	2. <a href="https://www.fluentu.com/blog/french/french-grammar">https://www.fluentu.com/blog/french/french-grammar</a>					
	3. <a href="https://www.elearningfrench.com/learn-french-grammar-online-free.html">https://www.elearningfrench.com/learn-french-grammar-online-free.html</a>					
	4. <a href="https://www.lawlessfrench.com/grammar">https://www.lawlessfrench.com/grammar</a>					
	5. <a href="https://blog.gymglish.com/2022/12/15/basic-french-grammar">https://blog.gymglish.com/2022/12/15/basic-french-grammar</a>					

O

		Learning Assessment									
	Bloom’s Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (5%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
	Understand										
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
1. Mr. Kavaskar Danasegarane Process Expert Maersk Global Service Center Pvt. Ltd	1. Dr. C.Thirumurugan Professor, Department of French, University Pondicherry	1. Mr. Kumaravel K. Assistant Professor & Head, SRMIST, KTR
2.Mr. Sharath Raam Prasad Character Designer, Animaker Company Pvt.		2. Mrs. Abigail, Assistant Professor, SRMIST, VDP



Course Code	USY23D01T	Course Name	PRINCIPLES OF SOCIOLOGY			Course Category	D	Discipline Specific Elective					L	T	P	O	C																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
Course Offering Department		Psychology			Data Book / Codes/Standards			Nil																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
CLR-1 :	To Understand the basic social processes of society, social institutions and patterns of social behavior.					Level of Thinking (Bloom)	1	Expected Proficiency (%)	2	Expected Attainment (%)	3	1	Fundamental Knowledge	2	Application of Concepts	3	Link with Related Disciplines	4	Procedural Knowledge	5	Skills in Specialization	6	Ability to Utilize Knowledge	7	Skills in Modeling	8	Analyze, Interpret Data	9	Investigative Skills	10	Problem Solving Skills	11	Communication Skills	12	Analytical Skills	PSO -1	PSO -2	PSO-3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
CLR-2 :	To understand Social Institutions and social structure																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
CLR-3 :	To understand knowledge in socialization, social process and agencies.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
CLR-4 :	To identify the means of social control and apply the knowledge in social change																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
CLR-5 :	To create foundational knowledge in sociology																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:					2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	<b>SLO-2</b>	Sociology in History	Human elements in society	Synthesis the various theories of families	Understanding various characters of primary groups	Understanding various players and their roles in socialisation
<b>S-9</b>	<b>SLO-1</b>	Uses of Sociology	Individual and groups	Types of family	Characteristics of secondary groups	Various agencies of socialisation
	<b>SLO-2</b>	Understanding the rationale of sociology	Understanding the individual behaviour in group	Understanding the various family structures in nation and international perspectives	Understanding various characters of secondary groups	Understanding various players and their roles in socialisation
<b>S-10</b>	<b>SLO-1</b>	Uses of Sociology	Individual and groups	Functions of families	Characteristics of secondary groups	Family setup and socialisation
	<b>SLO-2</b>	Understanding the rationale of sociology	Understanding the individual behaviour in group	Understanding the role of families in societal setup	Understanding various characters of secondary groups	Role of various families in socialisation
<b>S-11</b>	<b>SLO-1</b>	Theories of sociology	Individual and groups	Religions and its roles	Characteristics of reference groups	peers and socialisation
	<b>SLO-2</b>	Application of sociological theories	Understanding the individual behaviour in group	Synthesis the role of religion in society building	Understanding various characters of reference groups	Role of various peers in socialisation
<b>S-12</b>	<b>SLO-1</b>	Theories of sociology	Individual and groups	Social functions of religion	Characteristics of reference groups	Mass media and socialisation
	<b>SLO-2</b>	Application of sociological theories	Understanding the individual behaviour in group	Understanding the various functions of religion on society building	Understanding various characters of reference groups	Role of mass media in socialisation

<b>Learning Resources</b>	1.	Bottomore, T.B (1972), Sociology: A Guide to Problems and Literature, George Allen and Unwin, Bombay.	5.	Educational Publishers Inc, New York.
	2.	Gisbert, Pascal.(1973), Fundamental of Sociology, Orient Longman, New Delhi.	6.	Giddens, Anthony (2001), Sociology, Fourth Edition, Polity Press, U.K.
	3.	Thomson, Harry. M (1995), Sociology: A Systematic Introduction, Allied Publishers, India.	7.	Inkeles, Alex, (1982), Foundations of Modern Sociology, Prentice Hall, Inc. New Jersey.
	4.	Applebaum, Richard. P., and William J. Chambliss (1997), Sociology, Addison Welsley	8.	Jayaram, N.(1998) Introductory Sociology, Macmillan, India.

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST

Course Code	USY23D02T	Course Name	EDUCATIONAL PSYCHOLOGY				Course Category	D	Discipline Specific Elective															L	T	P	O	C
									4	0	0				2				4									
Pre-requisite Courses	Nil		Co-requisite Courses		Nil			Progressive Courses		Nil																		
Course Offering Department			Psychology		Data Book / Codes/Standards			Nil																				
Course Learning Rationale (CLR):			The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)																	
CLR-1 :	To understand the Indian Perspective on Human and education					1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15					
CLR-2 :	To understand the various aspects of learning and change in human					Level of Thinking (Bloom)	Expected Proficiency(%)	Expected Attainment(%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3					
CLR-3 :	To explain the characteristics of various stages of learning																											
CLR-4 :	To understand the education as a reinforcer of the human mind																											
CLR-5 :	To explain the psychological changes																											
Course Learning Outcomes (CLO):			At the end of this course, learners will be able to:					2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-					
CLO-1 :	Acquire knowledge of the characteristics of growth and development during childhood and adolescence.					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-					
CLO-2 :	Develop an understanding of the nature, scope, and methods of educational psychology.					2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-					
CLO-3 :	Develop an understanding of the nature, concepts and factors affecting learning.					2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-					
CLO-4 :	Develop an awareness of the influence of intelligence, creativity and personality on learning.					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-					
CLO-5 :	Acquaint learners with the concept and process of group dynamics.					2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Duration (hour)	12		12		12		12					12					12											
S-1	SLO-1	Concept of educational Psychology	The nconcept of Learning		Factors affecting learning		The Mental process of Learning					Concept of inteelligence and creativity																
	SLO-2	Introducing Educational Psychology	Understanding the process of learning		Factors affecting learning		The Mental process of Learning					Understanding the Intel;igence and creativity in Education																
S-2	SLO-1	Concept of educational Psychology	The concept of Learning		Attention		Concept of thinking					Concept of creativity																
	SLO-2	Introducing Educational Psychology	Understanding the process of learning		educational implications of attention		The Mental process of Learning					Creativity in educational Psychology																
S-3	SLO-1	Scope of educational Psychology	Theories of learning		Attention		Types of thinking					Concept of creativity																
	SLO-2	Defining scope of educational Psychology	Various learning theories		educational implications of attention		The Mental process of Learning					Creativity in educational Psychology																
S-4	SLO-1	Scope of educational Psychology	Theories of learning		Attention		Divergent thinking					Multiple intelligence																
	SLO-2	Defining scope of educational Psychology	Various learning theories		educational implications of attention		The Mental process of Learning					Multiple intelligence																
S-5	SLO-1	Functions of psychology	Learning curve		Perception		Convergent thinking					Multiple intelligence																
	SLO-2	Understanding the functions	Analyzing the learning outcome		Educational Implications of Perception		The Mental process of Learning					Multiple intelligence																
S-6 & 7	SLO-1	Functions of psychology	Learning curve		Perception		Critical					Gardner's theory of Multiple intelligence																
	SLO-2	Understanding the functions	Analyzing the learning outcome		Educational Implications of Perception		The Mental process of Learning					Gardner's theory of Multiple intelligence																
S-8 & 9	SLO-1	Methods of Studying Behavior	Educational Implications		Perception		Reflective and lateral					Emotional Intelligence																
	SLO-2	Methods of Studying Behavior	Process of transfer education into knowledge		Educational Implications of Perception		The Mental process of Learning					Emotions on education and Learning																
S-10 & 11	SLO-1	Methods of Studying Behavior	Educational Implications		Motivation		Memory					The concept of creativity																
	SLO-2	Methods of Studying Behavior	Process of transfer education into knowledge		Educational Implications of Motivation		Factors affecting memory					Creativity in education and learningprocess																
S-12	SLO-1	Activity	Learning curve		Distraction of attention		Concept formation					Creativity and Sociometry																
	SLO-2	Study of concept formation	Transfer of learning		Division of attention		Lateral thinking					Creativity and Sociometry																
Learning Resources	1. Aggarwal J. C., Essentials of Educational Psychology, Vikas Publishing House. 2. Bhatia H. R. (1997) A Textbook of Educational Psychology, MacMillan, New Delhi. 3. Cros L.D. & Crow Educational Psychology.				4. Mathur S.S. Advanced Educational Psychology 5. Sharma, P.N. & R. K. Sharma (1996) Advanced Educational Psychology, Surjeet Publications, Delhi.																							

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST



Course Code	USY23S01L	Course Name	BASIC SKILLS IN COUNSELLING			Course Category	S	Professional Core Course										L	T	P	O	C																
																		0	0	2	2	1																
Pre-requisite Courses	Nil		Co-requisite Courses		Nil		Progressive Courses		Nil																													
Course Offering Department			Psychology		Data Book / Codes/Standards			Nil																														
Course Learning Rationale (CLR):			The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)																											
CLR-1	Gain self awareness					1			2			3			1																							
CLR-2	Learn generic skills in counseling session					Level of Thinking (Bloom)			Expected Proficiency (%)			Expected Attainment(%)			Fundamental Knowledge																							
CLR-3	Demonstrate counseling skills in applied settings					2			75			60			Application of Concepts																							
CLR-4	Integrate both micro and macro skills in counseling settings					2			70			65			Link with Related Disciplines																							
CLR-5	Develop a treatment plan for the client					2			70			70			Procedural Knowledge																							
						2			80			70			Skills in Specialization																							
						2			75			70			Ability to Utilize																							
Course Learning Outcomes (CLO):						At the end of this course, learners will be able to:						2			75			60			Skills in Modeling																	
CLO-1	Learn the methods of self reflection					2						75						60						Analyze, Interpret Data														
CLO-2	Establish rapport with clients					2						80						70						Investigative Skills														
CLO-3	Demonstrate attending skills					2						70						65						Problem Solving Skills														
CLO-4	Determine personal style in counseling					2						70						70						Communication Skills														
CLO-5	Design a treatment plan for the client					2						80						70						Analytical Skills														
						2						75						70						PSO -1														
						2						75						70						PSO -2														
						2						75						70						PSO-3														
Duration (hour)		12			12			12			12			12			12			12			12			12												
S-1	SLO-1	Pre training assessment			Generic skills			Micro and macro skills			Skills integrated counselling interview			Developing treatment plan																								
	SLO-2	Enhancing self understanding			Establishing contact with clients			Listening			Question skills			Problem identification																								
S-2	SLO-1	Self awareness			Establishing contact with clients			Listening			Using mind skills			Making contract																								
	SLO-2	Self awareness			Establishing contact with clients			Identifying			Using mind skills			Evaluate																								
S-3	SLO-1	Personal growth			Ensuring structured settings			Identifying			Understanding context			Evaluate																								
	SLO-2	Personal growth			Ensuring structured settings			Experiencing			Understanding context			Evaluate																								
S-4	SLO-1	Assessment of belief, attitude and values			Ensuring structured settings			Exercising			Understanding context			Evaluate																								
	SLO-2	Assessment of belief, attitude and values			Ensuring structured settings			Responding			Understanding context			Decision making																								
S-5	SLO-1	Self exploratory assessment of personality			Developing relationships			Facilitating responses			Referral skills			Planning for Sessions																								
	SLO-2	Personal interest			Developing relationships			Immediacy			Referral skills			Designing intervention																								
S-6	SLO-1	Assessment of interpersonal orientation of feelings			Developing relationships			Encouraging			Crisis counselling skills			Monitoring																								
	SLO-2	Behavior			Developing relationships			Acceptance			Crisis counselling skills			Feedback																								
Learning Resources	1.	Ivey, A.E., & Ivey, M.B.(2007). Intentional Interviewing and Counselling. Thomson: Brooks/Cole.					5.	Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counselling. New York: Brooks / Cole.																														
	2.	Nelson-Jones, R. (2008). Basic Counselling Skills: A Helper’s Manual. Sage Publications.					6.	Gibson,R.L. and Mitchell,M.H. (2010). Introduction to Counselling and Guidance. New Delhi: PHI Learning Private Limited.																														
	3.	Gladding, S.T. (2009). Counselling: A comprehensive profession(6th ed.). New Delhi. Pearson India.																																				

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	40%	-	40%	-	40%	-	40%
	Understand	-	40%	-	40%	-	40%	-	40%	-	40%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	20%	-	20%	-	20%	-	20%	-	20%
	Create	-	20%	-	20%	-	20%	-	20%	-	20%
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
<i>Experts from Industry</i>	<i>Expert from Higher Technical Institutions</i>	<i>Internal Experts</i>
<i>Dr Nigesh K, Ministry of Labor and Employment, Government of India</i>	<i>Dr A Madalaimuthu, Christ University</i>	<i>Dr Saranya TS Dept of Psychology, SRMIST</i>
		<i>Dr Senthil Kumaran J, SRMIST</i>



Course Code	USY23P01L	Course Name	INTERNSHIP -1		Course Category	IAPC	Professional Core Course	L	T	P	O	C
								0	0	0	0	1
Pre-requisite Courses	Nil		Co-requisite Courses	Nil		Progressive Courses	Nil					
Course Offering Department		Psychology		Data Book / Codes/Standards		Nil						

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)															
CLR-1 :		Explore areas of interest in psychology	Level of thinking (Bloom)	Expected Proficiency	Expected attainment	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :		Gain hands-on experience in various sub-fields of psychology				Fundamental	Application of Link with Related	Procedural	Skills in	\Ability to utilise	Skills in Modelling	Analyse, interpret	Investigative skills	Problem solving	Communication	Analytical skills	PSO-1	PSO-2	PSO-3				
CLR-3 :		Acquire the skills in diagnosis of psychological disorder																					
CLR-4 :		Witness various ethical guidelines in practice																					
CLR-5 :																							
CLR-6 :																							
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-1 :		Learn the clinical interview format	2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-2 :		Learn to establish relationship with client	2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-3 :		Get confidence in diagnosing a disorder	2	70	70	H	-	H	H	H	-	-	-	-	-	-	H	-	-	-	-	-	
CLO-4 :			2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	H	-	-	-	-	
CLO-5 :			2	75	70	-	-	-	-	-	H	-	H	-	-	-	-	-	-	-	-	-	

Students are required to undertake any one internships (each for a period of 30 days) in the following areas, based on their areas of interest, and submit two detailed Observation/Case history/Intervention reports, pertaining to the chosen areas:

- 1.Counseling Psychology (Visit a Counseling Centre or a hospital offering Counseling services)
- 2.Non-profit organization (Visit a NGO)
- 3.Clinical Psychology (Visit a Clinic or a hospital offering Clinical Psychology services)
- 4.Industrial/Organizational (Visit any organization)
- 5.Regular School (Visit a private or Government school)
- 6.Geriatric Psychology (Visit an old age home)
- 7.Addiction Psychology (Visit a de-addiction centre/clinic)
- 8.Special Education/Learning Disability (Visit a special school/A Centre for Learning Disabilities)

#### Assessment Method

Field Work – 30%  
Field Report – 30 %  
Critical Reflection – 20 %  
Viva – 20 %

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember		40%		40%		40%		40%		40%
	Understand										
Level 2	Apply		40%		40%		40%		40%		40%
	Analyze										
Level 3	Evaluate		20%		20%		20%		20%		20%
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
<i>Experts from Industry</i>	<i>Expert from Higher Technical Institutions</i>	<i>Internal Experts</i>
<i>Dr Nigesh K, Ministry of Labor and Employment, Government of India</i>	<i>Dr A Madalaimuthu, Christ University</i>	<i>Dr Saranya TS Dept of Psychology, SRMIST</i>
		<i>Dr Senthil Kumaran J, SRMIST</i>

<b>Course Code</b>	UCD23V03T	<b>Course Name</b>	Industry Oriented Employability Skills for Arts	<b>Course Category</b>	V	Value Addition Course	L	T	P	O	C
							2	0	0	2	2

<b>Pre-requisite Courses</b>	Nil	<b>Co-requisite Courses</b>	Nil	<b>Progressive Courses</b>	Nil
<b>Course Offering Department</b>	Career Guidance Cell	<b>Data Book / Codes/Standards</b>	-		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Demonstrate various principles involved in solving mathematical concepts related to permutation and combination and probability and interpret data	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Learn the basic mechanics of Grammar	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behaviour	Life Long Learning
CLR-3 :	Develop resume-building practice and presentation skills in students																		
CLR-4 :	Prepare students for job interviews																		
CLR-5 :	Instill confidence in students and develop the necessary skills to face interview																		
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																	
CLO-1 :	Understand the concepts of permutation and combinations, probability and approach questions in a simpler and innovative method	3	80	70	M	M	-	M	-	H	-	M	H	M	-	H	-	-	-
CLO-2 :	Understand the different parts of speech and use them in sentences appropriately	3	85	75	M	-	-	M	-	H	-	-	-	-	H	-	-	L	H
CLO-3 :	Understand the importance of resume preparation and building a resume	3	85	80	H	M	M	M	M	H	L	-	-	-	-	-	M	-	H
CLO-4 :	Face interviews confidently	3	85	80	M	M	H	M	M	H	L	-	-	-	-	-	M	-	H
CLO-5 :	Develop their domain skills to face the interview	3	85	80	M	M	H	M	M	H	L	-	-	-	-	-	M	-	H

Duration (hour)		6	6	6	6	6
S-1	SLO-1	Permutation and Combination – Introduction	Puzzles Selections – Introduction	Resume Writing – Introduction	Negotiation Skills – Introduction	Blog & Business – Writing – Introduction
	SLO-2	Permutation and Combination – Problems	Puzzles Selections – Problems	Resume Writing – Formats	Negotiation Skills – Practise Session	Blog & Business – Writing – Steps to follow
S-2	SLO-1	Probability – Introduction	Puzzles Distribution - Introduction	Resume Writing – Practise Session I	Negotiation Skills - Activity	Marketing Writing – Introduction
	SLO-2	Probability – Problems	Puzzles Distribution – Problems	Resume Writing – Practise Session II	Negotiation Skills – Feedback Session	Marketing Writing – Tips and Resources
S-3	SLO-1	Data Sufficiency – Introduction	Change of Voice – Introduction	Presentation – Introduction	Prioritising Activities for a Productive Work Day	Content Strategy – Introduction
	SLO-2	Data Sufficiency – Problems	Change of Voice – Rules and conversion	Presentation - Do’s and Don’ts	Prioritising Activities for a Productive Work Day – Feedback Session	Content Strategy – How to write and order different types of Content
S-4	SLO-1	Escalator Problems – Introduction	Change of Speech – Introduction	Presentation – Types and Rules	How to collect, analyse and share Feedback	Creative Writing – Introduction

	<b>SLO-2</b>	<i>Escalator Problem – Tricky Problems</i>	<i>Change of Speech – Rules and Exercises</i>	<i>Presentation – Using Visual Elements</i>	How to collect, analyse and share Feedback	Creative Writing – Elements and Examples
<b>S-5</b>	<b>SLO-1</b>	<i>Surds and Indices– Introduction</i>	<i>Attention to Details – Introduction</i>	<i>Presentations – Oral &amp; PPT – Mock Presentation</i>	Content Writing - Language Skills – Introduction	Copy Writing – Introduction
	<b>SLO-2</b>	<i>Surds and Indices – Problems</i>	<i>Attention to Details – Benefits and its Importance</i>	<i>Suggestions and Tips to improve</i>	Language Skills – Importance and Practise Session	Copy Writing – Techniques to improve
<b>S-6</b>	<b>SLO-1</b>	<i>Cubes &amp; Cuboids – Introduction</i>	<i>Completing Statements – Introduction</i>	Types of Interviews - Group / Stress / HR – Introduction	Internet Skills – Introduction	Plagiarism - Introduction
	<b>SLO-2</b>	<i>Cubes &amp; Cuboid – Problems</i>	<i>Completing Statements – Types and Rules</i>	Types of Interviews - Mock Interview	Internet Skills – Process of Writing, Editing and Publishing in a digital Format	Plagiarism – Types and Legal Aspects

<b>Learning Resources</b>	1. <i>Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5th Edition</i>	3. <i>Raymond Murphy, Intermediate English Grammar, Cambridge University Press, 2007</i>
	2. <i>Scott Bennett, The Elements of Resume Style: Essential Rules for Writing Resumes and Cover Letters That Work, AMACOM, 2014</i>	4. <i>Robert W. Bly, The Copywriter's Handbook, St. Martin's Griffin Press, 3rd Edition</i>

Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%) #
		Theory	Theory	Theory	Theory
Level 1	Remember	10%	10%	30%	30%
	Understand				
Level 2	Apply	50%	50%	40%	40%
	Analyze				
Level 3	Evaluate	40%	40%	30%	30%
	Create				
	<b>Total</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>

CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc.

#CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
<i>Mr. M. Ponnuragan, Executive PMOSS, Cognizant Technology Solutions India Pvt. Limited, Chennai</i>	<i>Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidyapeedam, Coimbatore</i>	<i>Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST</i>
		<i>Dr. Muthu Deepa M, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST</i>

**SEMESTER IV**

Course Code	USY23401T	Course Name	ABNORMAL PSYCHOLOGY - I	CourseCategory	C	Professional Core Course	L 3	T 0	P 3	O 2	C 4											
Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil																	
Course Offering Department		Psychology	Data Book / Codes/Standards	Nil																		
Course Learning Rationale (CLR):		The purpose of learning this course is to:		Learning			Program Learning Outcomes (PLO)															
CLR-1 :	To explore normality and abnormality		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CLR-2 :	To understand different types of assessment					Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3		
CLR-3 :	To understand diagnosis methods of anxiety disorders					H	H	H	-	-	-	-	-	-	-	-	-	H	-	-	-	
CLR-4 :	To explain somatoform disorders					-	H	-	H	-	-	-	-	-	-	-	-	H	-	-	-	
CLR-5 :	To learn eating and sleeping disorders					H	-	H	H	H	-	-	-	-	-	-	-	H	H	-	-	-
						-	H	-	H	-	-	-	-	-	-	-	-	H	-	-	-	
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:		2	75	60	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
CLO-1 :	Know the historical roots of psychopathology		2	75	60	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
CLO-2 :	Understand the classification system		2	80	70	-	H	-	H	-	-	-	-	-	-	-	H	-	-	-		
CLO-3 :	Learn diagnosis of anxiety disorders		2	70	65	H	-	-	H	-	-	-	-	-	-	-	H	-	-	-		
CLO-4 :	Know clinical features of somatoform and dissociative disorders		2	70	70	H	-	H	H	H	-	-	-	-	-	-	H	H	-	-		
CLO-5 :	Understand the causes of eating and sleeping disorders		2	80	70	-	H	-	H	-	-	-	-	-	-	-	H	-	-	-		
			2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

Duration (hour)		18	18	18	18	18
S-1	SLO	History of abnormal psychology	Assessment	Anxiety disorders	Somatoform disorders	Eating and sleeping disorders
S-2	SLO	History of abnormal psychology	Basic skills in Assessment	Anxiety, fear and panic	Hypochondriasis	Major types of eating disorders
S-3	SLO	Need for the theory	Key concepts in assessment	Causes of anxiety disorders	Clinical description	Bulimia nervosa
S-4	SLO	Framework for viewing Human functioning anddisorder	Clinical interview	Generalized anxiety disorder	Causes	Anorexia nervosa
S-5	SLO	Models of abnormal behaviour	Physical examination	Clinical description	Treatment	Binge eating
S-6	SLO	Demonology, magic	Mental Status Examination	Causes and treatment	Somatisation disorder	Causes of eating disorders
S-7	SLO	Hippocrates early concepts	Mental Status Examination	Panic disorder	Description, causes	Social dimension

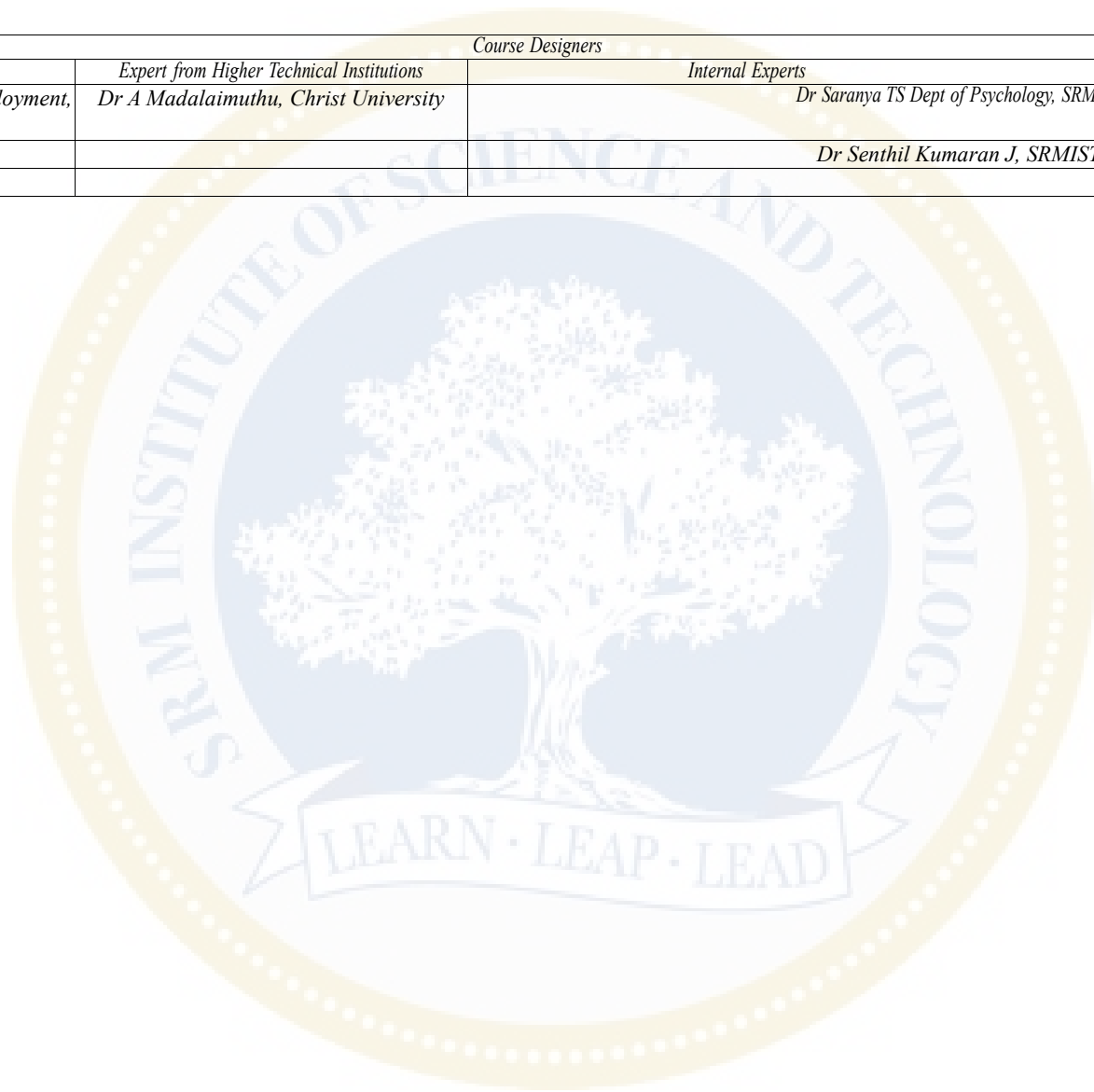
<b>S-8</b>	<b>SLO</b>	Biological model	Clinical format of MSE	Clinical description	Treatment	Biological dimension
<b>S-9</b>	<b>SLO</b>	Behavioural Model	Behavioural assessment	Causes	Pain disorder	Psychological dimension
<b>S-10</b>	<b>SLO</b>	Behavioural Model	ABC of observation	Treatment	Description, causes and treatment	Psychological dimension
<b>S-11</b>	<b>SLO</b>	Psycho-dynamic model	Psychological testing	Specific phobia	Conversion disorder	Integrative model
<b>S-12</b>	<b>SLO</b>	Psycho-dynamic model	Projective testing	Clinical description	Description, causes	Treatment of eating disorders
<b>S-13</b>	<b>SLO</b>	Stages of psychosexual development	Personality inventories	Causes	Treatment	Drug treatments
<b>S-14</b>	<b>SLO</b>	Stages of psychosexual development	Intelligence testing	Treatment	Body dysmorphic disorder	Psychological treatments
<b>S-15</b>	<b>SLO</b>	Defense mechanism	Neurological testing	Social phobia	Description, causes	Preventing eating disorders
<b>S-16</b>	<b>SLO</b>	Defense mechanism	Neuro imaging	Causes and treatment	Treatment	Obesity
<b>S-17</b>	<b>SLO</b>	Cognitive model	Images of brain functioning	Posttraumatic stress disorder	Dissociative disorders	Clinical description
<b>S-18</b>	<b>SLO</b>	Cognitive model	Psychophysiological assesement	Clinical description	Depersonalisation disorder	Features

Learning Resources	<ul style="list-style-type: none"><li>Barlow, D. H., Durand, V. M., &amp; Hofmann, S. G. (2016). Abnormal psychology: An integrative approach. Cengage learning.</li><li>Sarason, I. G. &amp; Sarason, B. R., (2007). Abnormal Psychology. 10th ed. New Delhi : Pearson Education.</li></ul>						<ul style="list-style-type: none"><li>Alloy, L. B. &amp; Riskind, J. H., Manos, M.J. (2005). Abnormal Psychology. 9th ed.Delhi: Tata McGraw Hill Publishing Company Ltd.</li></ul>					
	Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)		
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#				
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-	
	Understand											
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-	
	Analyze											
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-	
	Create											
	Total	100 %		100 %		100 %		100 %		100 %		

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,



Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST



[illegible]

<b>S-1</b>	<b>SLO-1</b>	<i>Interpersonal relationship</i>	<i>Joy and sorrow in relationship</i>	<i>Conformity</i>	<i>Groups and individual behavior</i>	<i>Application of social psychology</i>
	<b>SLO-2</b>	<i>Meaning and concept</i>	<i>Initial interdependent relationship</i>	<i>Asch's research</i>	<i>Group formation</i>	<i>Environmental influence</i>
<b>S-2</b>	<b>SLO-1</b>	<i>Meeting strangers</i>	<i>Close relationships</i>	<i>Social pressure</i>	<i>Stages of group formation</i>	<i>Urban environment</i>
	<b>SLO-2</b>	<i>Meeting strangers</i>	<i>Close relatives</i>	<i>Factors affecting conformity</i>	<i>Stages of group formation</i>	<i>Environmental stress</i>
<b>S-3</b>	<b>SLO-1</b>	<i>Physical surroundings</i>	<i>Friendship beyond family</i>	<i>Compliance</i>	<i>Functions of group</i>	<i>Environmental psychology</i>
	<b>SLO-2</b>	<i>Positive affect</i>	<i>Theories of friendship</i>	<i>Techniques of compliance</i>	<i>How groups affective individual performance</i>	<i>Emotional and physiological effects of stress</i>
<b>S-4</b>	<b>SLO-1</b>	<i>Negative affect</i>	<i>Equity theory</i>	<i>Tactics</i>	<i>Social facilitation</i>	<i>Emotional and physiological effects of stress</i>
	<b>SLO-2</b>	<i>Becoming acquainted</i>	<i>Social exchange theory</i>	<i>Principles of tactics</i>	<i>Factors of social facilitation</i>	<i>Emotional and physiological effects of stress</i>
<b>S-5</b>	<b>SLO-1</b>	<i>Need to be affiliated</i>	<i>Loneliness</i>	<i>Ingratiation</i>	<i>Social loafing</i>	<i>Coping with stress</i>
	<b>SLO-2</b>	<i>Internal sources of liking others</i>	<i>Loneliness</i>	<i>Obedience</i>	<i>Stages of social loafing</i>	<i>Coping with stress</i>
<b>S-6</b>	<b>SLO-1</b>	<i>Internal sources of liking others</i>	<i>Friendship vs loneliness</i>	<i>Intense indoctrination</i>	<i>Perceived fairness</i>	<i>Job satisfaction</i>
	<b>SLO-2</b>	<i>Mood and liking others</i>	<i>Romantic relationships</i>	<i>Universality</i>	<i>Judgement of fairness</i>	<i>Attitude about work</i>
<b>S-7</b>	<b>SLO-1</b>	<i>External sources of attraction</i>	<i>Why do we need romantic relationships</i>	<i>Social relationships</i>	<i>Reaction to unfairness</i>	<i>Attitude about work</i>
	<b>SLO-2</b>	<i>Effect of proximity</i>	<i>Love</i>	<i>Prosocial behavior</i>	<i>Decision making by groups</i>	<i>Organization citizenship behavior</i>
<b>S-8</b>	<b>SLO-1</b>	<i>Familiarity</i>	<i>Theories of love</i>	<i>Stages of prosocial behavior</i>	<i>Process</i>	<i>Organization citizenship behavior</i>
	<b>SLO-2</b>	<i>Physical beauty</i>	<i>Theories of love</i>	<i>Responding to emergency</i>	<i>Moderations</i>	<i>Promoting OCB</i>
<b>S-9</b>	<b>SLO-1</b>	<i>Sources of liking</i>	<i>Model of adult attachment</i>	<i>Aggression</i>	<i>Group think</i>	<i>Social psychology and health</i>

	<b>SLO-2</b>	<i>Similarity effect</i>	<i>Model of adult attachment</i>	<i>Theories of aggression</i>	<i>Overcoming group think</i>	<i>Social psychology and health</i>
<b>S-10</b>	<b>SLO-1</b>	<i>Reciprocal liking</i>	<i>Physical intimacy</i>	<i>Theories of aggression</i>	<i>Cooperation</i>	<i>Legal system</i>
	<b>SLO-2</b>	<i>Social skills</i>	<i>Marital relationship</i>	<i>Theories of aggression</i>	<i>Factors influencing cooperation</i>	<i>Legal system</i>
<b>S-11</b>	<b>SLO-1</b>	<i>Social skills</i>	<i>Satisfaction in close relationship</i>	<i>Social determinants of aggression</i>	<i>Conflicts, nature</i>	<i>Legal system</i>
	<b>SLO-2</b>	<i>Social skills</i>	<i>Satisfaction in close relationship</i>	<i>Social determinants of aggression</i>	<i>Conflicts, nature</i>	<i>Legal system</i>
<b>S-12</b>	<b>SLO-1</b>	<i>Social skills</i>	<i>Satisfaction in close relationship</i>	<i>Social determinants of aggression</i>	<i>Conflicts, nature</i>	<i>Legal system</i>
	<b>SLO-2</b>	<i>Social skills</i>	<i>Satisfaction in close relationship</i>	<i>Social determinants of aggression</i>	<i>Conflicts, nature</i>	<i>Legal system</i>
<b>S-13</b>	<b>SLO-1</b>	<i>Gender difference in liking</i>	<i>Commitment in relationship</i>	<i>Biological determinants of aggression</i>	<i>Causes and effects of conflicts</i>	<i>Business</i>
	<b>SLO-2</b>	<i>Gender difference in liking</i>	<i>Commitment in relationship</i>	<i>Biological determinants of aggression</i>	<i>Causes and effects of conflicts</i>	<i>Business</i>
<b>S-14</b>	<b>SLO-1</b>	<i>Gender difference in liking</i>	<i>Commitment in relationship</i>	<i>Biological determinants of aggression</i>	<i>Causes and effects of conflicts</i>	<i>Business</i>
	<b>SLO-2</b>	<i>Personality and liking</i>	<i>Investment model</i>	<i>Catharsis</i>	<i>Resolving conflicts</i>	<i>Business</i>
<b>S-15</b>	<b>SLO-1</b>	<i>Personality and liking</i>	<i>Investment model</i>	<i>Catharsis</i>	<i>Resolving conflicts</i>	<i>Business</i>
	<b>SLO-2</b>	<i>Personality and liking</i>	<i>Investment model</i>	<i>Catharsis</i>	<i>Resolving conflicts</i>	<i>Business</i>
<b>Learning Resources</b>		<ul style="list-style-type: none"> <li>Baron, R. A., &amp; Branscombe, N.R. (2016), Social Psychology, Pearson India Education services Private Limited.</li> </ul>			<ul style="list-style-type: none"> <li>Taylor, S.E., Peplau, L. A., &amp; Sears, D. O. (2006) Social Psychology, (12th ed.), New Delhi: Pearson/Prentice Hall.</li> </ul>	

Learning Assessment											
	Bloom’sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST

Course Code	USY23403T	Course Name	STATISTICS FOR PSYCHOLOGY			Course Category	C	Professional Core Course							L	T	P	O	C					
			3	0	3			4	4															
Pre-requisite Courses	Nil			Co-requisite Courses	Nil			Progressive Courses	Nil															
Course Offering Department		Psychology			Data Book / Codes/Standards			Nil																
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)														
CLR-1 :		To introduce the basic concepts of statistics					Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :		To learn measures of central tendency								Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :		To understand variability																						
CLR-4 :		To explain the concept of normal distribution and correlation																						
CLR-5 :		To familiarize hypothesis testing process																						
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:					2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-1 :		Know levels of measurement					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	
CLO-2 :		Analyze data using measures of central tendency					2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	
CLO-3 :		Analyse data using different statistical techniques – standard deviation					2	70	70	H	-	H	H	H	-	-	-	-	H	-	-	-	-	
CLO-4 :		Calculate correlation					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	
CLO-5 :		Understand the hypothesis testing process					2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Duration (hour)	12	12	12	12	12
S-1	Introduction to statistics	Central tendency	Variability	Normal distribution	Hypothesis testing
S-2	Need	Characteristics of central tendency	Range	Properties of normal distribution	Core logic of hypothesis testing
S-3	Importance of statistics in psychology	Measures of central tendency	Calculation of range	Areas under normal curve	Level of significance
S-4	Variables	Mean	Average deviation	Importance of normal distribution	Decision criteria
S-5	Attributes	Calculation of mean from frequency	Calculation of average deviation	Skewness	One tailed & Two tailed
S-6	Constants	Calculation of mean by assumed method	Semi interquartile range	Kurtosis	Decision errors
S-7	Determinants of size of the sample	Properties of mean	Calculation of Q1, Q3	Types of kurtosis	Type I & II
S-8	Scales of measurement	Properties of mean	Calculation of Q1, Q3	Importance of measures of skewness and kurtosis	Parametric and non parametric test
S-9	Frequency tables	Median	Quartile deviation	Correlation	Assumptions & uses of parametric test
S-10	Making a frequency table	Calculation of median from ungrouped data	Standard deviation	Concept of correlation	Concept of degrees of freedom
S-11	Nominal data	Calculation of median from a frequency distribution	Methods of calculating the variance	Scatter plot	"t" test & ANOVA
S-12	Grouped frequency table	Calculation of median from a frequency distribution	Standard deviation from ungrouped data	Product moment correlation	Difference between "t" and ANOVA
S-13	Graphical representation	Application of median	Standard deviation from ungrouped data	Calculation of moment correlation	Use of non-parametric test
S-14	Frequency graphs	The mode	Calculation of standard deviation from grouped data	Spearman's rank	Chi-square
S-15	Histogram	Calculation of mode in a frequency distribution	Calculation of standard deviation from grouped data	Calculation of Spearman's rank	Test of association



S-16		Barchart	Comparison of mean, median and mode	Calculation of standard deviation from assumed mean	Properties of correlation coefficient	Wilcoxon signed rank
S-17		Frequency polygon	Guidelines for use of central tendencies	Calculation of standard deviation from assumed mean	Difference between pearson correlation and spearman's rank	Mann-Whitney U test
S-18		Ogive	Guidelines for use of central tendencies	Application of standard deviation in psychology	Application	Software for statistical Analysis

Learning Resources	<ul style="list-style-type: none"> <li>Arthur Aron, Elaine N. Aron, &amp; Elliot J. Coups. (2019). 'Statistics for Psychology'. 6th Edition Pearson Education, New Delhi.</li> <li>Aron, A., &amp; Aron, E. N. (2002). <i>Statistics for the behavioral and social sciences</i>. Prentice Hall Press.</li> <li>David Howell (2012). <i>Statistical method for psychology</i> (8th Edition). Cengage Learning.</li> </ul>			<ul style="list-style-type: none"> <li>Gordon Bear, Bruce M. King, &amp; Edward W. Minium (2008). <i>Statistical Reasoning in Psychology and Education</i>. Wiley India Pvt. Limited.</li> <li>Gupta, S.P. (1999). <i>Statistical Methods</i>, Educational publication. (3rd ed), New Delhi.</li> </ul>		

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST

Course Code	USY23D04T	Course Name	ORGANIZATIONAL BEHAVIOUR			Course Category		D	Professional Core Course							L	T	P	O	C				
															4	0	0	2	4					
Pre-requisite Courses	Nil			Co-requisite Courses	Nil			Progressive Courses		Nil														
Course Offering Department			Psychology			Data Book / Codes/Standards			Nil															
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)														
CLR-1 : To understand the origin and development organization behavior							1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 : Learn various theories of organization							Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 : To understand theories of motivation																								
CLR-4 : To explain communication process in organization																								
CLR-5 : To examine theories of leadership																								
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																						
CLO-1 : Know the origin and development of organization behavior							2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 : Understand the structure and forms of organization							2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 : Analysis what motivates in work environment							2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 : Evaluate the communication process and its impact							2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5 : Learn characteristics of leadership							2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
							2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Duration (hour)	12		12	12	12	12
S-1	SLO-1	Organization behaviour	Introduction to Classical organizational theory	Work motivation meaning	Communication in organization	Leadership
	SLO-2	Organization behavior	Classical organizational theory	Definition	Importance	Definition
S-2	SLO-1	Why individual differences are important	Classical organizational theory	Theories of motivation	Process	Characteristics
	SLO-2	Why individual differences areimportant	Classical organizational theory	Content theories	Process	Characteristics
S-3	SLO-1	Different Organizational structures.	Classical organizational theory	Content theories	Communication within organization	Skills
	SLO-2	Different Organizational structures.	Classical organizational theory	Manifest need theory	Internal communication	Leadership skills
S-4	SLO-1	Individual differences influencing work behaviour	Bureaucratic model	Learned need theory	Types of communication	Roles
	SLO-2	Individual differences influencing work behavior	Bureaucratic model	Hierarchy of need theory	Downward upward	Leadership process
S-5	SLO-1	History of OB	Bureaucratic model	Hierarchy of need theory	Lateral	Leadership process
	SLO-2	Industrial revolution	Bureaucratic model	Two factor theory	Interpersonal communication	Trait approaches
S-6	SLO-1	Scientific management	Modern view of bureaucracy	Two factor theory	Formal vs informal	Trait approaches
	SLO-2	Scientific management	Modern view of bureaucracy	Self determination theory	Formal vs informal	Trait approaches
S-7	SLO-1	Principles of scientific management	Centralization	Process theory	Communication channels	Behavioural approaches
	SLO-2	Taylor's contribution	Decentralization	Vroom expectancy theory	Communication channels	Behavioural approaches
S-8	SLO-1	Behavioural school of management	Flat and tall structure	Vroom expectancy theory	Communication media	Situational approaches
	SLO-2	Behavioural school of management	Departmentation	Porter lawler model	Technology	Situational approaches
S-9	SLO-1	Behavioural school of management	Departmentation	Porter lawler model	Non verbal communication	Others perspectives
	SLO-2	Early contributions	Line/staff concept	Porter lawler model	Non verbal communication	Concepts of leadership

S-10	SLO-1	Human relations	Modern organization theory	Contemporary theories	Barriers to effective communication	Issues of leadership
	SLO-2	Mayo	Modern organization theory	Contemporary theory	Organizational	Theories of leadership
S-11	SLO-1	Studies of Mayo	Organization as open system	Cognitive evaluative theory	Individual	Theories of leadership
	SLO-2	Experiments of Mayo	Information processing view	Cognitive evaluative theory	Overcoming barriers	Theories of leadership
S-12	SLO-1	Criticism of Human Relations	Information process view	Equity theory	Overcoming barriers	Contingency theories
	SLO-2	Cognitive schools	Ecological theory	Equity theory	Overcoming barriers	Contingency theories
Learning Resources		<ul style="list-style-type: none"> <li>Judge, T. A., &amp; Robbins, S. P. (2017). <i>Essentials of organizational behavior</i>. Pearson Education (us).</li> <li>Singh, K (2013). <i>Organization Behaviour</i>. India: Dorling Kindersley Pvt. Ltd</li> </ul>			<ul style="list-style-type: none"> <li>Sinha, J. B. P. (2008). <i>cultural and Organizational Behaviour</i>. New Delhi: Sage</li> </ul>	

Learning Assessment											
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		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST

Course Code	USY23D03T	Course Name	ENVIRONMENTAL PSYCHOLOGY			Course Category	D	Professional Core Course					L	T	P	O	C						
												4	0	0	2	4							
Pre-requisite Courses	Nil			Co-requisite Courses	Nil			Progressive Courses	Nil														
Course Offering Department		Psychology			Data Book / Codes/Standards			Nil															
Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)															
CLR-1 : To understand basics of environmental psychology					Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 : To explore human-environment relationship								Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3	
CLR-3 : To explain models of environmental behaviour																							
CLR-4 : To understand the environmental influence on human behavior and wellbeing																							
CLR-5 : To understand environmental stress																							
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																					
CLO-1 : To remember the basic concepts of environmental psychology					2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-2 : To identify psychological reasons environmental behaviour					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-3 : Examine the concept of environmental stress and health benefits of nature					2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-4 : Analyze social dilemmas in human-environment relationship					2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-	
CLO-5 : Identify social norms and pro environmental behaviour					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	
					2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Duration (hour)		12		12		12		12		12		12		12		12		12		12		12	
S-1	SLO-1	Introduction to environmental psychology	Environmental perception	Introduction to environmental stress	Environment and privacy	Urban public space Meaning																	
	SLO-2	Concept of environmental psychology	Mental map	Conceptualizing stress	Privacy and place	Use of urban space definition																	
S-2	SLO-1	Man and environment	Environmental situation	Effects of environmental stress	Privacy and emotional release	Generating urban space																	
	SLO-2	Man and environment	Man built environment	Effects of environmental stress	Stimulating intellectual growth	Types of urban space																	
S-3	SLO-1	Significance	Perception and environmental situation	Noise	Stimulation	Public space																	
	SLO-2	Significance	Perception and environmental situation	Noise	Developing a sense of belongingness	Public space design																	
S-4	SLO-1	Environmental psychology and application	Environment perception in different settings	Concept of territoriality	Developing a sense of belongingness	Characteristics of public space																	
	SLO-2	Description of environmental psychology	Environment perception and its functional areas	Personal factors	Personal identity	Traits																	
S-5	SLO-1	Relationship with other discipline	Cognitive map	Social factors	Enhancing competence	Types of urban public space																	
	SLO-2	Relationship with other discipline	Environmental preference	Culture and ethnic factors	Security	Types of urban public space																	
S-6	SLO-1	Architectural psychology	Human influence	Territoriality and human behavior	Accommodating privacy needs	Functions of public space																	
	SLO-2	Green psychology	Understanding the environment	Personalization and marking	Freedom of choice	Functions of public space																	
S-7	SLO-1	Current scope of environmental psychology	Environmental risks	Aggression and territorial defence	Freedom of choice	Importance of public space																	
	SLO-2	Interactive approach	Subjective risk judgements	Aggression and territorial defence	Issues of privacy	Common benefits																	
S-8	SLO-1	Interdisciplinary approach	Heuristics and biases in risk judgements	Dominance and control	Issues of privacy	Ecological benefits																	
	SLO-2	Problem focused approach	Heuristics and biases in risk judgements	Dominance and control	Privacy and human rights	Ecological benefits																	
S-9	SLO-1	Research methods in environmental psychology	Temporal discounting	Theories of territoriality	Human rights and environment	Social benefits																	
	SLO-2	Research methods in environmental psychology	Temporal discounting	Role of gene and evolution	Human rights and environment	Social benefits																	
S-10	SLO-1	Research methods in environmental psychology	Psychometric paradigm	Interaction organizer	Concept of crowding	Social interaction in urban public space																	

	SLO-2	Research methods in environmental psychology	Risk, value and morality	Behavior setting theory	Crowding as psychological phenomenon	Regulatory approaches					
S-11	SLO-1	Concept of sustainability	Risk, value and morality	Behavior setting theory	Crowding as individual perception	Use of public spaces					
	SLO-2	Sustainable development	Emotional reactions to environmental risks	Territoriality and community design	Crowding and density	Developing public space					
S-12	SLO-1	Sustainable development goals	Emotional reactions to environmental risks	Neighborhood	Psychology of crowding	Designing public space					
	SLO-2	Sustainable development goals	Emotional reactions to environmental risks	Hospitals	Effects of crowding on motivation	Regenerating public space					
Learning Resources	<ul style="list-style-type: none"><li>Steg, Linda Ed, Agnes E. Van Den Berg, and Judith IM De Groot. Environmental psychology: An introduction. BPS Blackwell, 2013.</li><li>Gifford, R., Steg, L., &amp; Reser, J. P. (2011). Environmental psychology. Wiley Blackwell.</li><li>Bell. PA., Greene, T.C., Fisher, J.D. and Baum, A. (2001). Environmental Psychology, Fifth Edition, Harcourt College Publishers.</li></ul>				<ul style="list-style-type: none"><li>Gifford R (1997) Environmental Psychology Principle and Practice, Allyn and Bacon</li><li>Bell A B, Greene C.T., Fisher D. J Baum A., (2001) The city in Environmental Psychology, 5th Edition Harcourt College Publisher</li></ul>						
	Learning Assessment										
		Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)
	CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#				
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

<b>Course Designers</b>		
<b>Experts from Industry</b>	<b>Expert from Higher Technical Institutions</b>	<b>Internal Experts</b>
<i>Dr. Ravi Samuel, Psychotherapist, Chennai</i>	<i>Dr. S. Sasikala, Dept of Psychology, University of Madras</i>	<i>Dr A Madalaimuthu, Dept of Psychology, SRMIST</i>
		<i>Dr SR Sathyanarayanan, School of Law, SRMIST</i>
		<i>Dr N Prema, Dept of Education, SRMIST</i>



Course Code	USY23S02L	Course Name	EXPERIMENTAL PSYCHOLOGY – I	Course Category	S	Professional Core Course	L	T	P	O	C
							0	0	4	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Psychology	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To understand the concept of psychological assessment	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To Learn how to administer personality and workplace test	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	To Understand the scoring and interpretation				H	H	H	-	-	-	-	-	-	-	H	H	-	-	-
CLR-4 :	To conduct the experiments efficiently				-	H	-	H	-	-	-	-	-	-	H	H	-	-	-
CLR-5 :	To acquire knowledge on experiments in the areas of positive psychology				H	-	-	H	-	-	-	-	-	-	H	H	-	-	-
CLR-6 :					-	-	-	-	-	-	-	-	-	-	H	H	-	-	-
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	Know different personality tests	2	75	60															
CLO-2 :	Understand test administration	2	80	70															
CLO-3 :	Learn the scoring and interpretation	2	70	65															
CLO-4 :	Prepare the psychological test report	2	70	70															
CLO-5 :		2	80	70															
CLO-6 :		2	75	70															

### Any 10 – at least 1 from each category

1. 16PF
2. MMPI
3. CPI
4. BIG-FIVE Personality Locator
5. Occupational Interest Inventory
6. Career Test Inventory
7. Subjective well-being scale
8. Family environment scale
9. Warwick-Edinburgh Mental Well-being scale (WEMWBS)
10. Beck Anxiety Scale
11. Generalized Anxiety Disorder/DASS
12. Cohen Perceived Stress Scale
13. Student Stress Inventory



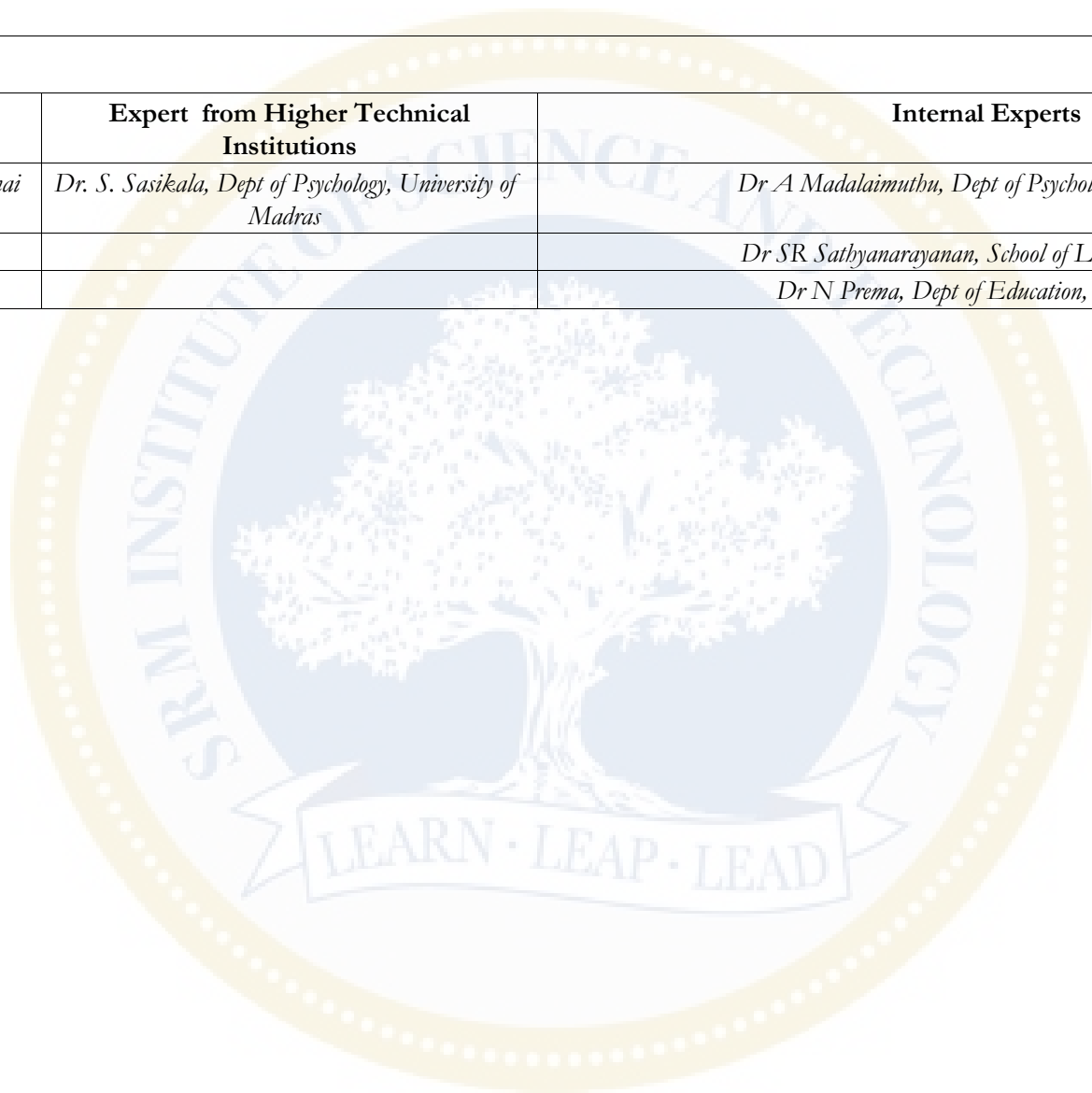
14. Holmes-Rahe Stress Inventory
15. Hamilton Depression Rating Scale
16. Beck Depression Inventory
17. Gratitude Questionnaire (GQ-6) Gratitude scale (GS)
18. The Subjective Happiness Scale
19. The Adult Hope Scale (AHS)
20. The Meaning of Life Questionnaire (MLQ)

<b>Learning Resources</b>	<input type="checkbox"/> Myers, A., & Hansen, C. (2016). Experimental Psychology (7th ed.). Belmont, CA, US: <input type="checkbox"/> Thomson Wadsworth. Parameswaran & Ravichandra (2003) Experimental Psychology. Neel Kamal Publications.
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	40%	-	40%	-	40%	-	40%
	Understand										
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze										
Level 3	Evaluate	-	20%	-	20%	-	20%	-	20%	-	20%
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
<i>Dr. Ravi Samuel, Psychotherapist, Chennai</i>	<i>Dr. S. Sasikala, Dept of Psychology, University of Madras</i>	<i>Dr A Madalaimuthu, Dept of Psychology, SRMIST</i>
		<i>Dr SR Sathyanarayanan, School of Law, SRMIST</i>
		<i>Dr N Prema, Dept of Education, SRMIST</i>



Course Code	UCD23V06T	Course Name	Career Readiness and Leadership Management		Course Category	V	Value Addition Course										L	T	P	O	C				
							2	0	0	2	2														
Pre-requisite Courses		Nil	Co-requisite Courses		Nil	Progressive Courses		Nil																	
Course Offering Department		Career Guidance Cell		Data Book / Codes/Standards		-																			
Course Learning Rationale (CLR):		The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)																
CLR-1 :	Enable students to understand reasoning skills and mathematical concepts				Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3															
CLR-2 :	Prepare students for job interviews							Fundamental Knowledge	Application of Concepts	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning			
CLR-3 :	Help learners to develop the vocabulary of a general kind by developing their reading skill							H	M	-	-	-	M	-	H	-	H	-	H	M	-	-			
CLR-4 :	Nurture a creative and professional mindset							-	-	M	-	M	-	M	-	-	L	-	H	-	-	H	H		
CLR-5 :	Develop life-long skills students can use to seek jobs, internships and make career changes							H	M	-	M	H	-	H	-	-	-	M	-	H	-	H	M		
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:							H	-	M	M	-	H	-	-	-	M	-	H	M				
CLO-1 :	Solve the problems on reasoning				3	80	75	-	M	M	-	H	-	M	-	-	-	H	-	-	H	M			
CLO-2 :	Face interviews confidently				3	80	75	-	M	M	-	H	-	M	-	-	-	M	-	H	M				
CLO-3 :	Develop comprehension and interpretation skills				3	75	70	-	M	M	-	H	-	M	-	-	-	M	-	H	M				
CLO-4 :	Use design thinking as a strategy				3	75	70	-	M	M	-	H	-	M	-	-	-	M	-	H	M				
CLO-5 :	Assist students in choosing a career path during their course				3	75	70	-	M	M	-	H	-	M	-	-	-	H	-	-	H	H			

Duration (hour)		6	6	6	6	6
S-1	SLO-1	Partnership	Self-Image and Self-Presentation	Extempore Practice Session	Entrepreneurship - Introduction	Decision Making
	SLO-2	Partnership related solving problems	Etiquettes	Extempore Practice Session	Entrepreneurship - Vision, Value Proposition	Decision Making – Activity
S-2	SLO-1	Cryptarithmic	Interview Skills - Introduction	How to approach Virtual & In Person Interviews	Entrepreneurship - Business Model	Leadership Skills - Ethics & Ethical Decision Making
	SLO-2	Cryptarithmic – solving problems	Do's and Don'ts During Interview	Tips & Tricks to Crash Interview	Entrepreneurship – Revenue Streams	Leadership Skills -Decision Making – Case Study
S-3	SLO-1	Ordering, Ranking	Mock Interview – Session 1	Types of Paragraph	Entrepreneurship - Sales	Management – Definition
	SLO-2	Grouping	Mock Interview – Session 2	Paragraph Forming Questions	Entrepreneurship - Marketing Channels	Manager – Traits
S-4	SLO-1	Venn Diagrams	Mock Interview – Session 3	Types of Sentences	Entrepreneurship - Quality Control	Leadership Skills - Management Challenges
	SLO-2	Venn Diagrams solved questions	Mock Interview – Session 4	Ordering of Sentences	Entrepreneurship - Customer Feedback	Change Management
S-5	SLO-1	Races and Games	HR Round – Practice Session	Skimming & Scanning	Leadership Skills	Novel Ways to Manage Energy in Work Place – activity

	SLO-2	<i>Problems on Ages</i>	<i>HR personal Interview -Session</i>	<i>Reading Comprehension</i>	<i>Leadership Skills Strategy</i>	<i>Energy Management</i>
S-6	SLO-1	<i>Clocks &amp; Calendars</i>	<i>Email Etiquettes</i>	<i>Restatement</i>	<i>Leadership Skills – Planning</i>	<i>Work Force management</i>
	SLO-2	<i>Identification of Cross Variable Relation</i>	<i>Email Drafting – Do's and Don'ts</i>	<i>Most Appropriate Restatement</i>	<i>Types of Leadership</i>	<i>Grievance Redressal Policy in Organisations</i>

Learning Resources	1. <i>Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5th Edition</i>	4. <i>Bhatnagar R P, English for Competitive Examinations, Trinity Press, 2016.</i>
	2. <i>Dr. Agarwal.R.S, Quantitative Aptitude for Competitive Examinations, S. Chand and Company Limited, 2018 Edition</i>	5. <i>Craig E Johnson, Meeting the ethical challenges of leadership, Sage publications, 2018</i>
	3. <i>Edgar Thrope, Test of Reasoning for Competitive Examinations, Tata McGraw Hill, 6th Edition</i>	6. <i>Allan R Cohen, David L Bradford, Influence without authority, Wiley, 2018</i>
		7. <i>T V Rao, Managers who make a difference: Sharpening your management skill, Random House India, 2016</i>

Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%)#
		Theory	Theory	Theory	Theory
Level 1	Remember	20%	10%	20%	20%
	Understand				
Level 2	Apply	50%	50%	50%	50%
	Analyze				
Level 3	Evaluate	30%	40%	30%	30%
	Create				
	Total	100 %	100 %	100 %	100 %

CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc.

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
<i>Mr. M. Ponnuragan, Executive PMOSS, Cognizant Technology Solutions India Pvt. Limited, Chennai</i>	<i>Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidyapeedam, Coimbatore</i>	<i>Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST</i>
		<i>Ms. Deepalakshmi S, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST</i>

Course Code	UMI23401L	Course Name	My India Project	Course Category	S	Skill Enhancement course	L 0	T 0	P 0	O 0	C 0
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Pre-requisite Courses		Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
	Course Offering Department		Psychology	Data Book / Codes/Standards		Nil

(Assessment Method – Fully Internal)

Assessment Tools	Marks
Review – I (Activities)	50
Review – II (Project report and Presentation)	50
Total	100

**SEMESTER IV**

Course Code	ULT23AE02T	Course Name	Applied Tamil – II	Course Category	AE	Ability Enhancement Courses (AE)	L	T	P	O	C
							1	0	2	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
;Course Offering Department		Tamil	Data Book / Codes/Standards	Nil	

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	அகராதி, கலைச்சொல் குறித்த நுட்பங்களை அறியச் செய்தல்	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	நேர்காணல் செய்யும் திறனும் செய்தி வாசிப்பு முறைகளையும் தெரியச் செய்தல்	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	விமர்சனத்தின் தன்மைகளும் செய்தியறிக்கை தயாரிக்கும் முறையையும் அறியச் செய்தல்																		
CLR-4 :	பேச்சுக்கலையின் தனித்துவங்களைப் புரியச் செய்தல்																		
CLR-5 :	கணிணித்தமிழின் பல்வேறு நுட்பங்களைத் தெரியச் செய்தல்																		
CLO-1 :	அகராதித்துறை, கலைச்சொல்லாக்கத் துறையைத் தெரிந்துகொள்ளுதல்	2	75	60	H	L	H	M	H	H	L	M	H	M	L	H	-	-	-
CLO-2 :	ஊடகங்களில் மொழி ஆளுமையோடு செயல்படும் திறன் பெறுதல்	2	80	70	H	M	H	L	M	H	L	H	M	L	H	H	-	-	-
CLO-3 :	கலை, இலக்கிய விமர்சன முறைகளையும், செய்தியறிக்கை தயாரிக்கும் நுட்பங்களையும் தெரிந்துகொள்ளுதல்	2	70	65	H	L	H	M	H	H	M	H	L	H	M	H	-	-	-
CLO-4 :	பல்வேறு வடிவங்களைக் கொண்ட பேச்சுக்கலையை அறிவதன்வழி, சிறந்த மேடைப் பேச்சாளராக உருவாகும் தகுதியைப் பெறுதல்	2	70	70	H	M	H	L	H	M	M	H	H	L	H	H	-	-	-
CLO-5 :	தமிழைக் கணிணி வழி, இணையம் வழி கொண்டுசேர்க்கும் உலகளாவிய செயல்பாடுகளை அறிந்துகொள்ளுதல்	2	80	70	H	M	H	H	M	H	L	M	H	L	H	H	-	-	-

ration (hour)	9	9	9	9	9
S-1	SLO-1 தமிழில் அகராதிகள்	நேர்காணல் அறிமுகம்	விமர்சனம் – அறிமுகம்	பேச்சுக்கலை	கணிணித்தமிழ்
	SLO-2 ஒரு மொழி/ இருமொழி அகராதி	ஆளுமைத்திறன்	விமர்சனத்தின் நோக்கம்	பேச்சின் அடிப்படைகள்	கணிணி வழித் தட்டச்சு
S-2	SLO-1 பன்மொழி அகராதி	நோக்கம் – கண்டறிதல்	விமர்சன வகைகள்	தன்னம்பிக்கையும் பேச்சும்	தட்டச்சு செய்யும் மென்பொருட்கள்
	SLO-2 உயிர்/ மெய் எழுத்துகள்	நேர்காணல் முறைகள்	இலக்கிய விமர்சனம்	பேச்சின் வகைகள்	எழுத்துருக்கள்



S-3	SLO-1	உயிர்மெய் எழுத்துகள்	இனிய சொற்கள் பயன்பாடு	திரை விமர்சனம்	மேடைப் பேச்சு	யூனிகோடு எழுத்துருக்கள்/ பிற எழுத்துருக்கள்
	SLO-2	அகராதிக்கான அடிப்படைகள்	நேர்காணல் வகைகள்	கலை விமர்சனம்	பட்டிமன்றப் பேச்சு	குரல் வழி தட்டச்சு
S-4	SLO-1	அகராதி உருவாக்கப் பயிற்சி	நேரடியாக வினா விடை	விமர்சகர் தகுதிகள்	சொற்பொழிவு முறை	எழுத்து வழி தட்டச்சு
	SLO-2	அகராதி உருவாக்கப் பயிற்சி	அச்சு ஊடக நேர்காணல்	தேர்ந்த புலமை	பேச்சின் நுட்பங்கள்	தட்டச்சு செய்யும் பயிற்சி
S-5	SLO-1	கலைச்சொல் அறிமுகம்	காட்சி ஊடக நேர்காணல்	எழுத்துவடிவ விமர்சனம்	பேச்சாளர்களும் பேசும் முறைகளும்	தட்டச்சு செய்யும் பயிற்சி
	SLO-2	பிறமொழிச் சொற்களும் தமிழில் கலைச் சொற்களும்	கேட்பு ஊடக நேர்காணல்	காட்சி வடிவ விமர்சனம்	பேச்சு - எடுத்துரைப்பும் உடல்மொழியும்	பிழை திருத்திகள்
S-6	SLO-1	கலைச்சொல்லாக்க நெறிமுறைகள்	கள ஆய்வில் நேர்காணல்	விமர்சனம் செய்யும் பயிற்சி	நவீன தொழில்நுட்பங்களில் பேச்சு முறைகள்	தமிழில் பிழை திருத்தம் செய்யும் மென்பொருட்கள்
	SLO-2	கலைச்சொல் உருவாக்க உத்திகள்	நேர்காணல் செய்யும் பயிற்சி	விமர்சனம் செய்யும் பயிற்சி	பேச்சாளர்குரிய தகுதிகள்	வலைப்பூ உருவாக்கம்
S-7	SLO-1	துறைசார் சொற்கள்	நேர்காணல் செய்யும் பயிற்சி	செய்தியறிக்கை	பேச்சுப் பயிற்சி	வலைப்பூவில் எழுதும் முறைகள்
	SLO-2	புதிய கண்டுபிடிப்புகளும் கலைச்சொற்களும்	செய்தி வாசிப்பு முறைகள்	சமூக நிகழ்வை எழுதுதல்	பேச்சுப் பயிற்சி	வலைப்பூவின் பயன்கள்
S-8	SLO-1	பயன்பாட்டுச் சொற்கள்	செய்தி வாசிப்பு நுட்பங்கள்	செய்தியாளர்குரிய தகுதிகள்	கலந்துரையாடலின் நோக்கம்	தமிழ் இணைய நூலகங்கள்
	SLO-2	கலைச்சொல்லாக்கப் பயன்பாடுகள்	உச்சரித்தல்	உற்றுநோக்குதல்	கலந்துரையாடலின் தனித்தன்மைகள்	இணைய நூலகப் பயன்பாடுகள்
S-9	SLO-1	கலைச்சொல் உருவாக்கப் பயிற்சி	பிழையின்றி வாசித்தல்	சமநிலையில் எழுதுதல்	தம் கருத்தைத் தெளிவாக உரைத்தல்	தமிழ்த் தொடரடைவுகள்
	SLO-2	கலைச்சொல் உருவாக்கப் பயிற்சி	வாசித்தலும் உணர்வும்	செய்தியறிக்கை தயாரித்தல்	கலந்துரையாடல் பயிற்சி	தொடரடைவின் பயன்பாடுகள்

Learning Resources	<ol style="list-style-type: none"> <li>1. அகராதியியல், பெ. மாதையன், தமிழ்ப் பல்கலைக்கழகம், தஞ்சாவூர், 1997.</li> <li>2. பேச்சுக்கலை, ம. திருமலை, மீனாட்சி புத்தக நிலையம், மயூராவளாகம், மதுரை, 2009.</li> <li>3. பேச்சாளராக, அ.கி.பரந்தாமனார், பாரி நிலையம், சென்னை, 1961</li> <li>4. இணையத் தமிழ், சந்திரிகா சுப்பிரமணியன், சந்திரோதயம் பதிப்பகம், மதுரை, 2020.</li> <li>5. நேர்காணல், மின்னூலகம், தமிழ் இணையக் கல்விக் கழகம், <a href="https://www.tamilvu.org/">https://www.tamilvu.org/</a></li> </ol>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
	Understand										
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
1. Dr. P.R.Subramanian, Director, Mozhi Trust, Thiruvanniyur, Chennai - 600 041.	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literature, Pondicherry University, Pondicherry	1. Dr. B.Jaiganesh, Associate Professor & Head, Dept. of Tamil, FSH, SRMIST, KTR
		2. Dr. R. Ravi, Assistant Professor and Head, Dept. of Tamil, FSH, SRMIST, VDP.
		3. Mr. G. Ganesh, Assistant Professor, Dept. of Tamil, FSH, SRMIST, RMP.
		4. Dr. T.R.Hezbibah beulah Suganthi, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.
		5. Dr. S.Saraswathy, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.

## SEMESTER IV

Course Code	ULH23AE02T	Course Name	APPLIED HINDI-II	Course Category	AE	Ability Enhancement Courses (AE)				
						L	T	P	O	C
						1	0	2	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	HINDI	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To find and analyze different types of Cinema	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To Discover the print Media in the present World	Level of Thinking (Bloom) Expected Proficiency (%) Expected Attainment (%)	75	80	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	Writing report for Employability																		
CLR-4 :	Writing Reviews and Create Job Oriented learning																		
CLR-5 :	To Acquire technical words for various job Prospects																		
CLO-1 :	To Understand the History and Documentary in Hindi Cinema	2	75	80	H	H	H	M	L	H	L	M	L	L	H	M	-	-	-
CLO-2 :	To Comprehend Media Studies	2	80	90	H	H	H	M	L	H	H	M	L	L	H	M	-	-	-
CLO-3 :	To Evaluate report Writing	2	75	95	H	H	M	L	H	H	M	H	M	M	H	H	-	-	-
CLO-4 :	Enhance their Writing Skills in Media Studies	2	80	90	H	H	L	H	M	H	L	H	H	M	H	H	-	-	-
CLO-5 :	To Understand and usage of technical words in Hindi	2	85	90	M	H	M	H	L	H	H	L	H	M	H	H	-	-	-

Learning Resources	<p><b>Edited Book: "PRAYOJAN MULOK HINDI", SRIJONLOK PUBLICATION, 2023, New Delhi.</b></p> <ol style="list-style-type: none"> <li>1. Film Banti Hai aur Banati Bhi hai, Lekhika – Sonal, Neolit Publication</li> <li>2. <a href="https://navbharattimes.indiatimes.com/entertainment/movie-review/articlelist/2325387.cms?curpg=3">https://navbharattimes.indiatimes.com/entertainment/movie-review/articlelist/2325387.cms?curpg=3</a></li> <li>3. <a href="https://epustakalay.com/book/4858-hindi-patrarita-by-dr-krishnbihari-mishra/">https://epustakalay.com/book/4858-hindi-patrarita-by-dr-krishnbihari-mishra/</a></li> <li>4. <a href="https://hindisamay.com/">https://hindisamay.com/</a></li> <li>5. <a href="https://rajbhasha.gov.in/hi/hindi-vocabulary">https://rajbhasha.gov.in/hi/hindi-vocabulary</a></li> </ol>
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Learning Assessment											
	Bloom’s Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
	Understand										
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Shri. Santosh Kumar Editor : Srijanlok Magazine Place: Vashishth Nagar, Ara – 802301	1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi,CUTN, Tamilnadu	1. Dr.S Preeti. Associate Professor & Head, SRMIST
		2. Dr. Md.S. Islam Assistant Professor, SRMIST
		3.Dr. S. Razia Begum, Assistant Professor, SRM IST
		4, Dr.Nisha Murlidharan Assistant Professor, VDP,SRM IST

**SEMESTER IV**

Course Code	ULF23AE02T	Course Name	French for Specific purpose-II	Course Category	AE	Ability Enhancement Courses (AE)	L	T	P	O	C
							1	0	2	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	French	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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<b>CLR-1 :</b>	Strengthen the language of the students both in oral and written	<b>Level of Thinking</b>	<b>Expected Proficiency</b>	<b>Expected Attainment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	
<b>CLR-2 :</b>	Express their sentiments, emotions and opinions, reacting to information, situations																			
<b>CLR-3 :</b>	Make them learn the basic rules of French Grammar.																			
<b>CLR-4 :</b>	Develop strategies of comprehension of texts of different origin																			
<b>CLR-5 :</b>	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French																			
<b>Course Learning Outcomes (CLO):</b>		<i>At the end of this course, learners will be able to:</i>																		
<b>CLO-1 :</b>	To enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French	2	75	80	<i>H</i>	<i>M</i>	<i>H</i>	<i>H</i>	<i>M</i>	<i>H</i>	<i>H</i>	<i>L</i>	<i>M</i>	<i>M</i>	<i>H</i>	<i>L</i>	-	-	-	
<b>CLO-2 :</b>	<i>To strengthen the knowledge on concept, culture, civilization and translation of French</i>	2	80	90	<i>M</i>	<i>H</i>	<i>L</i>	<i>M</i>	<i>H</i>	<i>M</i>	<i>H</i>	<i>M</i>	<i>L</i>	<i>L</i>	<i>H</i>	<i>M</i>	-	-	-	
<b>CLO-3 :</b>	<i>To develop content using the features in French language</i>	2	75	80	<i>H</i>	<i>H</i>	<i>L</i>	<i>M</i>	<i>H</i>	<i>M</i>	<i>L</i>	<i>H</i>	<i>M</i>	<i>M</i>	<i>H</i>	<i>H</i>	-	-	-	
<b>CLO-4 :</b>	<i>To interpret the French language into other language</i>	2	75	90	<i>H</i>	<i>L</i>	<i>M</i>	<i>H</i>	<i>M</i>	<i>M</i>	<i>H</i>	<i>H</i>	<i>M</i>	<i>L</i>	<i>H</i>	<i>M</i>	<i>L</i>	-	-	-
<b>CLO-5 :</b>	<i>To improve the communication, intercultural elements in French language</i>	2	80	75	<i>M</i>	<i>H</i>	<i>H</i>	<i>L</i>	<i>M</i>	<i>M</i>	<i>H</i>	<i>H</i>	<i>M</i>	<i>L</i>	<i>H</i>	<i>M</i>	-	-	-	

Duration (hour)	9	9	9	9	9
<b>S-1</b>	<b>SLO-1</b>	TOEIC	Les quantificateurs	Les prépositions de lieu	Les verbes irréguliers
	<b>SLO-2</b>	Qu'est-ce que c'est/	le génitif	Les activités	le futur et
<b>S-2</b>	<b>SLO-1</b>	À qui est-il destiné ?	Les adjectifs	Les prépositions de temps -	le conditionnel
	<b>SLO-2</b>	Les compétences évaluées	et pronoms possessifs	Les activités	les modaux
<b>S-3</b>	<b>SLO-1</b>	Le nom	les pronoms	les temps et	La suggestion
	<b>SLO-2</b>	Le pluriel des noms	Les pronoms personnels	Les activités	le conseil
<b>S-4</b>	<b>SLO-1</b>	Les indéterminables	les pronoms compléments	les aspects-	Les exemples
	<b>SLO-2</b>	Les noms composés	Les activités	Les activités	le reproche
<b>S-5</b>	<b>SLO-1</b>	L'adjectif	pronoms réfléchis	Le présent simple	Les activités
					l'impératif

	<b>SLO-2</b>	Les comparatifs	Les activités	Les activités	L'obligation	Les activités
<b>S-6</b>	<b>SLO-1</b>	les superlatifs	les adverbes	Le présent be+ing	la permission	la voix passive
	<b>SLO-2</b>	les articles définis (the)	Les activités	Les activités	l'interdiction	Les exemples
<b>S-7</b>	<b>SLO-1</b>	les articles indéfinis (a, an)	La place de l'adverbe dans la phrase	<i>Les exemples</i>	La capacité	les subordonnées relatives
	<b>SLO-2</b>	Les exemples	Les activités	Le prétérit simple - Le prétérit be+ V-ing	l'incapacité	Les activités
<b>S-8</b>	<b>SLO-1</b>	Les adjectifs	L'ordre des adverbes	Les exemples	les verbes à particule	Les subordonnées circonstancielles
	<b>SLO-2</b>	Les exemples	Les activités	- Le présent perfect be+ing	les verbes suivis de V-ing	Les activités
<b>S-9</b>	<b>SLO-1</b>	pronoms possessifs ( this et that)	les prépositions-	Le past perfect simple -	d'un infinitif avec sans to	A ne pas confondre
	<b>SLO-2</b>	Les activités	Les exemples	Le past perfect be + ving -	Les exemples	Les activités

<b>Learning Resources</b>	<b>Theory:</b> 1. “ <b>Réussir le nouveau TOEIC</b> ” Détails des épreuves, méthodologie, grammaire, et vocabulaire, Studyrana. 2. <a href="https://www.fluentu.com/blog/french/french-grammar">https://www.fluentu.com/blog/french/french-grammar</a> 3. <a href="https://www.elearningfrench.com/learn-french-grammar-online-free.html">https://www.elearningfrench.com/learn-french-grammar-online-free.html</a> 4. <a href="https://www.lawlessfrench.com/grammar">https://www.lawlessfrench.com/grammar</a> 5. <a href="https://blog.gymglish.com/2022/12/15/basic-french-grammar">https://blog.gymglish.com/2022/12/15/basic-french-grammar</a>
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		Learning Assessment									
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (5%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
	Understand										
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
	Analyze										
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
1. Mr. Kavaskar Danasegarane Process Expert Maersk Global Service Center Pvt. Ltd	1. Dr. C.Thirumurugan Professor, Department of French, Pondicherry University	1. Mr. Kumaravel K. Assistant Professor & Head, SRMIST, KTR
2.Mr. Sharath Raam Prasad Character Designer, Animaker Company Pvt.		2. Mrs. Abigail, Assistant Professor, SRMIST, VDP



Course Code	USY23501T	Course Name	ABNORMAL PSYCHOLOGY - II	Course Category	C	Professional Core Course	L	T	P	O	C
							3	0	3	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Psychology	Data Book / Codes/Standards			
Course Learning Rationale (CLR):	The purpose of learning this course is to:				
CLR-1 :	To explain types and multiple causes of personality disorders				
CLR-2 :	Learn substance related disorders				
CLR-3 :	To elucidate psychotic disorders				
CLR-4 :	To explain developmental disorders				
CLR-5 :	To understand various cognitive disorders				
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:				
CLO-1 :	Distinguish between various personality disorders				
CLO-2 :	Understand the causes of substance related disorders				
CLO-3 :	Learn the diagnosis of psychotic disorders				
CLO-4 :	Understand developmental disorders				
CLO-5 :	Familiarize with cognitive disorders				
Duration (hour)	12	12	12	12	12
S-1	SLO-1	Personality disorders	Substance related disorders	Psychotic disorders	Developmental Disorders
	SLO-2	Clinical features of personality disorder	Perspectives on Substance related disorders	Neurosis	Common developmental disorders
	SLO-1	Types of personal disorders	Level of involvement	Psychosis	ADHD
S-2	SLO-2	Cluster A: Paranoid	Substance abuse	Difference between neurosis and psychosis	ADHD
	SLO-1	Schizoid	Diagnostics criteria substance abuse	Perspectives on schizophrenia	Diagnosis criteria
S-3	SLO-2	Schizotype	Intoxication	Early figures in diagnosing schizophrenia	Diagnosis criteria
	SLO-1	Causes	Diagnostics criteria for substance intoxication	Identifying symptoms	Causes
S-4	SLO-2	Treatment	Substance dependence	Clinical description symptoms and subtypes	Treatment of ADHD
	SLO-1	Cluster B	Diagnostic criteria for substance dependence	Positive Symptoms	Innovative approaches
S-5	SLO-2	Features/clinical description	Diagnostic issues	Negative Symptoms	Designer drug
	SLO-1	Diagnosis	Depressant	Factors	Learning disorder
S-6	SLO-2	Histrionic	Alcohol use	Vulnerability	Clinical description
	SLO-1	Narcissistic	Diagnostic criteria for alcohol intoxication	Schizo affective disorders	Causes
S-7	SLO-2	Antisocial	Sedative	Schizo affective disorders	Treatment
	SLO-1	Borderline	Anxiolytic substance use	Delusional disorders	Pervasive developmental disorders
S-8	SLO-2	Causes	Stimulants	Shared psychotic disorders	Autistic spectrum disorder
S-9	SLO-1	Causes and treatment	Amphetamine use disorders	Schizophrenia	Description

S-10	SLO-2	Treatment	Cocaine, nicotine	Meaning	Causes	Clinical description
	SLO-1	Cluster c	Caffeine	Subtypes	Treatment	Diagnosis criteria
	SLO-2	Avoidant personality	Opioids	Diagnosis	Asperger's disorder	Causes
S-11	SLO-1	Diagnosis and causes	Hallucinogens	Diagnosis	Diagnosis criteria	Biological causes
	SLO-2	Dependent	Marijuana	Causes	Causes	Psychosocial causes
S-12	SLO-1	Diagnosis criteria	LSD	Cultural factors	Treatment	Biological Treatment
	SLO-2	Obsessive compulsive	Causes of substance related disorders	Genetic influence	Intellectual disability	Biological treatment
S-13	SLO-1	Inclusion and exclusion criteria	Causes of substance related disorders	Neurobiological influence	Description	Psychosocial treatment
	SLO-2	Passive aggressive	Biological dimensions	Psychological and social influence	Diagnosis criteria	Prevention
S-14	SLO-1	Depressive personality	Psychological dimensions	Treatment of schizophrenia	Causes	Amnesic disorder
	SLO-2	Diagnosis	Psychological dimensions	Biological interventions	Treatment	Diagnosis criteria
S-15	SLO-1	Causes and treatment	Cognitive dimensions	Psychosocial interventions	Prevention of developmental disorders	Causes
	SLO-2	Causes and treatment	treatment	Prevention	Prevention of developmental disorders	Treatment
Learning Resources		<ul style="list-style-type: none"> <li>Barlow, D. H., Durand, V. M., &amp; Hofmann, S. G. (2016). Abnormal psychology: An integrative approach. Cengage learning.</li> <li>Sarason, I. G. &amp; Sarason, B. R., (2007). Abnormal Psychology. 10th ed. New Delhi : Pearson Education.</li> </ul>			<ul style="list-style-type: none"> <li>Alloy, L. B. &amp; Riskind, J. H., Manos, M.J. (2005). Abnormal Psychology. 9th ed. Delhi: Tata McGraw Hill Publishing Company Ltd.</li> </ul>	

#### Learning Assessment

	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr. Ravi Samuel, Psychotherapist, Chennai	Dr. S. Sasikala, Dept of Psychology, Madras University	Dr A Madalaimuthu, Dept of Psychology, SRMIST
		Dr SR Sathyanarayanan, School of Law, SRMIST
		Dr N Prema, Dept of Education, SRMIST

Course Code	USY23502T	Course Name	GUIDANCE AND COUNSELLING			Course Category	C	Professional Core Course					L	T	P	O	C																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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Pre-requisite Courses	Nil	Co-requisite Courses			Theories of Personality		Progressive Courses	Nil																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
Course Offering Department			Psychology			Data Book / Codes/Standards			Nil																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Course Learning Rationale (CLR):			The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
CLR-1 : Understand the meaning of guidance and counseling						1			2			3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
CLR-2 : Learn the basic process of counseling						Level of Thinking (Bloom)			Expected Proficiency (%)			Expected Attainment(%)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
CLR-3 : Acquire the knowledge of psychotherapy																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
CLR-4 : Learn different approaches to counseling																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
CLR-5 : Understand various counseling techniques																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Course Learning Outcomes (CLO):			At the end of this course, learners will be able to:			2			75			60																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
CLO-1 : Learn the difference between guidance, counseling and therapy						2			80			70																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
CLO-2 : Understand difference process and stages of counseling and establish rapport						2			70			65																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
CLO-3 : Acquire the skills of a therapist						2			70			70																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
CLO-4 : Understand the dynamics of approaches to counseling						2			80			70																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
CLO-5 : Learn the relationship between behavior and family environment and society						2			75			70																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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Duration (hour)		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12		12			

S-12	SLO-1	Qualities of counselor	Allied mental health professionals	Generic Skills	Criticism of client centered counselling	Behavioural activation in CBT
	SLO-2	Effective counselor	Medical model	Generic Skills	Criticism of client centered counselling	Behavioural activation in CBT
S-13	SLO-1	Status of counseling in India	Freud's talking cure	Common Goals	Gestalt approach to counselling	Identification of thought
	SLO-2	Status of counseling in India	Freud's talking cure	Common Goals	Gestalt approach to counselling	Identification of thought
S-14	SLO-1	Trends in counseling	Evidence based practice	Remedial Orientation	Existential counselling	Challenges of thought
	SLO-2	Trends in counseling	Evidence based practice	Team work	Humanistic	REBT
S-15	SLO-1	Ethical issues	Counsellor as researcher	Future challenges	Phenomenological	REBT
	SLO-2	Legal issues	Counsellor as researcher	Future challenges	Phenomenological	REBT

Learning Resources	<ul style="list-style-type: none"> <li>Nelson-Jones, R. (2008). Basic Counselling Skills: A Helper's Manual. Sage Publications.</li> <li>Gladding, S.T. (2009). Counselling: A comprehensive profession(6th ed.). New Delhi: Pearson India.</li> <li>Antony, D. John, (2003) Psychotherapies in Counselling, Nochiodaipatti, Dindigul, Anugraha Publications.</li> </ul>	<ul style="list-style-type: none"> <li>Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counselling. New York: Brooks / Cole.</li> <li>Gibson, R.L. and Mitchell, M.H. (2010). Introduction to Counselling and Guidance. New Delhi: PHI Learning Private Limited.</li> <li>Individual Psychotherapy and the Sciences of Psychodynamics – Malan D.H., Butter worth &amp; Co. Ltd., London, 1979.</li> </ul>
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr. Ravi Samuel, Psychotherapist, Chennai	Dr. S. Sasikala, Dept of Psychology, Madras University	Dr A Madalaimuthu, Dept of Psychology, SRMIST
		Dr SR Sathyanarayanan, School of Law, SRMIST
		Dr N Prema, Dept of Education, SRMIST



Course Code	USY23503T	CourseName	BEHAVIOURAL COACHING			Course Category	C	Professional Core Course										L	T	P	O	C	
								3	0	3	2	4											
Pre-requisite Courses	Nil		Co-requisite Courses		Nil			Progressive Courses					Nil										
Course Offering Department			Psychology		Data Book / Codes/Standards						Nil												
Objectives and Learning Outcome After the completion of this course students will be able:						Learning						Program Learning Outcomes (PLO)											
CLO-1 :	To be Emotionally Intelligent Human Beings enabling to manage & respond to self & others' emotions & develop skills of Self Awareness, Self Management, Self Motivation, Empathy & Social Relations					1	2	3	1	2	3	4	5	6	7	8	9	10					11
CLO-2 :	To understand Human Psychology influencing Human Behaviour & to develop valuable relations with other people, by understanding underlining principles of Human Relations.																						
CLO-3 :	To understand fundamentals, principles & practice of Coaching & make students competent in starting their own practice of Life Coaching																						
CLO-4 :	To develop Professional, Entrepreneurship, Decision Making, Communication, Team Work & People Skills enabling him / her to apply them in any his / her Coaching practice or in employment in corporate sector in Human Resources / Learning & Development.																						
Duration (hour)	12		12		12			12															
S-1	SLO-1	Introduction to Coaching	Eleven Core competencies		Process of Effective Communication			Coaching Context															
	SLO-2	Counselling	Meeting ethical Guidelines		Questioning			Coach-Client Relationship															
S-2	SLO-1	Individual Coaching	Professional Standards		Non Verbal Communication			Coach-Client Relationship															
	SLO-2	Group Coaching	Establishing the coaching agreement		Paralinguistic			Coaching Context															
S-3	SLO-1	Life coaching	Establishing trust with the client		Telephone Applications			Relationship Based															
	SLO-2	Executive Coaching	Establishing Intimacy with the client		Recognizing Client Energy			Relationship Based															
S-4	SLO-1	Business Coaching	Coaching Presence		Matching Client Energy			Client Centered															
	SLO-2	Relationship Coaching Skills	Active Listening		When not to match Energy			Client Centered															
S-5	SLO-1	Performance Coaching	Powerful Questioning		Active Listening			Goal Driven															
	SLO-2	Leadership Coaching	Direct Communication		Power Questioning			Goal Driven															
S-6	SLO-1	Other Coaching Specializations	Creating Awareness		Summarizing			Role of a Coach															
	SLO-2	Ethical Issues in coaching	Designing Actions		Clarifying			Role of a Coach															
S-7	SLO-1	Principles	Planning		Clarifying			Ideal Client															
	SLO-2	Professional standards of conduct in coaching	Goal Setting		Paraphrasing			Ideal Client															
S-8	SLO-1	Coaching case study	Managing Progress		Role Plays			Formal Agreement															
	SLO-2	Coaching case study	Managing Accountability		Role Plays			Formal Agreement															
S-9	SLO-1	Coaching case study	Case Study Discussions		Group Discussions			Accountability															
	SLO-2	Coaching case study	Role Plays		Group Discussions			Accountability															
S-10	SLO	Discussions	Managing Progress		Role Plays																		
S-11	SLO	Discussions	Managing Accountability		Role Plays																		
S-12	SLO	Role Plays	Case Study Discussions		Group Discussions																		
S-13	SLO	Role Plays	Role Plays		Group Discussions																		
S-14	SLO	Watching coaching videos																					
S-15	SLO	Watching coaching videos																					

Course Code	USY23D05T	Course Name	CROSS CULTURAL PSYCHOLOGY				Course Category	D	Professional Core Course					L	T	P	O	C						
													4	0	0	2	4							
Pre-requisite Courses	Nil				Co-requisite Courses	Nil				Progressive Courses	Nil													
Course Offering Department		Psychology				Data Book / Codes/Standards				Nil														
Course Learning Rationale (CLR):		The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)															
CLR-1 :	To understand the different cultures and cultural psychology				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CLR-2 :	Learn cultural competence and behavior patterns							Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3		
CLR-3 :	To understand the link between culture and human development							H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLR-4 :	To analyze the concepts of culture and cognition							H	-	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-
CLR-5 :	To understand the relationship between culture and language							H	-	H	H	H	-	-	-	-	-	H	-	-	-	-	-	-
					2	75	60	-	H	-	H	-	-	-	-	-	-	-	-	-	-			
					2	80	70	H	-	-	H	-	-	-	-	-	-	-	-	-	-			
					2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-			
					2	70	70	H	-	H	H	H	-	-	-	-	H	-	-	-	-			
					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-			
					2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																						
CLO-1 :	Know the key concepts and themes in cross cultural psychology				2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-			
CLO-2 :	Make connections between culture and socialization				2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-			
CLO-3 :	Identify and critique the influence of culture on developmental process				2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-			
CLO-4 :	Evaluate the influence of culture on cognition				2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-			
CLO-5 :	To understand influence of culture on language				2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-			
					2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Duration (hour)	12		12		12		12		12		12		12		12		12		12		12			
S-1	SLO-1	Introduction to culture	Cultural learning	Cultural learning	Culture and developmental process	Culture and cognition	Culture and language																	
	SLO-2	Psychology with cultural perspective	Cultural learning	Cultural learning	Culture and temperament	Culture and attention	Influence of culture on language																	
S-2	SLO-1	What is culture	Enculturation	Enculturation	Temperament	Sensation and perception	Coevolution																	
	SLO-2	Difference between culture and society	Socialization	Socialization	Goodness of fit	Perception and physical reality	Structure of language																	
S-3	SLO-1	Contents of culture	Parenting	Parenting	Cross cultural studies in temperament	Cultural influence on visual perception	Language acquisition																	
	SLO-2	Culture and mental processes	Parenting goals	Parenting goals	Learning culture	Attention	Linguistic differences																	
S-4	SLO-1	What is cross culture	Parenting styles	Parenting styles	Temperament and learning culture	Culture and thinking	Language and thought																	
	SLO-2	Goals of cross cultural psychology	Global parenting styles	Global parenting styles	Dimensions of temperament	Categorization	Sapir-whorf hypothesis																	
S-5	SLO-1	Goals of cross cultural psychology	Parenting behaviour	Parenting behaviour	Behavioural inhibition	Memory	Sapir-whorf hypothesis																	
	SLO-2	Relationship with other disciplines	Strategies	Strategies	Temperamental differences	Math abilities	Culture and communication																	
S-6	SLO-1	Ethnocentrism	Domain specific approach	Domain specific approach	Sources	Problem solving	Culture and non verbal communication																	
	SLO-2	Ethnocentrism	Domain specific approach	Domain specific approach	Culture and attachment	Creativity	Culture and gestures																	
S-7	SLO-1	Ethnocentrism in psychology	Siblings	Siblings	Bowlby attachment theory	Dialectical thinking	Culture and gaze																	
	SLO-2	Frame work for cross cultural psychology	Extended family	Extended family	Attachment types	Culture and regrets	Culture and voice																	
S-8	SLO-1	Cross cultural research methods	Multigenerational families	Multigenerational families	Ainsworth	Counterfactual thinking	Interpersonal space																	
	SLO-2	Indigenous cultural studies	Multigenerational families	Multigenerational families	Classification	Dreams	Interpersonal space																	
S-9	SLO-1	Cross cultural comparisons	Culture and peer	Culture and peer	Ainsworth experiment	Culture and dreams	Touch																	
	SLO-2	Types of cross cultural comparisons	Exposure to peers	Exposure to peers	Cognitive development	Time	Intracultural communication																	
S-10	SLO-1	Structure	Exposure to peers	Exposure to peers	Piaget	Perception of pain	Intercultural communication																	
	SLO-2	Level oriented	Peers and bullying	Peers and bullying	Other theorist	Culture and intelligence	Encoding																	
S-11	SLO-1	Individual level	Culture and education	Culture and education	Piaget – cross cultural perspective	Culture and intelligence	Decoding																	
	SLO-2	Ecological level	National difference	National difference	Moral reasoning	Concept of intelligence in other culture	Process of intraculture																	
	SLO-1	Bias and equivalence	Social factors	Social factors	Kohlberg's theory of morality	Intelligence in contemporary psychology	Process of interculture																	



<b>S-12</b>	<b>SLO-2</b>	<i>Response bias</i>	<i>Cultural factors</i>	<i>Kohlberg's theory of morality</i>	<i>Intelligence in contemporary psychology</i>	<i>Improving intercultural communication</i>
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<b>Learning Resources</b>	<ul style="list-style-type: none"> <li>Matsumoto, D. (2000). Culture and psychology: People around the world. Wadsworth/Thomson Learning.</li> <li>Berry, J. W., Berry, J. W., Poortinga, Y. H., Segall, M. H., &amp; Dasen, P. R. (2002). Cross-cultural psychology: Research and applications. Cambridge University Press.</li> </ul>	<ul style="list-style-type: none"> <li>Shirayev, E. B., &amp; Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.</li> </ul>
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

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Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
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		<i>Dr SR Sathyanarayanan, School of Law, SRMIST</i>
		<i>Dr N Prema, Dept of Education, SRMIST</i>

CourseCode	USY23G01T	Course Name	Life Skills Development	Course Category	G	Generic Elective																L	T	P	O	C
																						3	0	3	2	4
Course Learning Rationale (CLR):			The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																	
						1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
CLR-1 :			To Impart Life skill among Learners on Psychology perspectives			Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge of English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O. 1	P.S.O 2	P.S.O. 3		
CLR-2 :			To make them technically competent enough to life skills																							
CLR-3 :			To Make the leasrnrs to inculcate the Presentation and communication skills																							
CLR-4 :			To Leran the concepts of Performance anexity																							
CLR-5 :			To Impart listening and understanding skills of the learners																							
Course Learning Outcomes (CLO):			At the end of this course, learners will be able to:																							
CLO-1 :			Understand and apply the psychological knowledge in life skills development			3	30	80	H	M	-	M	M	-	H	M	M	-	-	-	M	H	M	M		
CLO-2 :			Competent towards various aspects of life skills			3	20	80	H	-	-	M	L	-	M	M	M	-	M	-	M	H	H	M		
CLO-3 :			Understand and demonstrate the presentation and communication skills			3	30	80	H	-	-	M	L	-	M	M	M	-	M	-	M	M	H	M		
CLO-4 :			Overcome the problem of performance anexity			3	20	85	H	M	-	H	M	-	M	M	H	-	-	-	M	L	M	H		
CLO-5 :			Enhance their listening and understanding skills			3	20	85	H	L	L	H	M	-	H	M	H	-	-	M	M	M	M	H		
:						3	20	80	H	L	-	H	M	-	M	M	H	-	-	L	M	M	M	L		
Duration (hour)		12		12		12		12		12		12		12												
S-1	SLO-1	Introduction to life skills		Presentation skills		Managing Performance Anxiety		Introduction to relationship skills		Anger management																
	SLO-2	Contemporary importance of life skills		Requisites of a good presentation		Managing Performance Anxiety		Importance of relationship skills		Skills for anger management																
S-2	SLO-1	Life skills on psychological perspective		Planning of presentation		Understanding of relaxation techniques		Skills for listening		Skills for anger management																
	SLO-2	Life skills on psychological perspective		Planning of presentation		Understanding of relaxation techniques		Skills for listening		Skills for anger management																
S 3-4	SLO-1	Understanding the life skills		Structuring of Presentation		Interviews		Requisites of effective listening		Skills for anger management Activity																
	SLO-2	Understanding the life skills		Structuring of Presentation		Importance of Interviews		Requisites of effective listening		Skills for anger management Activity																
S 5	SLO-1	Application of life skills		Effective use of language		Types of interviews		Barriers to listening		Coping with Emotions																
	SLO-2	Application of life skills		Effective use of language		Types of interviews		Barriers to listening		Coping with Emotions																
S- 6	SLO-1	Various life skills		Use of Audio Visual		Requisites for effective interview		Overcome of barriers to listening		Coping with Emotions Assignment																
	SLO-2	Various life skills		Use of Audio Visual		Activity based Learning		Overcome of barriers to listening		Coping with Emotions Assignment																
S 7-8	SLO-1	Various stage of life skill development		Usage pof ICT in Presentation		Activity based Learning		Understanding		Stress management																
	SLO-2	Various stage of life skill development		Usage pof ICT in Presentation		Activity based Learning		Stages in understanding		Stress management																
S-9	SLO-1	Various stage of life skill development		Types of presentation		Activity based Learning		Choosing skills		Stress management Activity																
	SLO-2	Various stage of life skill development		Types of presentation		Group discussion		Choosing skills		Stress management Activity																
S-10	SLO	Prospects of life skills		Barriers in effective presentation		Group discussion		Relationship skills		Leadership skills																
S-11	SLO	Prospects of life skills		Barriers in effective presentation		Group discussion		Relationship skills Activity		Leadership skills																
S-12	SLO	Barriers to life skill development		Barriers in effective presentation		Group discussion		Relationship skills Activity		Leadership skills																
S-13	SLO	Barriers to life skill development		Overcoming strategies for effective presentation		Group discussion		Relationship skills Activity		Leadership skills Activity																
S-14	SLO	Barriers to life skill development		Overcoming strategies for effective presentation		Group discussion		Relationship skills Activity		Leadership skills Activity																
S-15	SLO	Barriers to life skill development		Overcoming strategies for effective presentation		Group discussion		Relationship skills Activity		Leadership skills Activity																
Learning Resources																										

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
		<i>Dr S R SATHYANARAYANAN SRMIST</i>

Course Code	USY23S03L	Course Name	EXPERIMENTAL PSYCHOLOGY – II				Course Category	S	Professional Core Course							L	T	P	O	C					
																	0	0	2	2	1				
Pre-requisite Courses	Nil		Co-requisite Courses		Nil		Progressive Courses	Nil																	
Course Offering Department			Psychology		Data Book / Codes/Standards		Nil																		
Course Learning Rationale (CLR):			The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)															
CLR-1 :	To understand the concept of intelligence test					1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CLR-2 :	Learn how performance test is administered					Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3		
CLR-3 :	To understand scoring and interpretation																								
CLR-4 :	Learn the skills of psychological testing																								
CLR-5 :																									
CLR-6 :																									
Course Learning Outcomes (CLO):			At the end of this course, learners will be able to:																						
CLO-1 :	Understand the concept of testing					2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-			
CLO-2 :	Understand various concepts related to test performance test administration					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-			
CLO-3 :	Learn the skills of test administration					2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-			
CLO-4 :	Interpret the score and prepare test report					2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-			
CLO-5 :						2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-			
CLO-6 :						2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-			

**Practical: (Any Ten)**

6. Span of Attention (tachistoscope)
7. Muller-lyer Illusion
8. Human Maze Learning
9. PGI Memory Scale
10. Metacognition Inventory
11. Concept Formation
12. Raven's Progressive Matrices
13. Bhatia's Battery of Intelligence
14. Emotional Intelligence
15. Social Intelligence Scale
16. Levels of Aspiration
17. Thurston Interest Schedule
18. Vineland Social Maturity Scale
19. ADHD rating scale/Check List
20. Seguin Form Board Test

<b>Learning Resources</b>	<ul style="list-style-type: none"> <li>Myers, A., &amp; Hansen, C. (2016). Experimental Psychology (7th ed.). Belmont, CA, US: Thomson Wadsworth.</li> <li>Parameswaran &amp; Ravichandra (2003) Experimental Psychology. Neel Kamal Publications.</li> </ul>
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	40%	-	40%	-	40%	-	40%
	Understand										
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze										
Level 3	Evaluate	-	20%	-	20%	-	20%	-	20%	-	20%
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
<i>Dr. Ravi Samuel, Psychotherapist, Chennai</i>	<i>Dr. S. Sasikala, Dept of Psychology, Madras University</i>	<i>Dr A Madalaimuthu, Dept of Psychology, SRMIST</i>
		<i>Dr SR Sathyanarayanan, School of Law, SRMIST</i>
		<i>Dr N Prema, Dept of Education, SRMIST</i>

Course Code	USY23P02L	Course Name	INTERNSHIP -2		Course Category	IAPC	Professional Core Course	L	T	P	O	C
								0	0	0	0	1
Pre-requisite Courses	Nil		Co-requisite Courses	Nil		Progressive Courses	Nil					
Course Offering Department		Psychology		Data Book / Codes/Standards		Nil						

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :		Explore areas of interest in psychology			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :		Gain hands-on experience in various sub-fields of psychology			Level of thinking (Bloom)	Expected Proficiency	Expected attainment	Fundamental	Application of	Link with Related	Procedural	Skills in	\Ability to utilise	Skills in Modelling	Analyse, interpret	Investigative skills	Problem solving	Communication	Analytical skills	PSO-1	PSO-2	PSO-3
CLR-3 :		Acquire the skills in diagnosis of psychological disorder																				
CLR-4 :		Witness various ethical guidelines in practice																				
CLR-5 :																						
CLR-6 :																						
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-1 :		Learn the clinical interview format			2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :		Learn to establish relationship with client			2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 :		Get confidence in diagnosing a disorder			2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-4 :					2	80	70	-	H	-	H	-	-	-	-	-	-	-	H	-	-	-
CLO-5 :					2	75	70	-	-	-	-	-	H	-	H	-	-	-	-	-	-	-

Students are required to undertake any one internships (each for a period of 30 days) in the following areas, based on their areas of interest, and submit two detailed Observation/Case history/Intervention reports, pertaining to the chosen areas:

9. Counseling Psychology (Visit a Counseling Centre or a hospital offering Counseling services)
10. Non-profit organization (Visit a NGO)
11. Clinical Psychology (Visit a Clinic or a hospital offering Clinical Psychology services)
12. Industrial/Organizational (Visit any organization)
13. Regular School (Visit a private or Government school)
14. Geriatric Psychology (Visit an old age home)
15. Addiction Psychology (Visit a de-addiction centre/clinic)
16. Special Education/Learning Disability (Visit a special school/A Centre for Learning Disabilities)

#### Assessment Method

Field Work – 30%  
Field Report – 30 %  
Critical Reflection – 20 %  
Viva – 20 %



Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember		40%		40%		40%		40%		40%
	Understand										
Level 2	Apply		40%		40%		40%		40%		40%
	Analyze										
Level 3	Evaluate		20%		20%		20%		20%		20%
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
<i>Experts from Industry</i>	<i>Expert from Higher Technical Institutions</i>	<i>Internal Experts</i>
<i>Dr Nigesh K, Ministry of Labor and Employment, Government of India</i>	<i>Dr A Madalaimuthu, Christ University</i>	<i>Dr Saranya TS Dept of Psychology, SRMIST</i>
		<i>Dr Senthil Kumaran J, SRMIST</i>

Course Code	USY23D06T	Course Name	BASICS OF PSYCHODIAGNOSTICS				Course Category	C	Professional Core Course					L	T	P	O	C										
														4	0	0	2	4										
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses																				
Course Offering Department		Psychology		Data Book / Codes/Standards																								
Course Learning Rationale (CLR):		The purpose of learning this course is to:						Learning				Program Learning Outcomes (PLO)																
CLR-1:	To understand the basis of psychodiagnostics								1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CLR-2:	To understand the different stages of psychodiagnostics								Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3		
CLR-3:	To understand cognitive functions																											
CLR-4:	To understand apperception test																											
CLR-5:	To explain the objective of psychodiagnostics																											
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:								Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3	
CLO-1:	To remember the basis of psychodiagnostics										2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-2:	To understand psychodiagnostics in psychology										2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	
CLO-3:	Understand cognitive functions										2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	
CLO-4:	Understand projective techniques in psychodiagnostics										2	70	70	H	-	H	H	H	-	-	-	-	H	-	-	-	-	
CLO-5:	Understand concept and objective of psychodiagnostics										2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	
												2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	
Duration (hour)		12		12		12		12		12		12		12		12		12		12		12		12		12		
S-1	SLO-1	Introduction to psychodiagnostics	Psychodiagnostics in psychology		Test of cognitive functions		Projective techniques in psychodiagnostics		Concept of psychodiagnostics																			
	SLO-2	Introduction to psychodiagnostics	Psychodiagnostics in psychology		Test of cognitive functions		Projective techniques in psychodiagnostics		Concept of psychodiagnostics																			
S-2	SLO-1	Introduction to psychodiagnostics	Psychodiagnostics in psychology		Test of cognitive functions		Projective techniques in psychodiagnostics		Concept of psychodiagnostics																			
	SLO-2	Introduction to psychodiagnostics	Psychodiagnostics in psychology		Test of cognitive functions		Projective techniques in psychodiagnostics		Concept of psychodiagnostics																			
S-3	SLO-1	Introduction to psychodiagnostics	Psychodiagnostics in psychology		Test of cognitive functions		Projective techniques in psychodiagnostics		Concept of psychodiagnostics																			
	SLO-2	Ethical issues and assessment	Psychodiagnostics in psychology		Test of cognitive functions		Projective techniques in psychodiagnostics		Concept of psychodiagnostics																			
S-4	SLO-1	Ethical issues and assessment	Report writing and recipient of report		Utility of data from test cognitive functions		Personality inventories		Objectives of psychodiagnostics																			
	SLO-2	Ethical issues and assessment	Report writing and recipient of report		Utility of data from test cognitive functions		Personality inventories		Objectives of psychodiagnostics																			
S-5	SLO-1	Ethical issues and assessment	Report writing and recipient of report		Utility of data from test cognitive functions		Personality inventories		Objectives of psychodiagnostics																			
	SLO-2	Ethical issues and assessment	Report writing and recipient of report		Utility of data from test cognitive functions		Personality inventories		Objectives of psychodiagnostics																			
S-6	SLO-1	Assessment in clinical psychology	Report writing and recipient of report		Utility of data from test cognitive functions		Personality inventories		Objectives of psychodiagnostics																			
	SLO-2	Assessment in clinical psychology	Report writing and recipient of report		Utility of data from test cognitive functions		Personality inventories		Objectives of psychodiagnostics																			
S-7	SLO-1	Assessment in clinical psychology	Batteries of test and assessment interview		Measurement of memory and creativity		The thematic apperception test and children's apperception test		Measures of intelligence and conceptual thinking																			
	SLO-2	Assessment in clinical psychology	Batteries of test and assessment interview		Measurement of memory and creativity		The thematic apperception test and children's apperception test		Measures of intelligence and conceptual thinking																			
S-8	SLO-1	Methods of behavioral assessment	Batteries of test and assessment interview		Measurement of memory and creativity		The thematic apperception test and children's apperception test		Measures of intelligence and conceptual thinking																			
	SLO-2	Methods of behavioral assessment	Batteries of test and assessment		Measurement of memory and creativity		The thematic apperception test and		Measures of intelligence and																			

S-9	SLO-1	Methods of behavioral assessment	interview Batteries of test and assessment interview	Measurement of memory and creativity	children's apperception test The thematic apperception test and children's apperception test	conceptual thinking I. Measures of intelligence and conceptual thinking
	SLO-2	Methods of behavioral assessment	Batteries of test and assessment interview	Measurement of memory and creativity	The thematic apperception test and children's apperception test	Measures of intelligence and conceptual thinking
S-10	SLO-1	Methods of behavioral assessment	Different stages in psychodiagnostics	Measurement of conceptual thinking	Principle measurement and projective techniques current status with special reference to Rorschach test	Introduction to projective techniques and neuropsychological test
	SLO-2	Introduction to psychodiagnostics, definition concept and description	Different stages in psychodiagnostics	Measurement of conceptual thinking	Principle measurement and projective techniques current status with special reference to Rorschach test	Introduction to projective techniques and neuropsychological test
S-11	SLO-1	Introduction to psychodiagnostics, definition concept and description	Different stages in psychodiagnostics	Measurement of conceptual thinking	Principle measurement and projective techniques current status with special reference to Rorschach test	Introduction to projective techniques and neuropsychological test
	SLO-2	Introduction to psychodiagnostics, definition concept and description	Different stages in psychodiagnostics	Measurement of conceptual thinking	Principle measurement and projective techniques current status with special reference to Rorschach test	Introduction to projective techniques and neuropsychological test
S-12	SLO-1	Introduction to psychodiagnostics, definition concept and description	Different stages in psychodiagnostics	Measurement of conceptual thinking	Principle measurement and projective techniques current status with special reference to Rorschach test	Introduction to projective techniques and neuropsychological test
	SLO-2	Introduction to psychodiagnostics, definition concept and description	Different stages in psychodiagnostics	Measurement of conceptual thinking	Principle measurement and projective techniques current status with special reference to Rorschach test	Introduction to projective techniques and neuropsychological test
Learning Resources		<ul style="list-style-type: none"> <li>Rathore, kira</li> <li>Egyankosh.ac.in</li> </ul>				

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
		Dr S R Sathyanarayanan, SRMIST

Course Code	USY23601T	Course Name	PSYCHOMETRICS				Course Category	C	Professional Core Course					L	T	P	O	C						
Pre-requisite Courses	Nil		Co-requisite Courses		Nil		Progressive Courses	Nil											3	0	3	2	4	
Course Offering Department			Psychology		Data Book / Codes/Standards		Nil																	
Course Learning Rationale (CLR):			The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To understand the essentials of measurement					Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 :	Learn the principles of psychological tests								Fundamental Knowledge	Application of Concepts	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO -3	
CLR-3 :	To understand the process of test construction																							
CLR-4 :	Understand the process establishing reliability and validity																							
CLR-5 :	Evaluate different psychological tests																							
Course Learning Outcomes (CLO):			At the end of this course, learners will be able to:																					
CLO-1 :	Know the fundamentals of measurements					2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-2 :	Understand principles of psychological tests					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-3 :	Analyse the process of item writing and item analysis					2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-4 :	Establish reliability and validity of a tool					2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-	
CLO-5 :	Learn to standardize a test					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	
						2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Duration (hour)	12		12		12		12					12					12							
S-1	SLO-1	Psychological tests	Test construction		Reliability		Validity					Standardization												
	SLO-2	Measurement and evaluation	Steps in test construction		History		Meaning of validity					Meaning of norms												
S-2	SLO-1	Levels of measurement	Steps in test construction		Theory of reliability		Aspects of validity					Norm referencing												
	SLO-2	Levels of measurement	Steps in test construction		Meaning of reliability		Content validity					Norm referencing												
S-3	SLO-1	Properties of scales of measurement	Item writing		Logical		Criterion-related validity					Criterion referencing												
	SLO-2	Properties of scales of measurement	Item analysis		Technical meaning of reliability		Construct validity					Types of norms												
S-4	SLO-1	Functions of measurement	Item analysis		Types of reliability		Construct validity					Steps in developing norms												
	SLO-2	Psychological measurement	Item analysis		Test-retest		Construct validity					developing norms												
S-5	SLO-1	Psychological measurement	Purpose of item analysis		Internal consistency reliability		Construct validity					Developmental norms												
	SLO-2	Problems of measurement	Power test		Odd even reliability		Convergent validation					Age norms												
S-6	SLO-1	Errors in measurement	Power test		KR formula		Convergent validation					Grade norms												
	SLO-2	Sources of errors in measurement	Power test		Alternative forms reliability		Discriminant validation					Ordinal scales												
S-7	SLO-1	Testing and assessment	Item difficulty		Scorer reliability		Calculating validity					Ordinal scales												
	SLO-2	Historical antecedents of modern testing	Index of discrimination		Reliability coefficient		Correlation methods					Within group norms												
S-8	SLO-1	First experimental psychology	Distractor analysis		Standard error of measurement		Expectancy tables					Percentile ranks												
	SLO-2	Contributions of Francis Galton	Speed test		Reliability of speed test		Cut-off score					Standard score												
S-9	SLO-1	Cattell and early Mental tests	Index of difficulty		Factors influencing reliability		Factors influencing validity					Deviation IQ												
	SLO-2	Binet and rise of intelligence tests	Index of discrimination		Extrinsic factors		Length of the test					Z scores												
S-10	SLO-1	Binet and rise of intelligence tests	Factors influencing index of difficulty		Intrinsic factors		Sample heterogeneity					Concept of raw score												
	SLO-2	Group testing	Factors influencing index of difficulty		How to improve reliability of test scores		Socio-cultural differences					Stan score												
S-11	SLO-1	Group tests	Factors influencing index of discrimination		Estimation of true scores		Extra validity concerns					Caution for interpreting scores												
	SLO-2	Achievement test vs performance test	Factors influencing index of discrimination		Classical theory		Extra validity concerns					Converting to standard score												

S-12	SLO-1	Achievement test vs performance test	Problems of item analysis	Classical theory	Extra validity concerns	Converting to standard score
	SLO-2	Achievement test vs performance test	Problems of item analysis	Index of reliability	Extra validity concerns	Converting to standard score
S-13	SLO-1	Aptitude testing	Important interactions among item characteristics	Index of reliability	Concept of cross-validation	Converting to standard score
	SLO-2	Standardized achievement test	Item response theory	Index of reliability	Concept of cross-validation	Converting to standard score
S-14	SLO-1	Assessment of personality	Item response theory	Reliability difference score	Relationship between reliability and validity	Converting to standard score
	SLO-2	Assessment of personality	Item response theory	Reliability of composite score	Relationship between reliability and validity	Interpreting test scores
S-15	SLO-1	Personality tests	Item response theory	Latent theory	Relationship between reliability and validity	Computer use in interpreting
	SLO-2	Personality tests	Item response theory	Latent theory	Relationship between reliability and validity	Computer use in interpreting

Learning Resources	<ul style="list-style-type: none"> <li>Anne Anastasi, Susan Urbina (1997), Psychological testing (7th ed), New Jersey, Prentice hall.</li> <li>Frank S. Freeman (1962), theory and practice of psychological testing New Delhi, Oxford &amp; IBH publishing Ltd.</li> </ul>	<ul style="list-style-type: none"> <li>Robert. M. Kaplan, Dennis P. Saccuzzo (2001), Psychological Testing: Principles, Applications, and issues (5th ed), Australia, Wadsworth publication.</li> <li>Singh A.K (1997), Test measurements and research methods in behavioural sciences Patna: Bharathi Bhavan publishers and Distributors.</li> </ul>
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#### Learning Assessment

	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr. Ravi Samuel, Psychotherapist, Chennai	Dr. S. Sasikala, Dept of Psychology, University of Madras	Dr A Madalaimuthu, Dept of Psychology, SRMIST
		Dr SR Sathyanarayanan, School of Law, SRMIST
		Dr N Prema, Dept of Education, SRMIST



Course Code	USY23602T	Course Name	Cognitive Psychology			Course Category	C	Professional Core Course					L	T	P	O	C							
													3	0	3	2	4							
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil														
Course Offering Department		Psychology			Data Book / Codes/Standards			Nil																
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)														
CLR-1:	To understand the basics of cognitive psychology					1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2:	To understand different models involved in cognition					Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3	
CLR-3:	To understand different theories involved in cognition																							
CLR-4:	To understand classic studies related to cognition																							
CLR-5:	To understand the application of cognitive processes in our everyday life																							
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																						
CLO-1:	To describe the major milestones and contributors to our understanding of human cognition					2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-2:	To describe the major features of cognitive processes					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-3:	To compare and contrast different theories of cognitive function					2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-4:	To participate in classic studies related to cognition					2	70	70	H	-	H	H	H	-	-	-	-	H	-	-	-	-	-	
CLO-5:	To apply information acquired to improve cognitive processes					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	
						2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Duration (hour)		15		15		15		15		15					15									
S-1	SLO-1	Cognitive neuroscience	Multistore model of memory		Cognitive processes in reading			Thinking and reasoning					Bidirectional relationship between emotion and cognition											
	SLO-2	Cognitive neuroscience	Multistore model of memory		Cognitive processes in reading			Well defined and ill-defined problems					Bidirectional relationship between emotion and cognition											
S-2	SLO-1	Cognitive neuroscience	Multistore model of memory		Cognitive processes in reading			Well defined and ill-defined problems					Appraising theories of emotion											
	SLO-2	Approaches to studying, learning and cognition	Working model of memory		Different theories of reading			Role of insight and experience in problem solving					Appraising theories of emotion											
S-3	SLO-1	Approaches to studying, learning and cognition	Working model of memory		Different theories of reading			Blocks in problem solving					Components of emotion regulation											
	SLO-2	Approaches to studying, learning and cognition	Working model of memory		Dual route cascaded model			Blocks in problem solving					Components of emotion regulation											
S-4	SLO-1	Introduction to brain	Classic studies related to cognition		Dual route cascaded model			Strategies to solve problem					Influence of emotion on thinking											
	SLO-2	Introduction to brain	Classic studies related to cognition		Interactive activation model			Definition of expert					Influence of emotion on thinking											
S-5	SLO-1	Introduction to brain	Classic studies related to cognition		Interactive activation model			Difference between an expert and novice in problem solving					Classic studies											
	SLO-2	Basis of visual perception	Various models of learning		Connectionist triangle model			Relation of practice and expertise to brain plasticity					Classic studies											
S-6	SLO-1	Basis of visual perception	Various models of learning		Connectionist triangle model			Relation of practice and expertise to brain plasticity					Function of consciousness											
	SLO-2	Basis of visual perception	Various models of learning		Cognitive processes in understanding speech			Deliberate practice theory of developing expertise					Function of consciousness											
S-7	SLO-1	Object recognition	Levels of processing, learning through testing		Cognitive processes in understanding speech			Deliberate practice theory of developing expertise					Global work base theory of consciousness											
	SLO-2	Object recognition	Levels of processing, learning through		Different theories of speech perception			Heuristics					Global work base theory of											

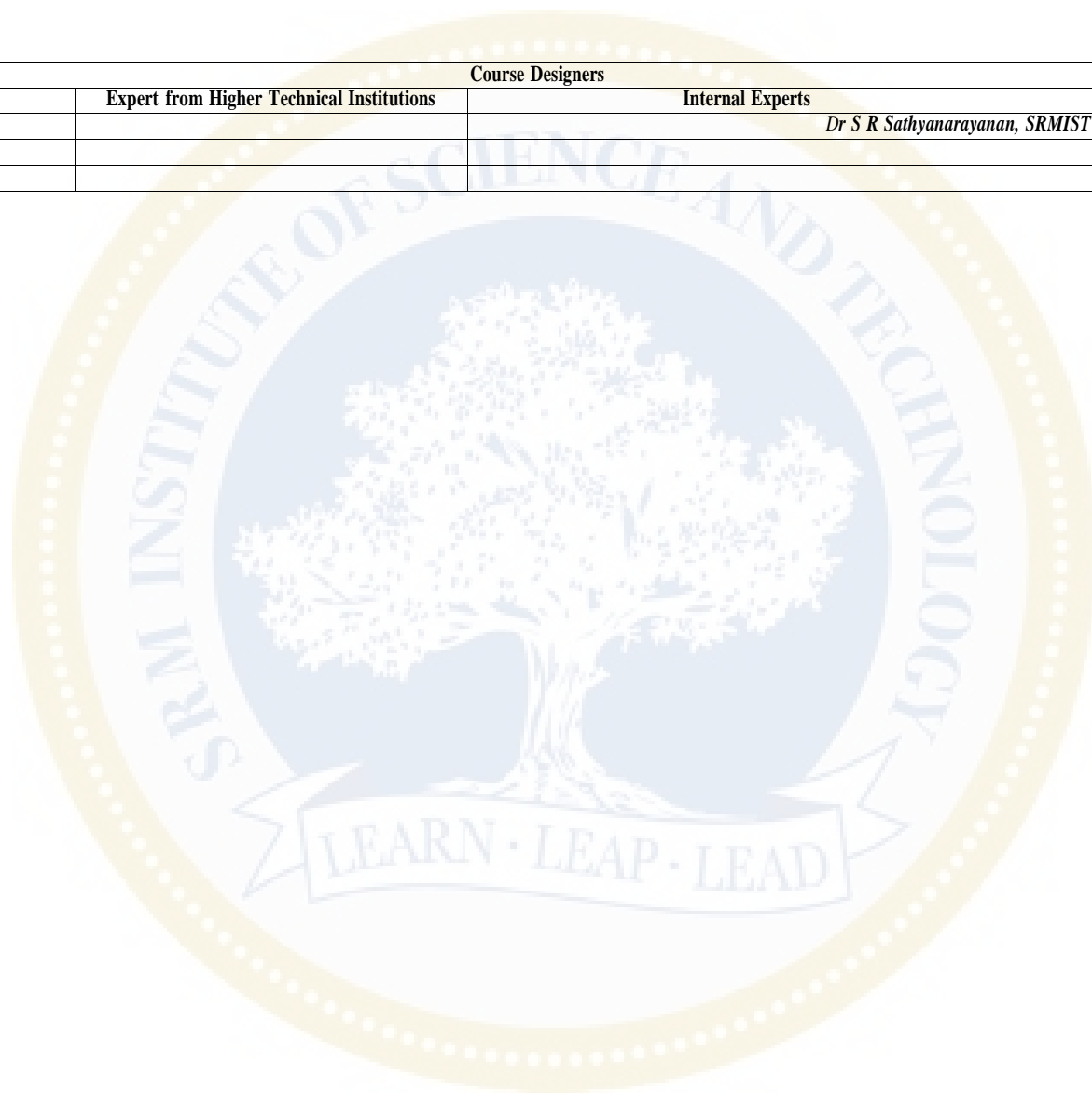


S-8	SLO-1	Object recognition	testing	Levels of processing, learning through testing	Different theories of speech perception	Heuristics	consciousness
	SLO-2	Face recognition and imagery	Encoding specificity and state dependent learning	Encoding specificity and state dependent learning	Different theories of parsing speech	Different judgment theories	Classic studies related to cognition
S-9	SLO-1	Face recognition and imagery	Encoding specificity and state dependent learning	Encoding specificity and state dependent learning	Different theories of parsing speech	Support theory and role of process theory	Individual differences
	SLO-2	Face recognition and imagery	Encoding specificity and state dependent learning	Encoding specificity and state dependent learning	Role of schema in understanding discourse	Classic studies relate to cognition	Gardner's multiple intelligence and cognitive style theory
S-10	SLO-1	Auditory and speech perception	Models of forgetting	Models of forgetting	Role of schema in understanding discourse	Decision making	Gardner's multiple intelligence and cognitive style theory
	SLO-2	Auditory and speech perception	Models of forgetting	Models of forgetting	Cognitive processes involved in producing speech	Framing effect and sunk cost effect	Difference in cognition as a function of gender expertise and age
S-11	SLO-1	Auditory and speech perception	Models of forgetting	Models of forgetting	Cognitive processes involved in producing speech	Different theories of decision making	Difference in cognition as a function of gender expertise and age
	SLO-2	Selective attention	Proactive and retroactive interference	Proactive and retroactive interference	Skinner and Chomsky's theories of language development	Different theories of decision making	Classic studies
S-12	SLO-1	Selective attention	Proactive and retroactive interference	Proactive and retroactive interference	Skinner and Chomsky's theories of language development	Inductive and deductive reasoning	Classic studies
	SLO-2	Selective attention	Proactive and retroactive interference	Proactive and retroactive interference	Speech errors	Biases in reasoning	Effect of culture on cognitive processes
S-13	SLO	Change and inattention blindness	Memory in everyday life	Memory in everyday life	Speech errors	Theories of deductive reasoning	Effect of culture on cognitive processes
S-14	SLO	Change and inattention blindness	Memory in everyday life	Memory in everyday life	Theories of speech production	Theories of deductive reasoning	Effect of Former schooling on cognition
S-15	SLO	Change and inattention blindness	Memory in everyday life	Memory in everyday life	Theories of speech production	Mental models and heuristic and analytic theory	Effect of Former schooling on cognition
Learning Resources		<ul style="list-style-type: none"> <li>McLeod, Perspective: Cognitive Psychology. Simply Psychology.</li> <li>Stangor, C., &amp; Walinga, J. (2014). 5.2 Seeing. Introduction to Psychology – 1<sup>st</sup> Canadian Edition. BCcampus.</li> <li>Levitil, D. (2002). Perception. Foundations of cognitive psychology core readings. MIT press.</li> </ul>					<ul style="list-style-type: none"> <li>Films Media Group. (2013). Face Recognition. Films On Demand.</li> </ul>

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
		<i>Dr S R Sathyanarayanan, SRMIST</i>



Course Code	USY23D07T	Course Name	APPLIED PSYCHOLOGY			Course Category	E	Professional Core Course															
								L	T	P	O	C											
								4	0	0	2	4											
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil													
Course Offering Department		Psychology			Data Book / Codes/Standards			Nil															
Course Learning Rationale (CLR):		The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)														
CLR-1 : Create awareness of relationship between psychology and society						1 2 3			1 2 3 4 5 6 7 8 9 10 11 12 13 14 15														
CLR-2 : Familiarize students with gender psychology																							
CLR-3 : Understand the application of psychology in the field of sports																							
CLR-4 : Know the role of psychology in the field of forensic																							
CLR-5 : Learn the role of psychology in Defense																							
CLR-6 : Understand the foundations of psychology in various applied settings																							
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:				Level of Thinking (Bloom)			Fundamental Knowledge														
CLO-1 : Understand the scope of applied psychology						2			H H H - - - - - - - - - - - - - - - -														
CLO-2 : Appreciate the gender from psychological perspective						2			- H - - H - - - - - - - - - - - - - - - -														
CLO-3 : Learn the role of psychology in sports performance						2			H - - - H - - - - - - - - - - - - - - - -														
CLO-4 : Understand the criminal behavior						2			H - - H H H - - - - - - - - - - - - - - - -														
CLO-5 : Learn the application of psychology in defense personnel						2			- H - H - - - - - - - - - - - - - - - -														
CLO-6 : Understand the foundations of psychology in various applied settings						2			- - - - - - - - - - - - - - - -														
Duration (hour)		12		12		12		12		12		12											
S-1	SLO-1	Introduction to applied psychology	Gender Psychology	Sports Psychology	Forensic Psychology	Defence Psychology																	
	SLO-2	Definition	Differentiate sex and gender	Meaning	Understanding forensic – past and present	Scope																	
S-2	SLO-1	Significance	Gender congruence	Definition	Nature	Significance																	
	SLO-2	Importance	Gender and sexual orientation	Nature	Scope	Psychological tests																	
S-3	SLO-1	Geriatric psychology	Gender-role attitude	Scope	Psychology of crime	Psychological tests																	
	SLO-2	Geriatric psychology	Gender-role attitude	Recent perspectives – issues of race, gender	Psychology of crime	Personnel selection																	
S-4	SLO-1	Meaning	Attitude toward mens' and women's role	Determinants of criminal behaviour	Training																		
	SLO-2	Definition of geriatric psychology	Affective component	sexual orientation	Biological	Counselling																	
S-5	SLO-1	Nature	Traditional vs modern sexism	Role of sports psychologist	Psychological	Psychosocial wellbeing																	
	SLO-2	Scope	Attitude towards LGBT	Personality traits	Neuropsychological	Dealing with anxiety																	
S-6	SLO-1	Factors that impact aging	Cognitive compoent	Trait theories and mental toughness	Social	Dealing with PTSD																	
	SLO-2	Factors that impact aging	Stereotyping	Trait theories and mental toughness	Psychological profiling	Dealing with PTSD																	
S-7	SLO-1	Cognitive factors	Components are gender-role stereotypes	Personality development and sports – social learning theory	Psychological profiling	Working with defence personnel																	
	SLO-2	Memory changes	Altering gender-role stereotypes	Personality development and sports – social learning theory	Psychological profiling	Promoting positive health																	
S-8	SLO-1	Decision making	Friendship	Personality development and sports – social learning theory	Areas of forensic psychology	Promoting positive health																	
	SLO-2	Cognitive interventions	Network size	Personality development and sports – social learning theory	Role of forensic psychologist	Promoting positive health																	
S-9	SLO-1	Social factors	Nature of friendship	Attitude to sports	Role of forensic psychologist	Promoting positive health																	
	SLO-2	Control beliefs for health and aging	Closeness of friendship	Attitude to sports	Psychology of terrorism	Promoting positive health																	

<b>S-10</b>	<b>SLO-1</b>	<i>Relationship between adults and their aging parents</i>	<i>Self disclosure</i>	<i>Motivation and sports</i>	<i>Scope</i>
	<b>SLO-2</b>	<i>Inter generational communication</i>	<i>Barriers to closeness</i>	<i>Theories of motivation</i>	<i>Theories of terrorism</i>
<b>S-11</b>	<b>SLO-1</b>	<i>Age stereotypes</i>	<i>Competition</i>	<i>Intrinsic and extrinsic motivation</i>	<i>Theories of terrorism</i>
	<b>SLO-2</b>	<i>Health factors</i>	<i>Emotional inexpressiveness</i>	<i>Self efficacy</i>	<i>Personality and terrorism</i>
<b>S-12</b>	<b>SLO-1</b>	<i>Role of Geriatric psychologist</i>	<i>Conflict in friendship</i>	<i>Group aspects in sports</i>	<i>Personality and terrorism</i>
	<b>SLO-2</b>	<i>Role of Geriatric psychologist</i>	<i>Relational aggression</i>	<i>Group aspects in sports - aggression</i>	<i>Dealing with terrorism</i>
<b>Learning Resources</b>		<ul style="list-style-type: none"> <li>Schaie, W &amp; Willis, S. L. (2011). Hand Book Of the Psychology of Aging. New York : Elsevier Publication.</li> <li>Helgeson, V. S. (2016). Psychology of gender. Routledge.</li> <li>Gregory, W. L &amp; Burroughs, W. J. (1989). Introduction to Applied Psychology. Scott, Foresman and Company</li> </ul>			

		Continuous Learning Assessment (50% weightage)								
	Bloom'sLevel of Thinking	CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%
	Understand									
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%
	Analyze									
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%
	Create									
	Total	100 %		100 %		100 %		100 %		

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
<i>Dr. Ravi Samuel, Psychotherapist, Chennai</i>	<i>Dr. S. Sasikala, Dept of Psychology, University of Madras</i>	<i>Dr A Madalaimuthu, Dept of Psychology, SRMIST</i>
		<i>Dr SR Sathyanarayanan, School of Law, SRMIST</i>
		<i>Dr N Prema, Dept of Education, SRMIST</i>

Course Code	USY23G02T	Course Name	REHABILITATION PSYCHOLOGY		Course Category	G	Professional Core Course	L	T	P	O	C
								3	0	2	2	4
Pre-requisite Courses	Nil		Co-requisite Courses	Nil		Progressive Courses	Nil					
Course Offering Department			Psychology	Data Book / Codes/Standards		Nil						

Course Learning Rationale (CLR):		The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To understand the origin and development of rehabilitation psychology		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Learn the concept of disability and psychosocial theories																			
CLR-3 :	To understand psychosocial issues in disability																			
CLR-4 :	Understand the principles of community based rehabilitation																			
CLR-5 :	Explain community based rehabilitation																			
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:	Level of thinking (bloom)	Expected proficiency (%)	Expected Attainment (%)	Fundamental knowledge	Application of concepts	Link with related disciplines	Procedural	Skills in	Ability to utilize knowledge	Skills in	Analyze, interpret data	Investigative	Problem solving	Communication	Analytical skills	PSO-1	PSO-2	PSO-3
CLO-1 :	Know the origin and development of rehabilitation psychology																			
CLO-2 :	Understand the models of rehabilitation																			
CLO-3 :	analysis psychosocial issues of disabled																			
CLO-4 :	Learn about the issues of family of disabled																			
CLO-5 :	Change the negative attitude towards the disabled																			

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Introduction to Rehabilitation Psychology	Disabilities	Psychosocial issues in disability	Relationship issues	Community based rehabilitation
	SLO-2	What is rehabilitation	Concepts	Stress due to disability	Issues with family	Definition
S-2	SLO-1	Definition	Definitions	Threat to life	Problems of family	Goals
	SLO-2	Historical perspective	Classifications	Physical wellbeing	Family of disabled adults	Objectives
S-3	SLO-1	Historical perspective	Classifications	Physical wellbeing	Children	Key principles
	SLO-2	Historical perspective	Models of disability and rehabilitation	Body image	Impact of disability on family	equality
S-4	SLO-1	Scope	Models of disability and rehabilitation	Body image	Impact of disability on family	Social justice
	SLO-2	Methods	Models of disability and rehabilitation	Independency	Family burden	Solidarity
S-5	SLO-1	Methods	Enabling-disabling process	Autonomy	Needs of family	Integration
	SLO-2	Functions of rehabilitation psychology	Enabling-disabling process	Control	Models of family	Dignity
S-6	SLO-1	General functions	Impact on enabling-disabling process	Self concept	Adaptation	Components of CBR
	SLO-2	Special functions	Physical	Self esteem	Adaptation model	Creation of positive attitude



S-7	SLO-1	Goals of rehabilitation	Social	Life goals	Adaption model	Creation of positive attitude
	SLO-2	Objectives of rehabilitation	Psychological environment	Future plan	Intervention	Rehabilitation services
S-8	SLO-1	Multidisciplinary approach to rehabilitation	Psychological environment	Invisible disabilities	Intervention to strengthen family	Provision of rehabilitation services
	SLO-2	Biological model	Psychosocial theories of adjustment	Invisible disabilities	Strengthen family support to disabled	Education opportunities
S-9	SLO-1	Psychological models	Psychosocial theories of adjustment	Theories of coping	Social attitude towards disability	Training opportunities
	SLO-2	Psychological models	Psychosocial theories of adjustment	Types of coping	Social attitude towards disability	Income generation

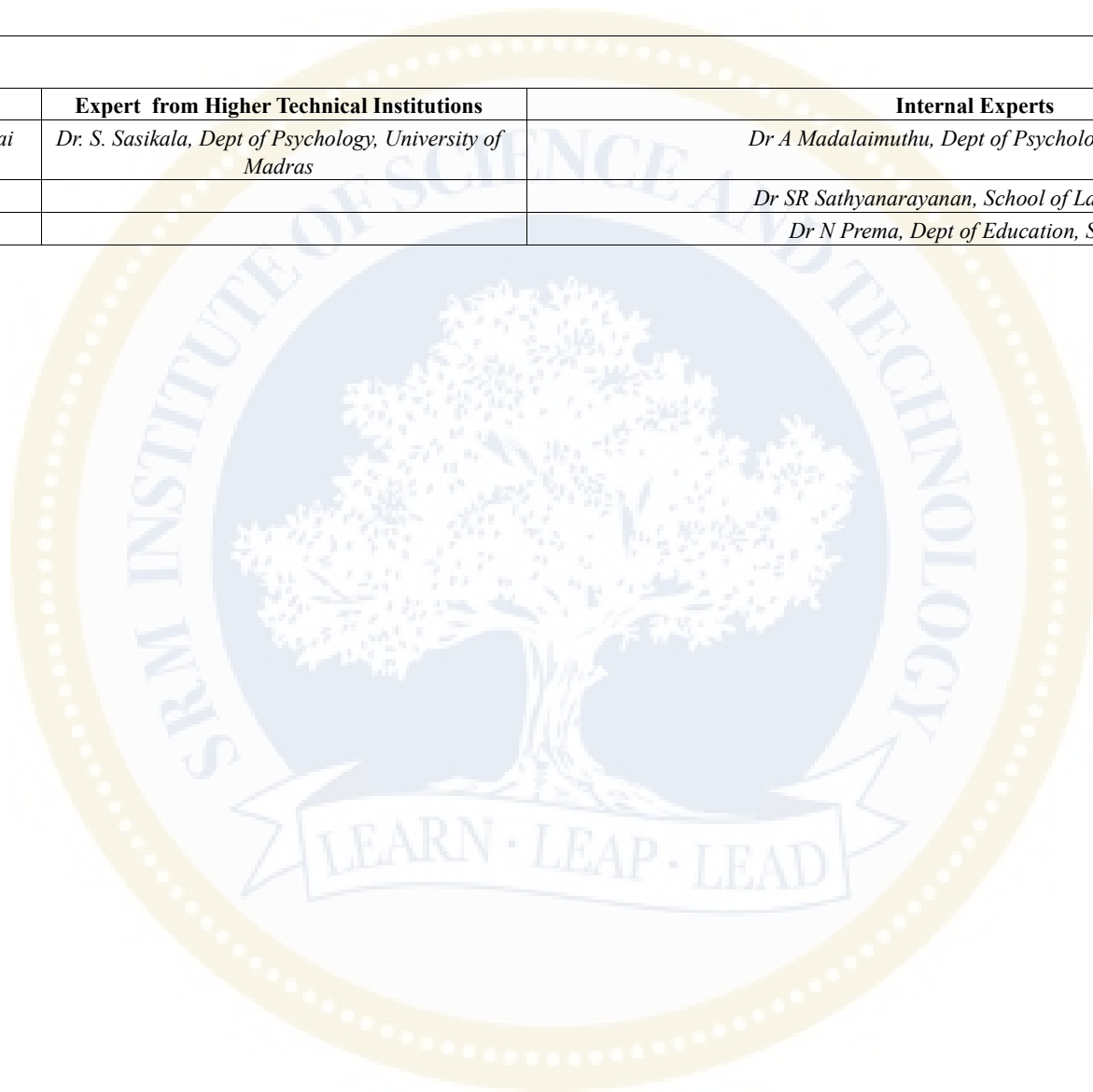
Learning Resources	<ul style="list-style-type: none"> <li>❑ Encyclopedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P. Marinelli (Eds.), MacMillan Reference Books, 1995</li> <li>❑ Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice, Karen Whalley Hammell, Churchill Livingstone, 2006</li> <li>❑ Mary Ann Bruce and Barbara Borg (2001). Overview - Psychosocial Frames of Reference, SLACK, Incorporated, 2001</li> </ul>	<ul style="list-style-type: none"> <li>❑ Dunn, D. S. (2000). Social psychological issues in disability. In R. G. Frank &amp; T. R. Elliott (Eds.), Handbook of Rehabilitation Psychology. Washington, D.C.: American Psychological Association.</li> <li>❑ Wright, B. A. (1983). Physical Disability: A Psychosocial Approach, 2nd ed. New York: Harper and Row.</li> </ul>

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,



Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
<i>Dr. Ravi Samuel, Psychotherapist, Chennai</i>	<i>Dr. S. Sasikala, Dept of Psychology, University of Madras</i>	<i>Dr A Madalaimuthu, Dept of Psychology, SRMIST</i>
		<i>Dr SR Sathyanarayanan, School of Law, SRMIST</i>
		<i>Dr N Prema, Dept of Education, SRMIST</i>



Course Code	USY23D08T	Course Name	BASICS OF ANTHROPOLOGY				Course Category	D	Professional Core Course					L	T	P	O	C							
Pre-requisite Courses	Nil		Co-requisite Courses		Nil		Progressive Courses			Nil								4	0	0	2	4			
Course Offering Department			Psychology		Data Book / Codes/Standards				Nil																
SYLLABUS							Learning					Program Learning Outcomes (PLO)													
	This course is meant to provide a basic understanding about Social Anthropology, and emphasis will be laid on the basic social institutions, and organization; its working, and structural principles.					1	2	3	1	2	3	4	5	6	7	8	9	10	11	12		13	14	15	
						Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills		PSO -1	PSO -2	PSO -3	
						2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-		
						2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-		
						2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-		
						2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-		
						2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-		
						2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Duration (hour)		12		12		12		12		12						12									
S-1	SLO-1	Basic Concepts	Concept- Family		Marriage		Kinship										Belief System & Political Institution								
	SLO-2	Basic Concepts	Definition		Concept		Concept										Concept								
S-2	SLO-1	Introduction	Features		Definition		Concep										Definition								
	SLO-2	Introduction	Typology		Characters		Definition										Elements								
S-3	SLO-1	Introduction	Descent		Ways of Acquiring a Spouse		Terminology										Forms Magic								
	SLO-2	Definition	Unilinear Descent		Preferential marriage		Terminology										Religion & Science								
S-4	SLO-1	Definition	Double Descent		Prescribed Marriage		Criteria of differentiation										Different theories Regarding Origin of Religion								
	SLO-2	Scope of Social Anthropology	Cognatic Descent Groups		Endogamy		Criteria of differentiation										Sacred and Profane								
S-5	SLO-1	Scope of Social Anthropology	Bilateral Groups		Exogamy		Criteria of differentiation										Tradition-Ritual-Myths-Symbols								
	SLO-2	Scope of Social Anthropology	Kindred-Rules regarding Inheritance		Incest Taboos		Typology of Kinship systems										Clan & its Socio-Cultural Significance								
S-6	SLO-1	Scope of Social Anthropology	Kindred-Rules regarding Inheritance		Polygyny		Typology of Kinship systems										Political Institution concept & definition								
	SLO-2	Relationship with Psychology	Kindred-Rules regarding Inheritance		Polyandry		Typology of Kinship systems										Features & Types								
S-7	SLO-1	Relationship with Psychology	Matriarchal		Variant Forms		Social Structure										Youth Organizations among Indian Tribes								
	SLO-2	Relationship with Psychology	Matriarchal		Marriage Rules		Social Structure										Integrating Various Cultural Groups								
S-8	SLO-1	Relationship with Psychology	Patriarchal systems		Dowry		Social Structure										Social Control & Law-Rewards								
	SLO-2	Relationship with other social Sciences	Patriarchal systems		Bride price		Social-Cultural Significance										Crime								
S-9	SLO-1	Relationship with other social Sciences	Social Cultural Significance		Other forms of Exchange		Social-Cultural Significance										Punishment in different societies								
	SLO-2	Relationship with other social Sciences	Social Cultural Significance		Social-Cultural Significance		Social-Cultural Significance										It's Socio-Cultural Significance								

*Social-Cultural Significance*

<b>Learning Resources</b>	1. Beals, A. R. and Hoijer, H. (2002). Introduction to Anthropology	4. Murdock, G.P. (1960). Social Structure in SouthEast Asia. California: Ethnographic Arts Publications
	2. Madan, T, N, and Majumdar, D. N. (1960). Introduction to Social Anthropology. Bombay: Asia Publishing House	5. Mair, Lucy (1972). Introduction to Social Anthropology. 2 nd Edition. USA: OxfordUniversity press
	3. Doshi, S.L. and Jain, P.C. (2001). Introduction to Social Anthropology. NewDelhi: Rawat Publications	

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
<i>Dr. Ravi Samuel, Psychotherapist, Chennai</i>	<i>Dr. S. Sasikala, Dept of Psychology, University ofMadras</i>	<i>Dr A Madalaimuthu, Dept of Psychology, SRMIST</i>
		<i>Dr SR Sathyanarayanan, School of Law, SRMIST</i>
		<i>Dr N Prema, Dept of Education, SRMIST</i>

Course Code	USY23603T	Course Name	RESEARCH METHODOLOGY				Course Category	C	Professional Core Course					L	T	P	O	C				
													3	0	3	2	4					
Pre-requisite Courses	Nil		Co-requisite Courses			Nil			Progressive Courses	Nil												
Course Offering Department			Psychology			Data Book / Codes/Standards			Nil													
Course Learning Rationale (CLR):			The purpose of learning this course is to:						Learning			Program Learning Outcomes (PLO)										
CLR-1 : Understand different stages of research									1			1										
CLR-2 : Give insight into review of literature									2			2										
CLR-3 : Identify and apply appropriate sampling techniques									3			3										
CLR-4 : Understand different types of research methods									4			4										
CLR-5 : Understand scientific writing and presenting									5			5										
CLR-6 : Acquire the skills scientific investigation and reporting									6			6										
Course Learning Outcomes (CLO):			At the end of this course, learners will be able to:						Level of Thinking (Bloom)			Fundamental Knowledge										
CLO-1 : Understand meaning and stages of research									Expected Proficiency (%)			Application of Concepts										
CLO-2 : Learn to do review of literature									Expected Attainment (%)			Link with Related Disciplines										
CLO-3 : Appreciate the different types of sampling												Procedural Knowledge										
CLO-4 : Understand different research methods												Skills in Specialization										
CLO-5 : Know scientific writing												Ability to Utilize										
CLO-6 : Apply the skills in preparation of research report												Skills in Modeling										
												Analyze, Interpret Data										
												Investigative Skills										
												Problem Solving Skills										
												Communication Skills										
												Analytical Skills										
												PSO -1										
												PSO -2										
												PSO-3										
Duration (hour)			12			12			12			12			12							
S-1	SLO-1	Research meaning	Review of literature			Sampling meaning			Research methods			Research reporting										
	SLO-2	Objectives	Sources of review of literature			Theoretical basis			Normative survey			Styles of manual										
S-2	SLO-1	Types of research	Importance			Theoretical basis			Normative survey			Styles of manual										
	SLO-2	Types of research	Purpose			Factors affecting inference			Experimental research			Format of the research report										
S-3	SLO-1	Stages of research	Steps in searching for review of literature			Different types of sampling			Variables			Format of the research report										
	SLO-2	Stages of research	Planning the review			Characteristics of probability sampling and non probability sampling			Types of variables			Scientific writing										
S-4	SLO-1	Process of research	Research problem			Probability sampling			Types of variables			Scientific writing										
	SLO-2	Process of research	Characteristics good research problem			Probability sampling			Experimental control			Scientific writing										
S-5	SLO-1	Research approaches	Sources of research problem			Non probability sampling			Experimental control			Styles of writing										
	SLO-2	Research approaches	Stating research problem			Non probability sampling			Experimental design			Styles of writing										
S-6	SLO-1	Significance of research	Steps in formulation of research problem			Sample size			Experimental design			Reference form										
	SLO-2	Research method vs research methodology	Research objectives			Sample frame			Pre experimental design			Reference form										
S-7	SLO-1	Scientific method and research	Hypothesis			Calculation of sample size			True experimental design			Plagiarism										
	SLO-2	Scientific method and research	Sources of hypothesis			Calculation of sample size			True experimental design			Plagiarism										
S-8	SLO-1	Characteristics of good research	Forms of hypothesis			Tools of research			True experimental design			Tables and figures										
	SLO-2	Motivation for research	Forms of hypothesis			Tools of research			Quasi experimental design			Evaluating a research report										
S-9	SLO-1	Problems of researchers in India	Functions of hypothesis			criteria selecting tools			Quasi experimental design			Evaluating a research report										
	SLO-2	Problems of researchers in India	Types of hypothesis			Data collection methods			Types of quasi experimental design			Evaluating a research report										
S-10	SLO-1	Ethics of research	Types of hypothesis			Observation			Types of quasi experimental design			Research proposal										

Duration (hour)	12	12	12	12	12						
	SLO-2	Ethical principles of research	Types of hypothesis	Interview , group discussion	Single subject experimental design	Format of research proposal					
S-11	SLO-1	Conduct of animal research	Testing of hypothesis	Survey methods	Single subject experimental design	Introduction					
	SLO-2	Conduct of animal research	Testing of hypothesis	Checklist, Rating scales	Ex post facto design	Main section					
S-12	SLO-1	Research with human participants	Errors in testing a hypothesis	Merits	Merits and demerits of various design	Layout					
	SLO-2	Research with human participants	Errors in testing a hypothesis	Limitations	Merits and demerits of various design	Bibliography					
Learning Resources	<ul style="list-style-type: none"><li>Ranjit Kumar, (2014) Research Methodology - A step by step guide for Beginners, Fourth edition. Sage Texts, Sage publications India Pvt Ltd, New Delhi.</li><li>Sherri Jackson (2015) Research methods and Statistics, 5<sup>th</sup> Ed</li></ul>			<ul style="list-style-type: none"><li>Krishnaswami, O.R and Ranganathan (2008). Methodology of research in social sciences 2nd revised edition, Himalaya Books Pvt Ltd, Mumbai.</li><li>C R Kothari, Gaurav Garg (2014), Research Methodology - Methods and Techniques, Third edition, New Age International Private Ltd Publishers, New Delhi.</li></ul>							
Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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<b>Course Designers</b>		
<i>Experts from Industry</i>	<i>Expert from Higher Technical Institutions</i>	<i>Internal Experts</i>
<i>Dr Nigesh K, Ministry of Labor and Employment, Government of India</i>	<i>Dr A Madalaimuthu, Christ University</i>	<i>Dr Saranya TS Dept of Psychology, SRMIST</i>
		<i>Dr Senthil Kumaran J, SRMIST</i>

Course Code	USY23P04L	Course Name	MINI PROJECT	Course Category	IAPC	Professional Core Course	L	T	P	O	C
							0	0	4	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Psychology	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1 :	Explore areas of interest in research	1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2 :	Gain hands-on experience in conducting survey	Level of Thinking (Bloom)	Fundamental Knowledge
CLR-3 :	Learn to follow appropriate methodology	Expected Proficiency (%)	Application of Concepts
CLR-4 :	Learn to write scientific reporting in APA format	Expected Attainment (%)	Link with Related Disciplines
CLR-5 :			Procedural Knowledge
CLR-6 :			Skills in Specialization
			Ability to Utilize
			Skills in Modeling
			Analyze, Interpret Data
			Investigative Skills
			Problem Solving Skills
			Communication Skills
			Analytical Skills
			PSO -1
			PSO -2
			PSO-3

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :	Learn to form research problem	2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	Learn to conduct survey	2	80	70	-	H	-	-	H	-	-	-	-	-	-	-	-	-	-
CLO-3 :	Know to write a scientific research article	2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 :		2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5 :		2	80	70	-	H	-	H	-	-	-	-	-	-	-	H	-	-	-
CLO-6 :		2	75	70	-	-	-	-	-	H	-	H	-	-	-	-	-	-	-

Students are required to undertake quantitative method in conducting a research study. They are to identify a problem, formulate hypothesis, conceive a research design, collect data, analyze data and report the findings in the APA format. They will be supervised by concerned faculty at various stages of the research process.

Learning Assessment				
Project Work	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
	Review – 1	Review – 2	Project Report	Viva-Voce
	20%	30 %	30 %	20 %

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr. Ravi Samuel, Psychotherapist, Chennai	Dr. S. Sasikala, Dept of Psychology, University of Madras	Dr A Madalaimuthu, Dept of Psychology, SRMIST
		Dr SR Sathyanarayanan, School of Law, SRMIST
		Dr N Prema, Dept of Education, SRMIST



Course Code	USY23701T	Course Name	INDIAN APPRAOCHES TO BEHAVIOR	Course Category	C	Professional Core Course					L 3	T 0	P 2	O 2	C 4
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Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil																		
Course Offering Department	Psychology	Data Book / Codes/Standards		Nil																			
Course Learning Rationale (CLR):	The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																
CLR-1 :	Explore Indian culture			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CLR-2 :	Understanding the Ayurveda approach to behaviour			Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3		
CLR-3 :	Understanding Intercultural contacts																						
CLR-4 :	Understanding Indian perspectives on psychological processes																						
CLR-5 :	Knowing eminent Indian Psychologists																						
CLR-6 :																							
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																						
CLO-1 :	Learn to address cultural differences			2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-		
CLO-2 :	Learn to understand indigenous psychology			2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-		
CLO-3 :	Understanding Indian psychological movement			2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-		
CLO-4 :	Knowing eminent Indian Psychologists			2	70	70	H	-	H	H	-	-	-	-	-	-	H	-	-	-	-		
CLO-5 :				2	80	70	-	H	-	H	-	-	-	-	-	-	-	H	-	-	-		
CLO-6 :				2	75	70	-	-	-	-	-	H	-	H	-	-	-	-	-	-	-		

To understand the role of culture in understanding behavior and exploring psychological insights in Indian thought traditions

Duration (hour)	2	75	60	12	12
S-1	SLO-1 History of Indian Psychology	Cross Cultural differences	Intercultural Contacts	Indigenous Psychology	Indian Psychology Movement
	SLO-2 History of Indian Psychology	Cross Cultural differences	Intercultural Contacts	Indigenous Psychology	Indian Psychology Movement
S-2	SLO-1 Ayurvedic approach to behavior	Culture and behaviour	Nature	Indigenous Psychology	Indian Psychology Movement
	SLO-2 Ayurvedic approach to behavior	Culture and behaviour	Nature	Indian Psychology	Manifesto on Indian Psychology
S-3	SLO-1 Ayurvedic approach to behavior	Culture and behaviour	Psychological Benefits	Indian Psychology	Manifesto on Indian Psychology
	SLO-2 Cultures	Culture and Architecture	Psychological Benefits	Indian Psychology	Ramakrishna Rao
S-4	SLO-1 Psychic Unity	Representation	Costs of Cultural Competence	Implications	Ramakrishna Rao
	SLO-2 Psychic Unity	Person	Costs of Cultural Competence	Implications	Sudir Kakar
S-5	SLO-1 Psychic Unity	Other people	Migration	Applications	Sudir Kakar
	SLO-2 Cultural Relativity	Self	Migration	Applications	V.S Ramachandran
S-6	SLO-1 Cultural Relativity	Groups	Migration	Indian Perspectives on Emotions	V.S Ramachandran
	SLO-2 Cultural Relativity	Making of Cultures	Globalization	Indian Perspecctive on Emotions	Narendra Nath Sen Gupta
S-7	SLO-1 Beyond Descriptions of Cultural Differences	Remaking of Cultures	Globalization	Self	Narendra Nath Sen Gupta
	SLO-2 Beyond Descriptions of Cultural Differences	A developmental Perspective	Cultural Diversity	Identity	Jagannath Prasad Das
S-8	SLO-1 Beyond Descriptions of Cultural Differences	Family & Children	Cultural Diversity	Identity	Jagannath Prasad Das
	SLO-2 Methods of Studying Cultural Psychology	Models of Family	Management of Multicultural Identities	Indegenization of Psychology in India	Aurobindo Psychology

S-9	SLO-1	Methods of Studying Cultural Psychology	Self Construal	Management of Multicultural Identities	Indegenization of Psychology in India	Aurobindo Psychology
	SLO-2	Methods of Studying Cultural Psychology	Developmental Pathways	Management of Multicultural Identities	Indegenization of Psychology in India	Aurobindo Psychology

Learning Resources	<ul style="list-style-type: none"> <li>Psychology in the Indian Tradition, K. Ramakrishna Rao &amp; Anand C Paranje</li> <li>Foundations and Applications of Indian Psychology, K.M Matthijis Cornelissen, Girishwar Mishra, Suneet Varma</li> </ul>
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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K, Ministry of Labor and Employment, Government of India		
		Dr Senthil Kumaran J, SRMIST

Course Code	USY23S09T	Course Name	School Counseling			Course Category	D	Discipline Specific Elective										L	T	P	O	C			
																	4	0	0	2	4				
Pre-requisite Courses	Nil		Co-requisite Courses		Nil		Progressive Courses		Nil																
Course Offering Department			Psychology		Data Book / Codes/Standards			Nil																	
Course Learning Rationale (CLR):			The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)															
CLR-1 : To understand the Indian Perspective on Human and education							1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 : To understand the various aspects of learning and change in human							Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3	
CLR-3 : To explain the characteristics of various stages of learning																									
CLR-4 : To understand the education as a reinforcer of the human mind																									
CLR-5 : To explain the psychological changes																									
Course Learning Outcomes (CLO):							At the end of this course, learners will be able to:																		
CLO-1 : Acquire knowledge of the characteristics of growth and development during childhood and adolescence.							2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-2 : Develop an understanding of the nature, scope, and methods of educational psychology.							2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-3 : Develop an understanding of the nature, concepts and factors affecting learning.							2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-4 : Develop an awareness of the influence of intelligence, creativity and personality on learning.							2	70	70	H	-	H	H	H	-	-	-	-	H	-	-	-	-	-	
CLO-5 : Acquaint learners with the concept and process of group dynamics.							2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	
							2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Duration (hour)		12		12		12		12		12		12		12		12		12		12		12		12	
S-1	SLO-1	Concept of educational Psychology		The concept of Learning		Factors affecting learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning	
	SLO-2	Introducing Educational Psychology		Understanding the process of learning		Factors affecting learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning	
S-2	SLO-1	Concept of educational Psychology		The concept of Learning		Attention		Concept of thinking		Concept of thinking		Concept of thinking		Concept of thinking		Concept of thinking		Concept of thinking		Concept of thinking		Concept of thinking		Concept of thinking	
	SLO-2	Introducing Educational Psychology		Understanding the process of learning		educational implications of attention		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning	
S-3	SLO-1	Scope of educational Psychology		Theories of learning		Attention		Types of thinking		Types of thinking		Types of thinking		Types of thinking		Types of thinking		Types of thinking		Types of thinking		Types of thinking		Types of thinking	
	SLO-2	Defining scope of educational Psychology		Various learning theories		educational implications of attention		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning	
S-4	SLO-1	Scope of educational Psychology		Theories of learning		Attention		Divergent thinking		Divergent thinking		Divergent thinking		Divergent thinking		Divergent thinking		Divergent thinking		Divergent thinking		Divergent thinking		Divergent thinking	
	SLO-2	Defining scope of educational Psychology		Various learning theories		educational implications of attention		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning	
S-5	SLO-1	Functions of psychology		Learning curve		Perception		Convergent thinking		Convergent thinking		Convergent thinking		Convergent thinking		Convergent thinking		Convergent thinking		Convergent thinking		Convergent thinking		Convergent thinking	
	SLO-2	Understanding the functions		Analysing the learning outcome		Educational Implications of Perception		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning	
S-6 & 7	SLO-1	Functions of psychology		Learning curve		Perception		Critical		Critical		Critical		Critical		Critical		Critical		Critical		Critical		Critical	
	SLO-2	Understanding the functions		Analysing the learning outcome		Educational Implications of Perception		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning	
S-8 & 9	SLO-1	Methods of Studying Behavior		Educational Implications		Perception		Reflective and lateral		Reflective and lateral		Reflective and lateral		Reflective and lateral		Reflective and lateral		Reflective and lateral		Reflective and lateral		Reflective and lateral		Reflective and lateral	
	SLO-2	Methods of Studying Behavior		Process of transfer education into knowledge		Educational Implications of Perception		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning		The Mental process of Learning	
S-10 & 11	SLO-1	Methods of Studying Behavior		Educational Implications		Motivation		Memory		Memory		Memory		Memory		Memory		Memory		Memory		Memory		Memory	
	SLO-2	Methods of Studying Behavior		Process of transfer education into knowledge		Educational Implications of Motivation		Factors affecting memory		Factors affecting memory		Factors affecting memory		Factors affecting memory		Factors affecting memory		Factors affecting memory		Factors affecting memory		Factors affecting memory		Factors affecting memory	
S-12	SLO-1	Activity		Learning curve		Distraction of Attention		Concept formation		Concept formation		Concept formation		Concept formation		Concept formation		Concept formation		Concept formation		Concept formation		Concept formation	
	SLO-2	Study of concept formation		Transfer of learning		Division of Attention		Lateral thinking		Lateral thinking		Lateral thinking		Lateral thinking		Lateral thinking		Lateral thinking		Lateral thinking		Lateral thinking		Lateral thinking	
Learning Resources		1. Aggarwal J. C., Essentials of Educational Psychology, Vikas Publishing House. 2. Bhatia H. R. (1997) A Textbook of Educational Psychology, MacMillan, New Delhi. 3. Cros L.D. & Crow Educational Psychology.				4. Mathur S.S. Advanced Educational Psychology 5. Sharma, P.N. & R. K. Sharma (1996) Advanced Educational Psychology, Surjeet Publications, Delhi.																			

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
<i>Dr Nigesh K, Ministry of Labor and Employment, Government of India</i>	<i>Dr A Madalaimuthu, Christ University</i>	<i>Dr Saranya TS Dept of Psychology, SRMIST</i>
		<i>Dr Senthil Kumaran J, SRMIST</i>

Course Code	USY23D10T	Course Name	PSYCHOLOGICAL TEST CONSTRUCTION			Course Category	D	Discipline specific elective					L	T	P	O	C									
												4	0	0	2	4										
Pre-requisite Courses	Nil		Co-requisite Courses		Nil		Progressive Courses		Nil																	
Course Offering Department			Psychology		Data Book / Codes/Standards		Nil																			
Course Learning Rationale (CLR):			The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)																
CLR-1 :	To understand the essentials of measurement					Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Learn the principles of psychological tests																									
CLR-3 :	To understand the process of test construction																									
CLR-4 :	Understand the process establishing reliability and validity																									
CLR-5 :	Evaluate different psychological tests																									
Course Learning Outcomes (CLO):			At the end of this course, learners will be able to:																							
CLO-1 :	Know the fundamentals of measurements					2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-2 :	Understand principles of psychological tests					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-3 :	Analyze the process of item writing and item analysis					2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-	-		
CLO-4 :	Establish reliability and validity of a tool					2	70	70	H	-	H	H	H	-	-	-	-	-	-	H	-	-	-	-		
CLO-5 :	Learn to standardize a test					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-		
						2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Duration (hour)		12		12		12		12		12		12		12		12		12		12		12		12		
S-1	SLO-1	Psychological tests	Planning the test	Semi-structured interview schedule		Inventories					Standardization															
	SLO-2	Measurement and evaluation	Planning the test	Semi-structured interview schedule		Inventories					Meaning of norms															
S-2	SLO-1	Levels of measurement	Planning the test	Semi-structured interview schedule		Inventories					Norm referencing															
	SLO-2	Levels of measurement	Planning the test	Semi-structured interview schedule		Inventories					Norm referencing															
S-3	SLO-1	Properties of scales of measurement	Item writing	Semi-structured interview schedule		Inventories					Criterion referencing															
	SLO-2	Properties of scales of measurement	Item analysis	Semi-structured interview schedule		Scales					Types of norms															
S-4	SLO-1	Functions of measurement	Item analysis	Neuropsychological assessment		Scales					Steps in developing norms															
	SLO-2	Psychological measurement	Item analysis	Neuropsychological assessment		Scales					developing norms															
S-5	SLO-1	Psychological measurement	Purpose of item analysis	Neuropsychological assessment		Scales					Developmental norms															
	SLO-2	Problems of measurement	Power test	Neuropsychological assessment		Scales					Age norms															
S-6	SLO-1	Errors in measurement	Power test	Neuropsychological assessment		Batteries					Grade norms															
	SLO-2	Sources of errors in measurement	Power test	Neuropsychological assessment		Batteries					Ordinal scales															
S-7	SLO-1	Testing and assessment	Item difficulty	Intelligence tests		Batteries					Ordinal scales															
	SLO-2	Historical antecedents of modern testing	Index of discrimination	Intelligence tests		Batteries					Within group norms															
S-8	SLO-1	First experimental psychology	Distractor analysis	Intelligence tests		Batteries					Percentile ranks															
	SLO-2	Contributions of Francis Galton	Speed test	Intelligence tests		Using Manual					Standard score															
S-9	SLO-1	Cattell and early Mental tests	Index of difficulty	Constructing projective techniques		Using Manual					Deviation IQ															
	SLO-2	Binet and rise of intelligence tests	Index of discrimination	Constructing projective techniques		Using Manual					Z scores															
S-10	SLO-1	Binet and rise of intelligence tests	Factors influencing index of difficulty	Constructing projective techniques		Using Manual					Concept of raw score															
	SLO-2	Group testing	Factors influencing index of difficulty	Constructing projective techniques		Using Manual					Stan score															
S-11	SLO-1	Group tests	Factors influencing index of discrimination	Constructing projective techniques		Constructing Manual					Caution for interpreting scores															
	SLO-2	Achievement test vs performance test	Factors influencing index of discrimination	Test construction using computer		Constructing Manual					Converting to standard score															
	SLO-1	Achievement test vs performance test	Problems of item analysis	Test construction using computer		Constructing Manual					Converting to standard score															



S-12	SLO-2	Achievement test vs performance test	Problems of item analysis	Test construction using computer	Constructing Manual	Converting to standard score
S-13	SLO-1	Aptitude testing	Important interactions among item characteristics	AI based psychological testing	K-Score	Converting to standard score
	SLO-2	Standardized achievement test	Item response theory	AI based psychological testing	Percentile	Converting to standard score
S-14	SLO-1	Assessment of personality	Item response theory	AI based psychological testing	Percentile	Converting to standard score
	SLO-2	Assessment of personality	Item response theory	AI based psychological testing	Percentile	Interpreting test scores
S-15	SLO-1	Personality tests	Item response theory	Challenges with AI	Different scales, batteries and inventories	Computer use in interpreting
	SLO-2	Personality tests	Item response theory	Challenges with AI	Different scales, batteries and inventories	Computer use in interpreting

<b>Learning Resources</b>	<ul style="list-style-type: none"> <li>Anne Anastasi, Susan Urbina (1997), Psychological testing (7th ed), New Jersey, Prentice hall.</li> <li>Frank S. Freeman (1962), theory and practice of psychological testing New Delhi, Oxford &amp; IBH publishing Ltd.</li> </ul>	<ul style="list-style-type: none"> <li>Robert. M. Kaplan, dennis .P. Saccuzzo (2001), Psychological Testing: Principles, Applications, and issues ( 5th ed ), Australia, Wadsworth publication.</li> <li>Singh A.K (1997), Test measurements and research methods in behavioural sciences sciences Patna: Bharathi Bhavan publishers and Distributors.</li> </ul>
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr. Nigesh K, Kerala	Dr. A Madalaimuthu, Christ University	Dr Saranya TS



Course Code	USY23G03T	Course Name	CONSUMER BEHAVIOUR			Course Category	G	Professional Core Course							L	T	P	O	C						
								4	0	0						2				4					
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil															
Course Offering Department			Psychology			Data Book / Codes/Standards			Nil																
Course Learning Rationale (CLR):		The purpose of learning this course is to:					Learning			Program Learning Outcomes (PLO)															
CLR-1 :		Know the factors and facets of consumer behavior					1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 :		Understand the consumer motivation and personality					Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3	
CLR-3 :		Understand the attitude of consumers and communication processes																							
CLR-4 :		Understand the brand personality and marketing																							
CLR-5 :		Analyze the decision making process of consumer																							
CLR-6 :		Understand consumer behavior in real life context																							
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:					2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-1 :		Know the personal factors influencing consumer behavior					2	80	70	-	H	H	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-2 :		Understand the consumer motivation and brand personality					2	70	65	H	-	H	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-3 :		Design, conduct, or evaluate techniques to change attitude of consumers					2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-	
CLO-4 :		Evaluate social factors influencing consumer behaviour					2	80	70	-	H	-	H	H	-	-	-	-	-	-	-	-	-	-	
CLO-5 :		Develop basic understanding of consumer decision making					2	75	70	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-6 :		Understand consumer personality and buying behavior					2	75	70	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Duration (hour)		12		12		12		12		12		12													
S-1	SLO-1	Consumer psychology		Consumer motivation		Attitude		Consumer in their social settings		Consumer decision making															
	SLO-2	Scope		Dynamics of motivation		Consumer attitude		Consumer in their social settings		Stages in consumer decision making															
S-2	SLO-1	Consumer roles		Dynamics of motivation		Attitude object		Consumer in their cultural settings		Situational influence															
	SLO-2	Consumer roles		types of need		Learned predisposition		Consumer in their cultural settings		Problem recognition															
S-3	SLO-1	History of consumer behaviour		Systems of needs		Learned predisposition		Reference group		Information search															
	SLO-2	History of consumer behaviour		Systems of needs		Consistency in attitude		Nature of reference group		Information search															
S-4	SLO-1	Marketing concept		Ethics and consumer motivation		Consistency in attitude		Types and influence on consumers		Evaluation of alternatives															
	SLO-2	Marketing concept		Ethics and consumer motivation		Attitude formation		Types and influence on consumers		Evaluation and selection															
S-5	SLO-1	Contributing disciplines		Ethics and consumer motivation		Structural models of attitude		Family life cycles		Outlet selection															
	SLO-2	Contributing disciplines		Ethics and consumer motivation		Structural models of attitude		Family life cycles stages		Outlet selection and purchase															
S-6	SLO-1	Application of consumer behavior		Personality		Tricomponent attitude model		Family life cycles stages		Post purchase action															
	SLO-2	Application of consumer behavior		Personality		Katz's model of attitude		Nature of household purchase		Organizational buyer															
S-7	SLO-1	Marketing segmentation		Understanding consumer diversity		Katz's model of attitude		Household purchases		Nature															
	SLO-2	Marketing segmentation		Brand personality		Attitude change		Household purchase and family decision making		Market structure															
S-8	SLO-1	Need		Brand personality		Post purchase attitude change		Family decision making		Pattern of demand															
	SLO-2	Type – geographic		Perception and consumer behaviour		Cognitive dissonance theory		Consumer behaviour and social status		Characteristics															
S-9	SLO-1	Product positioning		Perception and consumer behaviour		Attribution theory		Social class		Decision approaches and theories															
	SLO-2	Need and strategies		Dynamics of perception		Attribution theory		Symbols of status		Purchase patterns															

Course Code	USY23G04T	Course Name	POSITIVE PSYCHOLOGY				Course Category	G	Professional Core Course							L	T	P	O	C				
Pre-requisite Courses	Nil		Co-requisite Courses		Nil		Progressive Courses	Nil											4	0	0	2	4	
Course Offering Department			Psychology		Data Book / Codes/Standards		Nil																	
Course Learning Rationale (CLR):			he purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)														
CLR-1 : To create awareness of positive aspects of psychology							1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 : Learn role of psychology in wellbeing							Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 : To explain the concept of resilience and flow																								
CLR-4 : To understand various methods of Mindfulness																								
CLR-5 : To know the theories in developing positive resources																								
CLR-6 : To gain insight into nature of positive psychology																								
Course Learning Outcomes (CLO):			At the end of this course, learners will be able to:				2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-1 : Know the concept of wellbeing							2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	
CLO-2 : Enhance positive attitude in life							2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	
CLO-3 : Understand the concept of flow and resilience							2	70	70	H	-	H	H	H	-	-	-	-	H	-	-	-	-	
CLO-4 : Practice mindfulness							2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	
CLO-5 : To learn about various the positive resources							2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-6 : Apply the concepts of positive psychology in real life																								
Duration (hour)		12		12		12		12		12		12												
S-1	SLO-1	Introduction to positive psychology	Enhancing happiness	Resilience and flow	Mindfulness	Creativity																		
	SLO-2	Definition of positive psychology	Pursuit of meaningfulness in life	Meaning	Meaning	Adaptive functioning																		
S-2	SLO-1	Need for positive psychology	Humor	Source	Nature	Adaptive functioning																		
	SLO-2	Life above zero happiness	Humor	Protective factors	Nature	Positive evaluation																		
S-3	SLO-1	Meaning	Positive cognitive states	Creating flow in relationship	Mindfulness	Optimism																		
	SLO-2	Two traditions	Process	Child	Mindlessness	Hope theory																		
S-4	SLO-1	Hedonic	Seeing future through self efficacy	Family	Attributes of awareness	Hope theory																		
	SLO-2	Hedonic happiness	Wisdom	Community	Non judging	Self efficacy																		
S-5	SLO-1	Eudaimoinc happiness	Theories of wisdom	Resilience	Beginners mind	Problem solving appraisal																		
	SLO-2	Emotional	Implicit theory	Characterising resilience	Trust	Problem solving appraisal																		
S-6	SLO-1	Science of happiness	Explicit theory	Cognitive skills	Non	Psychological adjustment																		
	SLO-2	Positive emotional states	Developing wisdom	Problems solving ability	Acceptance	Psychological adjustment																		
S-7	SLO-1	Process	Spirituality and positive psychology	Self regulation	Let go	Setting goals for life																		
	SLO-2	Principles of pleasure	In search of optimal experience	Sources of resilience	Benefits	Happiness																		
S-8	SLO-1	Understanding positive affect	Meditation	Individual protective factors	Relationship connection	Self-based approaches																		
	SLO-2	Positive emotions and wellbeing	Gratitude journal	Positive self image	Compassion	Reality negotiation																		
S-9	SLO-1	Adaptive potential of coping	Practicing optimism	Positive outlook	Compassion	Authenticity																		
	SLO-2	Emotional approach	Practicing optimism	Building resilience	Forgiveness	Uniqueness seeking																		
Learning Resources	<ul style="list-style-type: none"><li>Baumgardner, S. (2015). Positive Psychology, (1st ed.), Pearson publication.</li><li>Csikszentmihalyi, M. (2015). Flow and the Foundations of Positive Psychology. USA: Springer.</li></ul>				<ul style="list-style-type: none"><li>Snyder, C.R. &amp; Lopez, S.J. (2002). Handbook of Positive Psychology. Oxford University Press</li><li>Boniwell, I. (2012). Positive Psychology In A Nutshell: The science of Happiness, Third Edition. Open University Press</li></ul>																			

## # CL

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
<i>Dr. Nigesh K, Kerala</i>	<i>Dr. A Madalaimuthu</i>	<i>Dr Saranya TS, Dept of Psychology, SRMIST</i>
		<i>Dr Senthilkumaran J, SRMIST</i>

Course Code	USY23P03L	Course Name	INTERNSHIP – 3	Course Category	IAPC	Professional Core Course	L	T	P	O	C
							0	0	0	0	1

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Psychology	Data Book / Codes/Standards			Nil
<b>Course Learning Rationale (CLR):</b>		<i>The purpose of learning this course is to:</i>			
CLR-1:	Demonstrate various principles involved in solving mathematical concepts				
CLR-2:	Develop interest and awareness in students regarding profit/ loss, interest calculations and average				
CLR-3:	Critically evaluate basic mathematical concepts related to mixtures and alligations, permutation and combination, time and work				
CLR-4:	Provide students with skills necessary to generate and interpret data and concepts related to time, speed and distance and blood				
CLR-5:	Enable students to understand reasoning skills				
CLR-6:	Create awareness in students regarding the various concepts in quantitative aptitude and reasoning skills and also its importance				
<b>Course Learning Outcomes (CLO):</b>		<i>At the end of this course, learners will be able to:</i>			
CLO-1:	Understand, analyze and solve questions based on numbers, logarithms.	2	75	60	
CLO-2:	Create, solve, interpret and apply basic mathematical models which are applicable in our day to day life	2	80	70	
CLO-3:	Understand the concepts of mixtures and alligations, permutation and combinations, probability, time and work and to approach questions in a simpler and innovative method	2	70	65	
CLO-4:	Understand the concept in time ,speed and distance	2	70	70	
CLO-5:	Ability to solve the problems on reasoning	2	80	70	
CLO-6:	Able to face different competitive exams	2	75	70	

Learning			Program Learning Outcomes (PLO)														
1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
			H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
			-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
			H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
			H	-	H	H	H	-	-	-	-	H	-	-	-	-	-
			-	H	-	H	-	-	-	-	-	-	H	-	-	-	-
			-	-	-	-	-	H	-	H	-	-	-	-	-	-	-

**Students are required to undertake any one internships (each for a period of 30 days) in the following areas, based on their areas of interest, and submit two detailed Observation/Case history/Intervention reports, pertaining to the chosen areas:**

1. Counseling Psychology (Visit a Counseling Centre or a hospital offering Counseling services)
2. Non-profit organization (Visit a NGO)
3. Clinical Psychology (Visit a Clinic or a hospital offering Clinical Psychology services)
4. Industrial/Organizational (Visit any organization)
5. Regular School (Visit a private or Government school)
6. Geriatric Psychology (Visit an old age home)
7. Addiction Psychology (Visit a de-addiction centre/clinic)
8. Special Education/Learning Disability (Visit a special school/A Centre for Learning Disabilities)

## Assessment Method

Field Work –30% Field Report – 30 %

Critical Reflection – 20 % Viva – 20 %

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember		40%		40%		40%		40%		40%
	Understand										
Level 2	Apply		40%		40%		40%		40%		40%
	Analyze										
Level 3	Evaluate		20%		20%		20%		20%		20%
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr. Ravi Samuel, Psychotherapist, Chennai	Dr. S. Sasikala, Dept of Psychology, Madras University	Dr A Madalaimuthu, Dept of Psychology, SRMIST
		Dr SR Sathyanarayanan, School of Law, SRMIST
		Dr N Prema, Dept of Education, SRMIST



Course Code	USY23P05L	Course Name	Project Phase-I	Course Category	IAPC	Professional Core Course				
						L	T	P	O	C
						0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil																
Course Offering Department	Psychology	Data Book / Codes/Standards	Nil																		
Course Learning Rationale (CLR):	The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Explore areas of interest in research			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Gain hands-on experience in conducting survey			Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	Learn to follow appropriate methodology																				
CLR-4 :	Learn to write scientific reporting in APA format																				
CLR-5 :																					
CLR-6 :																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																			
CLO-1 :	Learn to form research problem			2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	Learn to conduct survey			2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 :	Know to write a scientific research article			2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 :				2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5 :				2	80	70	-	H	-	H	-	-	-	-	-	-	-	H	-	-	-
CLO-6 :				2	75	70	-	-	-	-	-	H	-	H	-	-	-	-	-	-	-

Students are required to undertake quantitative method in conducting a research study. They are to identify a problem, formulate hypothesis, conceive a research design, collect data, analyze data and report the findings in the APA format. They will be supervised by concerned faculty at various stages of the research process.

Learning Assessment			
Project Work	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)
	Review – 1	Review – 2	Project Report
	20%	30 %	Viva-Voce
			20 %

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr. Ravi Samuel, Psychotherapist, Chennai	Dr. S. Sasikala, Dept of Psychology, University of Madras	Dr A Madalaimuthu, Dept of Psychology, SRMIST
		Dr SR Sathyanarayanan, School of Law, SRMIST
		Dr N Prema, Dept of Education, SRMIST



Course Code	USY23801T	Course Name	Psychotherapy		Course Category	C	Professional Core Course										L	T	P	O	C		
																		3	0	2	2	4	
Pre-requisite Courses	Nil	Co-requisite Courses		Theories of Personality		Progressive Courses	Nil																
Course Offering Department		Psychology		Data Book / Codes/Standards		Nil																	
Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)															
CLR-1 : Understand the meaning of guidance and counseling					1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 : Learn the basic process of counseling					Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3	
CLR-3 : Acquire the knowledge of psychotherapy																							
CLR-4 : Learn different approaches to psychotherapy																							
CLR-5 : Understand various psychotherapy techniques																							
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																					
CLO-1 : Learn the difference between guidance, counseling and therapy					2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	
CLO-2 : Understand difference process and stages of therapy and establish rapport					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-3 : Acquire the skills of a therapist					2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-4 : Understand the dynamics of approaches to therapy					2	70	70	H	-	H	H	-	-	-	-	-	-	H	-	-	-	-	
CLO-5 : Learn the relationship between behavior and family environment and society					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	
					2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Duration (hour)		12		12		12		12					12					12					
S-1	SLO-1	Introduction	Process of psychotherapy	Psychotherapy process	Humanistic approach					Action-Orientated Approach													
	SLO-2	Definition Psychotherapy	Assessment in psychotherapy	Building the relationship	Humanistic approach					Brief therapies													
S-2	SLO-1	Psychotherapy	Assessment in psychotherapy	Relationship establishment	Humanistic approach					Brief therapies													
	SLO-2	Guidance movement	Assessment in psychotherapy	Stages of relationship establishment	Humanistic approach					Behavioural counselling													
S-3	SLO-1	Significance of Psychotherapy	Assessment in psychotherapy	Stages of relationship establishment	Humanistic approach					Operant conditioning													
	SLO-2	Difference between psychotherapy and counselling	Assessment in psychotherapy	Stages of relationship establishment	Humanistic approach					Reinforcement strategies													
S-4	SLO-1	Difference between psychotherapy and counselling	Assessment in psychotherapy	Techniques of relationship establishment	Humanistic approach					Reinforcement strategies													
	SLO-2	Difference between psychotherapy and counseling	Approaches to Psychotherapy	Techniques	Humanistic approach					Systematic desensitization													
S-5	SLO-1	Counselling and psychotherapy	Approaches to Psychotherapy	Techniques	Humanistic approach					Systematic desensitization													
	SLO-2	Counselling and psychotherapy	Approaches to Psychotherapy	Techniques	Qualities					Systematic desensitization													
S-6	SLO-1	Scope of psychotherapy	Approaches to Psychotherapy	Behaviour Approach to psychotherapy	Techniques					Systematic desensitization													
	SLO-2	Scope of psychotherapy	Psychoanalytic approach	Behaviour Approach to psychotherapy	Techniques					Flooding													
S-7	SLO-1	Scope of psychotherapy	Psychoanalytic approach	Behaviour Approach to psychotherapy	Challenges					Flooding													
	SLO-2	Scope of psychotherapy	Psychoanalytic approach	Behaviour Approach to psychotherapy	Rogerian person centered therapy					Flooding													
S-8	SLO-1	Scope of psychotherapy	Psychoanalytic approach	Behaviour Approach to psychotherapy	Basic assumptions					Flooding													
	SLO-2	Scope of psychotherapy	Psychoanalytic approach	CBT	Concept of person					Principles													
S-9	SLO-1	Scope of psychotherapy	Psychodynamic approach	CBT	Nature of person					Schemes													
	SLO-2	Scope of psychotherapy	Psychodynamic approach	Features of CBT	Conditions of worth					Irrational Beliefs													
S-10	SLO-1	Psychotherapy as helping profession	Psychodynamic approach	Features of CBT	Empathy					Errors in cognition													
	SLO-2	Goals of Psychotherapy	Psychodynamic approach	Theories of CBT	Role of therapist					Case formulation													

S-11	SLO-1	Basic principles of psychotherapy	Psychodynamic approach	Theories of CBT	Role of therapist	Case formulation
	SLO-2	Basic principles of Psychotherapy	Psychodynamic approach	Theories of CBT	Evaluation	Therapeutic monitoring
S-12	SLO-1	Qualities of therapist	Psychodynamic approach	Theories of CBT	Criticism of client centered therapy	Behavioural activation in CBT
	SLO-2	Effective therapist	Psychodynamic approach	Theories of CBT	Criticism of client centered therapy	Behavioural activation in CBT
S-13	SLO-1	Status of counseling in India	Freud's talking cure	Treating disorders with CBT	Gestalt approach to therapy	Identification of thought
	SLO-2	Status of psychotherapy in India	Freud's talking cure	Treating disorders with CBT	Gestalt approach to therapy	Identification of thought
S-14	SLO-1	Trends in psychotherapy	Evidence based practice	Treating disorders with CBT	Existential therapy	Challenges of thought
	SLO-2	Trends in psychotherapy	Evidence based practice	Treating disorders with CBT	Existential therapy	REBT
S-15	SLO-1	Ethical issues	Psychotherapist as researcher	Treating disorders with CBT	Existential therapy	REBT
	SLO-2	Legal issues	Psychotherapist as researcher	Treating disorders with CBT	Existential therapy	REBT

Learning Resources	<ul style="list-style-type: none"> <li>Nelson-Jones, R. (2008). Basic Counselling Skills: A Helper's Manual. Sage Publications.</li> <li>Gladding, S.T. (2009). Counselling: A comprehensive profession(6th ed.). New Delhi: Pearson India.</li> <li>Antony, D. John, (2003) Psychotherapies in Counselling, Nochiadaipatti, Dindigul, Anugraha Publications.</li> </ul>	<ul style="list-style-type: none"> <li>Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counselling. New York: Brooks / Cole.</li> <li>Gibson, R.L. and Mitchell, M.H. (2010). Introduction to Counselling and Guidance. New Delhi: PHI Learning Private Limited.</li> <li>Individual Psychotherapy and the Sciences of Psychodynamics – Malan D.H., Butter worth &amp; Co. Ltd., London, 1979.</li> </ul>

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr Nigesh K, Ministry of Labor and Employment, Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST

Course Code	USY23G05T	Course Name	RESEARCH RESOURCES				Course Category	S	General Elective Course															L	T	P	O	C				
																									4	0	0	2	4			
Pre-requisite Courses		Nil				Co-requisite Courses		Nil				Progressive Courses		Nil																		
Course Offering Department		Psychology				Data Book / Codes/Standards				Nil																						
Course Learning Rationale (CLR):		The purpose of learning this course is to:						Learning			Program Learning Outcomes (PLO)																					
CLR-1: To understand the resource problem and their solution								Level of Thinking (Bloom)	2	Expected Proficiency (%)	75	Expected Attainment (%)	60	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15				
CLR-2: To understand the ethnics and testing														Fundamental Knowledge																		
CLR-3: To understand these and dissertation														Application of Concepts																		
CLR-4: To understand the style and coding														Link with Related Disciplines																		
CLR-5: To explain the research tools														Procedural Knowledge																		
														Skills in Specialization																		
														Ability to Utilize																		
														Skills in Modeling																		
														Analyze, Interpret Data																		
														Investigative Skills																		
														Problem Solving Skills																		
														Communication Skills																		
														Analytical Skills																		
														PSO -1																		
														PSO -2																		
														PSO-3																		
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																														
CLO-1: To remember the basic concepts of resources								2		75		60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	-				
CLO-2: To understand abstract test measure								2		80		70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-				
CLO-3: Identify theses and dissertation								2		70		65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-	-				
CLO-4: Examine style and coding								2		70		70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-	-				
CLO-5: Identify research tools and apply test and measurements								2		80		70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-				
								2		75		70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Duration (hour)		12		12		12		12		12		12		12		12		12		12		12		12		12		12				
S-1	SLO-1	Research problems and their solutions		Test and measure		Theses and dissertation benefits in current research		Style and coding guides		Research tools																						
	SLO-2	Research problems and their solutions		Test and measure		Theses and dissertation benefits in current researches		Style and coding guides		Research tools																						
S-2	SLO-1	Research problems and their solutions		introduction		Theses and dissertation benefits in current researches		Style and coding guides		Research tools																						
	SLO-2	Research problems and their solutions		Introduction		Identification and acquisition of theses and dissertation		APA		Research tools																						
S-3	SLO-1	introduction		introduction		Identification and acquisition of theses and dissertation		APA		SPSS																						
	SLO-2	Introduction		Commercial and research test		Identification and acquisition of theses and dissertation		APA		SPSS																						
S-4	SLO-1	Introduction		Commercial and research test		Institutional products		Paper types and format		SPSS																						
	SLO-2	Primary resources		Commercial and research test		Institutional products		Paper types and format		SPSS																						
S-5	SLO-1	Primary resources		Ethnics and testing		Institutional products		Writing style and Grammer		R - tableau																						
	SLO-2	Primary resources		Ethnics and testing		Index's/abstracts		Writing style and Grammer		R - tableau																						
S-6	SLO-1	Primary resources		Ethnics and testing		Index's/abstracts		Number and statistic		R – tableau																						
	SLO-2	Secondary resources		Resources and information		Index's/abstracts		Number and statistics		R – tableau																						
S-7	SLO-1	Secondary resources		Resources and information		Discipline specific thesis and dissertation database		Tables and figures		R – tableau																						
	SLO-2	Tertiary resources		Resources and information		Discipline specific thesis and dissertation database		Tables and figures		Psychcopy plagiarism: shodh Shuddhi																						
S-8	SLO-1	Tertiary resources		assessment		Open access and thesis portal		Works credited		Psychcopy plagiarism: shodh Shuddhi																						
	SLO-2	Dictionary and encyclopedias		assessment		Open access and thesis portal		Works credits		Psychcopy plagiarism: shodh Shuddhi.																						

S-9	SLO-1	Dictionary and encyclopedias	Assessment	National and international thesis depositories	References: DSM 5	Psychcopy plagiarism: shodh Shuddhi										
	SLO-2	Handbooks-books	Full text test	National and international thesis depositories	References DSM' 5	Psychcopy plagiarism: shodh Shuddhi										
S-10	SLO-1	Handbooks-books	Full text test	National and international thesis depositories	Basics	Psychcopy plagiarism: shodh Shuddhi										
	SLO-2	Handbooks-books	Full text test	E-shodh Sindhu	Basics	Psychcopy plagiarism: shodh Shuddhi										
S-11	SLO-1	Journal articles-NLIST	Abstracting test measure	E-shodh Sindhu	Basics	Psychcopy plagiarism: shodh Shuddhi										
	SLO-2	Journal articles-NLIST	Abstracting test measure	Shoshana	Diagnostic criteria and codes	Psychcopy plagiarism: shodh Shuddhi										
S-12	SLO-1	Journal articles-NLIST	Abstracting test measure	Shoshana	Diagnostic criteria and codes	Psychcopy plagiarism: shodh Shuddhi										
	SLO-2	Journal articles-NLIST	Abstracting test measure	Vidwan	Diagnostic criteria and codes	Psychcopy plagiarism: shodh Shuddhi										
Learning Resources		<ul style="list-style-type: none"><li>Dolan D. (2018) a research guide to psychology: print and electronic sources.</li><li>United states: Rowman and Littlefield publishers</li><li>Concise guide to APAstyle: the official APA style guide for students (2020)</li><li>United states: American psychological association. DSM-5 classification (2016)</li></ul>			<ul style="list-style-type: none"><li>United states American psychiatric association. Hirst R, MacAskill, M, pierce, J. (2022)</li><li>Building experiments in psychopy. United Kingdom SAGE publication</li></ul>											
Learning Assessment																
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination(50% weightage)						
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #								
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice					
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-					
	Understand															
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-					
	Analyze															
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-					
	Create															
	Total	100 %		100 %		100 %		100 %		100 %						
Course Designers																
Experts from Industry			Expert from Higher Technical Institutions			Internal Experts										
						Dr S R Sathyanarayanan, SRMIST										

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc



Course Code	USY23G06T	Course Name	Youth Gender and Identity	Course Category	G	Professional Core Course																L	T	P	O	C
																						4	0	0	2	4
Pre-requisite Courses	Nil		Co-requisite Courses	Nil		Progressive Courses	Nil																			
Course Offering Department		Psychology		Data Book / Codes/Standards		Nil																				
Course Learning Rationale (CLR):		The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)																	
CLR-1 :	To understand the concept of youth, gender and identity and their interface				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15				
CLR-2 :	To define youth in the Indian Context- socio cultural, economic and legal perspective				Level of Thinking	Expected Proficiency(%)	Expected Attainment(%)	Fundamental	Application of Link with Related	Procedural	Skills in	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving	Communication	Analytical Skills	PSO -1	PSO -2	PSO-3					
CLR-3 :	To introduce theories of development: physiological, cognitive, emotional, social and moral																									
CLR-4 :	To present gender and identity issues: discrimination, sexuality and cultural issues																									
CLR-5 :	To discuss the impact of globalization and youth identity and culture																									
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:				2	75	60	H			-	-	-	-	-	-	-	-	-	-					
CLO-1 :	Inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context							-			-	-	-	-	-	-	-	-	-	-	-					
CLO-2 :	Introduce theories of development: physiological, cognitive, emotional, social and moral									-	-	-	-	-	-	-	-	-	-	-	-					
CLO-3 :	Sensitize the problems of youth.									-	-	-	-	-	-	-	-	-	-	-	-					
CLO-4 :	Address the challenges in developing gender identity									-	-	-	-	-	-	-	-	-	-	-	-					
CLO-5 :	Applying the theories of development to explain youth development							-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Duration (hour)		12		12		12		12																		
S-1	SLO-1	Youth: Concept and Identity		Youth and Identity		Gender and Identity		Issues Related to Youth, Gender and Identity																		
	SLO-2	Concept of Youth		Social and Psychological Perspectives on Identity		Gender Socialization and Gender Roles		Youth, Gender and Violence																		
S-2	SLO-1	Sociocultural perspective		Concept Of Identity		Changing Gender Roles		Nature and Definition of Aggression																		
	SLO-2	Economic Perspective		Youth and Identity Development		Gender Stereotyping and Social Change		Theoretical Perspectives on Aggression and Violence																		
S-3	SLO-1	Legal Perspective		Social Bases of Identity		Gender Stereotyping and Social Change		Biological Theories																		
	SLO-2	Identity of Youth: Concept and Definition		Social Psychological Processes on Identity		Gender Stereotyping and Social Change		Drive theories of Aggression																		
S-4	SLO-1	Theories of identity		Symbolic Interactionism, Social Identity theory, Eriksonian Perspective		Sexuality- Self and Body Awareness		Modern Theories of Aggression																		
	SLO-2	Erikson's Theory of Psychosocial Development		Family		Sexuality, Adolescence		Social Learning Theory																		
S-5	SLO-1	James Marcia's Theory of Identity Status		Functions of Family		Healthy Sexuality		General Aggression Model																		
	SLO-2	Indicators of Identity		Parenting Styles		Culture and Sexuality		Factors determining aggression and violence																		
S-6	SLO-1	Multiplicity of Identity		Parent- Youth Conflict		Body Image		Personal, sociocultural, situational factors																		
	SLO-2	Concepts of Gender: Gender Identity, Sexual Orientation, Gender Roles		Sibling Relationship		Body Image		Dealing with Aggression and Violence																		
S-7	SLO-1	Developmental Tasks of Adolescence		Intergenerational Gap: Family model of interdependence, independence, psychological interdependence		Issues of Sexuality in Youth		Promotion of Mental Health in Youth																		

	SLO-2	Physiological Development: Adolescence	Impact of Education on Identity Development	Issues of Sexuality in Youth	Enhancing Work-life balance						
S-8	SLO-1	Cognitive Development: Adolescence	Peer Group identity	Gender Discrimination	Spill over , compensation, segmentation, instrumental model, border theory						
	SLO-2	Emotional and Social Development of Youth	Friendships and Romantic Relationships	Gender Discrimination	Work-life balance and its Consequences						
S-9	SLO-1	Body Image, Peer Relations, Parent-child Relations	Socializing Mechanisms in Peer Group	Gender Discrimination	Psychological Consequences						
	SLO-2	Moral Development of Adolescence	Peer Dynamics	Influence of Globalization on Youth Identity	Societal Consequences						
S-10	SLO-1	Developmental Tasks of Early Adulthood	Significance of Peers to Social Development	Influence of Globalization on Youth Identity	Organizational Consequences						
	SLO-2	Physiological Development of Early Adulthood	Social Competence	Influence of Globalization on Youth Identity	Physical Outcomes						
S-11	SLO-1	Cognitive Development of Early Adulthood	Workplace identity and relationships	Globalization, Technology and Youth	Addressing the Challenges of Work Life Balance						
	SLO-2	Emotional Development of Early Adulthood	Career Choice and Orientations	Globalization, Youth and Changing Culture	Encouraging Non- gender stereotyped attitudes in youth						
S-12	SLO-1	Social Development of Early Adulthood	Youth Culture	Globalization, Youth and Changing Culture	Concepts of Equity and Equality						
	SLO-2	Moral Development of Early Adulthood	Youth Identity and Identity crisis	Globalization, Gender Identity and Youth	Promotion of Equity and Equality						
Learning Resources	<ul style="list-style-type: none"><li>Brown, B. B., R. Larson, &amp; T. S. Saraswathi. (2002). <i>The world’s youth: Adolescence in eight regions of the globe</i>. New York: Cambridge University Press. (Chapters 1 &amp; 2).</li><li>Berk, L. E. (2010). <i>Child Development (9th Ed.)</i>. New Delhi: Prentice Hall.</li><li>Adams, G. R., &amp; Marshall, S. K. (1996). <i>A developmental social psychology of Identity: Understanding the person-in-context</i>. <i>Journal of adolescence</i>, 19(5), 429-442</li></ul>				<ul style="list-style-type: none"><li>Baron, R.A., Byrne, D. &amp; Bhardwaj. G (2010). <i>Social Psychology (12th Ed)</i>. New Delhi:</li><li>Brough, P., &amp; Kalliath, T. (2009). <i>Work-family balance: theoretical and empirical Advancements</i>. <i>Journal of Organizational Behavior</i>, 30 (5). Wiley Inter Science (<a href="http://www.interscience.wiley.com">www.interscience.wiley.com</a>) DOI: 10.1002/job.618.</li></ul>						
Learning Assessment											
	Bloom’sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	
Course Designers											
Experts from Industry			Expert from Higher Technical Institutions			Internal Experts					



Course Code	USY23G07T	Course Name	ENTREPRENEURIAL PSYCHOLOGY	Course Category	C	Professional Core Course	L	T	P	O	C
							4	0	0	2	4

Pre-requisite Courses	Nil		Co-requisite Courses		Nil		Progressive Courses		Nil														
Course Offering Department			Psychology			Data Book / Codes/Standards			Nil														
Course Learning Rationale (CLR):			The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1 :	To understand entrepreneurial psychology and its impact on behavior and outcomes					1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Learn key theories and models in entrepreneurial psychology					Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Fundamenta	Application of Concepts	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	Explore psychological traits and their influence on entrepreneurship																						
CLR-4 :	Analyze cognitive processes and decision making in entrepreneurship																						
CLR-5 :	Recognize the significance of emotional intelligence and resilience																						
Course Learning Outcomes (CLO):			At the end of this course, learners will be able to:			2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	
CLO-1 :	understand the field of entrepreneurial psychology and its significance in comprehending entrepreneurial behavior and outcomes					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	
CLO-2 :	Analyze the key personality traits and characteristics that contribute to entrepreneurial success					2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	
CLO-3 :	Evaluate Cognitive processes and decision- making strategies to make informed decisions in entrepreneurial contexts					2	70	70	H	-	H	H	H	-	-	Hhg97-	-	-	H	-	-	-	
CLO-4 :	Evaluate the influence of social and cultural factors on entrepreneurial opportunities and challenges					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	
CLO-5 :	Apply theoretical knowledge of entrepreneurial psychology to real- world entrepreneurial situations					2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	
Duration (hour)	12		12		12		12		12					12									
S-1	SLO-1	Introduction to Entrepreneurial Psychology	Personality Traits and Entrepreneurship	Cognitive Processes and Decision Making in Entrepreneurship	Emotional Intelligence and Resilience in Entrepreneurship	Social and Cultural Factors in Entrepreneurship																	
	SLO-2	Psychology's Role in Entrepreneurship	Big Five Personality Traits	Cognitive Biases in Decision Making	Significance of Emotional Intelligence	Significance of Social Networks																	
S-2	SLO-1	Key Psychological Traits of Successful Entrepreneurs	Extraversion and Entrepreneurial Success	Anchoring Bias and Entrepreneurial Judgments	Components of Emotional Intelligence	Social Capital and Entrepreneurial Success																	
	SLO-2	Passion and Entrepreneurial Drive	Openness to Experience and Entrepreneurship	Confirmation Bias and Decision Making	Understanding Self- Awareness	Building and Leveraging Social Networks																	
S-3	SLO-1	Self- Confidence and Belief in Ability	Conscientiousness and Entrepreneurial Performance	Availability Heuristic and Risk Assessment	Emotional Regulation and Control	Influence of Social Networks on Opportunities																	
	SLO-2	Persistence and Grit	Agreeableness and Entrepreneurial Relationships	Overconfidence Bias and Entrepreneurial Actions	Motivation and Goal Orientation	Cultural Influences on Entrepreneurial Behavior																	
S-4	SLO-1	Risk Tolerance and Risk Management	Neuroticism and Emotional Resilience	Sunk Cost Fallacy and Decision Making	Empathy and Interpersonal Relationships	Cultural Norms and Entrepreneurial Mindset																	
	SLO-2	Proactivity and Initiative	Self-Efficacy in Entrepreneurship	Effectuation Approach to Decision Making	Social Skills and Networking	Cultural Diversity and Innovation																	
S-5	SLO-1	Flexibility and Adaptability	Self Confidence and Entrepreneurial Success	Bird-in-Hand Principle and Decision Making	Emotional Intelligence and Decision Making	Cultural Values and Entrepreneurial Decision Making																	
	SLO-2	Resilience and Coping with Failure	Self-Efficacy and Self Confidence in Action	Affordable Loss Principle and Risk Management	Managing Stress in Entrepreneurship	Cultural Context and Business Models																	
S-6	SLO-1	Creativity and Innovation	Locus of Control and Entrepreneurial orientation	Casual Reasoning and Resource Acquisition	Coping with uncertainty in Entrepreneurship	Ethical Considerations in Entrepreneurship																	
	SLO-2	Psychological Theories Relevant to Entrepreneurship	Internal Locus of Control and Action	Market Analysis and Decision Making	Overcoming Failure and Learning from Setbacks	Social Responsibility in Entrepreneurship																	
S-7	SLO-1	Achievement Motivation Theory	external Locus of Control and Adaptability	Creativity and Entrepreneurial Thinking	Developing Resilience as an Entrepreneur	Corporate Social Responsibility and Entrepreneurial Ventures																	
	SLO-2	Social Cognitive Theory	Risk- Taking propensity and	Divergent Thinking and Idea Generation	Emotional Resilience and Adaptability	Stakeholder Engagement and Relationship																	

S-8	SLO-1	Self Determination Theory	entrepreneurship Calculated Risk- taking and entrepreneurial outcomes	Convergent Thinking and Idea Evaluation	Growth Mindset and Resilience	building Social Innovation and Entrepreneurship
	SLO-2	Goal Setting Theory	Impulsive Risk-taking and Innovation	Innovation and Entrepreneurial Thinking	Overcoming Adversity in Entrepreneurship	Social Networks for resource acquisition
S-9	SLO-1	Theory of Planned Behavior	Risk- taking and learning from failure	Design Thinking and Problem-Solving	Learning from Failure and Feedback	Social Capital and Access to Opportunities
	SLO-2	Psychological Models of Entrepreneurship	Trait combinations and success Factors	Cognitive Flexibility and Adaptability	Developing coping mechanisms	Cultural Adaptation and International Entrepreneurship
S-10	SLO-1	Entrepreneurial Event Model	Unique profiles and entrepreneurial behavior	Decision- Making Styles in Entrepreneurship	Building Emotional Resilience in Teams	Cross-Cultural Communication and Collaboration
	SLO-2	Entrepreneurial Personality System	Personality adaptation and entrepreneurial challenges	Intuitive Decision Making and Gut Feel	Building Emotional Resilience in Teams	Gender and Entrepreneurship
S-11	SLO-1	Cognitive Adaptability Theory	Personality development and entrepreneurial growth	Analytical Decision Making and Data-driving approaches	Navigating Stressful situations	Minority Entrepreneurship and Inclusion
	SLO-2	Cognitive Adaptability Theory	Personality-environment fit	Analytical Decision Making and Data-driving approaches	Emotional Intelligence and Ethical Decision Making	Social Networks and Mentorship
S-12	SLO-1	Entrepreneurial Self- Efficacy Model	Role of Context in Trait Expression	Decision making under uncertainty	Emotional Intelligence and Team Dynamics	Cultural Differences in Opportunity Recognition
	SLO-2	Opportunity Recognition Model	Role of Context in Trait Expression	Decision making under uncertainty	Emotional Intelligence and Negotiations	Cultural Influence on Entrepreneurial Strategies
Learning Resources		<ul style="list-style-type: none"> <li>McGrath, R.G., &amp; MacMillan, I.C. (2021). <i>The Entrepreneurial Mindset: Strategies for Continuously Creating Opportunity in an Age of Uncertainty</i>. Harvard Business Review Press.</li> <li>Baron, R. A. (2007). <i>Entrepreneurship: A Process Perspective</i>. South- Western College Pub.</li> <li>Baum, J.R., &amp; Stevens, C.E. (2018). <i>Entrepreneurship: A Process Perspective</i>. Cengage Learning</li> </ul>				<ul style="list-style-type: none"> <li>Cardon, M.S., &amp; Stevens, C.E. (2018). <i>Entrepreneurship: A Process Perspective</i>. Cengage Learning.</li> <li>Shane, S., &amp; Venkataraman, S. (2017). <i>Entrepreneurship: A Process Perspective</i>. Nelson Education</li> </ul>

#### Learning Assessment

	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts

Course Code	USY23P06L	Course Name	Project Phase-II	Course Category	IAPC	Professional Core Course	L	T	P	O	C
							0	0	12	2	6

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil														
Course Offering Department	Psychology	Data Book / Codes/Standards	Nil																
Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)																
CLR-1 :	Explore areas of interest in research	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Gain hands-on experience in conducting survey	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	Learn to follow appropriate methodology																		
CLR-4 :	Learn to write scientific reporting in APA format																		
CLR-5 :																			
CLR-6 :																			
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																		
CLO-1 :	Learn to form research problem	2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	Learn to conduct survey	2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 :	Know to write a scientific research article	2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 :		2	70	70	H	-	H	H	H	-	-	-	-	H	-	-	-	-	-
CLO-5 :		2	80	70	-	H	-	H	-	-	-	-	-	-	H	-	-	-	-
CLO-6 :		2	75	70	-	-	-	-	-	H	-	H	-	-	-	-	-	-	-

Students are required to undertake quantitative method in conducting a research study. They are to identify a problem, formulate hypothesis, conceive a research design, collect data, analyze data and report the findings in the APA format. They will be supervised by concerned faculty at various stages of the research process.

Learning Assessment			
Project Work	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)
	Review – 1	Review – 2	Project Report
	20%	30 %	30 %

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr. Ravi Samuel, Psychotherapist, Chennai	Dr. S. Sasikala, Dept of Psychology, University of Madras	Dr A Madalaimuthu, Dept of Psychology, SRMIST
		Dr SR Sathyanarayanan, School of Law, SRMIST
		Dr N Prema, Dept of Education, SRMIST

The logo of SRM Institute of Science and Technology is a circular emblem. It features a central tree with a globe as its base. The text "SRM INSTITUTE OF SCIENCE AND TECHNOLOGY" is written in a circular path around the tree. Below the tree, a banner reads "LEARN · LEAP · LEAD".

# **Courses for earning Additional Credits**

**SEMESTER – II**

Course Code	UCD23P01L	Course Name	Internship Report– I	Course Category	IAPC	Internship/Apprenticeship / Project/ Community Outreach	L	T	P	O	C
							0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Psychology	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to,	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Demonstrate skills learnt in the real time environment.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Explore the different areas where psychologists work																		
CLR-3 :	Enhance the skills in active listening																		
CLR-4 :	Understanding the professional connections with the knowledge learnt																		
CLR-5 :	Applying the skills in problem solving																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Critical Thinking	Problem Solving	Analytical Reasoning	Research Skills	Team Work	Scientific Reasoning	Reflective Thinking	Self-Directed Learning	Multicultural Competence	Ethical Reasoning	Community Engagement	ICT Skills	Leadership Skills	Life Long Learning
CLO-1 :	To get an inside view of workplace of psychologists	3	80	70	L	H	M	H	L	M	L	L	L	L	L	H	M	L	L
CLO-2 :	To gain valuable skills and knowledge	3	85	75	M	H	H	M	L	M	L	L	M	L	L	H	M	L	L
CLO-3 :	To make professional connections and enhance networking	3	75	70	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-4 :	To get experience in a field to allow the student to make a career transition	3	85	80	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-5 :	To get an inside view of workplace of psychologists	3	85	75	H	H	M	H	L	M	M	M	M	L	M	M	M	L	L

Students can choose an institute or hospital of their own interest for internship for a period of minimum TEN weeks (Part-time) to learn about the application of their related field in real time environment. All students have to give a presentation about their observations made by them in internship as per the schedule given. At the end of the internship period, every student shall submit a structured internship report within 15 days from the date of the completion of the internship period.

Learning Assessment				
Internship	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
	Review – 1	Review – 2	Internship Report	Viva-Voce
	20%	30 %	30 %	20 %



Course Code	UCD23P02L	Course Name	Project Work – I	Course Category	IAPC	Internship/Apprenticeship / Project/ Community Outreach	L	T	P	O	C
							0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Psychology	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to,	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Demonstrate skills learnt in the real time environment.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Explore the different areas where psychologists work																		
CLR-3 :	Enhance the skills in active listening																		
CLR-4 :	Understanding the professional connections with the knowledge learnt																		
CLR-5 :	Applying the skills in problem solving																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Critical Thinking	Problem Solving	Analytical Reasoning	Research Skills	Team Work	Scientific Reasoning	Reflective Thinking	Self-Directed Learning	Multicultural Competence	Ethical Reasoning	Community Engagement	ICT Skills	Leadership Skills	Life Long Learning
CLO-1 :	To get an inside view of workplace of psychologists	3	80	70	L	H	M	H	L	M	L	L	L	L	L	H	M	L	L
CLO-2 :	To gain valuable skills and knowledge	3	85	75	M	H	H	M	L	M	L	L	M	L	L	H	M	L	L
CLO-3 :	To make professional connections and enhance networking	3	75	70	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-4 :	To get experience in a field to allow the student to make a career transition	3	85	80	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-5 :	To get an inside view of workplace of psychologists	3	85	75	H	H	M	H	L	M	M	M	M	L	M	M	M	L	L

Students can choose topic of their own interest and explore with the available resources. There will be two reviews conducted during the project period for all the students .At the end of the project, every student shall submit a structured project report and will take a Viva Voce examination.

Learning Assessment				
Project	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
	Review – 1	Review – 2	Project Report	Viva-Voce
	20%	30 %	30 %	20 %

Course Code	UCD23P03L	Course Name	Apprenticeship – I	Course Category	IAPC	Internship/Apprenticeship / Project/ Community Outreach	L	T	P	O	C
							0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Psychology	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to,	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Demonstrate skills learnt in the real time environment.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Explore the different areas where psychologists work																		
CLR-3 :	Enhance the skills in active listening																		
CLR-4 :	Understanding the professional connections with the knowledge learnt																		
CLR-5 :	Applying the skills in problem solving																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Critical Thinking	Problem Solving	Analytical Reasoning	Research Skills	Team Work	Scientific Reasoning	Reflective Thinking	Self-Directed Learning	Multicultural Competence	Ethical Reasoning	Community Engagement	ICT Skills	Leadership Skills	Life Long Learning
CLO-1 :	To get an inside view of workplace of psychologists	3	80	70	L	H	M	H	L	M	L	L	L	L	L	H	M	L	L
CLO-2 :	To gain valuable skills and knowledge	3	85	75	M	H	H	M	L	M	L	L	M	L	L	H	M	L	L
CLO-3 :	To make professional connections and enhance networking	3	75	70	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-4 :	To get experience in a field to allow the student to make a career transition	3	85	80	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-5 :	To get an inside view of workplace of psychologists	3	85	75	H	H	M	H	L	M	M	M	M	L	M	M	M	L	L

Students can choose topic of their own interest and explore with the available resources. There will be two reviews conducted during the project period for all the students .At the end of the project, every student shall submit a structured project report and will take a Viva Voce examination.

Learning Assessment				
Apprenticeship	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
	Review – 1	Review – 2	Apprenticeship Report	Viva-Voce
	20%	30 %	30 %	20 %

SEMESTER – IV			
Internship Report– II	Course Category	IAPC	Internship/Approved Comm

Course Code	UCD23P04L	Course Name	Internship Report– II	Course Category	IAPC	Internship/Apprenticeship / Project/ Community Outreach	L	T	P	O	C
							0	0	8	2	4

<b>Pre-requisite Courses</b>	<b>Nil</b>	<b>Co-requisite Courses</b>	<b>Nil</b>	<b>Progressive Courses</b>	<b>Nil</b>
<b>Course Offering Department</b>	<b>Psychology</b>		<b>Data Book / Codes/Standards</b>		<b>Nil</b>

<b>Course Learning Rationale (CLR):</b>		<b>The purpose of learning this course is to,</b>	<b>Learning</b>			<b>Program Learning Outcomes (PLO)</b>																	
CLR-1 :	Demonstrate skills learnt in the real time environment.		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
CLR-2 :	Explore the different areas where psychologists work																						
CLR-3 :	Enhance the skills in active listening																						
CLR-4 :	Understanding the professional connections with the knowledge learnt																						
CLR-5 :	Applying the skills in problem solving																						
<b>Course Learning Outcomes (CLO):</b>		<b>At the end of this course, learners will be able to:</b>																					
CLO-1 :	To get an inside view of workplace of psychologists		3	80	70	L	H	M	H	L	M	L	L	L	L	L	H	M	L	L			
CLO-2 :	To gain valuable skills and knowledge		3	85	75	M	H	H	M	L	M	L	L	M	L	L	H	M	L	L			
CLO-3 :	To make professional connections and enhance networking		3	75	70	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L			
CLO-4 :	To get experience in a field to allow the student to make a career transition		3	85	80	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L			
CLO-5 :	To get an inside view of workplace of psychologists		3	85	75	H	H	M	H	L	M	M	M	M	L	M	M	M	L	L			

Students can choose an institute or hospital of their own interest for internship for a period of minimum TEN weeks (Part-time) to learn about the application of their related field in real time environment. All students have to give a presentation about their observations made by them in internship as per the schedule given. At the end of the internship period, every student shall submit a structured internship report within 15 days from the date of the completion of the internship period.

Learning Assessment				
Internship	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
	Review – 1	Review – 2	Internship Report	Viva-Voce
	20%	30 %	30 %	20 %

Course Code	UCD23P05L	Course Name	Project Work – II	Course Category	IAPC	Internship/Apprenticeship / Project/ Community Outreach	L	T	P	O	C
							0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Psychology	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to,	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Demonstrate skills learnt in the real time environment.
CLR-2 :	Explore the different areas where psychologists work
CLR-3 :	Enhance the skills in active listening
CLR-4 :	Understanding the professional connections with the knowledge learnt
CLR-5 :	Applying the skills in problem solving

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:
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CLO-1 :	To get an inside view of workplace of psychologists
CLO-2 :	To gain valuable skills and knowledge
CLO-3 :	To make professional connections and enhance networking
CLO-4 :	To get experience in a field to allow the student to make a career transition
CLO-5 :	To get an inside view of workplace of psychologists

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
3	80	70
3	85	75
3	75	70
3	85	80
3	85	75

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Disciplinary Knowledge	Critical Thinking	Problem Solving	Analytical Reasoning	Research Skills	Team Work	Scientific Reasoning	Reflective Thinking	Self-Directed Learning	Multicultural Competence	Ethical Reasoning	Community Engagement	ICT Skills	Leadership Skills	Life Long Learning
L	H	M	H	L	M	L	L	L	L	L	H	M	L	L
M	H	H	M	L	M	L	L	M	L	L	H	M	L	L
M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
H	H	M	H	L	M	M	M	M	L	M	M	M	L	L

Students can choose topic of their own interest and explore with the available resources.. There will be two reviews conducted during the project period for all the students .At the end of the project, every student shall submit a structured project report and will take a Viva Voce examination.

Learning Assessment				
Project	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
	Review – 1	Review – 2	Project Report	Viva-Voce
	20%	30 %	30 %	20 %

Course Code	UCD23P06L	Course Name	Apprenticeship – II	Course Category	IAPC	Internship/Apprenticeship / Project/ Community Outreach	L	T	P	O	C
							0	0	8	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Psychology	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to,	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Demonstrate skills learnt in the real time environment.	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Critical Thinking	Problem Solving	Analytical Reasoning	Research Skills	Team Work	Scientific Reasoning	Reflective Thinking	Self-Directed Learning	Multicultural Competence	Ethical Reasoning	Community Engagement	ICT Skills	Leadership Skills	Life Long Learning
CLR-2 :	Explore the different areas where psychologists work																		
CLR-3 :	Enhance the skills in active listening																		
CLR-4 :	Understanding the professional connections with the knowledge learnt																		
CLR-5 :	Applying the skills in problem solving																		
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																	
CLO-1 :	To get an inside view of workplace of psychologists	3	80	70	L	H	M	H	L	M	L	L	L	L	L	H	M	L	L
CLO-2 :	To gain valuable skills and knowledge	3	85	75	M	H	H	M	L	M	L	L	M	L	L	H	M	L	L
CLO-3 :	To make professional connections and enhance networking	3	75	70	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-4 :	To get experience in a field to allow the student to make a career transition	3	85	80	M	H	M	H	L	M	M	L	M	L	M	H	M	L	L
CLO-5 :	To get an inside view of workplace of psychologists	3	85	75	H	H	M	H	L	M	M	M	M	L	M	M	M	L	L

Students can choose a Counsellor/Psychologist of their own interest for *Apprenticeship* for a period of minimum TEN weeks (Part-time) to learn about the application of their related field in real time environment. All students have to give a presentation about their observations made by them in Apprenticeship as per the schedule given. At the end of the Apprenticeship period, every student shall submit a structured Apprenticeship report within 15 days from the date of the completion of the Apprenticeship period.

Learning Assessment			
Apprenticeship	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)
	Review – 1	Review – 2	Apprenticeship Report
	20%	30 %	30 %
			Viva-Voce
			20 %



