### 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 AND TECHNOLOGY

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

Kattankulathur, Kancheepuram District 603203, Tamil Nadu, India





# SRM INSTITUTE OF SCIENCE AND TECHNOLOGY Kattankulathur, Chengalpattu District 603203, Tamil Nadu, India

# **Department of Psychology**

1.	Dep	artment 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.	P	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	н	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.	P	Program Specific Outcomes (PSO)
	(	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions,
PSO - 1	(	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
	1	relationships. Administer counseling and practice psychotherapeutic techniques.
PSO - 3	]	Ethics: Recognize different value systems including your own, understand the creativity of your designs, and
	í	accept
	1	responsibility for them.

5.	Consistency of PEO's with	h Mission of the Departr	nent		
	Mission Stmt	Mission Stmt	Mission Stmt	Mission Stmt	Mission Stmt
	1	2	3	4	5
PEO - 1	Н	M	Н	L	M
PEO - 2	Н	Н	н н н Н н н н	M	M
PEO - 3	Н	Н	Н	Н	Н
PEO - 4	Н	L	Н	M	Н
PEO - 5	Н	M	Н	Н	Н

			6. (	Consist	ency of	PEO's v	vith Pro	ogram l	Learning	g Outco	omes (P	LO)			
						Progr	am Lea	rning O	utcomes	(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	Н	Н	Н	Н	Н	L	М	L	М	M	Н	Н	М	Н	Н
PEO - 2	Н	Н	Н	Н	Н	L	М	L	М	Н	М	М	Н	Н	M
PEO - 3	Н	Н	Н	Н	Н	М	Н	M	М	M	Н	Н	Н	М	M
PEO - 4	Н	М	М	Н	Н	Н	M	Ĥ	Н	Н	Н	L	M	M	Н
PEO - 5	M	M	Н	Н	M	Н	М	Н	Н	Н	М	M	Н	M	M

 $H-High\ Correlation,\ M-Medium\ Correlation,\ L-Low\ Correlation$ 

### 1. Programme Structure

1	1. Discipline Specific Core	Cours	es (C	<b>C</b> )		2. Discipline Specific Elective Courses (D)							
	(20 Courses)							(5 Courses)					
Course	Course Title	Н	ours	/ We	ek		Course	Course Title	Н	ours/ \			
Code		L	T	P	О	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	Ĺ	Ŭ			
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	7			2	4
USY23301T	Social Psychology-I	3	0	2	2	4	USY23D07T	Applied Psychology	,			2	4
USY23302T	Health Psychology	3	0	3	2	4	USY23D08T	Basics of Anthropology	4	0	0	2	4
USY23303T	Theories of Personality	3	0	3	2	4	USY23D09T	School Counselling	4			2	4
USY23401T	Abnormal Psychology-I	3	0	3	2	4	USY23D10T	Psychological Test Construction	4	0	0	2	4
USY23402T	Social Psychology-II	3	0	3	2	4		<b>Total Learning Credits</b>					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	Н	ours/ V	Week		
USY23601T	Psychometrics	3	0	3	2	4	Code	Title		T	P	О	С
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 Cour	rses (C	<u>;</u> )					5. Ability Enhancement Courses (A	E)				
	(6 Courses)							(4 Courses)					
Course	Course Title	H	ours	/ We	ek		Course	Course	Н	ours/ \	Weel	K	
Code	Course Tille	L	T	P	0	С	Code	Title	L	T	P	0	С
ULT23G01J	Tamil-I						ULE23AE1T	English	4	0	0	2	4
ULH23G01J	Hindi-I	2	0	2	2	3	ULT23AE01T	Applied Tamil-I					
ULF23G01J	French-I						ULH23AE01T	Applied Hindi-I	1	0	2	2	2
ULT23G02J	Tamil-II	2	0	2	2	3	ULF23AE0SO1T	French For Specific Purposes-I					
ULH23G02J	Hindi-II	2	U	Z	Z	3	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>					11
USS23G04T	Positive Psychology	4	0	0	2	4							
USY23G05T	Research Resources	4	0	0	2	4		6. Value Addition Course (V)					
USY23G06T	Youth, Gender and Identity	4	0	0	2	4		(4 Courses)					
USY23G07T	Entrepreneurial Psychology	4	0	0	2	4							
							Course	Course	He	ours/	Week		
	Total Learning Credits					34	Code	Title	L	T	P	0	C
							UCD23V01T	Universal Human Values	2	0	0	2	2
							UEN23V01L	Communication Skills	0	0	4	2	2
7	7. Internship/Apprenticeshi Community Outreach (			./			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	Н	lours	We	ek			Total Learning Credits					8
Code	Title	L	T	P	О	С	71 - W. W. T.						
USY23P01L	Internship - 1							8.Mandatory Courses(M)					
USY23P02L	Internship - 2							(2 Courses)					
USY23P03L	Internship - 3			)		0	Course	Course					
USY23P04L	Mini Project	0	0	4	2	2	Code	Title	L	T	P	0	С
							UNS23M01L/	NSS/					
USY23P05L	Project Phase-I	0	0	8	2	4	UNC23M01L/ UNC23M01L/ UNC23M01L/ UYG23M01L	NCC/ NSO/ YOGA	-	-	-	-	-
USY23P05L USY23P06L	Project Phase-I Project Phase-II	0	0	8	2	6	UNC23M01L/ UNO23M01L/	NCC/ NSO/	-	-	-	-	-
							UNC23M01L/ UNO23M01L/ UYG23M01L	NCC/ NSO/ YOGA		-	-		-
	Project Phase-II					6	UNC23M01L/ UNO23M01L/ UYG23M01L	NCC/ NSO/ YOGA		-	-		-
USY23P06L	Project Phase-II Total Learning	0	0	12		6	UNC23M01L/ UNO23M01L/ UYG23M01L	NCC/ NSO/ YOGA		-	-		-
USY23P06L	Project Phase-II  Total Learning  Credits	0	0	12		6	UNC23M01L/ UNO23M01L/ UYG23M01L	NCC/ NSO/ YOGA		-	-		-
USY23P06L	Project Phase-II  Total Learning  Credits  Courses for earning Addition	0 onal C	0 redit	12 ss	2	6 16	UNC23M01L/ UNO23M01L/ UYG23M01L	NCC/ NSO/ YOGA		-	-		-
USY23P06L  (UCD23P01L	Project Phase-II  Total Learning Credits  Courses for earning Addition  Internship Report— I	onal C	0 redit	12 ss 8	0	6 16	UNC23M01L/ UNO23M01L/ UYG23M01L	NCC/ NSO/ YOGA		-	-		-
USY23P06L  UCD23P01L  UCD23P02L	Project Phase-II  Total Learning Credits  Courses for earning Addition Internship Report— I  Project Work—I	0 0 0	0 redit	12 ss 8 8	0	6 16 4 4	UNC23M01L/ UNO23M01L/ UYG23M01L	NCC/ NSO/ YOGA		-	-		-

### 2. Implementation Plan

	Semester - I					
Course	Course	]	Hours	/ Wee	k	
Code	Title	L	T	P	О	C
ULT23G01J	Tamil-I					
ULH23G01J	Hindi-I	2	0	2	2	3
ULF23G01J	French-I		U			1
ULE23AE1T	English	4	0	0	2	4
USY23101T	General Psychology-I	4	0	0	2	4
USY2310 <mark>2T</mark>	Biological Psychology-I	4	0	0	2	4
USY23103T	Developmental Psychology-I	4	0	0	2	4
UCD <mark>23S01L</mark>	Quantitative Aptitude and Logical Reasoning	0	0	2	2	1
<i>UC<mark>D23V</mark>01T</i>	Universal Human Values	2	0	0	2	2
To	otal Learning Credits	20	0	4	14	22
Total	number of hours/Week	113	. 4	1977		30
		16 4 W	快道			9
				4		

	Semester – II	" P " " "		16.0	7	
Course	Course	- 23	Hour	s/ Wee	k	
Code	Title	L	T	P	О	C
<i>ULT23G</i> 02 <i>J</i>	Tamil-II				7 %	
<i>UL<mark>H23G</mark>02J</i>	Hindi-II	2	0	2	2	3
ULF <mark>23G02J</mark>	French-II		U		1	
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
Total	al Learning Credits	18	0	8	14	22
Total r	number of hours/Week					30

	Semester – III					
Course	Course	I	Iour	s/ We	ek	
Code	Title	L	T	P	0	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 ULH23AE01T ULF23AE0SO1T	Applied Tamil-I Applied Hindi-I French for specific purpose-I	1	0	2	2	2
USY23D01T	Principles of Sociology	4	0	0	2	4
USY2 <mark>3D02T</mark>	Educational Psychology	4	0	0	2	4
US <mark>Y23S</mark> 01L	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
	Total Learning Credits	20	0	13	16	26
	Total number of hours/Week	7.4		1	47	30

	Semester – IV					7
Course	Course	H	Iours	/ Weel	M.	
Code	Title	L	T	P	0	C
<i>USY2<mark>3401T</mark></i>	Abnormal Psychology-I	3	0	3	2	4
USY2340 <mark>2T</mark>	Social Psychology-II	3	0	2	2	4
USY23403T	Statistics for Psychology	3	0	3	2	4
ULT23AE02T ULH23AE02T ULF23AE02T	Applied Tamil-II Applied Hindi-II French for specific purpose-II	1	0	2	2	2
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
UM123401L	My India Project	0	0	0	0	0
T	otal Learning Credits	20	0	14	16	26
Tota	l number of hours/Week					30

	Semester – V					
Course	Course		Hour	s/ Wee	k	
Code	Title	L	Т	P	0	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
USY23 <mark>G01T</mark>	Life Skills Development	3	0	3	2	4
USY <mark>23S03L</mark>	Experimental Psychology-II	0	0	2	2	1
US <mark>Y23D0</mark> 2L	Internship-II	0	0	0	0	1
Total	al Learning Credits	16	0	13	12	22
Total 1	number of hours/Week					30

	Semester –	VI	1111			Y
Course	Course	110	Hour	s/ Wee	k	23
Code	Title	L	T	P	0	C
USY23601T	Psychometrics	3	0	3	2	4
<i>USY23<mark>602T</mark></i>	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
Tota	l Learning Credits	16	0	15	12	22
Total n	umber of hours/Week					30

TOTAL LEARNING CREDITS FOR THE COURSE - 132

	Semester – VII					
Course	Course	Н				
Code	Title	L	T	P	0	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
USY2 <mark>3PO5L</mark>	Project Phase-I	0	0	8	2	4
	Total Learning Credits	15	0	10	10	22
To	tal number of hours/Week					30

	Semester – VIII				7 6	
Course	Course	H	k			
Code	Title	L	T	P	O	C
USY23801T	Psychotherapy	3	0	2	2	4
USY2 <mark>3G05T</mark>	Research Resources	<b>P</b> 4	0	0	2	4
USY23G0 <mark>6T</mark>	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 1	Learning Credits	15	0	14	10	22
Total nu	mber of hours/Week					30

TOTAL LEARNING CREDITS FOR THE COURSE - 176

Courses for earning A	Additional Credits					
C C- 1-	Co T:41c		Hou	rs/ Weel	ζ.	
Course Code	Course Title	L	T	P	0	С
Semester – II			•	•	•	
UCD23P01L	Internship Report– I					
UCD23P02L	Project Work – I	0	0	8	0	4
UCD23P03L	Apprenticeship – I					
Semester – IV			•	•		
UCD23P04L	Internship Report– II					
UCD23P05L	Project Work – II	0	0	8	0	4
UCD23P06L	Apprenticeship – II					
То	tal 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 Artico						iculation Matrix											
					P	rogr	amn	ne L	earn	ing	Out	com	es					
Course Code	Course Name	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	Н	Н	M	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USY23102T	Biological Psychology-I	Н	Н	М	М	М	L	L	L	L	L	L	Н	M	M	M		
USY23103T	Developmental Psychology-I	Н	Н	М	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USY23201T	General Psychology-II	Н	Н	М	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USY23202T	Biological Psychology-II	Н	Н	M	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USY23203T	Developmental Psychology-II	Н	Н	M	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USY23301T	Social Psychology-I	Н	Н	М	M	M	L	L	L	M	М	М	M	M	M	M		
USY23 <mark>302T</mark>	Health Psychology	Н	Н	М	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USY23303T	Theories of Personality	Н	Н	М	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USY23401T	Abnormal Psychology-I	Н	Н	Н	Н	М	L	L	L	M	М	М	M	L	L	L		
USY23401T	Social Psychology-II	Н	Н	М	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USY23403T	Statistics for Psychology	Н	Н	M	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USy23501T	Abnormal Psychology-II	Н	Н	М	M	M	L	L	L	M	M	M	M	М	M	M		
USY23502T	Guidance and Counseling	Н	Н	M	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USY23503T	Behavioral Coaching-I	Н	Н	М	Н	М	L	L	L	M	M	M	Н	M	M	Н		
USY23601T	Psychometrics	Н	Н	M	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USY23602T	Behavioral Coaching-II	Н	Н	М	M	M	L	L	L	L	L	L	Н	M	M	M		
USY23603T	Research Methodology	Н	Н	M	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USY23701T	Indian Approaches to Behavior	Н	Н	M	M	M	L	L	L	L	L	L	Н	M	M	M		
USY23801T	Psychotherapy	Н	Н	M	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USY23D01T	Principles of Sociology	Н	Н	M	Н	M	L	L	L	M	M	M	Н	M	M	Н		
USY23D02T	Educational Psychology	Н	Н	M	M	Н	Н	Н	M	M	M	L	Н	Н	M	M		
USY23D03T	Environmental Psychology	Н	Н	M	M	Н	Н	Н	M	M	M	L	Н	Н	M	M		
USY23D04T	Organizational Behavior	Н	Н	M	M	M	L	L	L	M	M	M	M	M	M	M		
USY23D05T	Cross-Cultural Psychology	Н	Н	M	Н	Н	Н	L	L	L	Н	L	Н	M	M	M		
USY23D06T	Basics of Psychodiagnostics	Н	Н	M	Н	M	L	L	L	M	M	M	Н	M	M	M		
USY23D07T	Applied Psychology	Н	Н	M	M	Н	Н	Н	M	M	M	L	Н	Н	M	M		
USY23D08L	Basics of Anthropology	Н	Н	Н	M	M	Н	L	Н	Н	Н	L	L	M	M	M		
USY23D08T	School Counseling	Н	Н	Н	M	M	Н	L	Н	Н	Н	L	L	M	M	M		
USY23D10T	Psychological Test Construction	Н	Н	M	M	M	L	L	L	M	M	M	M	M	M	M		

ULT23G01J Tamil-I	Н	M	Н	Н	Н	Н	Н	Н	Н	Н	M	Н	L	Н	Н
ULH23G01J Hindi-1	Н	M	Н	Н	Н	Н	Н	Н	Н	Н	M	Н	L	Н	Н
ULF23G01J French-1	Н	M	Н	Н	Н	Н	Н	Н	Н	Н	M	Н	L	Н	Н
ULT23G02J Tamil-II	Н	M	Н	Н	Н	Н	Н	Н	Н	Н	M	Н	L	Н	Н
ULH23G02J Hindi-II	Н	M	Н	Н	Н	Н	Н	Н	Н	Н	M	Н	L	Н	Н
ULF23G02J French-II	Н	M	Н	Н	Н	Н	Н	Н	Н	Н	M	Н	L	Н	Н
USY23G01T Life Skills Development	Н	Н	M	M	M	L	M	M	L	M	L	Н	M	M	L
USY23G02T Rehabilitation Psychology	Н	Н	M	M	M	L	M	M	L	M	L	Н	M	M	L
USY23G03T Consumer Behavior	Н	M	M	M	M	L	M	L	M	M	M	Н	Н	Н	Н
USY23G04T Positive Psychology	Н	M	M	M	M	L	M	L	M	M	M	Н	Н	Н	Н
USY23G05T Psychology and Media	Н	Н	M	M	M	L	M	M	L	M	L	Н	M	M	L
USY23G06T Youth, Gender, and Identity	Н	M	M	M	M	L	M	L	M	M	M	Н	Н	Н	Н
USY23G07T Entrepreneurial Psychology	Н	M	M	M	M	L	M	L	M	M	M	Н	Н	Н	Н
USY23S01L Basic Skills in Counseling	M	Н	M	M	M	Н	L	M	M	Н	M	M	L	L	M
UCD23S02T Verbal Ability and Skill Development	M	Н	M	M	M	M	L	M	M	Н	M	Н	M	M	M
USY23S02L Experimental Psychology-I	Н	Н	M	M	L	L	L	L	L	L	L	Н	M	M	M
USY23S03L Experimental Psychology-II	Н	Н	M	M	M	L	M	M	L	M	L	Н	M	M	L
USY23SO4L Research Resources	Н	Н	Н	Н	M	L	M	M	L	M	L	Н	M	M	L
ULE23AE1T English	Н	Н	Н	Н	M	L	L	L	M	L	M	Н	L	Н	L
ULT23AE1T Applied Tamil-I	Н	Н	Н	Н	M	L	L	L	M	L	M	Н	L	Н	L
ULH23AE1T Applied Hindi-I	Н	Н	Н	Н	M	L	L	L	M	L	M	Н	L	Н	L
ULF23AE1T French for specific purpose-I	Н	Н	Н	Н	M	L	L	L	M	L	M	Н	L	Н	L
ULT23AE02T Applied Tamil-II	10		T VI		ri.										
ULH23AE02T Applied Hindi-I	Н	Н	Н	Н	M	L	L	L	M	L	M	Н	L	Н	L
ULF23AE02T French for specific purpose-II									Ä						
UES23AE1T Environmental Studies	Н	Н	M	Н	M	L	M	M	L	L	M	Н	M	L	M
UCD23V01T Universal Human Values	M	M	M	Н	M	M	M	M	L	L	M	L	M	Н	Н
UEN23V01L Communication Skills	M	Н	Н	Н	Н	Н	Н	Н	Н	Н	L	Н	L	M	Н
UCD23V03T Industry Oriented Employability Skills for Arts	M	Н	M	M	M	M	L	M	M	Н	M	Н	M	M	M
UCD23V06T Career Readiness and Leadership Management	M	M	Н	M	M	M	L	M	M	M	M	M	M	Н	Н
USY23P01L Internship – 1	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
USY23P02L Internship – 2	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
USY23P03L Internship – 3	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
USY23P04L Mini Project	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
USY23PO5L Project Phase-I	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
USY23P06L Project Phase-II	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UNS23M01L/															
UNC23M01L/				_		_	_	_	-	_			_		
UNO23M01L/ NSS/ NCC/ NSO/ YOGA	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
UYG23M01L															
UMI23401 L My India Project	Н	Н	Н	Н	Н	L	M	L	M	M	Н	Н	M	Н	Н
							<u> </u>	<u> </u>					<u> </u>	<u> </u>	

#### SEMESTER I

Course		Cours	P											L		Т			P			0			С
Code	ULT23G01J	Name	-	Tamil - l		Course Catego	ory	G	Gene	ric Ele	ective C	Course		2		0			2			2			3
Pre-rec	•	N	il	Co-requisite Courses	N	Vil		gressiv ourses			4	4	1	12			Nil								
	ourse Offering Department	3		Tamil		ta Book / s/Standards								K		1	Vil								
Course	e Learning Ra	tionale	(CLR):	The purpose of	f learning this cou	urse is to:		Learn	ning		١.			Pro	ograr	n Lea	arnin	g Ou	tcon	nes (P	LO)				
CLR-1:				ம் பெற்ற <mark>புது</mark> யச் செ <mark>ய்தல்</mark>	க்கவிதை ம	ரபின்	1	2	3		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:	விழுமிய	ங்கன	ளத் ெ	ழி மனி <mark>த வா</mark> தரிய <mark>ச் செய</mark> ்	தல்		233		1		187						F	7.11		ı					
CLR-3 :	சமூகத்தி	ன் வ	ாழ்விய	காப்பி <mark>யங்க</mark> ள் பலை அறியக்	செய்தல்		(١	(0		31.75	Φ	1 80	lines			dge									
CLR-4:	செய்தல்			ய வ <mark>ளர்ச்சி</mark> வ		1 புரியச்	(Bloon	ency (%	nent (%	, A	owledg	ncepts	Discip	ledge	zation	Knowled		t Data	<u>s</u>	Skills	Skills				
CLR-5 :				ி ம <mark>ொழியி</mark> ன் யச் செய்தல்	பல்வேறு	10.4	evel of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	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 8	Analytical Skills			
	urse Learning comes (CLO):		At t	he end of t <mark>his cours</mark>	se, learners will be	e able to:	Level o	Expecte	Expecte	14	Fundan	Applica	Link wit	Proced	Skills ir	Ability t	Skills ir	Analyze	Investig	Probler	Comm	Analytic	PSO -1	PS0 -2	PSO-3
:	களங்கன	ാണ് அ	றிந்து	ாக்கித் த <mark>ந்த ட</mark> கொள்ளுத <mark>ல்</mark>			2	75	60		Н	L	Н	М	Н	Н	L	М	Н	М	L	Н	-	-	-
2:	விழுமிய	ீன கவிதைகள் வழி மாற்றம <mark>் பெற்</mark> று வரும் மானுட ழமியங்களைத் தெரிந்துகொள் <mark>ளுதல்</mark>		/111	2	80	70	F	Н	М	Н	L	М	Н	L	Н	М	L	Н	Н	-	-	-		
CLO-3	உணர்ந்த	நகொ	எள்ளுத				2	70	65		Н	L	Н	М	Н	Н	М	Н	L	Н	М	Н	-	-	-
CLO-4 :	-	ாலாற	ப பெற்	லாறு வழி தமி ற வளர்ச்சி நி ல்			2	70	70		Н	М	Н	L	Н	М	М	Н	Н	L	Н	Н	-	-	-
CLO-5	மொழியி	ன் நு	ட்பங்க	ு களை அறிந்த பல்பட அறிந் <sub>§</sub>		5ல்	2	80	70		Н	М	Н	Н	М	Н	L	М	Н	L	Н	Н	-	-	-

	ration hour)	12	12	12	12	12
S-1		தமிழ் இலக்கியத்தின் வளர்ச்சிப் போக்குகள்	நவீன கவி <mark>தை தோற்றம்</mark>	தமிழரின் வீரமரபு	<mark>சிற்றிலக்</mark> கியத் தோற்றம்	தமிழ் உரைநடை மரபில் உ.வே.சா.
3-1	SLO-2	இலக்கிய உத்திகள்	நவ <mark>ீன கவ</mark> ிதை வரலாறு	போர் விழுமியங்கள்	ச <mark>ிற்றிலக்கிய</mark> வகைமை	ராஜ வைத்தியம்
	SLO-1	தமிழ்க் கவிதை மரபு	<mark>நவீன</mark> கவிதை செல்நெறிகள்	பரணி அறிமுகம்	சிற்றில <mark>க்கியங்</mark> கள்	வைத்தியர்களின் சிறப்பு
S-2	SLO-2	காலந்தோறும் கவிதையின் கரு	<mark>செல்</mark> நெறிகளில் கோட்பாடுகள்	பரணி இலக்கியங்கள்	முதன்மை <mark>ச்</mark> சிற்றிலக்கிய <mark>ங்கள்</mark> –	கழனியூரன் – அறிமுகம்
S-3	SLO-1	காலந்தோறும் கவிதையி <mark>ன்</mark> கட்டமைப்பு	கவிதை மொழி	கலிங்கத்துப்பரணி 477,490	பிள்ளைத்தமி <mark>ழ் -உல</mark> ா - தூது	சிறுதெய்வ வழிபாடு
3-3	SLO-2	தற்கால இலக்கியம்	நவீன கவி ஆளுமைகள்	தலைவனின் வீரம்	புதுக்கவிதையி <mark>ல் சமூ</mark> கம்	பொன் காத்த ஐயனார்
S-4	SLO-1	புதுக்கவிதை உருவாக் <mark>கம்</mark>	பெண் கவிஞர்கள்	தமிழ் இலக்கிய மரபில் தூது	புதுக்கவிதையும் இதழ்களும்	விருந்து – கள்ளர் செயல்கள்
0-4	SLO-2	புதுக்கவிதை வளர்ச்சிநெறிகள்	கவிதையில் நாட்டுப்புற வடிவம்	தூது இலக்கியங்கள்	மணிக்கொடி இத <mark>ழ</mark> ்	பிழை நீக்கி எழுதுதல்
S-5	SLO-1	பாரதியார் – புதுக்கவிதையின் அடையாளம்	இளம்பிறை – அம்மா	தமிழ் விடு தூது (184 – 186)	எழுத்து இதழ்	எழுத்துப் பிழை
	SLO-2	பாரதியார் பன்முக ஆளுமைத்திறன்	பெண்களின் கல்வி நிலை	தமிழின் பெருமை	வானம்பாடி இ <mark>தழ்</mark>	தொடர்பிழை
	SLO-1	பாரத தேசம்	<mark>பெ</mark> ண் அடக்குமுறை	செய்யுள் மரபில் கலம்பகம்	சிறுகதை <mark>தோற்ற</mark> ம்	உயர்திணை, அஃறிணை
S-6	SLO-2	பாரததேசத்தின் வளம்	<mark>ப. கல்</mark> பனா – கீறல் விழுந்த மாலைக் காலங்கள்	கலம்பக இலக்கியங்கள்	சிறுக <mark>தை வள</mark> ர்ச்சி	பிறமொழிச் சொற்கள் வரலாறு
	SLO-1	வெள்ளிப் பனிமலையின் மீதுலவுவோம்…	ஆண் <mark>பெண்</mark> சமத்துவம்	நந்திக் கலம்பகம்-வானுறு மதியை (110)	<mark>சிறுகதை</mark> – வரலாறு	பிறமொழிச் சொற்களை நீக்கி எழுதுதல்
S-7	SLO-2	20 ஆம் நூற்றாண்டுக் கவிதை மரபில் பாரதிதாசன்	விளிம்புநிலை வாழ்வியல்	கையறுநிலை	சிறுகதை ஆசிரியர்கள்	ஷ, ஜ, ஸ, ஹ மாற்றொலிகள்
S-8	SLO-1	பாரதிதாசன் - அழகின் சிரிப்பு	திருநங்கை குணவதி - சமூகப்பார்வை	குறவஞ்சி அறிமுகம்	இதழ்களும் சிறுகதையும்	தமிழ் இலக்கண நுட்பங்கள்
<b>3-0</b>	SLO-2	ஆல் - ஆயிரம் கிளைகள் கொண்ட அடிமரம்	திருநர்களும் சாதனைகளும்	குறவஞ்சி இலக்கியங்கள்	புதினம் தோற்றம்	இலக்கணமும் பயன்பாடும்

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	SI O-1	இயற்கையின் அழகியல்	புலம்பெய <mark>ர் வாழ்விய</mark> ல்	குற்றாலக் குறவஞ்சி –	<mark>த</mark> ொடக்கக்காலப்	தமிழில் சொல் வகைகள்
S-9	320 1	இயற்ஸ்கயில் அழகியல்		ஆடுமர வீனுமணி (3)	புதினங்கள்	தயிழில் செரல் வலக்கள்
	SLO-2	வானம்பாடியில் மு.மேத்தா	ஸர் <mark>மிளா ஸெ</mark> ய்யித் – புராதன ஊ <mark>ர்</mark>	மலையும் வாழ்வும்	புதினம் வளர்ச்சி	சொல்லும் பயன்பாடும்
	SLU- I	மு.மேத்தா - கவிதையின்	<mark>புலம் பெ</mark> யர் வாழ்வின் வலியும்	 காப்பிய இலக்கணம்	புதினத் <mark>தின் வ</mark> கைமை	பெயர்ச்சொற்கள்
S-10		தனித்தன்மைகள்	<mark>நம்ப</mark> ிக்கையும்	SI		0.2.2.90 0.0
0-10		மனிதனைத்தேடி – கவிதை	<mark>கா</mark> லந்தோறும் கவிதை <mark>வ</mark> டிவில் மாற்றங்கள்	காப்பிய வகைமைகள்	புதின ஆசிரியர்கள்	பெயர்ச்சொற்கள் அறிதல்
			ஹைக்கூ, லிமரைக்கூ,		தமிழ் இலக்கிய <mark>த்தில்</mark>	
S-11		மனிதநேயம <u>்</u>	சென்ரியூ – தேர்ந்தெடுத்த கவிதைகள்	சிலப்பதிகாரம் – அறிமுகம்	உரைநடைக்கூ <mark>றுகள்</mark>	வினைச்சொற்கள்
		தமிழ்க் கவிதையில் சுற்றுச்சூழலியல்	ஹைக்கூ – மு.முருகேஷ்	கட்டுரைக்காதை	உரைநடையின் <mark>தோற</mark> ்றம்	வினைச்சொற்கள் அறிதல்
	SLO-1	பழனிபாரதியின் காடு	லிமரைக்கூ – ஈரோடு	ஊழ்வினை	தமிழில் உரைந <mark>ட</mark> ை	தமிழில் பெயரடை,
S-12			தமிழன்பன்	- 2-0	<b>5</b>	வினையடை
J-12	SLO-2	இயற்கையும் சமூக	சென்ரியூ – மாமதயானை	கோவலனின் முற்பிறப்பு	உரைநடை வளர் <mark>த்த</mark>	பெயரடை, வினையடை
		சமத்துவ வாழ்வியலும்		வரலாறு	அறிஞர்கள்	அறிதல்

Learning
Resources

- 1. முல்லைக்கா<mark>டு, த</mark>ொகுப்பும் பதிப்பும் தமிழ்த்துறை ஆசிரியர்கள், எஸ்.ஆர்.எம். அறிவியல் மற்<mark>றும்</mark> தொழில்நுட்பக் கல்விநிறுவனம், காட்டாங்குள<mark>த்தூர்,</mark> 603203, 2023
- 2. வல்லிக்கண்ண<mark>ன், புது</mark>க்கவிதை தோற்றமும் வளர்ச்சியும், ஆழி பதிப்பகம், சென்னை, 2018
- 3. கா. சிவத்தம்பி, <mark>தமிழில்</mark> சிறுகதை தோற்றமும் வளர்ச்சியும், என்.சி.பி.எச்., சென்னை, 201<mark>3</mark>
- 4. தமிழ் இணையக் <mark>கல்விக்</mark>கழகம் http://www.tamilvu.org/
- 5. மதுரை தமிழ் இலக்<mark>கிய மின் த</mark>ொகுப்புத் திட்டம் <a href="https://www.projectmadurai.org/">https://www.projectmadurai.org/</a>

			(	Continuous	Learning As	ssessment (5	50% weighta	ge)		Final Examination (50% weightage)				
	Bloom's Level of Thinking	CLA –	1 (10%)	CLA –	2 (10%)	CLA –	3 (20%)	CLA –	4 (10%)#	Final Examina	tion (50% weightage)			
	S	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					100 mg								
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	_			
	Create					1375								
	Total	10	<mark>00</mark> %	10	00 %	10	0 %	10	00 %		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	1 33	Internal Experts
1. Dr. P.R.Subramanian, Director, Mozhi Trust, Thiruvanmiyur, Chennai – 600 041.	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literaturel, 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.Hebz <mark>ibah beu</mark> lah Suganthi,
	TEADN ID		Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.
	TEAKIN . LEAP . LE	5.	Dr. S.Saraswathy, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.

Cour Cod		.H23G01J	Course Nan	ne	HINDI-I		Cours Categor		G			٠.,	Gen	eric	Elect	ive (	Course	e				L T 2 0	2	_ `		C 3
Pre requis Cour	site	Nil	Co-req Cour		Nil	P	Progress Course			V(	TR	- 4					Nil									
	urse Offe Departme	0	HINDI		Data Book / Codes/Standards		7_					4	4	1	Ν	Vil			1							
	irse Leari ionale (Cl	0	The purp	ose of learnin	g this course is to:	1		Le	earning					4	P	rogra	am Le	earnin	ng Ou	tcome	es (Pl	LO)				
CLR-	1 : To Co	ommunicate in	Hindi without an	y inhibition				1	2	3	1	L	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-	2: To ap	preciate the H	Iindi Language in	its various fo	rms			m)	(%)	(%)	9	D.	S		4	V										
CLR-			rent writing style:					Bloc	cy (	nt (	1	300	ept		lge	ion			ata		ills	IIs				
CLR-	4: To dis		nd social values in	the field of s	ocial Responsibility and	d	300	D) guic	icien	inme	(mou)		Conc	nted	owlec	alizati	Ze	ling	pret D	kills	ng Sk	n Ski	IIs			
CLR-	5 : To be	willing listen	ers and Trans <mark>lato</mark>	rs-w <mark>here need</mark>	l be	Ŧ.	2/1	Think	d Prof	ed Atta	I to I to	cilicai	ion of	h Rela	ral Kn	Speci	o Utili Ige	Mode	, Inter	ative S	Solvi	nicatio	al Skills			
	rse Learn comes (CI		At the e <mark>nd o</mark> j	<sup>f</sup> this course, l	earners will be able to.	1,28		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Lungani	Application of Concepts	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Dat <mark>a</mark>	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical	PSO -1	PSO -2	PSO-3
CLO-	1: To U	nderstand the	Philosophy o <mark>f life</mark>	<mark>an</mark> d living thi	rough Stories		. 5	2	75	80	H	I	Н	Н	M	L	Н	L	M	L	L	Н	М	-	-	-
			ogue writing <mark>and</mark> .			200		2	80	90	H		Н	Н	M	L	Н	Н	M	L L H M					-	
CLO-	3: To Id	entify Irony ar	id essay-base <mark>d w</mark> r	riting			77.1	2	75	95	I.		Н	M	L	Н	Н	M	Н	M	M	Н	Н	-	-	-
			s social issue <mark>s de</mark>			-57	1	2	80	90	H		Н	L	Н	M	Н	L	Н	H M H H						-
CLO-	5 : To Ui	iderstand the	basic and fun <mark>dam</mark>	<mark>ental</mark> principo	al of Translation			2	85	90	N.	1	Н	M	Н	L	Н	Н	L	Н	M	H	Н	-	-	-
Durat	ion (hour	)	12		12				12							12							12			
S-1	SLO-1	KAHANI		REKHACHI YATRAVITI			ANDH		Æ	L		NATA			7	1				SHA	$BD_{\ell}$	D& I AVAI		HASH	IK	
0 1	SLO-2	AVDHARN.	A	VDHARNA		IBAN	VDH KI A	AVDH	ARNA			AVDI	HAR!	VA						RTE	I					
	SLO-1	SWARUP		WAROOP	7/1	WAR	UP	V.	. 7	D A		VATA.	K KA	SW	ARU	P	>	7		ARI	ВНА	SHA				
S-2	SLO-2	PARIBHAS	HA	HUMIKA		ARIB	BHASHA		-44	LUI I	Ι.	PARIE	BHAS	'HA	л		7			WAI	RUP					
	SLO-1	KAHANI K	E TATVA	<i>IAHATVA</i>		IAHA	TVA					TATW	'A							RAK	XAR					
S-3	SLO-2	KAHANI K	A MAHATVA	'DDESHYA		IDDE	ESHYA					PRAK	AR				7			1AH.	ATV	Ά				
S-4	SLO-1	PARIKSHA	- PREMCHAND	ISHA- EKHACHIT	TRA		J- NIBAI RI PRASI		DIVED	I		JDDE	ESHY	Ά						IDD.	ESH	ΥA				
3-4	SLO-2	KAHANI K	A PARICHAY	EKHIKA PA	ARICHAY	EKHI	IKA PAR	RICHA	Y			RAN	GMA.	NCH	KA	PAR	ICHA	Y		NUVAD KA PRAYOJAN						
	SLO-1	VISLESHA	V	ATH KA VI	SHLESHAN	ATH.	KA MAI	HATV	4			NATA	AK K	A MA	AHA?	TVA				NU	VAD	KA I	PRAY	9G		
S-5	SLO-2	EMANDAR	I KA MAHATVA	URU SHISI	HYA KA SAMBANDH	IPRIT I ASE	T PARIS. H	HTHI	TIYON	ME JE	EVAN	PRA	YOJA	N						HRC	OT B.	HAS	HA KA	A GYA	N	
S-6 SLO-1 HONHARI KA PARICHAY GURU KE PRATI SMARPAN MANAV KI A. BHAVANA					KANK	KSHAY	EN		AND. BHA					AK) CHAN	VD		LAK	SHY	YA BI	HASH	A KA	GYAN	I			

	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
5-/	SLO-2	LEKHAK PARICHAY	LEKHAK PARICHAY	BHOLARAM KA JEEV-(VYANGYA) HARISHANKAR PARSHAI	NATAK ABHINAY	ANGREJI SE HINDI
5-8	SLO-1	BATWARE KA YATHARTH VARNAN	YATRAV <mark>ITRANT KA M</mark> AHATVA	VYANGYA KI AVADHARNA	LALCH KA DUSHP <mark>ARINAM</mark>	HINDI SE ANGREJI
9-0	SLO-2	TATKALIN PARISHTHITI KA VARNAN	YATR <mark>A KA YATH</mark> ARTH CHITRAN	MAHATVA	SHISHYA KI AGYANTA	ANUVAD PRIYOJNA KARYA
	SLO-1	APNI MITTI SE LAGAV	P <mark>ATH KA V</mark> ISLESHAN	LEKHAK PARICHAY	GURU SHISHYA SAMBANDH	PUNRIKSHAN
5-9	SLO-2	RAJNITIK VIDWESH KA PARINAM	HIMALAY KA VARNANA	PATH KA VIHLESHAN	HASHYA VYANGY SE AVAGAT KARANA	VIVIDH PRAYOG
	SLO-1	PROPKAR KI BHAVANA	HIMALAY KA LOK JEEVAN	MADHYAVARGI PARIVAR KI STHITI	DURDRISHTIHIN	PARIBHASHIK SHABDAVALI
-10	SLO-2	KAHANI PATH	LOK SAMASYA	SARKARI TANTRA KA KHOKHLA RUP	MAHATTAKANKSHI KA DUSHPARINAM	ATI MAHTVAPURN SHABD
11	SLO-1	KAHANI KA VISHLESHAN	<b>U</b> DDESHYA	PAURANIK KATHA KA CHITRAN	GURU KI AVAGYA KA DUSHPARINAM	TAKANIKI SHABDAVALI KA MHATVA
-11	SLO-2	PRASHO KI CHARCHA	PRASHNA ABHYASH	SANVEDANSHIL BHAVANA	TATKALIN SAMAJIK VYAVASTHA KI CHARCHA	HINDI SE ANGREZI SHABD
	SLO-1	PRASHN ABHYASH	PATH PRICHARCHA	PARICHARCHA	PARICHARCHA	ANGREZI SE HINDI SHABD
-12	SLO-2	KAHANI KA UDDESHYA	MAHATVAPURN BIBDUON KI CHARCHA	PRASHANA ABHYASH	PRASHNABHYASH	SHABDAVALI KI AVSHYAKTA

·	Edited Book: ""SAMANYA HINDI", SRIJONLOK PUBLICATION, 2023, New Delhi.
Loomina	1. KABIR <mark>– HAZAR</mark> I PRASAD DWEDI 2. SURDAS – RAM CHANDRA SHUKL
Learning Resources	3. BHAKTI A <mark>NDOLA</mark> N AUR SURDAS KA KAVYA – MANAGER PANDEY
	<ol> <li>BIHARI – VISHVNATH PRASAD MISHR</li> <li>Aadhunik Vigyapan aur Jansampark – Taresh Bhatia</li> </ol>

					Le	earning Assess	sment				
	DI 1			Continuo	ous Learning A	ssessment (50	% weightage)			Final Evamina	tion (50% weightage)
	Bloom's Level of Thinking	CLA -	-1 (10%)	CLA -	2 (10%)	CLA -	-3 (20%)	CLA -	<b>-4 (10%)</b>	rmai Examma	uon (50 % weightage)
	Level of Timiking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
T1 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	
Level 1	Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
I12	Apply	40%	500/	500/	400/	500/	500/	500/	500/	500/	
Level 2	Analyze	40%	50%	50%	40%	50%	50%	50%	50%	50%	-
T 12	Evaluate	200/	200/	200/	200/	200/	200/	200/	200/	200/	
Level 3	Create	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Total	10	00 %	10	00 %	10	00 %	1	00 %		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		4
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. <mark>S Preeti.</mark> Associate Professor & Head, SRMIST
		2. Dr. Md.S. Islam Assistant Professor, SRMIST
		3.Dr <mark>. S. Razi</mark> a Begum, Assistant Professor, SRM IST
		4, Dr.Ni <mark>sha Mur</mark> lidharan Assistant Professor, VDP,SRM IST

											-			Generi	c Elect	ive	L	T	P	О		C	
Course	e Code	ULF23G01J	Course Name	/	French	-I				Course C	Category	y	G		ourse		2	0	2	2		3	
Pre-r	equisite	Courses			Ni	il	V			W	1/	ſλ		o-requi Course		Ν	Vil	Progr	ressive	Cours	es	Nil	!
Cou Offer Depar t	ring tmen	F	French	A S	<u>V)</u>	1		Data l	Book /	Codes/S	tandard	ls	0	2.						Nil			
Cou Leari Ratio (CL)	ning nale	The	purpos <mark>e of learn</mark> ing this	course is to:			Learn	ing			t <sub>a</sub>		Pro	ogram l	Learni	ng Out	comes	(PLO)					
CLI		of current sce.		Ŭ		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLI			dents to overcome the fe			n)		15%	No. N	He /	136	1			1	5							
CLI	R-3:		arn the basic rules of Fre	nch Grammar.	77-7	loor			35.		nes	学石.		ge									
CLI	R-4 :	Develop strate origin	egi <mark>es of co</mark> mprehension o	of texts of diffe	erent	ing (B	(%)	Attainment (%)	egpe	epts	iscipli	ese	on	owled		ata		118	Is				
CLI	R-5:	_	e la <mark>nguage of the students</mark>	s both in oral a	ınd	link	ency	nen	owl	onc	d b	vled	izati	Kn	38	et D	IIIs	Ski	Skil				
		written				IL Jo	ofici	tain	Kn	ofC	elate	Cho,	cial	ilize	delii	erpr	Sk	ving	ion	kills			
Cour Learn Outco	ning mes	At the e	nd of this course, learner	rs will be able	to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Att	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		To acquire kn	owledge <mark>about Fren</mark> ch la	nguage		2	75	80	H		Н	Н	M	Н	Н	L	M	M	Н	Ĺ	-	-	-
CLC	<b>D-2</b> :	and translatio		7	TU	2	80	90	М	Н	L	Н	Н	M	Н	М	L	L	Н	М	-	1	-
CLO			ntent using th <mark>e features i</mark>			2	85	75	Н	Н	L	M	Н	M	L	Н	M	М	Н	Н	-	-	
CLO	)-4:		he French langua <mark>ge into</mark> e communication, inte <mark>rc</mark> i	0 0		2	75	80	Н	L	М	Н	M	Н	Н	M	L	Н	M	L	-		-
CLO	O-5 :	French langu		uturut etemen	is in	2	80	75	M	Н	Н	L	M	M	Н	Н	M	L	Н	М	-	-	-
I	Duration	n (hour)	12				12				12				1	12					12		
S-1	\$	SLO-1	Contacts		Les verb	es du	prem	ier grou	ipe	Qu'est-c	e qu'ils	font?			Port	traits		I	Les verb	oes du	deuxiè –	me gro	oupe
	5	SLO-2	Emma la cham	pionne	I	es es	kempl	es	Les exemples Un casting Le						Les e	xemple	es						
S-2		SLO-1	Les nombres à par	rtir de 31		La l	iaison			Où e	st mon :	sac			Les ex	emple	s		Les	pronor ton	ns pers	sonnels	s
	(	SLO-2	Les activité	és	]	Les a	ctivité	Śs		Les	exemple	es			Les ac	ctivités	ļ	Les exemples				es	
S-3		SLO-1	Les pays		En	trer e	en con	tact		Quel	ques obj	jets		I	e Peti	t Spiro	ou		Les	verbe	verbes faire et lire		
3-3		SLO-2	les nationali	tés	1	Les a	ctivite	és		Les	exempl	es			Les a	ctivités	1	Les exemples					

S-4	SLO-1	Les jours de la semaine	Présenter et se présenter	Les professions	L'aspect physique	Les Sons
5-4	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	Décrire l'aspect physique
	SLO-2	Les activités	Les activités	La phrase interrogative partielle –	Les exemples	Décrire le caractère
S-6	SLO-1	Les animaux domestiques	une rencontre.	Qu'est-ce que c'est ?	les états d'âme	Demander et dire l'heure
5-0	SLO-2	Les activités	Les activités	Qui est-ce ?	Les activités	Les exemples
0.7	SLO-1	La famille (1)	Contacts	C'est / Il est (1)	Les prépositions de lieu (1)	Elle est comment ?
S-7	SLO-2	Les activités	Les activités	Les exemples	Les exemples	Les exemples
S-8	SLO-1	La formation du féminin (1)	Emma la Championne	La phrase négative (1)	La famille (2)	Portraits
5-0	SLO-2	Les activités	Les activités	Les exemples	Les activités	Les exemples
G 0	SLO-1	Les adjectifs possessifs	Mots et expressions	Les verbes aller et venir	La formation du fé <mark>minin</mark>	Mots et Expressions
S-9	SLO-2	Les exemples	Les activités	L'élision	Les activités	Les activités
	SLO-1	La phrase interrogative	Grammaire -	Les formules de politesse	La formation du pluriel (2)	Grammaire.
S-10	SLO-2	Les exemples	Les exemples	Demander des informations personnelles	Les activités	Les exemples
0.11	SLO-1	Les activités	Communication	C'est qui ?	Il y a	Les activités
S-11	SLO-2	Les nombres	Les activités	Qu'est-ce qu'ils font ?	Les activités	Communication
C 12	SLO-1	intonation et est-ce que	Les verbes du ER –groupe	Mots et Expressions	Les articles contractés	Les activités
S-12	SLO-2	Les exemples	Les exemples	Grammaire – Communication	Les exempl <mark>es</mark>	Les exemples

Learning

Resources

"" Nouvelle Génération-Al" Méthode de français, Marie-Noëlle COCTON, P.DAUDA, L.GIACHINO, C.BARACCO, Les éditions Didier, Paris, 2018.

Cahier d'activités avec deux discs compacts. 1.

#### 2.

- 3.
- https://www.fluentu.com/blog/french/french-grammar https://www.elearningfrench.com/learn-french-grammar-online-free.html 4.
- 5.
- https://www.lawlessfrench.com/grammar https://blog.gymglish.com/2022/12/15/basic-french-grammar

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

			7 .	, A.			Lear	ning Assessn	nent		
	<b>7.</b>			Continuou	s Learning As	sessment (5	0% weightage	e)		Final Examination	(500/ weighters)
	Bloom's Level of Thinking	CLA -	1 (10%)	CLA -	2 (10%)	CLA -	3 (20%)	CLA -	- 4 (5%)#	Final Examination	(50% weightage)
	Level of Tilliking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Laval 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%	
Level 1	Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	500/	50%	
Level 2	Analyze	40%	30%	30%	40%	30%	30%	30%	50%	30%	-
Lavial 2	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	
Level 3	Create	30%	20%	20%	30%	30%	30%	30%	30%	20%	-
	Total	10	<mark>00 %</mark>	10	00 %	10	0 %	10	00 %	100	%

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

Cour	/	VLE23AE1T	Course Name	F	English	SCIENC	Cour Categ		A	E		Al	bility	Enha	ncen	nent o	cours	ie		1 4	T 0	P 0	0 2	C 4
Pre-re	equisite	Courses	Nil	Co-requisite Cour	eses	Nil			ressivo urses	2							Ni	l						
	urse Off Departm		Departmen	t of <mark>English,</mark> FSH, SRMIST	7/	Data Book / Codes/Standards	S			7	À.				Nil									
	ırse Lea ionale (			The purpose of learning	g this cou	urse is to:	I	∠earr	ning	Ė	Ċ	1	Pı	ogra	m L	earr	ning	Outo	come	s (PI	L <b>O</b> )			
CLR-		velop an unde riculum	erstanding and s	ensibility of human consciou	usness th	rough gender inclusive	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-	-3: Det -4: Det -5: Lea	velop the ove velop proficion urn to express umunication	rall language coent language skiles the thoughts cle	mpetency of the learner ls arly, develop logical argum	aents and	vith the fellow human beings  I enhance the overall  rse, learners will be able to:	Level of Thinking	(Rloom) Expected Proficiency	Expected Attainment	Fundamental	Knowledge 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	PSO -1	PSO -2	PSO-3
							2	75	(0)	4	1	14	7		14		14	7.7	T	77	7			
				identify the representation nalyz <mark>e and re</mark> spond to acade		related to gender, and class	2	75 80		H M		M L		-	<u>M</u>	-	M M	H M	L H	H	$\frac{L}{M}$	-	-	<u>-</u> -
		•		ontemp <mark>orary issu</mark> es through			2	70	65	M	_	M	-	L	L	-	Н	М	Н	Н	L	-	-	-
CLO-			eral writing skill			THE LAND	2	70		H		L	-	M	Н	-	-	-	-	Н	L	-	-	-
CLO	-5: <i>Imp</i>	prove their la	nguage applicat	ion skills			2	80	70	Н	Н	-	M	-	M	-	L	L	M	Н	M	-	-	-
Duratio	on (hour)		12	12		12				12									12	<u> </u>				
	SLO-1	Introduction to poet- Sukirtha	o the poetry and the	Introduction to Short stories. Introducing the short story writer Katherine Mansfield.		tion to Creative Writing. Explaining ents of creative writing.	convers	ation	and the	se- The s key eler ussion in	nents c	of disc	ourse	R	efleci	ting th	ne lear	rning.			riting			
	SLO- 2	Reading and r poem -Debt	ecitation of the	Reading the story- The Doll's House		comedy show -translate the audio n English. (any regional language)	discour what it	se- Le mean:	e Mock	n digital obe's A Transg	Power	ful Po		K-	hoosi	ing th	e subj	iect fo	r revie	ewing	·-			

	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.
S-2	SLO- 2	Introduction to the poet Kalki Subramaniyam.	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 -	SLO-1	Reading and recitation of the poem Phallus I cut.	Introducti <mark>on to the w</mark> riter Haruk <mark>i Murakam</mark> i.	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.
S-4	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
	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
S-6	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
	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
S-7 – S-8	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.

	SLO- 2	Analysis and Critical interpretation of the poem- Home	of the authors- Kathe <mark>rine</mark> Mansfield, Haruk <mark>i Mur</mark> akami,	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
S-10	SLO-1	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 -
	SLO- 2		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

							<ol> <li>Assignment on any piece of creative writing (OR)</li> <li>Presentation- Mastering the art of Public Speaking.</li> </ol>
1	SI	LO-1		Revison- Endangered Species: Case 47401	Practice the improvement of writing skill	The art of conversation and the ability to build a discourse	(OR) 3. Project on compiling the real life influential events
-			una 2	Cuse 47401	1000		on gender inclusive issues and a presentation of the
S 12							same. Interview Scripting /Blog writing.
	SI	LO- 2	Revision of the poem Hiome.		Repetitive practice and continuous assessment -writing skiills-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.

#### Learning Resources

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
http://www.aptitudetests.org/verbal-reasoning-test
https://www.assessmentday.co.uk/aptitudetests\_verbal.htm

				Continuous L	earning Assessm	nent (50% wei	ghtage)			Final Examination (50%		
Level		CLA-	1 (10%)	CLA-	2 (10%)	CLA-	3 (20%)	CLA-4 (10%)		weightage)		
Level	Blooms Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
1	Remember Understand	30%	A. V.	30%	-	30%	0 <u>,</u> \	30%	-	30%	-	
2	Apply Analyze	40%	<b>*</b>	40%		40%	1.50	40%	-	40%	-	
3	Evaluate Create	30 %	<i>y -</i>	30%	10 - Sec.	30%	1.6	30 %	-	30%	-	
	Total	10	0 %	10	00 %	10	00 %	10	0 %	100	%	

<sup>#</sup> 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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Ann Mariya Thomson RA2232105010015 Il 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	Dr. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH,SRMIST 2. Dr Anchal Sharma, Prof & Hod EFL SRMIST NCR Campus 3. Dr T Sridevi, Assistant Professor English, FSH Ramapuram SRM Dr Shanmuga Priya, Assistant Professor SRMIST Trichirapalli Campus

Course	Code	USY23101T	Course Name		GENERAL PSY	CHOLOGY -	Í	Cours	e Cate	gory	С		Pro	fession	al Co	ore Cours	9	]	L '	T 0		0 2	C 4
Pre-req Cour	rses	Nil		Co-requisi	te Courses		Nil	Progress	siveCo	ourses						Λ	Til .						
Co	ourse Off	fering Department		Psych	ology	Data E	Book / Codes/Standards				Ni	l											
		ing Rationale (CLR):			The purpose of learning this	course is to:		4/4	Learni	ing				P	rogra	am Learni	ng Out	comes	(PLC	))			
		lerstand the nature of Psy						1	2	3	1	2	3	4	5	6 7	8	9	10	11	12	3 1	4 15
		the role of the nervous sy												eg e	uc				lls	S			
		derstand the basic anaton	*				-4 - 44	مح	ency	nent	2		ъ	vled	zatic		20 H	IIs	Ski	Skill			
		stand different models of the fundamental principle						evel of Thinking	Expected Proficiency	Expected Attainment %)		J.	ink with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Analyze, Interpret	Data nvestigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills		
CLK-3.	• Know	the fundamental principit	es and realures (	or personality an	u monvation		100		Pr(	Att	Fundamental	Application of	n Re	al K	Spe	Ability to Uti	Inte	tive	Sol	icat	al SI		
	1				~~	- 10	5 St. 5 7 7 1 1 1		Expected	cted	lame	Applicatio	Jink with R	Inpa	s in	ty to	yze,	stiga	lem	unu	ytica	- ·	7 5
Course	e Learni	ng Outcomes (CLO):		A	at the end of this course, learne	ers will be able	? to:	eve.		%) 3xpe %)	Jung	Appl	į į	Proc	Skill	Abili Zno	Anal	nve.	rob	Com	Anal	PSO -1	F3O -2 PSO-3
CLO-1:	: Unders	stand different models of	human behavior	based on scien	ce	25.5		2	75	60	H	$\widetilde{H}$	$\overline{H}$	-	-		-	7 -	-	-	-	-	-
		is major components of l					1. No. 16. 18.	2	80	70	-	Н	-	Н	-		-	-	-	-	-		-
		te the methods to improv				Z 5 1	1000	2	70	65	Н		-	Н	-			-	-	-	-		-
		, conduct, or evaluate ba			improve personality	148	THE ALMOT	2	70	70	Н	-	Н	H	Н			-	-	Н	-		-
		psychological principles	to everyday life					2	80	70		Н	-	Н			-	-	-	-	-		-
CLO-6:		10				337 27	100	2	75	70	1.	-	-	-	-		-	-	-	-	-	.   -	
Duration	( /		CD 1 1		12		12			<u> </u>	12	. 1	1			C		12					
		Introduction & Definition Introducing psychology		у	Sensation and Perception Introducing perception	7-14-09	Defining awareness Different states of min			Concept ( Elements					tions		pt of m is types		morio	c			
		history of psychology			Sensation: Basic concepts	<del>intitit d</del>	Nature of consciousness			Explainin					ions		is types is Stage	v					
		Explaining evolution of	nsychology		Conceptualizing the sensation		Nature of consciousness			llustratio	U			oning			is Stage is Stage						
		Psychology as a science			processes in sensation		Various functions of conse	riousness		Applicati							ning th				ry		
		Explore the psychology			Various process involved in se	ensation	Various functions of conse			Trial and							ning th						
					Types of senses		Stages of sleep and dream		I	Learning	through	illustre	ations			Short	term me	emory			-		
S-4	SLO-2	Discuss the various res	earch methods i	nPsychology	Explaining various types of se	enses	Various forms of dreams		C	Concept	of opera	nt cond	litioning			Probl	ems of s	hort te	rm m	emory	,		
	SLO-1	Research methods of Ps	sychology		Types of senses	o a Di	Exploring Circadian rhyth	m	F	Reinforce	ment pr	ocess				Long	erm me	mory					
	SLO-2	Discuss the various res		nPsychology	Explaining various types of se	enses	cycles of sleep			Reinforce						Long	erm me	mory					
		Different schools of Psy			Sensory adaptation		Various stages of sleep			Positive I				ts		Proce	ss of en	coding					
		Sysnthesis the various of	, ,	ts	Adaption of sensory organs		Variety of Altered states			Side effec	U	0											
		Different schools of Psy			integration of senses		Variety of Altered states			Explainin							ss of sto	- 0					
		Sysnthesis the various of		ts	Defining the integrity of sense	?S	Concept of Lucid Dreamin	1g		Explainin							in stori	ng					
S-8	SLU-1	modern perspectives of	Psychology		Perception- basic concepts	a ofaomana	Introduction to hypnosis		(	Concept	oj verba	ii iearni	ing			Forg	etting						
		Discuss the psychology		pectives	Introducing the basic concept	s ojsenses	Various myths of hypnosis			Concept (			0				is types						
		modern perspectives of			motivation and emotion		Concept of meditation			Social an							ss of re		,	- 0			
		Discuss the psychology	in modern pers	pectives	Discuss on motive and Emotion	on	Concept of meditation Introducing Hallucination			Social an							ss of re		,	iong i	erm m	emory	
S-10	SLU-I	Scope of Psychology  Defining the scope of p	mahalam and i	t a	figure ground separation		<i>ингоаист</i> нашистаноп	<u>y</u>	ŀ	Process o	y obser	vational	iearnii	ıg		Conce	pt of in	ierjere	псе				
	SLO-2	application	sусноюду ana и	33	laws of organization		Discuss the types of Hallu			Principle				ning			ept of in	•					
	SLO-1	Scope of Psychology			Different processes of percept	tion	Concept of religious ecsta	sy	(	Concept	of cogni	tive maj	pping			Мет	ry tech	niques					

S-11 SLO-2	2 Defining the scope of psych application	ology and its	depth perception	Concept of religious ecstasy		Concept of cognitive mapping	Memory improving techniques
SLO-1	1 branches of Psychology		perception of movement	Drug induced states		Prospects of Insight learning	Concept of amnesia
S-12 SLO-2	2 Discuss the branches in Psy	chology	constancy of perception	Problems of using drugs		Prospects of Insight learning	Problems of amnesia
Learning	•		Psychology (5thed ).India: Prentice Hall. H nson,R.C. (2009)Introduction to Psychology				s (Updated 2nd ed.). New Delhi: TataMcGraw Hill.
Resources	Wordsworth Put		R.A., Weisz, J.R., &Schopler, J. (2007). Intr Singapore: McGraw- Hill.		4		duction to Psychology (11th ed.). New Delhi: ning India Pvt Ltd.
				Learning Assessment			
	D	CT 1 1 (10	Continuous Learning Assessment (50	0 0 7		CIA 4/100/VII	Final Examination(50% weightage)

			Continuo	us Learning Assessme	nt (50% weightage)	Ac.				Final Examination(	50% weightage)
	Bloom'sLevel of Thinking	CLA - 1	(10%)	CLA – 2	2 (10%)	CLA -	3 (20%)	CLA - 4	(10%)#		
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%		400/	13 B B B B B B	400/		100/		400/	
Level 1	Understand	40%		40%		40%	-	40%	-	40%	-
Level 2	Apply	40%		40%	A 45 A 15 A 15	40%		40%		40%	
Level 2	Analyze	40%		40%	A P. Blein of	40%		40%		40%	-
Level 3	Evaluate	20%		20%	1000	200/		200/		20%	
Level 3	Create	20%		20%	1 10 months	20%	A 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	20%		20%	-
	Total	100 %		100 %		100 %	1.00	100 %		100 %	

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

	- 1 N 20 10	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 Psyc <mark>hology, SR</mark> MIST
		Dr Senthil Kumara <mark>n J, SRMI</mark> ST

Cour	se Code	USY23102T Course Name	BIOLOGICAL PSYC	CHOLOGY - I		ourse	С		Pro	essional	Core	Cours	e		L 7	Γ I		2	C 4
Pre-requis	siteCourses		Co-requisite Courses	Nil	Pro	ogressive Courses	-						Nil						
	Course (	Offering Department	Psychology	Data Book / Codes/Standards			74	Nil											
Cou	ırse Learni	ing Rationale (CLR):	The purpose of learning this	course is to:	Le	earning				P	rogra	m Lea	rning Out	tcomes	(PLO	)			
CLR-1	: To und	erstand the nature of Psychology			1	2	3	1	2 3	4	5	6	7 8	9	10	11	12 13	14	15
CLR-2		erstand the relationship between the boo						-		ge	, u				lls	ls			
CLR-3			vior, including theories, history, and research me	ethods		Suc	nen			/led	Zatic		ling	Zilis	Ski	Skil	iii		
		tand the evolution and development of		4 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	Level of Thinking (Bloom)	Expected Proficiency (%)	(%)		Concents Link with Related	Disciplines Procedural Knowledge	Skills in Specialization	Ze.	Skills in Modeling Analyze, Interpret	Data Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	- 2	ć.
CLR-5	: To lear	n the structures and functions that under	erlie sensation, perception, and motor control	26/26/2016 18:25/2016		Pro	(%)	Fundamental Knowledge	Rel	Disciplines ocedural Kn	nec	Ability to Utilize	In In	ata igativ	Solv	icati	lytical S	PSO -2	PSO-3
				English Con-		ted (	) ied	Fundamental Knowledge	Concents ink with Re	cin	.≘	5	lls ii Ze,	Da	, m	unu	laly D	4 5	Ъ
				THE RESIDENCE OF THE PARTY.	el el	bec	<u>ğ</u> .	nda now	lo y	Dis	15	ility	Ski	Inve	oble	omr	Ar.		
		ing Outcomes (CLO):	At the end of this course, learn	ers will be able to:							_	Ab	Aı		Pr	C			
		evaluate basic brain structures and fun		A 700	2		60		H = H		-	-		-	-	-		-	↓ -
			erve cells including chemical neurotransmitters	5.27 A NO. 38 A 185 A	2		70		Η .	Н	-	-		-	-	-		-	-
		lysis the role of neurotransmitters in hu		nice in the second blood of the	2		65	Н		H	-	-		-	-	-		-	-
CLO-4		erstand the functional organization of the			2		70		- <i>I</i>		Н	-		-	-	Н		-	-
CLO-5	: To app	ly the bio-psycho premises to pr <mark>edict, e</mark>	nhance human emotions	The State Head of Build	2		70		4	Н	-	-		-	-	-		-	<u> </u>
			F. 1211	William Art. 199	2	75	70	-		-	-	-		-	-	-	-   -	-	_
	n (hour)	12	12	12				12						12					
_		Introduction to Bio Psychology	Introducing Neuro anatomy	Concept of nervous system			l Impu						Neurotra						
S-1		Relationship between psychologyand numan body	Understanding the neuron	Functioning of nervous system		Functi	oning	of neural l	mpulse				Understa	nding th	ne proc	ess of	Veurot	ransn	itters
67		Different methods of study	The structure of neuron	Nervous system and human Body		Proble	ms wit	th neural i	mpulse				Neurotrai	nsmitter	rs and	Nervo	ıs syst	em	
		Different methods of study	The functioning of neuron	Nervous system and human Body		Proble	ms wit	th neural i	mpulse				Neurotrai	nsmitter	rs and	Nervo	ıs syst	em	
6 2		Approaches to Bio Psychology	Types of neurons	Nervous system and its functioning				lse cycle	4				acetylch						
		Approaches to bio Psychology	Types of neurons	Nervous system and its functioning		Functi	oning	of Neural	impulse	cycle			Understa	nding o	f acety	lcholii	ıe		
C 4		Concept of Ablation	The concept of peripheral nervous system	Nervous system and various parts		Memb	rane p	otential					dopamin	ie					
		Understanding of Ablation	The concept of peripheral nervous system	Nervous system and various parts		Under	standir	ng the fund	tioning	of memb	rane		Emotiona	l contro	ol				
0 5		Concept of Electronic stimulation	Structure of Peripheral nervous system	The Spinal Cord			g poter						norepine	phrine	;				
		Process of electronic simulation	Structure of peripheral nervous system	Spinal cord and human body				ng resting					Signal Tr	ansmis	sion in	norep	inephri	ne	
		Chemical Stimulation	Functions of peripheral nervous system	Spinal cord and nervous system	- Luli			ction pote		ř.			GABA						
		Process of chemical stimulation	Functions of peripheral nervous system	Spinal cord and nervous system			1	ction pote					GABA aı	nd Cent	ral ner	vous s	ystem		
		Concept of Stereotaxic surgery	The skeletal nervous system	Spinal cord and functioning of various				ng the prod					Hormon						
		Risk and Problems of Surgery	The skeletal nervous system	Spinal cord and functioning of various	parts			ng the prod	ess of a	ction po	ential		Formation				Harm	ons	
		Concept of Neuro Imaging	The structure of skeletal nervous system	Brain and Spinal Cord		Condu	ction o	of Neuron					Main end						
		Concept of Neuro Imaging	The structure of skeletal nervous system	Brain and Spinal Cord				of Neuron					Main end						
0_9		CT Scans	Functioning of skeletal nervous system	The Human Brain				ng the Neu					hormone	•					
		Process of CT scans	Functioning of skeletal nervous system	Function of human brain				ng the Neu					hormone						
		PET Scans	Automatic nervous system	Hind brain				conductio					principal						
		Benefits of PET scans	Automatic nervous system	Functioning of hind brain				conductio		ron			principal						
C 11		MRI and FMRI	Structure of automatic nervous system	Mid brain				across Syn					principal						
9-11	SLO-2	Understanding of MRI and FMRI	Structure of automatic nervous system	Functioning of mid brain		Proces	s of C	onduction	across s	ynapse			principal	effects	of har	mons			

C 12	SLO-1	Explanation of Behavior	Functioning of Autonomic nervous system,	Forebrain	Barriers of conduction	principal effects of harmons
S-12	SLO-2	Explanation of Behavior	Functioning of Autonomic nervous system,	Functioning of fore brain	Barriers of conduction	principal effects of harmons
	1 3		7). Foundation <mark>s of Physiologi</mark> cal Psychology (6th Kalat, J. <mark>W. (2012). B</mark> iological Psychology (1.		• Wadworth, B	elmont,2013.

	<u> </u>		/		Learning A	ssessment	77				
			Continuou	s Learning Assessme	ent (50% weightage)			2		Final Examina	ation(50%
	Bloom'sLevel of Thinking	CLA -	1 (10%)	CLA -	2 (10%)	CLA -	3 (20%)	CLA -	4 (10%)#	weighta	ge)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Laval 1	Remember	40%		400/	E12.1	100/		40%		40%	
Level 1	Understand	40%		40%	A 74/2/594-5	40%		40%		40%	-
Level 2	Apply	40%		40%	14 45 625	40%		40%		40%	
Level 2	Analyze	40%		40%	A 10 TO 10 TO 10	40%	1. 1	40%		40%	-
Laval 2	Evaluate	20%		20%	20 1.30	200/	Ve	200/		20%	
Level 3	Create	20%		20%	20 10 10 10 10	20%	" W 100 TO	20%		20%	-
	Total	100 %		100 %	1,425	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 Employm <mark>ent,</mark> Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST	
	1.0 1.0	Dr Senthil Kumaran J, <mark>SRMIST</mark>	
4			

Course Cod	de	USY23103T	Course Name	DEVELOPMEN	NTAL PSYCH	OLOGY - I		Cour Catego	ory	С		Pro	fession	al Co	ore Co	urse		1 4	T 0	P 0	0 2	C 4
Pre-requisit Courses		Nil		Co-requisite Courses		Nil		Progr	ressiveC	ourses							Nil					
Course (	Offeri	ng Department		Psychology	D	Oata Book / Codes/Standards	7				Nil											
Course Lean	rning	Rationale (CLR):		The purpose of learning to	this course is to		1	Learni	ing				Pro	ogran	n Lear	ning	Outcon	nes (P	LO)			
		tand the nature of P	sychology		NO		1	2	3	1	2	3	4	5	6	7	8			11   12	13	14   15
<b>CLR-2</b> : To e	explain	how theories are u	sed to understand child	d beh <mark>avior and dev</mark> elopment	77			74														
			ories of child developm					- A	t(%	1			lge	ion					SIIS	IIs		1
				c <mark>hosocial an</mark> d physical domains o <sub>j</sub>	of development	-0 - 0 - 0 - 0	gu	ienc	mer		h	pa	wle	lizat	e e	ng	ret	E]]S	Sk	Ski		
CLR-5: Tokr	now th	e current research f	findings as they apply <mark>t</mark>	t <mark>o child d</mark> evelopment		ARTIST STATE	evel of Thinking	Expected Proficiency	(%) Expected Attainment(%)	_ ,	Jo	ink with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Oata	nvestigative Skills	Problem Solving Skills	Communication Skills Analytical Skills		.
						2 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	f Th	d Pı	d Aı	<sup>7</sup> undamental	Application of	ink with Re Disciplines	ral	Sp	bility to Uti	WC	'n.	ativ	So	nica Sal S		
						4 A.M. 7777 T.	el ol	Rloom) Expected	ecte	dam	Application	cipl	edu	ls in	lity t	ls in	lyze a	stig	lem	umu Jytic	9SO -1	PSO -2 PSO-3
		g Outcomes (CLO)		At the end of this course, le	earners will be d	able to:	Lev	Exp (%)	Exp	Fun	App	Lin S	Proc	Skil	Abi] Kno	Skil	Analy Data	Inve	Prof	Con Ana	PSC	PSC PSC
CLO-1: To r	remem	ber the basic concep	pts of human life <mark> span t</mark>	<mark>und</mark> er various periods	F-12 (2)	AND STREET STREET	2		60	Н	Н	Н	-	-	-	-	-	-	-	-  -	-	-   -
				ons across different ages.		A Committee of the Comm	2	80	70	-	H	-	Н		-	-	-	-	-	-  -	-	-   -
				<mark>n</mark> health and well-being	10 15 17	The state of the state of	2	70	65	Н	1	71	Н	-	-	-	-	-	-	-  -	-	-   -
				e through empirical findings	F 15 15 15 15	N. 1997 Vol. VS. 1	2	70	70	Н	-	Н	Н	Н	-	-	-	-	-	Н -	-	-   -
CLO-5 : Appl	ly psyc	chological principle:	s in the develo <mark>pmental</mark>	process	W. 1885	25 Sept. 2015 P. 1.	2	80	70		Н	-	Н	-	-	-	-	-	-		-	
							2	75	70	-	-		-	-	-	-	-	-	-	-  -	-	-
Duration (h	nour)	12		12	21111	12	-				12							1	2			
S-1 SLC	0-1	Human developmen		Characteristics of infancy	V. 341	Concept of Cognitive developm	ient		Che	ıracteri	stics of	adoles	cence				Socia	l cha	nges	during	adoles	cence
SLO	0-2	Understanding Hur	nan Developm <mark>ent</mark>	Characteristics of infancy	A	Stages of cognitive development	ıt		Che	ıracteri	stics of	adoles	cence				Socia	ıl cha	nges	during	adoles	cence
S-2 SLO	0-1	Period of Life span		early childhood	7 30 1	Piaget sensory motor stage			dev	elopme	ntal tas	ks of ac	lolesce	nce			Socia	ıl cha	nges	during	adoles	cence
SLO	0-2	Stages in life span		early childhood		Piaget sensory motor stage			dev	elopme	ntal tas	ks of ac	lolesc <mark>e</mark>	nce			Socia	l cha	nges	during	adoles	cence
SLO	0-1	Issues in different s	rtages	physical development		Piaget preoperational stage			dev	elopme	ntal tas	ks of ac	loles <mark>ce</mark>	nce			theor adol			eption	in	
S-3 SLO	0-2	Issues in different s	rtages	physical development		Piaget preoperational stage			dev	elopme	ntal tas	ks of ac	lolesce	nce			theor adol			eption	in	
S-4 SLO	0-1	Stage of conception	ı	Concept of health		Piaget stage of concrete operation	tions		phy	sical cl	anges						ident	ity for	rmati	on		
SLO		Conception through		Issues in Health		Piaget stage of concrete operation				sical cl										approve	ed sex	roles
S-5 SLO	0-1	Concept of Fertilize		Concept of motor	* T A I	moral development			mai	uration	in ado	lescenc	е				famil					-
SLO	0-2	Problems of Fertili	zation	Obstacles of Motor sensory	TIME	moral development	. 1		mai	uration	in ado	lescenc	е				famil	y rela	tions	hips		
S-6 SLC	0-1	Concept of Herdity		sensory		personality in late childhood			mai	uration	in ado	lescenc	е				relati	onshi	p wit	h peers		-
SLO		Concept of Herdity		Issues of Sensory		personality in late childhood			mai	uration	in ado	lescenc	е				relati	onshi	p wit	h peers		-
S-7 SLO	0-1	Environment		emotional		development of self-concept						<mark>act</mark> of p					perso	nality	v chai	ıges		
SLO	-	Importance of envii		emotional		development of self-concept						act of p						nality				
S-8 SLO		Parental developme		perceptual develop <mark>ment</mark>		Freud's latency period			psy	chologi	cal imp	act of p	hysica	l cha	nges					escence		
SLO	_		arental development	perceptual development		Freud's latency period			psy	chologi	cal imp	act of p	hysica	l cha	nges					escence		
S-9 SL(		Process involved		characteristics of late childhood		Erickson's industry versus infe						f adoles								lesceno		
SLO		Barriers in parenta	l developments	characteristics of late childhood	od	Erickson's industry versus infe	riorit	y	hea	lth con	cerns o	f adoles	cence,							lesceno	:e	
S-10 SLC		Stages in birth		developmental tasks		social learning theory						f adoles					teena	ge pr	egnai	ісу		
SLO	-	Stages in birth		developmental tasks		social learning theory						f adoles					teena					
S-11 SL(	0-1	Methods of birth		physical development		Piaget stage of formal operation	ons		asp	ects of	intellec	tual dev	elopm	ent			Juvei	ıile de	elinqı	iency		

	SLO-2	2 Various Methods of birth	!	physical developmen		Piaget stage of	f formal operations	aspects of	of intellectual develo	ppment	Juvenile delinque	ency
S-12	SLO-1	1 Settings of child birth		cognition and langua	ige	moral developi	ment	aspects of	<mark>of inte</mark> llectual develo	ppment	positive view of a	ıdolescence
	SLO-2	2 Settings of child birth		cognition and langua	ge	moral developi	ment	aspects o	of intellectual develo	ppment	positive view of a	ıdolescence
	1.	. Papilia, Diane E.,	Sally Wendos Ole	ls (2005). Human De	evelopment. 9th Ed	ition. Tata McGraw	Hill 4.	Smith, Barry D. (19				
Learn	ning	Publishing Co.					5.	Santrock, John W. (2				
Resou	irces 2.	. Hurlock, E. (1980)	. Developmental P	sychology. Tata McG1	aw Hill Publishing.		6.	Santrock, John W.	(2007). Child Dev	velopment. 11th edi	ition. Tata McGraw	Hill Publishing
	3.	. Shaffer, David R. (	1993). Developme	ntal Psychology. IV E	dition Brooks / Col	e Publishing Compan	ıy.	Company.				
						Learning As	ssessment					
				Continuous	Learning Assessm	ent (50% weightage	)				Final Examin	ation(50%
	1	Bloom'sLevel of Thinking	CLA -	1 (10%)	CLA – 2 (10%)		CLA	<b>-3 (20%)</b>	CLA - 4	4 (10%)#	weighta	age)
			Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Leve	al 1	Remember	40%		40%	R7,259.7	40%		40%		40%	_
Leve	CI I	Understand	40%		4070	Per Aviolati	4070		40%		4070	-
Leve	al 2	Apply	40%		40%	100	40%	il. No.	40%		40%	_
LCVC	CI Z	Analyze	4070		4070	-7 . 90	4070		4070		4070	
Leve	al 3	Evaluate	20%	2.0	20%	N 5 1 134	20%	1 Th 1877	20%		20%	_
Leve	CI J	Create				100		Jr. 77 3				_
		Total	1	00 %	100	00 %		100 %	10	00 %	10	00 %

# 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 Desi	gners	
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts	
Or Nigesh K, Ministry of Labor and Employ <mark>ment,</mark>	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psycho <mark>logy, SRM</mark> IST	
Government of India			
	e/a //	Dr Senthil Kumaran <mark>J, SRMI</mark> ST	

Course Code	UCD23S	S01L	Course Name		Quantitative Aptitude and Reasoning	Course Category	s	Skill Enhancement Course	L 0	T 0	- F	2	) C
Pre-requisite Cou	urses	Nil	Co-requ	isite Courses	Nil	Progressive		Nil					
Course Offerir Department	_		Career Develop	pment C <mark>entre</mark>	Data Book / Codes/Standards	JAA.		-					

Course Learning Rationale (CLR): The purpose of learning this course is to:		_	L	earni	ing		-		Pr	ogra	m Le	arni	ing C	Outc	ome	s (PL	0)	7
CLR-1: Demonstrate various principles involved in solving mathematical concepts		1	2	3 —	1	2	3	4	5	6	7 8	3 - 5	1	0 11	1	2 13	14	-15
CLR-2: Develop interest and awareness in students regarding pro																		-
CLR-3: Critically evaluate basic mathematical concepts related to mixtures and a	lligations_	perm	nutatio	n an	id co	mb∰n	ation	i, tim	e gn	d wc	rk							
CLR-4: Provide students with skills necessary to generate and interpret data and concepts related to time, speed and relation.  CLR-5: Enable students to understand recurrence to the concepts in students regarding the various concepts in quantitative aptitude and reasoning skills and	👸	၂ ည	ent	§	Concepts	ted Discipl	owledge	alization	e Knowled	ling	pret Data	Skills		on Skills	S	3	periavior arning	
various competitive exams	년 년	cted F	cted A	ament	catio	with Related	dural Kn	in Speci	/ to Utilize	in Mode	ze, Inter	tigative S	em Solving	nunicatio	tical Skil	skills	ssional r	
Course Learning Outcomes (CLO): At the end of this of	ourse. lea	rner	s well	be a	ble ≇o	): \ <u>\</u>	000	Skills	Ability	Sills	Analy	Ves	lgo.	Ĕ	lal	S   3	e L	
CLO-1: Understand, analyze and solve questions based on numbers, logarithms.	۳, ۱۳,	3	80 <sup>2</sup> 7	ه الله	H	ΗĒ	MÈ	H	Z	Vis.	₹ /	ے	Pa /	ŭ	₹,	PM		ŀ
CLO-2: Create, solve, interpret and apply basic mathematical models which are applicable in our day to day life		3	80	75 N	1	H	M	H	- 1	M	- 4	1	- 1	1	- 1	ı M	<del>-</del>	1
CLO-3: Understand the concepts of mixtures and alligations, permutation and co	nbinations	s, pro	babil	ity, ti	me a	nd w	ork a	and to	o ap	oroa	ch			-				+
	3	8 8	5 70	M	H	M F	4 -	M	-	Н	-	Н	- <i>F</i>	<b>∀</b> /	И -	Ho	questio	ins
a simpler and innovative	method		+															-
CLO-4: Understand the concept in time ,speed and distance		3	85	80 N	1	H	M .	H	- 1	M	- 1	1	- +	1	-	<del>I</del> M	+	H
CLO-5 : Ability to solve the problems on reasoning		3	85	75 N	1	H	M	H	- 1	V	+	1	- 1	1	-	ı M	+	Н
CLO-6: Able to face different competitive exams		3	80	70 N	1	H	M	H	- 1	V	<del>- /</del>	1	- N	1 -	-	<del>I</del> M		$^{\perp}H$

-	ration lour)	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 Interpr <mark>etation – Bar</mark> chart	Number Series
5-2	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
5-3	SLO-2	IHCE ICMI - NOWING PROPIEMS	Compound Interest-Introduction,Formulas &Problems	Probability-Problems	Data Interpretation – Line graph	Seating Arrangements - Circular
6.4	SLO-1	I ogarithm =Introduction of log rules	Word problems on Line equationsIntroduction	Time and work-Introduction	Data sufficiency-Introduction and Basics	Puzzles-Concepts
S-4	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

		<i>5 1</i>	0	Time and work-Pipes &Cisterns(Problems)	Blood relation-Problems	Clocks-Problems
5.6	SLO-1	Percentage-Increasing & Decreasing functions	Ratio and Proportions-Introduction	Time, Speed and Distance-Introduction	Coding – Decoding-Introduction	Calendars-Introduction of basic concept
S-6	SLO-2	Percentage- Miscellaneous problems	Ratio and Proportions-Basics & problems		Coding – <mark>Decoding</mark> -Different types	Calendars-Problems
				problems		

	1.	Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5th Edition	4.	Edgar Thrope, Test Of Reasoning for Competitive Examinations, Tata McGraw Hill, 6 <sup>th</sup>
	2.	Dr. Agarwal.R.S, Quantitative Aptitude for Competitive Examinations, S. Chand and Company	5.	Edition
Learning		Limited,		Dinesh Khattar, The Pearson Guide to Quantitative Aptitude for competitive
Resources	3.	2018 Edition	6.	examinations, Pearson, 3 <sup>rd</sup> Edition
		Archana Ram, PlaceMentor: Tests of Aptitude for Placement Readiness, Oxford University Press,		P A Anand, Quantitative Aptitude for competitive examinations, Wiley publications, e
		Oxford, 2018		book, 2019

	Bloom'sLevel of	1:	Continuous Learning Assessment (50% weightage)													
	Thinking	CLA-	1 (10%)	CLA – 2 (10	)%)	CLA-3	(20%)	CLA – 4 (10%)#								
	0	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice							
T 11	Remember	400/		400/	25 1 1.21	400/		400/								
Level 1	Understand	40%	-	40%	Carlotte State	40%	-	40%	-							
T 10	Apply	400/		400/	11/2	400/	0	400/								
Level 2	Analyze	40%		40%		40%		40%	-							
T 12	Evaluate	200/		2007	N////	200/		200/								
Level 3	Create	20%	- A-A-1	20%	1////	20%		20%	-							
	Total	100	<mark>) %</mark>	100 %	1/10/4	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	LEAP.	LEAD
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

G G 1	UCDANOT			Course	.,		L	T	P	0	С
Course Code	UCD23V01T	Course Name	Universal Human Values	Category	V	Value Addition Course	2	0	0	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	<b>Progressive Courses</b>		Nil	
<b>Course Offering Department</b>	Ca	reer Guidance Ce <mark>ll</mark>	Data Book / Codes/Standards		7.		

Course Learning Rationale (CLR):		The purpose of learning this course is to:	Le	earning			
CLR-1:	Help the students to understand need of value education, appreciate the essential complimentarily between 'values' and 'skills' and to ensure sustained happiness and prosperity which are the core aspirations of all human beings,						
CLR-2:	Help students initiate a process of dialog within themselves to know what they really want to be' in their life and profession.						
CLR-3:	understanding holistic	to understand the me <mark>aning of</mark> happiness and prosperity for a human being. s holistic perspective forms the basis of Universal Human Values and movement -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 othical human conduct						
Course	<b>Learning Outcomes</b>	At the end of this course learners will be able to:	Level of	Expected Proficiency	Expected		

	in any are caree materially for		evel	Expe	Ехре		nn'	√pp	k w	Pro	Ski	ility	U
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:	۲	Э	Н	ľ	_	7	Lin		7	Ab	
CLO-1:	Evaluate the significant profession	re of value in <mark>puts in f</mark> ormal education and start applying them in their life and	3	80	70	1	М	-	Ż	Н	7	-	1
CLO-2:		lues and skills <mark>, happin</mark> ess and accumulation of physical facilities, the Self and Competence o <mark>f an indi</mark> vidual, etc.	3	80	75		-	M	-	Н	1	L	-
CLO-3:	Analyze the value of ha	rmonious relationship based on trust and respect in their life and profession	3	85	70		-	-	-/	Н	-	-	-
CLO-4:	Examine the role of a h	uman being in ens <mark>uring ha</mark> rmony in society and nature.	3	85	80		-	-	4	H	-	- 1	I
CLO-5:	Apply the understanding	g of ethical conduct to formulate the strategy for ethical life and profession.	3	85	75				L	H	L	-	-
		TEVILL IF	Al	4	$\mathbf{L}$	EΑ	J			1			

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	-	-	Н		-	-	-	-	-	M	-	-	Н	Н
-	M		Н	¥.	L	-	-	-	-	-	-	-	Н	Н
-	Le	-/	Н	-	-	-	M	L	-	-	-	-	Н	Н
-	-	4	Н	1	-	L	-	L	L	1	L	Μ	Н	Н
		L	H	L	-	-	-	-	-	-	-	M	Н	Н

Duration (hour)		6	6	6	6	6	
S-1		Right Understanding, Relationship and Physical Facility	0-existence of the Nelt and the	Harmony in the Family – the Basic Unit of Human Interaction	Understanding Harmony in the Nature	Natural Acceptance of Human Values	
S-2	SLO	Understanding Value Education	Distinguishing between the Needs of the Self and the Body	Trust – the Foundational Value in Relationship	and Mutual Bultilment among the	Definitiveness of (Ethical) Human Conduct	
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	A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order	

S-4	SLO	Continuous Happiness and Prosperity – the Basic Human Aspirations	Understanding Harmony in the Self	Other Feelings, Justice in Human- to-Human Relationship	Realizing Existence as Co-existence at All Levels	Competence in Professional Ethics
S-5	SLO	Happiness and Prosperity – Current Scenario	Harmony of the Self with the Body	Understanding Harmony in the Society	The Holistic Perception of Harmony in Existence	Holistic Technologies, Production Systems and Management Models- Typical Case Studies
S-6	SLO	Method to Fulfill the Basic Human Aspirations		Vision for the Universal Human Order	Exploring Co-existence in Existence	Strategies for Transition towards Value-based Life and Profession
Learn Resour	_	Course in Human Values 2. E.F. Schumacher, 1973, S.	rria G.P., 2019 (2nd Revised Edition), and Professional Ethics, Excel Books mall is Beautiful: a study of economic ered, Blond & Briggs, Britain.	A Foundation 3. A Nagra New Delhi.	uj, 1998, Jeevan Vidya EkParichay, Di Tripathy, 2003, Human Values, New A	ivya Path Sansthan, Amarkantak.

		Learning Ass	essment					
		A 830 No. 70	Continuous Learning As	sessment (100% weightage)				
Level	Bloom's Level of Thinking	CLA – 1 (20%)	CLA – 2 (20%)	CLA - 3 (30%)	CLA – 4 (30%)#			
		Theory	Theory	Theory	Theory			
Level 1	Remember	30%	30%	30%	30%			
Level 1	Understand		market and the same	41 07	3070			
I10	Apply	40%	100/	100/	400/			
Level 2	Analyze	40%	40%	40%	40%			
Laval 2	Evaluate	200/	200/	30%	200/			
Level 3	Create	30%	30%	30%	30%			
	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									
		Dr. Supraja P, UHV University Coordinator, SRMIST									
-		Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST									
		Dr. Sweety Bakyarani E, Department of Computer Science, FSH, SRMIST									

		TO N		MA									Ge	nerio	•	L		T	P	0	,	С		
Course Code	ULT23G02J		Course Name	Tamil – II	Cours	e Cat	tegor	У			G		El			e Course			0	2	2		3	
Pre-requisi	te Courses	Nil	Co-requisite Courses	Nil		P	rogr	essive	Co	urse	s		-						Nil					
Course Offer Departmen	ing		Tamil Control	Data Book / Codes/Standards	viu.			0,000,000		2			Ni	l					1,00					
Course Learn (CL			The purpose of learn	ing this course is to:		Le	earni	ng		1			Pro	ogra	m Le	Learning Outcomes (PLO)								
CLR-2 : தமிழ்	<b>ு</b> ச்சமூகத்தின்	<sup>.</sup> அறவி	தோன்மை அக, புற வா யல் குறித்து தெரியச் லெ	சய்தல்	16 c 197 c	1 (a)	2	3		1 95	2	3 seui	4	5	6 agpa		8 9		0 11		13	14	15	
CLR-3: பக்தி இலக்கியங்கள் போ <mark>தித்த</mark> மனித மாண்புகளை உணரச் செய்தல் பண்டைத் தமிழ்ச்சமூகத் <mark>தின்</mark> தொல் இலக்கியங்கள் வளர்ச்சி பெற்ற வரலாற்றைப் புரியச் செ <mark>ய்தல்</mark>							Expected Proficiency (%)	Expected Attainment (%)		Fundamental Knowledge	of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Aodeling	Analyze, Interpret Data	Ve SKIIIS	Communication Skills	al Skills	11	-2	7-3	
CLR-5 : சிறுகதைகள் சொல்லும் <mark>வாழ்</mark> வியல் நெறி, மொழியின் நுட்பங்கள் ஆகியவற்றைத் தெரியச் செய்தல்						Level of Thinking (Bloom)	ected Prof	ected Atta		damental	Application of	ith Relat	cedural F	IIs in Spe	to Utiliz	Skills in Modeling	alyze, Inte	IIIVesugauve akilis	Communication	Analytical Skills	PSO -1	PSO	PSO-3	
Course Learni (CLC	_		At the end of this course,	learners will be able to:		Leve	Expe	Expo		Fun	App	Link w	Prc	Ski	Ability	<i>S</i> <sub>1</sub>	Ang	7	3   S					
மேம்	பாட்டிற்கு வழ	திகாட்டி	த <mark>ின் அ</mark> க, புற வாழ்வியவ நி <mark>ற்பதை</mark> அறிந்துகொ	ள்ளுதல்		2	75	60		Н	L	Н	M	Н	Н	L	M F	H N		Н	-	-	-	
<u> </u>	தைத் தெரிந்	துகொ		TO A DAY of		2	80	70		Н	M	Н	L	M	Н	L	H	1 1	H	Н	-	-	-	
மேம்	ு. பாட்டை அறிந்	ந்துகொ		-1022		2	70	65		Н	L	Н	M	Н	Н	М	H	L	H M	H	-	-	-	
CLO-4: தொல் தமிழ்ச்சமூகம் இலக்கியம், அ <mark>ரசியல்,</mark> அறம், பக்தி ஆகியவற்றில் தழைத்தோங்கியதைத் தெரிந்துகொள்ளுதல்						2	70	70		Н	M	Н	L	Н	M	М	H	H 1	H	Н	-	-	-	
			ச் சொல்லும் க <mark>தைகளை</mark> அறிந்துகொள்ளுதல்	ாப் படைக்கும் திறனே	ராடு	2	80	70		Н	M	Н	Н	M	Н	L	M F	$H \mid I$	H	H	-	-	-	
Duration 12 12 12 12										12								12				-		

(hour)

S- 1	SLO-1	காலந்தோறும் தமிழ் அகத்திணை மரபு	சங்க மருவிய காலம்	பல்லவர் காலம்	<mark>பண்டை</mark> க்காலத் தமிழகம்	தமிழ்ச் சிறுகதைப் போக்குகள்
		அக இலக்கியத்தின் கட்டமைப்பு/ உள்ளடக்கம்	அறமும் வாழ் <mark>வியலும்</mark>	பல்லவர் கால இலக்கியங்கள்	சங்க <mark>கால மக்க</mark> ளின் வாழ்வியல்	தமிழ்ச் சிறுகதையும் தமிழ்ச் சமூக வாழ்வியலும்
S- 2		பநாலகளும்	உலகப் <mark>பொதும</mark> றை - திருக் <mark>குறள்</mark>	பக்தியும் தமிழும்	முச்சங்கம் – அறிமுகம்	புதுமைப்பித்தன் - சங்குத்தேவனின் தர்மம்
	SLO-2	ைந்கு வநாவ (375)		பக்தி இலக்கியத் தோற்ற நிலை	முச்சங்க வரலாறு	கள்வனின் தர்மம்
S- 3	SLO-1	உடன்போக்கும் நற்றாய் புலம்பலும்	த <mark>ிருக்கு</mark> றள் வான்சிறப்பு (2)	சைவ சமய இலக்கியங்கள்	பத்துப்பாட்டும் எட்டுத் தொகையும்	ந.பிச்சமூர்த்தி – வேப்பமரம்
	SLO-2	ஐங்குறுநூறு (391)	<mark>மழை</mark> யும் வாழ்வும்		சங்க கால மக்களின் வாழ்வியல்	மரபும் நம்பிக்கைகளும்
S- 4		கப்படா பறவையாய் க	<mark>திருக்</mark> குறள் – புலவி <mark>நுண</mark> ுக்கம்	தேவாரம் – திருஞான சம்பந்தர் - பாடல் –  2834	எட்டுத்தொகை நூல்களின் வரலாறு	தமிழருவி மணியன் – ஒற்றைச் சிறகு
	SLO-2	குறுந்தொகை (02)	<mark>ஊடல</mark> ின் அழகியல்		எட்டுத்தொகை நூல்களின <mark>்</mark> கட்டமைப்பு	உறவின் மேன்மை
S- 5	SLO-1	இயற்கைப் புணர்ச்சியும் தலைவி நலம் பாராட்டலும்	நீ <mark>தி இ</mark> லக்கியங்கள்	திருவாசகம் அறிமுகம்	பத்துப்பாட்டு நூல்களின் வரலாறு	ஆர். சூடாமணி – மூடநம்பிக்கை
	SLO-2		<mark>நாலடிய</mark> ார்	மாணிக்கவாசகர் பாடல் - ஆனந்த பரவசம் – பாடல் 10	பத்துப்பாட்டும் தமிழர <mark>்</mark> வாழ்வியலும்	சமூகத்தில் மூடநம்பிக்கைகள்
S- 6		தலைவனின் மேன்மைத் தன்மையும் இயற்கையும்	வைகலும் - பாடல் (39)	வைணவ சமயம்	பதினெண் கீழ்க் <mark>கணக்</mark> கு நூல்கள்	மூடநம்பிக்கைகளின் சிக்கல்கள்
	SLO-2	அகநானூறு (238)	நிலையாமையும் அறமும்	வைணவ சமய <mark>வளர்ச்ச</mark> ிப்போக்கு	பதி <mark>னெண் கீழ்க்</mark> கணக்கும் <mark>தமிழர் அ</mark> ற மரபும்	கிருஷ்ணா டாவின்ஸி – காலா அருகே வாடா
S- 7	SLO-1	சித்திரிப்பும்			நீதி இலக்கியங்கள்	மனித வாழ்வில் மருத்துவம்
	SI ()-/	1-	நீதி இலக்கியத்தில் மருந்து நூல்கள்	(#A)(&##HIIII)(A)                                      </td><td>நீதி இலக்கியங்களின் பன்முகத் தன்மைகள்</td><td>பாரம்பரிய மருத்துவம்</td></tr></tbody></table>		

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	காப் <mark>பியத்தின் போ</mark> க்குகள்	சொற்களை உருவாக்குதல்
S- 9	SLO-1	சூழலியலும் மனித வாழ்வும்	பழமொழி <mark>நானூறு</mark> அறிமுக <mark>ம்</mark>	தமிழில் இஸ்லாமிய இலக்கியங்கள்	காப்பியங்கள <mark>ின் வகை</mark> மை	எழுத்துகளில் இருந்து சொற்களைக் கண்டுபிடித்தல்
	SLO-2	தமிழர் புறமரபு	பழ <mark>மொழி நா</mark> னூறு – தனி <mark>த்தன்</mark> மைகள்	இஸ்லாமிய இலக்கியங்களின் கொடை	ஐம்பெருங்காப்பிய <mark>ங் களி</mark> ன் தனித்தன்மைகள்	படம் பார்த்துக் கதை எழுதுதல்
S- 10	SLO-1	புறநானூறு (107) பாரியும் மாரியும்	ப <mark>ழமொ</mark> ழி நானூறு (184)	சீறாப்புராணத்தின் அமைப்பு	தமிழ்ச் சமூகமும் சம <mark>யத்</mark> தத்துவங்களும்	படம் பார்த்துக் கவிதை எழுதுதல்
	SLO-2	புறநானூறு (110) பாரியின் வள்ளல் தன்மை	<mark>பழம</mark> ொழியும் <mark>அறிவ</mark> ுரையும்	விடமீட்டப் படலம் (10 பாடல்கள்)	சமயத் தத்துவங்களும் வாழ்வியல் விழுமியங்களு <mark>ம்</mark>	கற்பனைத்திறன் – வளர்த்தல்
S- 11	SLO-1	புறநானுறு (112) கையறுநிலை	<mark>பண்</mark> டைக்காலப் போரும் <mark>வாழ்</mark> வும்	கிறித்தவ சமய இலக்கியங்கள்	சைவத் திருமுறை – அறிமு <mark>கம்</mark>	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	ப <mark>ோர்க்க</mark> ளமும் யானைப்படையும்	அலகிலொளி – 5 பாடல்கள்	வைணவ ஆழ்வார்கள் வரலாறு	வாசகம் எழுது முறைகள்

earning
Resources

- 1. கொன்றை, தொகுப்<mark>பும் ப</mark>திப்பும் தமிழ்த்துறை ஆசிரியர்கள், தமிழ்த்துறை, எஸ்<mark>.ஆர்.எம்</mark>. அறிவியல் மற்றும் தொழில்நுட்பக் கல்விநிறுவனம், காட்டாங்கு<mark>ள</mark>த்தூர், 603203, 2023
- 2. தமிழண்ணல், புதிய நோக்<mark>கில் தமிழ்</mark> இலக்கிய வரலாறு, மீனாட்சி புத்த<mark>க நிலைய</mark>ம், மதுரை, 2017
- 3. மு. அருணாசலம், தமிழ் இலக்<mark>கிய வரலாறு, நூ</mark>ற்றாண்டு முறை ( <mark>9ஆம் நூ. முத</mark>ல் 16 வரை), தி பார்க்கர், சென்னை, 2005
- 4. தமிழ் இணையக் கல்விக்கழகம் http://www.tamilvu.org/
- 5. மதுரை தமிழ் இலக்கிய மின் தொகுப்புத் திட்டம் https://www.projectmadurai.org/

						Lear	ning Assess	ment						
	Bloom's		C	ontinuous	Learning As	sessment (	Final Examination (50% weightage)							
	Level of Thinking	CLA -	1 (10%)	CLA - 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		r mai Examination (50% weightage)				
	Level of Tilliking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice			
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%				
Level I	Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-			
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%				
Level 2	Analyze	40%	30%	30%	40%	30%	30%	30%	30%	30%	-			
Level 3	Evaluate	2004	2004	20%	30%	30%	30%	30%	30%	20%				
Level 3	Create	30% 20% 20		20%	30%	30%	30%	30%	30%	20%	-			
Total 100 % 100 % 100 %				10	00 %	10	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	<b>Expert from Higher Technical Institutions</b>	Internal Experts
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		2. Dr. R. Ravi, Assistant Professor and Head, Dept. of Tamil, FSH, SRMIST, VDP.
	一	3. Mr. G. Ganesh, Ass <mark>istant P</mark> rofessor, Dept. of Tamil, FSH, SRMIST, RMP.
		4. Dr. T.R.Hebzibah <mark>beulah S</mark> uganthi, Assistant Profess <mark>or, Dept.</mark> of Tamil,
The second secon		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			(	Gener	ic Ele	ctive	Cours	se					T 0	P (2	2 3
Pre-requisite Courses  Nil Co-requisite Courses  Nil Nil Nil								ssive ses							ì	Nil						
Course	Offering Depart	ment		HINDI	Data Book / Codes/Stand	ards	4							Nil								
Course Lea	rning Rationale	(CLR):		The purpose of learning	g this course is to:	I	earni	ing					Prog	am I	earn	ing O	utcon	nes (P	LO)			
CLR-1:	They get to learn	Ancient ,Medi	ieval,and Modern	poetry		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14 1:
				<mark>t poets li</mark> ke Kabir,Tulsidas,E	Bihari and Dhananand		sy.	nt		5	l.	ge	on		<b>.</b>	ata	S	Skills	lls			
	To Enhance and I			poetry	A ARTURET	Thinking	ene	Attainment	_	Jo	Related	led,	zati	Utilize	ling	t D	Skills	Sk	Skills	Skills		
CLR-4:	Media based und	erstanding for	· employability		20.000	iį	را آتا	ain	nta	Ju C	ela	NO	ali	Jtill Jose	qe	pre	S	ng	on	Sk	_	7 7
CLR-5:	Job Oriented wri	ting skills	- / :			ofTh	d Proficiency		Fundamental	K nowloda Application	with R	al Kr	Specialization	5	in Modeling	Interpret Data	gative	Solvi	ncati	tical		PSO -
Course Lear	rning Outcomes	(CLO):		At the end of this course, le	earners will be able to:	Level	Expected	Expected	Fun	Appl	Linkw	Procedural Knowledge	Skills in	Ability	Skills	Analyze,	Investigative	Problem Solving	Communication	Analytical	Ь	4   1
CLO-1:	To provide a brie	f Introduction	of Hin <mark>di poetr</mark> y (	Bhaktikal,Reetikal and Aad	hunikkal)	2	75	80	H	H	H	M	L	Н	L	M	L	L	H	M	-	-
CLO-2:	To Discuss the or	igin and devel	lopme <mark>nt of vari</mark> ou	is 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							75	95	H	H	M	L	Н	Н	M	Н	M	M	Н	Н	-	
CLO-4: To Examine Transcreation in advertisement							80	90	Н	H	L	H	M	Н	L	Н	H	M	Н	Н	-	
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					field 2	85	90	M	H	M	Н	L	Н	H	L	Н	M	Н	H	-		

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

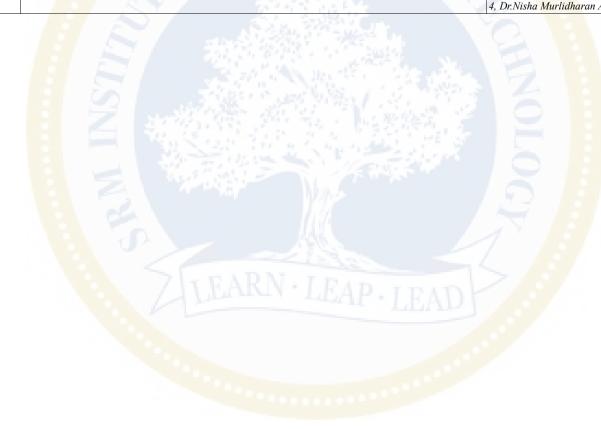
a <b>a</b>	SLO-1	BAHYA ADAMBAR KA VIRODH	YAMAK ALANKAR KA PR <mark>AYOG</mark>	KAVITA KA VISLESHAN	VIGYAPAN AUR ROZGAR	SARKARI PATRA
S-7	SLO-2	MURTI POOJA KA VIRODH	SNEH KE MAHATVA KI CHARCHA	SARSHWATI KE PATRI SAMARPAN	PRINT VIGYAPAN	ARDHA SARKARI PATRA
S-8	SLO-1	GHARELU VASHTUON KI UPYOGITA	BIHARI K <mark>I KAVYA SH</mark> AILI KA MAHA <mark>TV</mark> A	BHAKTI KI BHAVANA	ELECTRONIC VIGYAPAN	PARIBHASHIK SHABDAVALI
5-6	SLO-2	AHNKAR KA PARITYAG	D <mark>OHE- GHAN</mark> ANAND	NAGARJUN AKAL AUR USKE BAD	VIG <mark>yapan pari</mark> yojana	AVADHARNA
0.0	SLO-1	DOHE- TULSHIDAS	KAVI PARICHAYA	AKAL KA VASHTAVIK CHITRAN	VIGYAPAN AUR SAMAJ	SHABDAVALI KI AVSHYAKTA
S-9	SLO-2	PAROPKAR KI BHAVANA	DOHE KA VISLESHAN	AKAL KE PURVA KA CHITRAN	VIGYAPAN KI VYAPAKTA	KARYALYIN SHABDAVALI
	SLO-1	DAYA KA MAHATVA	SNEH KI SARLTA KA VARNAN	AKAL KE BAD KA CHITRAN	VIGYAPANLEKHA <mark>N</mark> KALA	EK DIN EK SHABD
S-10	SLO-2	ISHVAR KI MHATTA	PREM KA MAHATVA	KATTIS- BADRINARAYAN	VIGYAPAN AUR JAGRUPTA	HINDI SE ANGREJI SHABD
	SLO-1	MADHUR VAHAN KI UPYOGITA	NAYIKA KE PRATI SMARPAN	SAMBAND VICCHED KI PARICHARCHA	UDDESHYA	ANGREJ SE HINDI SHABD
S-11	SLO-2	RAM KI MAHIMA	GHANANAND KI KAVYA SHAILI KA MAHATVA	SWARTH NIHIT BHAVANA	VIGYAPAN KI SPASTTA	ABHYASH KARYA
6.12	SLO-1	DHOHA PARICHARCHA	DHOHA PARICHARCHA	KAVYA PARICHARCHA	VIGYAPANPARICHARCH <mark>A</mark>	PARICHARCHA
S-12	SLO-2	PRASHNAABHYASH	PRASHNAABHYASH	PRASHNAABHYASH	PRASHNAABHYASH	PRASHNAABHYASH

	Edited Book: ""SAMANYA HINDI", SRI.	JONLOK PUBLICATION, 2023, New Delhi.
	1.	KABIR – HAZARI PRASAD DWEDI
T	2.	SURDAS – RAM CHANDRA SHUKL
Learning Resources	3.	BHAKTI ANDOLAN AUR SURDAS KA KAVYA – MANAGER PANDEY
resources	4.	BIHARI – VISHVNATH PRASAD MISHR
	5.	Aadhunik Vigyapan aur Jansampark – Taresh Bhatia

				7 4	Le	earning Assess	sment		7/4				
				Continuo	ous Learning As	sessment (50°	% weightage)			Final Evamina	tion (500/ weightege)		
	Bloom's Level of Thinking	CLA-	CLA – 1 (10%)		CLA – 2 (10%)		CLA-3 (20%)		- 4 (10%)#	Final Examination (50% weightage)			
	Level of Tilliking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%			
Level I	Understand	30%	30%	30%	30%	2076	20%	20%	2070	3070	-		
Level 2	Apply	40%	50%	500/	100/-	500/	500/	500/	500/	50%			
Level 2	Analyze	4076	3076	50%	40%	50%	50%	50%	50%	3070	-		
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%			
Level 3	Create	30%	2070	2070	3070	3070	30%	3070	3070	2070	-		
	Total	10	00 %	100 %		100 %		1	00 %	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>		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
Shri. Santosh Kumar Editor : Srijanlok Magazine Place: Vashishth Nagar, Ara – 802301	1. Pro <mark>f.(Dr.) S.Nar</mark> ayan 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



Cours Code	111.6%	23G02J Course Name	French-II	Cour Categ		G		Generic Elective Course    L   T   P								2	<u>C</u>						
	requisite ourses	Nil		Co-requisite Courses	Nil		ogress								Ni	il							
		Department			k / Codes/Standards	T								Nil									
Course	Learning R	ationale (CLR):		The purpose of learning this course is to:		L	earnin	g		-		<u> </u>	Progr	am L	earnin	g Oı	utcom	es (P	PLO)				
CLR-1		en the language of the st	tudouta both in			1	2	3		2	3	4	5	6		8		10	11	12	13	1.4	15
CLR-2				s, reacting to information, situations		<u>G</u>			1		3	4	3	O			9			12	13	14	15
CLR-3	-	em learn the basic rules				loon	%) /	%) 1	edge	ept	ъ	dge	ion	0	مه مه	)ata	2	cills	ills				
CLR-4		strategies of comprehen			110	(B)	ency	nent	owl	onc	late	wle	lizat	ilize	elin	et I	Skil	g Sk	ı Sk	K:			
CLR-5		he students to overcome	the fear of spea	king a foreign language and take position as	a foreigner speaking	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	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	) -2	PSO-3
	French	23 to 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Chin	l Pro	ΙΑτ	enta	ion	with	ıral	ιSp	ity t	. II.	ì, In	tigal	n So	ınic	lytic	PS(	PSO	PS(			
					100	of	cted	sctec	lame	icat	Link	cedı	lls ir	Abil K	, Kills	ılyze	Ives	blen	nmu	Ana			
Course	Learning Ou	itcomes (CLO):		At the end of this course, learners will be about	e to:	evel	Expe	Expe	Func	App		Pro	Ski		ν.	Ans	Ir	Pro	Co	,			
CLO-1	l : To acaui	re knowledge about Fre	ench language		Just Ville /	2	75	80	$\overline{H}$	M	Н	Н	M	Н	Н	L	M	M	Н	L	_	_	-
CLO-2				c, civilization and translation of French		2	80	90	M	Н	L	Н	Н	M		M	L	L	Н	M	-	-	-
CLO-3	3: To devel	op content using the feat	tures in French	language	21 4 L V	2	75	80	H	Н	L	M	Н	M	L .	Н	M	M	Н	Н	-	-	-
CLO-4	1: To interp	oret the French language	e int <mark>o other l</mark> an	guage	1 2 Carpeted	2	75	90	H	L	M	H	M	H		M	L	H	M	L	-	-	-
CLO-	5: To impro	ove the communication, i	interc <mark>ultural e</mark> le	ments in French language	-	2	80	75	M	H	H	L	M	M	H	Н	M	L	Н	M	-	-	-
Durat	ion (hour)	12		12	12						12								12				
S-1	SLO-1	Temps lib	are	T 1/C :	Vend																		
			one	Le pronom indéfini <i>on</i>	venc	ire					Il fau	ıt						Les	gallio	eisme	S		
	SLO-2	Les activités quotidiens		Les activités	Les exemples	ire		C	C'est / Il	est	Il fau	ıt	i	H	Les	activ		Les	gallio	eisme	s		
S-2	SLO-2 SLO-1	•				Ire			C'est / Il d	7	7	nt											
S-2		Les activités quotidien		Les activités	Les exemples	Ire		I	7 7	devoir	7	ıt			Les	pron	ités						
	SLO-1	Les activités quotidiens Les exemples	nes	Les activités Les adjectifs interrogatifs	Les exemples  Acheter  Les exemples	Ire	F	I	Le verbe	devoir tés	<u> </u>	ut			Les	pron	vités oms p nples						
S-2	SLO-1 SLO-2	Les activités quotidient Les exemples Les activités	nes	Les activités Les adjectifs interrogatifs Les activités	Les exemples  Acheter  Les exemples	lre	E	I I	Le verbe	devoir tés pouve	oir	nt			Les que les qu	exen	vités oms p nples						
S-3	SLO-1 SLO-2 SLO-1	Les activités quotidiens Les exemples Les activités Les moments de la jour	nes	Les activités  Les adjectifs interrogatifs  Les activités  Les prépositions avec les noms géographique	Les exemples  Acheter  Les exemples  es Les aliments	lre	E	I I I	Le verbe	devoir tés pouve savoir	oir	nt			Les d Les d Les d	pron- exen rono exen	vités oms p nples om y	perso	onnels	s COI			
	SLO-1 SLO-2 SLO-1 SLO-2	Les activités quotidiens Les exemples Les activités Les moments de la jour Les exemples	nes	Les activités Les adjectifs interrogatifs Les activités Les prépositions avec les noms géographiqu Les activités	Les exemples  Acheter  Les exemples es Les aliments Les exemples	lre	E	I I I I I I I I I I I I I I I I I I I	Le verbe Les activi Le verbe	devoir tés pouve savoir	oir	nt			Les d Les d Les d	pronexen rono exen pron	rités oms p nples om y nples noms o	perso	onnels	s COI			
S-3	SLO-1 SLO-2 SLO-1 SLO-2 SLO-1	Les activités quotidiens Les exemples Les activités Les moments de la jour Les exemples Les matières scolaires	nes	Les activités Les adjectifs interrogatifs Les activités Les prépositions avec les noms géographiqu Les activités Les verbes prendre et sortir	Les exemples  Acheter  Les exemples es Les aliments Les exemples Les emballages	lre	E	I I I I I	Le verbe de verbe de verbe de verbe de verbe	devoir tés pouve savoir voulo	oir bir				Les d Le p Les d Des Les a	exem rono exem pron	rités oms p nples om y nples noms o	comp	onnels	s COI			
S-3 S-4	SLO-1 SLO-2 SLO-1 SLO-2 SLO-1 SLO-2	Les activités quotidient Les exemples Les activités Les moments de la jour Les exemples Les matières scolaires Les exemples	nes	Les activités Les adjectifs interrogatifs Les activités Les prépositions avec les noms géographiqu Les activités Les verbes prendre et sortir Les activités	Les exemples  Acheter  Les exemples  es Les aliments  Les exemples  Les emballages  Les exemples	lre	E	I I I I I I I I I I I I I I I I I I I	Le verbe Le verbe Le verbe Le verbe Le verbe Le verbe Les sons	devoir tés pouve savoir voulo	oir bir				Les que les qu	exen rono exem pron activ	vités oms p nples om y nples noms o vités	comp	onnels	s COI			
S-3 S-4 S-5	SLO-1 SLO-2 SLO-1 SLO-2 SLO-1 SLO-2	Les activités quotidient Les exemples Les activités Les moments de la jour Les exemples Les matières scolaires Les exemples Les activités	nes	Les activités Les adjectifs interrogatifs Les activités Les prépositions avec les noms géographiqu Les activités Les verbes prendre et sortir Les activités Les sons	Les exemples  Acheter  Les exemples es Les aliments Les exemples Les emballages Les exemples Les quantités	lre	E		Le verbe Les sons	devoir tés pouve savoir voulo r et di	pir pir				Les que Les qu	pron- exen rono pron- gactiv nom	oms properties om y nples noms ovités bres o	comp	onnels	ents			
S-3 S-4	SLO-1 SLO-2 SLO-1 SLO-2 SLO-1 SLO-2 SLO-1	Les activités quotidient Les exemples Les activités Les moments de la jour Les exemples Les matières scolaires Les exemples Les activités Les loisirs	nes	Les activités Les adjectifs interrogatifs Les activités Les prépositions avec les noms géographiqu Les activités Les verbes prendre et sortir Les activités Les sons Les activités	Les exemples  Acheter  Les exemples  es Les aliments  Les exemples  Les emballages  Les exemples  Les exemples  Les exemples  Les exemples	lre	E		Le verbe Le verbe Le verbe Le verbe Le verbe Le verbe Les sons Demande Les activi	devoir tés pouve savoir voulo r et di	oir oir re le p	orix	isine		Les que Les qu	proneexen rono exen pron activ	nples nples nples nples nples noms vités bres conples es écr	comp	onnels	ents			
S-3 S-4 S-5 S-6	SLO-1 SLO-2 SLO-1 SLO-2 SLO-1 SLO-2 SLO-1 SLO-2 SLO-1	Les activités quotidient Les exemples Les activités Les moments de la jour Les exemples Les matières scolaires Les exemples Les activités Les loisirs Les exemples	nes	Les activités Les adjectifs interrogatifs Les activités Les prépositions avec les noms géographiqu Les activités Les verbes prendre et sortir Les activités Les sons Les activités Parler de ses gouts	Les exemples  Acheter  Les exemples  es Les aliments  Les exemples  Les emballages  Les exemples  Les quantités  Les exemples  Les commerces	lre	E		Le verbe Les sons Demande Les activi raire des	devoir tés pouve savoir voulo r et di tés achats une r	oir oir re le p	orix	isine		Les que les qu	prone exem pron activ nom	nples nples nples nples nples noms vités bres conples es écr	comp	bléme aux	ents			
S-3 S-4 S-5	SLO-1 SLO-2 SLO-1 SLO-2 SLO-1 SLO-2 SLO-1 SLO-2 SLO-1	Les activités quotidient Les exemples Les activités Les moments de la jour Les exemples Les matières scolaires Les activités Les activités Les loisirs Les exemples Les activités	nes	Les activités Les adjectifs interrogatifs Les activités Les prépositions avec les noms géographiqu Les activités Les verbes prendre et sortir Les activités Les sons Les activités Parler de ses gouts Les activités	Les exemples  Acheter  Les exemples  es Les aliments  Les exemples  Les emballages  Les exemples  Les quantités  Les exemples  Les exemples  Les exemples  Les exemples  Les exemples  Les exemples  Les exemples	ire	E		Le verbe Les sons Demande Les activi Gaire des Expliquer	tés pouvo r et di tés une r	oir oir re le p	orix	isine		Les p Les c	prono exem prono activ nomi	rités  mples  mples  my  mples  rités  bres c  mples  es écr  rités	compordinative et	bléme aux	ents			
S-3 S-4 S-5 S-6	SLO-1 SLO-2 SLO-1 SLO-2 SLO-1 SLO-2 SLO-1 SLO-2 SLO-1	Les activités quotidient Les exemples Les activités Les moments de la jour Les exemples Les matières scolaires Les activités Les activités Les loisirs Les exemples Les activités Les activités Les fréquence	nes	Les activités Les adjectifs interrogatifs Les activités Les prépositions avec les noms géographiqu Les activités Les verbes prendre et sortir Les activités Les sons Les activités Parler de ses gouts Les activités Parler de ses préférences	Les exemples  Acheter  Les exemples  es Les aliments  Les exemples  Les emballages  Les exemples  Les exemples  Les activités  les commerçants	lire	E		Le verbe Le verbe Le verbe Le verbe Le verbe Le sons Demande Les activi Faire des Expliquer Les activi	devoir tés pouve savoir voulo r et dis une r tés une r	oir oir re le p	orix	isine		Les (Les (Les (Les (Les (Les (Les (Les (	proneexen prono activ momile exen exen cadiv cade	oms properties of the control of the	compordina insta	onnels bléme aux able	ents			

S-9	SLO-1	Les exemples	A la recherche d'un cadeau –.	Les articles partitifs	Mots et expressions	Présenter ses félicitations
3-9	SLO-2	Les activités	Les activités	Les exemples	Grammaire	inviter à une invitation
S-10	SLO-1	Les pronoms personnels COD	Temps libre	Très ou beaucoup (de)	Communication	répondre à une invitation
3-10	SLO-2	Les exemples	Les activités	Les exemples	Tout le monde s'amuse	Les exemples
S-11	SLO-1	Les activités	Mots et expressions	Le pronom en (la quantité)	Les sorties	Écrire un message amical
3-11	SLO-2	Les adjectifs démonstratifs	Les activités	Les exemples	Les saisons	Les exemples
\$ 12	SLO-1	Les exemples	Grammaire –Communication	La phrase négative (2	Les fêtes	Parler au téléphone
S-12	SLO-2	Les activités	Les activités	Les exemples	Les messages	Un coup de fil

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

				1 2			Lear	ning Assessn	ient	17					
	DI 1			Continuou	s Learning As	sessment (50	% weightage	)		_/	Final Examination (50% weightage)				
	Bloom's Level of Thinking	CLA – 1 (10%)		CLA-2 (10%)		CLA – 3 (20%)		CLA – 4 (5%)#		15	Final Examination	on (50% weightage)			
	Level of 1 milking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	1	Theory	Practice			
T1 1	Remember	200/	30%	30%	30%	20%	20%	20%	2007		200/				
Level 1	Understand	30%	30%	30%	30%	20%	2070	20%	20%	-	30%	-			
T12	Apply	40%	50%	50%	40%	50%	50%	50%	50%	/ =	500/				
Level 2	Analyze	40%	30%	30%	40%	30%	30%	30%	30%		50%	-			
T1 2	Evaluate	30%	20%	20%	200/	30%	30%	30%	30%		200/				
Level 3	Create	30%	20%	20%	30%	30%	30%	30%	30%		20%	-			
	Total	10	00 %	10	0 %	10	0 %	= 10	00 %		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	1 Dr. C. Thirman and Professor Department of Franch	Doudishame
Process Expert	1. Dr. C.Thirumurugan Professor, Department of French,	Pondicherry 1. Mr. Kumaravel K. Assistant Professor & Head, SRMIST, KTR
Maersk Global Service Center Pvt. Ltd	University	
2.Mr. Sharath Raam Prasad		2. Mrs. Abigail, Assistant Professor, SRMIST, VDP
Character Designer, Animaker Company Pvt.		2. Mrs. Aulgau, Assisi <mark>ani Projessor, SKMISI, VDP</mark>



Course Code	UES23AE1T	Course Name	ENVIDON	MENTAL STUDIES	Ability Enhancement Courses	L	T	P	0	C	
Course Code	UESZSAEII	Course Name	ENVIRON	WIENTAL STODIES	Course Category AE	Ability Enhancement Courses	3	0	0	2	3
Pre-requi	site Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil					
Course Offer	ing Department	Сотр	uter <mark>Applications</mark>	Data Book / Codes/Standards	$A \lambda$	Nil					

Course	: To understand about ecosystem and Biodiversity : To understand the natural and anthropogenic impact of the environmental pollution : To create awareness on different environmental problems : To create awareness on various Environment Protection acts and the impact of human population on environment  see Learning Outcomes (CLO):  At the end of this course, learners will be able to:	Le	earni	ng	
CLR-1:	To create awareness on Environme	ent and Ren <mark>ewable an</mark> d Non-renewable resources	1	2	3
CLR-2:	To understand about ecosystem an	d Biodive <mark>rsity</mark>			
CLR-3:	To understand the natural and anti-	hropoge <mark>nic impac</mark> t of the environmental pollution	om	(%)	%
CLR-4:	.R-4: To create awareness on different environmental problems		(Bloom)	ıcy	-
CLR-5:	To create awareness on various Er	tviron <mark>ment Pro</mark> tection acts and the impact of human population on environment		cier	Attainment
Course	Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking	Expected Proficiency	Expected Att
CLO-1:	Applying knowledge on Renewabl	le a <mark>nd Non-</mark> renewable resources	2	80	65
CLO-2:	Understanding about ecosystem a	nd <mark>Biodive</mark> rsity	2	80	70
CLO-3:	Gathering knowledge on impact of	f e <mark>nvironme</mark> ntal pollution	2	80	70
CLO-4:	Understanding of different enviro	nme <mark>ntal pro</mark> blems	2	80	70
CLO-5:	Having knowledge on various Enproblems	viron <mark>ment Pro</mark> tection acts and the impact of human population on environment	2	80	65

		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
I	L	Н	L	M	L	Н	L	L	L	H	L	M	-	-	M
	M	H	L	M	L	Н	L	L	L	H	L	M	-	-	M
	L	Н	L	M	L	Н	M	M	M	Н	L	M	-	-	М
	M	Н	L	M	L	H	M	M	M	H	L	M	-	-	M
	M	Н	L	M	L	Н	L	M	L	Н	L	M	-	i	M

	problen	15	10 C					
Durati	on (hour)	9	9	9	9	9		
0.1	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	Environment Protection Act		
S-1	SLO-2	Definition, Scope and Importance of Environmental Studies	Energy flow in the ecosystem	Environmental Pollution- Definition	Floods, Earthquakes	Air (Prevention and Control of Pollution) Act		
6.3	SLO-1	Need for public awareness.	Ecological succession	Causes, Effects and Control Measures of	Cyclones	Water (Prevention and control of Pollution) Act		
S-2	SLO-2	Institutions in Environment	Food chains, Food webs and Ecological pyramids	Air Pollution	Landslides	Wildlife Protection Act		
S-3	SLO-1	People in Environment	Ecosystem, Introduction, Types, Characteristic features, Structure and functions	Causes, Effects and Control Measures of	Social Issues and the Environment: From Unsustainable to Sustainable	Forest Conservation Act		
	SLO-2	Introduction to natural resources- Associated Problems	Forest ecosystem	Water Pollution	Development	Issues involved in enforcement of environmental legislation		
S-4	SLO-1	Renewable and Nonrenewable resources	Grassland ecosystem	Causes, Effects and Control Measures of	Urban problems related to energy	Public awareness		
3-4	SLO-2 Forest resources	Forest resources	Desert ecosystem	Soil Pollution	Water Conservation	Public awareness		

S-5	SLO-1	Water Resources  Mineral Resources	Aquatic ecosystems (ponds, lakes, streams) Aquatic ecosystems (rivers, estuaries,	Causes, Effects and Control Measures of Marine pollution	Rain Water Harvesting, Watershed	Human Population and the Environment: Population growth, variation among nations
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 Environment and human health
	SLO-2 SLO-1	Energy Resources  Land Resources	Biogeographical classification of India  Value of Biodiversity	Causes, Effects and Control Measures of		Human Rights
S-7	SLO-2	Role of an individual in conservation of natural resources	Biodiversity at Global, National and Local Levels	Thermal Pollution	Climate change & Global warming	Value Education
S-8	SLO-1	Equitable use of resoureces for sustainable lifestyles	India as a Mega Diversity Nation	Causes, Effects and Control Measures of Nuclear hazards	Acid rain & Ozone <mark>layer depl</mark> etion	HIV/AIDS
	SLO-2	Concept of an ecosystem	Hot-spots of biodiversity	Nuclear nazaras		
S-9	SLO-1	Structure and Functions of an ecosystem	Threats to biodiversity: habitat loss, poaching of wildlife man-wildlife conflicts	( auses litterts and ( ontrol Measures of	Nuclear Accidents and <mark>Nuclear</mark> 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

	Theory:
Laguring	1. Bharucha Erach, (2013), Textbook of Environmental Studies for Undergraduate Courses (Second edition). Telangana, India: Orient BlackSwan.
Learning	2. Basu Mahua, Savarimuthu Xavier, (2017), SJ Fundamentals of Environmental Studies. Cambridge, United Kingdom: Cambridge University Press
Resources	3. R.Jeyalakshmi (2014), Text book of Environmental Studies, Devi publications, Chennai.
	4. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad - 380013, India, Email:mapin@icenet.net (R)

				1	Le	arning Assessmen	t				
				Continu	uous Learning Ass	sessment (50% we	ightage)			Final F	)0/ <b>:-</b> -b-4)
Level	Bloom's Level of Thinking	CLA-	· 1 (10%)	CLA-	2 (10%)	CLA-	3 (20%)	CLA-4	4 (10 <mark>%)#</mark>	Final Examination (50	1% weightage)
Level of TI           Level of TI           Remem           Underst           Appl           Level 2           Analy           Evaluation	Level of Timiking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice Practice	Theory	Practice
T1 1	Remember	40%		40%		40%		40%		40%	
Level I	Understand	40%		40%	ARN.	40%	-	40%	. /	40%	-
T1 2	Apply	30%		30%	TI FEAT A	30%	• L.F.A.	30%		30%	
Level 2	Analyze	30%		30%	_	30%	Walter Trans	30%	-	30%	-
Laval 2	Evaluate	30%		30%		30%		30%		200/	
Level 3	Create	30%	-	30%	-	30%	-	30%	-	30%	-
	Total	10	00 %	100	0 %	100	) %	10	0 %	100 %	

<sup>#</sup> 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



Cours	USY 2.52011	Course		GENERAL P	SYCHOLOGY - II		ourse	C	2		P	rofes	siona	Core	Cour	rse		L '	Γ .	P 0		C 4
Code		Name Co-requisite			egory									T. T		4	U	0 2		4		
	site Courses Nil	. D. 1 / C. 1 / C. 1 1	Prog	gressive	e Course	es				3.7.	,	Λ	Vil									
	e Offering Department		Psychology		ata Book / Codes/Standards		_						Ni			_		_				
	e Learning Rationale (CL	/	The purp	<mark>ose of lear</mark> ning this cours	e is to:		Lear									Lear						
	To understand the nature of	, 0,			7	1	2	3	1	2	3	4	5	6	7	8	9	10	11 1	2 13	14	15
	To explain the importance of						>	(%)				ge	ou					IIIs	<u>~</u>			
CLR-3:	To discuss the thinking, lan	guage and the proce	sses of <mark>problem sol</mark> ving			50	Expected Proficiency (%)	Expected Attainment(%)				Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	IIIS		
	The ways to improve the cr		lge e <mark>nhancement.</mark>			of Thinking	fici	in m	12	J	latec	nov	iali	UE. Spe	opo	nter	e S	ing,	10n	<u> </u>	-5	ςŢ
CLR-5:	To explain the concept of It	ıtelligent Quotient.	4 6			i.i.f #		Atta	ntal dge	on o	Re	al K	Spe	y to	n M	e, I Dat	gativ	Solv	icat	lytical S PSO -1	PSO -2	PSO-3
				<u> </u>		el of Thinl	cted (	ted	Fundamental Knowledge	catio	nk with Relat Discipli <mark>nes</mark>	dur	.⊟	ξĒ	IIS i	alyz	esti	em	- mur	Analytical Skills PSO -1	4	Ь
				<u>//</u>	A 2 4 7 7 7 7 1	Level	xbec	pect	hund	opli Cor	nk v Dis	coce	kills	¥_	Ski	An	Inv	.opl	Jan 1	<b>A</b>		
	se Learning Outcomes (Cl			of this course, learners w	ll be able to:			, ,	문 X	Aj	Ľ	P	S					Pı	0			
	To remember the basic con			ds	TO WARE A STATE OF	2	75		Н	Н	Н	-	-	-	-	-	-	-	-		-	-
	Define the fundamental cor				- 1 The 15	2	80		-	Н		Н	-	-	-	-	-	-	-	-  -	-	-
	Evaluate the different stage				1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2	70		Н	-	•	Н		-	-	-	-	-		-  -	-	
	Understand the characteris			l findings	THE WAY STATE	2	70		Н		Н	Н	Н	-	-	-	-	-	Н	-  -	-	
CLO-5:	Apply psychological princip	ples in the dev <mark>elopm</mark>	ental process	10000	- 10 - 10 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	2	80		-	Н	-	Н	-	-	-	-	-	-	-		-	<u> -</u>
	I				19 19	2	75	70	-		-	-	-	-	-	-	-	-	-	-  -	-	<u></u>
Duratio	n (hour)	12		12	12				CT . 11	12				~	12		11.					
S-1	SLO-1 Working memory		Thinking and language		Motivational concepts	Concept of Intelligence Process of intelligence										Concept of personality						
	SLO-2 Levels of process		Relatioship between th		Incentives and motives				of intelli <sub>z</sub>	gence								Concept of personality rminants of Personality				
S-2	SLO-1 Organizing infor		Components of though		Motivation of hunger and thin	'SI		Piaget	C: . 11		-											
	SLO-2 Organizing infor	mation	Understanding of crea	tion of thoughts	Motivation of sexuality				of intelli		_									sonalit		
S-3	SLO-1 Chunking		Images and Concepts		Levels of arousal:				of intel			-				Early						
	SLO-2 Hierarchies		Images and Concepts		Yerke's - Dodson law				of intel							Early					•	
S-4	SLO-1 Information prod		Structure of language		Learned motives				hes of Sp							descri <sub>l</sub> descri <sub>l</sub>						
	SLO-2 Information prod SLO-1 model of memor	<u> </u>	Grammer and Languag	ge	affiliation				hes of Sp approa		n				briej (			-				<u>Jgy</u>
S-5			Thought of language	7 - 17 4	achievement				1 1											lumors		
	SLO-2 Working memory SLO-1 Levels of process		Thought of language Reasoning:		Power motive Hierarchy of motives	)			approa							Gre			y on E ology	lumors		
S-6	SLO-1 Levels of process		Deductive and inductive	110	Hierarchy of motives  Hierarchy of motives			ASS mo		nces		-							ology			
	SLO-1 Implicit and exp		Problem solving		Elements of emotional experi	onco			ship of in	ntellige	nco								tvpes	,		—
S-7	SLO-2 Implicit and exp		Barriers to effective pr	ohlem solvina	Elements of emotional experi				ship of in										types			
	SLO-1 Eyewitness testimony  Strategies of problem solving  Physiological correlates							Concept		nemge	1100					Lin			* *	totypes		
S-8	SLO-2 Eyewitness testimony Strategies of problem solving Physiological correlates  SLO-2 Eyewitness testimony Strategies of problem solving Physiological correlates								of intel	liaonci	o tostin	σ								nology		
	SLO-1 Measuring memory Culture Theories of emotion							Stanfora		iigence	e iesiin <sub>i</sub>	5								oache:	7	
S-9	SLO-2 Recall	~,	Culture and cognition		James-Lange theory			Vechsler												oache		
	SLO-1 recognition		problem solving		Cannon-Bard theory				of intel	ligence	?					1 5 9			theory			
S-10	SLO-2 relearning		Creativity		Schachter-Singer theory				etardatio	-						App				heorie	5	
G 44	SLO-1 integration		Convergent and diverg	rent thinking	Appraisal Theory			Giftedne												aches		
S-11 —	SLO-1 integration		Stages in creativity	on munic	Evolutionary theory				ers of in	ıtellige	псе					110		ung, 1		acies		
G 45									-										eories			
	SLO-1 Strategies for improving memory Concept of Decision making Opponent process theory SLO-2 Rehearsal and good sleep Process involved in decision making Cognition and emotion.													ognitive perspective.								

Learning Resources	2. Myers, D.G.(20)	04). Psychology, 5th 10). Psychology 9the Bower, G.H. (1991).	edition.New York, W		. New York: McGraw	4. v 5.	Coon, D. (1983). Intro Publishing Co. Mishra, B. K. (2008). India.				
			/		Learning Asses	ssment	4				
	Bloom's Level of Thinking	CL	A – 1 (10%)		ous Learning Assess A – 2 (10%)		ightage) CLA – 3 (20%)	CLA	A – 4 (10%)#		amination reightage)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	7 - 5	40%	7	40%		40%	-	40%	-
Level 2	Apply	40%		40%	17.3% W	40%		40%		40%	-

Analyze Evaluate

Create

Total

20%

100 %

Level 3

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

20%

100 %

20%

100 %

20%

100 %

20%

100 %

	17.772 1.333	Course Designers
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Or Nigesh K,	Dr A Madalaimuthu,	Dr Saranya TS
Ainistry of Labor and Employment, Govern <mark>ment</mark>	Christ University	Dept of Psychology, SRMIST
of India		
		Dr Senthil Kumaran J, SRMIST

Course	rse Code USY23202T Course Name BIOLOGICAL PSYCHOLOGY - II -requisite Courses Nil Co-requisite Courses Nil						7 - II	Cour Catego		C				P	rofessi	onal	Core (	Course	)		L 4	T 1	P )	2	C 4			
Pre-re	equisite Cou	urses	·	Nil		Co-req	uisite Courses						Progressiv Course								Nil		·					
	Course Of	ffering Departn	nent			Psycholog	gy		Data Bo	ok / Codes/Stan	dards								Ni	l								
		ing Rationale					The purpose of	of learning this	course is to:			1	Lear	rning						]	Progra	m Lea	rning	Outco	omes (	PLO)		
CLR-1	: To under:	stand the natur	e of Psy	chology								1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13 14	15
CLR-2	: To under:	stand the impo	rtance of	physiology	of emotion									(0)				e e	n					ls	S			
		n the physiolog					43						ncy	nt(%	100			ledg	zatic		ing.		cills	Skil	Skill	IIs		
		stand the physi			•						A	king	ficie	ıme	1		ated	now	iali	ze .	odel	rpre	e SI	ing	lon	Sk.	ء ا -	ئ ب
CLR-5	: To explain	n the influence	of stress	, drug – int	take on the <mark>bra</mark>	iin functioning				Y 7.5		of Thinking	(Bloom) Expected Proficiency	Attainment(%)	ıtal İge	Application of Concents	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-3
											10,112	of T	Sloc cted	ed A	Fundamental Knowledge	Soncents	with	dura	in	to]	IIIs i	ze, Int Data	estig	em	unu	naly	٦   ۵	٦ -
_		Learning Outcomes (CLO):  At the end of this course, learners will be able to:								Level	y x be	Expected .	unda	pplic	¥ .	roce	kills	oility Z	Sk	naly	Inv	lool	Com	¥				
		e Learning Outcomes (CLO):  At the end of this course, learners will be able to:  remember the basic concepts of human life span under various periods  call the influence of brain over various physiological human motives						1775	_						P	03					Ь							
					v 1		S		16.00		11	2	75	60	Н	Н	Н	-	-	-	-	-	-	-	-	-		-
							1 1 .			- 1400-1		2	80	70	-	Н	-	Н	-	-	-	-	-	-	-	-		-
		entify the importance of brain damage and va <mark>rious diso</mark> rders related to human brain camine the role of limbic system in managing <mark>human em</mark> otions ustrate the role of left cerebral hemisphere in <mark>decision</mark> making						W-	2	70	65	H	-	-	Н	-	-	-	-	-	-	-	-					
									Marie Land	AND Y	West-	2	70	70	Н	-	Н	Н	Н	-	-	-	-	-	Н	-		-
CLO-5	: Illustrate	tne rote of test	cerebra	i nemispner	e in aecision m	naking						2	80	70 70	-	Н		Н	-	-	-	-	-	-	-	-		-
D42	(1)	1		12			12			- 15	12		75	/0				-	-	-	-	-	-	- 1	-	-	-   -	
Durau	on (hour) SLO-1	Physiology of		12         12         12           ions         Physiology of learning         Physiology of Memory						12	Physiology of Reproductive Behavior								Neurological Disorders									
S-1	SLO-1	Physiology of				hysiology of tec Physiological ba	U			gical basis of M					ogy of R						8							
	SLO-2 SLO-1	Emotion quot		lS		earning - natur		8		gicai basis oj M il learning	emory	200	-		ogy oj Ki nal contr						Understanding Neurological Disorders Tumors							
S-2	SLO-1	Emotion as re		attarns		Inderstanding t		oarnina		nding the Relati	ional laarnina				Hormonal control of sexual behavior							es and l	Hacts	of Tu	more			
	SLO-2	Fear	зропзе р	nutterns		vnaptic plasticii		urning		nterograde amn					reproduc	-		uvioi	-		_	e disor	~	oj rui	nors			
S-3	SLO-2	Causes and co	onsequen	ices of fear		earning on syn		V	Understa	nding basic con ade amnesia				J	reproduc		_					es and i		of Sei	zure d	isorder	s	
	SLO-1	Anger			Ir	nduction			Human a	nterograde amn	esia			Hormo	nal contr	ol of se	xual be	havior			Cereb	rovasci	ılar a	ccident	ts			
S-4	SLO-2	Causes and c	onsequer	ices of Ang	er	nduction of long	g term potentia	ation	Advancea amnesia	Conditions of	Human anterog	rade		sexual	behavior	of labo	ratory (	ınimal	s		Cereb	rovascı	ılar ad	cciden	ts			
	SLO-1	Aggression			R	Role of NMDA H	Preceptors	/ 17 17	Spared le	earning abilities	DA TO			Hormo	nal contr	ol of se	xual be	havior			Disor	ders of	develo	pmeni	t			
S-5	SLO-2	Causes and caggression	onsequen	ices of	R	Role of NMDA I	Preceptors	111	Spared le	earning abilities	LAL	1	Æ,	sexual	behavior	of labo	ratory (	ınimal	s		Disor	ders of	develo	pmeni	t			
	SLO-1	Hormonal con	ıtrol		sy	ynaptic plasticii	ty		Declarati	ive Memories				Andro	gens						Dege	ıerative	disor	ders				
S-6	SLO-2	Hormonal con behavior									Relatio behavi	nship of a	Androg	ens with	!			Dege	ıerative	disor	ders							
S-7	SLO-1	Emotions				Depression			Nondecl	arative memor	ies			Androg								missible						
3-/	SLO-2	Communication	on of em	otions	C	Causes and impact of depression Nondeclarative memories  Long term depression Anatomy of intercorade appears						Relationship of Androgens with behavior						Transmissible spongiform										
S-8	SLO-1	Facial express			L	ong term depre	epression Anatomy of anterograde amnesia								Concept of Masculinization					encephalopathies								
3-0	SLO-2	Emotion as fa				0 1		Anatomy of anterograde amnesia						Understand Masculinization							halopa			enerati	ve disc	rder.		
S-9	SLO-1	Neural basis	V		munication Long term depression Failure of relational learning						ing Concept of defeminization. Parkinson's disease																	
G-7	SLO-2	Basis of Com	municati	on	L	ong term depre	ession	, , ,					Understand defeminization. Causes of Parkinson							n's dis	sease							

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	r erceptuat tearning	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	Human sexual behavior	Alzheimer's disease
3-11	SLO-2	Basis of Communication	Physiology of Classical conditioning	Role of hippocampal formation in spatial	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
5-12	SLO-2	Feeling of Emotion	Physiology of instrumental conditioning	Relational learning in laboratory animals	Parental behavior	Disorders caused by infectious diseases
		G 1 PN (2015) E 1 :	CDI : 1 : 1 D   1 1 (((1 E1) ))   D	H: D DI : Y		

#### Learning Resources

- Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc.
- Pineal, J. P. J. (2006). Biopsychology (6th Ed.), India, Dorling Kindersley.
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- Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education.
- Gerrig, R. J & Zimbardo, P. G. (2002). Psychology and life(16thEd). USA: Allyn&Bacon publishers
- Myers, D.G.(2010). Psychology 9thedition. New York, Worth publishers.

## Learning Assessment

				Conti	nuous Learning Ass	essment (50% weightag	e)			Final Exam	ination(50%
	Bloom'sLevel of Thinking	CI	LA - 1 (10%)	CL	A – 2 (10%)	CL	A - 3 (20%)	CLA	A - 4 (10%)#	weig	htage)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%		40%	1786	40%	7 July 1991	40%		40%	
Level 1	Understand	4070		4070	400	4070	65-FF 124	4070		4070	-
Level 2	Apply	40%		40%	2000	40%	47 Car 4	40%		40%	
Level 2	Analyze	4070		4070	300 400	4070	1, 113 (21)	40 / 0	-	4070	-
Level 3	Evaluate	20%		20%	Colonia Milana	20%	2.100	20%		20%	
Level 3	Create	20%		2076		2070		2070		2070	-
	Total	100	%	100 %	6	100 %	6	100 %	6	100 9	6

#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 Des	igners	
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	
	TEATON.	Dr Senthil <mark>Kumaran J</mark> , SRMIST	
		TEAD	

Cour	se Code	USY23203T Course	П	Cou	rse	С			Pre	fessi	nal Co	re Cours	e		L '	T P	(		С		
Cours	st Cout	Name Name	11	Catego	ory				11(	)1C331(	mai CO	ie Cours		4	1 0	0	1	?	4		
	equisite	Nil			ogressiv							Ni	!								
	Ourses	Offering Department	Co-requisite Courses  Psychology	Nil Data Book / Codes/St	tondondo		Course	es	-				Nil								
		C 1	7 67		tanuarus								IVII	n .	<u> </u>		<u> </u>		DI (I)		
		rning Rationale (CLR):	The purpose of learning	g this course is to:		1.4	Lear		1	2	2	4	-		m Lea					2 14	1.5
		erstand the nature of Psychology	nan life enan			1	2	3	1	2	3	4	5	6 7	8	9	10	11 .	12 1	3 14	15
		erstand the various periods of hun lain the characteristics of various					>	t(%				ge	uo				SII:	S			
		erstand the social and emotional				50	enc	nen			р	vled	izati	, e	ಕ	IIs	Sk	Ski			
		lain the physiological and psychol	0			- kin	offici	ainī		<u></u>	late	nov	ciali	lelir E	rpre	Ski	/ing	ion	CIIIS		
CLK-5	10 exp	iain ine physiologicai ana psychol	ogical changes		100	Level of Thinking	Expected Proficiency	Expected Attainment(%)	Fundamental Knowledge	Application of Concepts	Jink with Related Disciplines	Procedural Knowledge	Skills in Specialization	Knowledge Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills PSO -1		
					319×11	H fe (#	ted	ted	ame vle	Application Concepts	Link with Re Disciplines	dura	in y	E. Se 2	Ζe,	tigal	em	ugu .	tica 1	. 2	÷
C	aumea I aa	rning Outcomes (CLO):	At the end of this course.	logmong will be able to:	-	evel	ž ć	xbe	nou vou	ppli	isc 床	200.	Kills	sills	naly	ives	lqo.	omi.	Analytic PSO -1	PSO -2	PSO-3
CLO-1	· To rem	ember the basic concepts of huma		2	75 75	<u>60</u>		H	H	l Pı	S	$\times \times \Sigma$	Α.Ω	- 15	<u>-</u>	_	<u>م</u> ک	ية	_ <u>~</u>		
		nize the physiological and psychol		2	80			Н	-	Н				_	_	_	_		+		
		Recorded to	2	70		Н	- 11	ŧ.	Н			-	-	-	-	_		+-			
		Express the importance of developing the life skills in the adulthood  Interpret compassionate behavior seen towards fellow individuals in old age									Н	Н	Н		-	-	-	Н	_		+-
	: Interpret compassionate behavior seen towards fettow that via the difficulties witnessed in making decisions upon middle Age						70 80			Н		Н	-		-	-	-	-			+-
CLO-3	7. Treute	Predict the difficulties witnessed in making decisions upon middle Age								- 11		-	-		_	_	-	_	_		+-
Duratio	n (hour)	12	12	12	2	75				12	2						12				
S-1	SLO-1	The concept of child hood	Introductiob to Adolescence	Adulthood	C " H " 1 M		- 1	(	Concept of	Middle	Age				Conce	ept of c	old ag	е			
5-1	SLO-2	Introduction to childhood	Features of adolosence	Prospects of A	Adulthood			1								res of	es of old Age				
S-2		Various aspects of childhood	Characteristics of Adolescence	Characteristic	cs of Early Aduli	thood		1	Problems o	f middl	le age				Probl						
5-2	SLO-2	Various aspects of childhood	Characteristics of Adolescence	Characteristic	cs of Early Adult	thood		1	Problems o	f middl	le age				Probl	ems of	Old A	lge			
S-3		Early childhood	Development Tasks of Adolesc	ence Characteristic	cs of Late Adulth	iood			Developme										Old Ag		
3-3		Early childhood	Development Tasks of Adolesc		cs of Late Adulth				Developme										Old Ag	e	
S-4		Late childhood	Physical change in Adolescence		al Tasks of Early			_	1djustment						Adjus						
5-4		Late childhood	Physical change in Adolescence		al Tasks of Early				1djustment						Adjus						
S-5	SLO-1	Speech Improvement	Social change	Late Adulthoo					1djustment				į.		Mento	ıl adju	stmen	ts on c	old age		
5-5		Speech Improvement in childhoo		Late Adulthoo					1djustment										old age		
S-6		Speech Improvement in childhoo			ards Early Aduli		-		1djustment										in Old		
~ ~	SLO-2	Speech Improvement in childhoo	d Morality Change in Adolescen	ce Personal Ha	zards Early Adui		H	1	1djustment	to Soci	ial Ch	anges							in Old	Age	
S-7		Emotional expression	Sex- Role typing in Adolescence		ds Early Adultho				Vocational .						Adjus						
5-7		Emotional expression in childhoo			Social Hazards Early Adultho				Vocational										rement		
S-8		Emotional expression in childhoo			Vocational adjustment in Adu				Vocational .										ld Age		
50		Emotional expression in childhoo												Coping with family in Old Age							
S-9	SLO-1	Social Behavior in Childhood	Physical Hazards of Adolescer		raints in adultho											g stra					
		Social Behavior in Childhood	Hazards of Adolescence		raints in adultho	ood	- 1		<sup>r</sup> amily Adj						1	g stra					
		SLO-1 Moral development in Childhood Physical Hazards of Adolescence Marital Adjustments							amily Adj						Issues						
. IV	SLO-2	Moral development in Childhood							Family Adj			rds of	Middle	Age	Issues				l age		
S-11		Hazards of Childhood Psychological Hazards of Adolescence Hazards of Adulthood						7 0						1.4							
J 11	SLO-2	Causes of Hazards of Childhood								f Hazai	rds of	t Mida	tle age		Cause	es of H	azard.	s of ol	1 Age		

Duratio	n (hour)	12			12		12		12		12	
S-12	SLO-1	1 Hazards of Childhood		Psychological Hazard	ds of Adolescence	Impact of Ha	ards of Adulthood		<mark>Impact of H</mark> azards of t Middle	e age	Impact of Hazards of or	d Age
5-12	SLO-2	2 Consequences of Hazards of Consequences	Childhood	Psychological Hazard	ds of Adolescence	Impact of Haz	ards of Adulthood		<mark>Impact of Hazar</mark> ds of t Middle	e age	Impact of Hazards of or	d Age
Learni Resourc		2. Hurlock, E.B ( McGraw Hill	1981) Developmenta Publishing Compa	oment (6th ed.) London: al Psychology-A Life sp any nt (3rd ed). New Delhi:	oan Approach.(5th ed.)	New Delhi: Tata	4. 5.	Publishing Co	al (2004) Human Developme ompany 2007) Child Development (2n			
		) <u>.</u>			()	Learning As	sessment					
					Continu	ous Learning Ass	essment (50% weig	htage)	7 4		Final Exam	nination(50%
		Bloom'sLevel of Thinking	Cl	LA - 1 (10%)	CLA	1-2(10%)		CLA - 3 (20%)	CLA	<del>- 4</del> (10%)#	weig	ghtage)
			Theory	Practice	Theory	Practice	Theory	Practic	e Theory	Practice	Theory	Practice
Leve	el 1 —	Remember Understand	40%	2	40%		40%	<u>.</u>	40%		40%	-
Leve	el 2	Apply Analyze	40%	2	40%	100	40%	الله وا	40%		40%	-
		Evaluate										

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

20%

100 %

20%

100 %

20%

20%

100 %

20%

100 %

Level 3

Create Total

	A STATE OF S	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	
	65.	Dr Senthil Kumaran J, SRMIST	
		1/42	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

		~		Course		GLU F. I	L	Т	P	О	С
Course Code	UCD23S02T	Course Name	Verbal Ability and Skill Development	Category	S	Skill Enhancement Course	1	0	2	2	2

Pre-requisite Courses	Nil	Co-requisite Courses	20	Nil	<b>Progressive Courses</b>	w.		Nil	
<b>Course Offering Department</b>	Ca	reer Guidance Cell	Data Book	/ Codes/Standards	. 14		<u> </u>		
				ATT.					

Course	Learning Rationale (CLR):	The purpose of learning this course is to:	Le	earn	ing
CLR-1:	Critically evaluate ba	sic mathematical concepts related to mixtures and alligations, Numbers, time	1	2	3
CLR-2:	Use their logical thin	king and analytic <mark>al abilit</mark> ies to solve reasoning problems		y	ıt
		ating to the nee <mark>d for job</mark> recruitment	ing	enc	me
CLR-4:	Provide students with Chain Rule, Pipes and	the necessary s <mark>kills to</mark> generate and interpret data sufficiency, problems on d Cisterns, Boa <mark>ts and s</mark> treams,	Think	Profici	Attain
		derstand proble <mark>ms on g</mark> raphs and also increase their ability in language skills	vel of	ected I	ected #

Course 1	Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level	Expect	Expect
CLO-1: Understand the concepts of mixtures and alligations, Numbers, time and work and to approach auestions in a simpler and innovative method		3	80	70	
CLO-2:	Establish a student's interest and awareness in seating arrangements, mathematical operations, logical reasoning		3	80	75
		will help for applying jobs	3	85	70
CLO-4:	Demonstrate various p	orinciples involved i <mark>n aptitud</mark> e problems	3	85	80
CLO-5:	Ability to solve proble	ms on reasoning and <mark>to interp</mark> ret English language	3	85	75

			Pro	ogra	m L	earn	ing (	Outc	ome	s (PI	<b>LO</b> )			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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
M	Н	-	L	7	M	-	M	M	Н	-	Н	-	-	-
M	Н	-	L	4-	M	-	M	M	Н	-	Н	-	-	-
-	-	M	Н	M	1-	L	-	-	-	Н	-	M	M	Н
-	-		-/	M	-	L	Н	ľ -	Н	-	Н	-	-	L
-	Н	-	L	-	Н	-	M	M	-	Н		M	-	M

	ration lour)	6	6 / 1	ALLY GLEAP.	LEAD 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	Functions and Graphs Introduction
5-1	SLO-2	Time and Distance – Problems	Seating Arrangements (Circular and table) – Problems	Resume Building	Chain Rule, Pipes and Cistern – Problems	Functions and Graphs – Problems
6.2	SLO-1	Lime & Work-Introduction	Mathematical Operations – Basic Problems	Group Discussions - Introduction	Data Sufficiency – Introduction	Comprehension
S-2	SLO-2		Mathematical Operations – Tricky Problems	Group Discussions – Mock GD	Data Sufficiency – Problems	Comprehension – Practise session
S-3	SLO-1	Alligation or Mixture – Introduction	Data Arrangements - Introduction	Group Discussions - Activity 1	Logarithms – Introduction	Idioms and Idiomatic Expressions – Introduction
3-3	SLO-2	Alligation or Mixture - Problems	Data Arrangements – Problems	Group Discussions - Activity 1	Logarithms – Problems	Idioms and Idiomatic Expressions – Practise Session

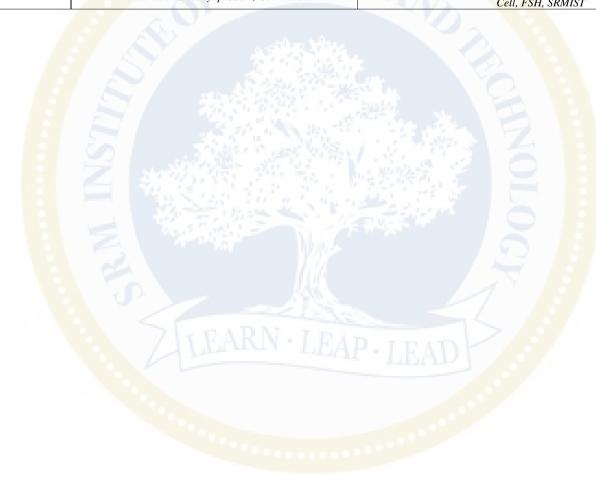
S-4	SLO-1	Numbers – Basic Problems	Logical Deductions – Introduction	Group Discussion	s - Activity 2	Boats and Streams – Basic Problems	Cause and Effect - Introduction
	SLO-2	Numbers – Tricky Problems	Logical Deductions – Problems	Group Discussion	s - Activity 2	Boats and Streams – Tricky Problems	Cause and Effect – Practise Session
S-5	SLO-1	Problems on Trains – Introduction	blems on Trains – Problems  Letter and Symbol Series – Tricky Problems  Leadership Skills  How to Handle Co		Introduction	True Discount – Introduction	Theme detection – Introduction
~ -	SLO-2	Problems on Trains – Problems		Leadership Skills		True Discount – Problems	Theme detection – Activity
		Races and Games – Basic Problems	Input Output Tracing Introduction	How to Handle C Feedback	riticism and	Geometry and Mensuration Introduction	Ordering of words _ Introduction
3-0	SLO-2	Races and Games – Tricky Problems	Input Output Tracing – Problems	How to Handle C. Feedback	riticism and	Geometry and Mensuration – <b>Problems</b>	Ordering of words – Practise Session
			timate aptitude tests: over 1000 practi		\$25,000 To		
		abstract visual, numerical, verbal, ph	<mark>lysical, s</mark> patial and systems tests, Kog	an Page, London,	A		
		2018. Fourth edition				The art of general practice: soft skills	s to survive and thrive, Scion,
	U	2. Kathy A. Zahler & Over Drive, In	, , ,		Banbury, 2018, e		
Res	ources		<mark>icatio</mark> n, New York, 2020 Second Edi		5.Zsolt Nagy, So	ft skills to advance your developer car	reer: actionable steps to help
		3. Archana Ram, Place Mentor: Test	s of Aptitude for Placement Readines	s, Oxford	maximize your po	otential, A press, Berkeley, CA, 2019	, eB <mark>ook, 202</mark> 2
		University Press, Oxford, 2018			Frank.		

		Learning Ass	essment							
		Continuous Learning Assessment (100% weightage)								
Level	Bloom's Level of Thinking	CLA – 1 (20%)	CLA – 2 (20%)	CLA - 3 (30%)	CLA – 4 (30%)#					
	2	Theory	Theory	Theory	Theory					
Level 1	Remember	30%	20%	30%	30%					
Level I	Understand	30%	2070	30%	3070					
I10	Apply	200/	500/	200/	200/					
Level 2	Analyze	30%	50%	30%	30%					
I1.2	Evaluate	400/	200/	400/	400/					
Level 3	Create	40%	30%	40%	40%					
	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
Mr. M. Ponmurugan, Executive PMOSS, Cognizant Technology Solutions India Pvt. Limited, Chennai	Dr. G. <mark>Saravana Prab</mark> u, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeedam, Coimbatore	Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST  Dr. Muthu Deepa M, Assistant Professor, Department of Career Guidance  Cell, FSH, SRMIST



Course Code	UEN23V01L	Course Name	COMMUNICATIO	DN SKILLS	Course ategory	AE Value Addition Course					<b>L</b> 0	T 0		P 4	2	2					
Pre-requi	isite Courses	Differing the Department of English, FSH, SRMIST Data Book / Codes/Stand	Nil	IF!		ressive urses			N					Nil							
	e Offering artment		ds	4	10			٠,			Nil										
			Le	arni	ing	C	6		Pr	ogra	m Le	earni	ng O	utco	mes	(PLC	0)				
CLR-1:	Develop fluenc	cy in spoken Er	nglis <mark>h by pra</mark> cticing and engaging i	n various speaking activities.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>CLR-2</b> :	Improve pronu	ınciation and i	nto <mark>nation t</mark> o enhance clarity and efj	fectiveness in oral communication	· a																
CLR-3:	Expand vocable	ulary and idion	na <mark>tic expr</mark> essions to communicate r	nore accurately and expressively.	000	(%)	8	e e	ts												
CLR-4:	Enhance listening skills to understand and respond appropriately to spoken English in different situations.			g (Bl	iency	ment	wledg	Concepts	4	ledge	ation		50	Data	S	Skills	Skills				
CLR-5:	Employ offseting communication structures and agreeting listening summaring agreement and agreeting		of Thinking (Bloom)	d Profic	d Attair	ıtal Kno	Jo	elat	I Know	Specialization	Utilize	Iodeling	Interpret	ive Skills	Solving	ation	Skills				
Cour	rse Learning Out			ourse, learners will be able to:	Level	Expected Proficiency	Expected Attainment (%)	Fundamental Knowledge	Application	Link with	Procedural Knowledge	Skills in S	Ability to Utilize	Skills in Modeling	Analyze, l	Investigative	Problem S	Communication	Analytical		PSO -2
CLO-1:	Demonstrate is coherently.	mproved fluend	cy <mark>in spok</mark> en English by expressing	ideas and thoughts confidently an	2	75	60	Н	M	M	L	-	M	-	M	Н	L	Н	L	-	-
<b>CLO-2</b> :	Pronounce En	glish words an	d p <mark>hrases a</mark> ccurately, using approp	riate intonation and stress pattern	s. 2	80	70	M	H	L	-	١.	-	-	M	M	H	H	M	-	1
CLO-3:	Expand and ef	•	range of vocabulary and idiomatic expressions to enhance		2	70	65	М	M	М	-	L	L	-	Н	M	Н	Н	L	-	-
CLO-4:	Understand an lectures, and p		spoken English in various contexts, including informal conversations,		s, 2	70	70	Н	M	L		M	Н	-	-	-	-	Н	L	-	-
CLO-5:			engaging o <mark>ral prese</mark> ntations, incorp	orating effective body language a	nd 2	80	70	Н	Н	_	M	-	M	_	L	L	M	Н	M	-	-

Durat	ion (hour)	12	12	12	12	12
S-1 SLO-2 L			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	Introduction to appreciation of texts.
		Listening. Barriers of Listening.		TEXPLAINING THE USage Of the Oxford Learner's	Explaining various forms of writing with examples:.	Encouraging the students to share a few of their favourite lines from any sources they have read or sharing a few lines from padithadhil piditthadhu.
		Introduction to Digital language lab/	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.	
	SLO- 2	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.
	SLO-1	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.
S-3 – S-4	SLO- 2	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 <mark>any book or</mark> 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
S-5	SLO-1	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.
	SLO- 2	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.	meachnaics of writing - assessed and evaluated.	Mathrubootham's humour and the language of code switching from Tamil to English and vice –versa.
	SLO-1	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
S-6	SLO- 2	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.
S-7 – S-8	SLO-1	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,
	SLO- 2	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.
	SLO-1	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.	Analyisng the text for regional relevance and National significance.
S-9	SLO- 2	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

S-10			Students -groups -checking the comprehension skills. Analyse the text of a passage.		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.
SLO- 2		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.		relatable characters of both formal and informal everyday life experiences.
S 11	SLO-1		Cross check with misunderstanding if any and rectify- match the question and answers.	Spur of the moment speech.:	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.
SLO- 2		by responding to the speech given by	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		Enabling the students to share their appreciation of any of their favourite lines form the books they have read.

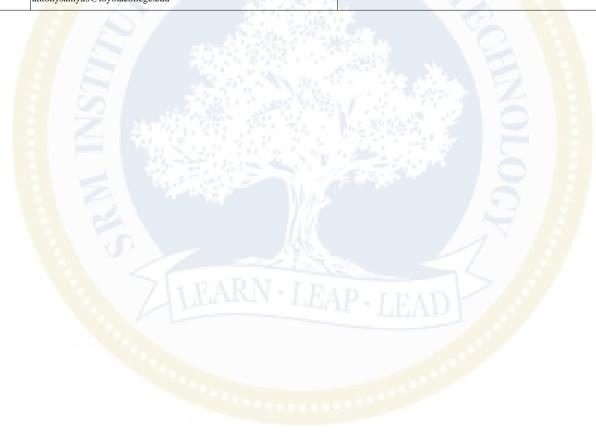
# Learning Resources

- 1. Horizon-English Text Book Compiled and Edited by the faculty of English Departement, FSH, SRMIST, 2020
- 2. English Grammar in Use by Raymond Murphy
- 3. Raymond Murphy, Intermediate English Grammar, Cambridge University Press, 2007
- 4. R.P. Bhatnagar, English for Competitive Examinations, Trinity Press, 3<sup>rd</sup> Edition, 2016
- 5. http://www.aptitudetests.org/verbal-reasoning-test
- 6. https://www.assessmentday.co.uk/aptitudetests\_verbal.htm

		Learn	ning Assessment							
		Continuous Learning Assessment (100% weightage)								
Level	Bloom's Level of Thinking	CLA – 1 (20%)	CLA – 2 (20%)	CLA – 3 (30%)	CLA - 4 (30%) #					
		Practice	Practice	Practice	Practice					
I1 1	Remember	100/	100/	200/	15%					
Level 1	Understand	10%	10%	30%						
1.12	Apply	500/	500/	400/	<b>700</b> /					
Level 2	Analyze	50%	50%	40%	50%					
	Evaluate	400/	400/	2007	250/					
Level 3	Create	40%	40%	30%	35%					
	Total	100 %	100 %	100 %	100 %					

<sup>#</sup> 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 Designe	rs
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
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Course Code	UNS23M01L/	Course	NCC/NCC/NCO/VOCA	NSS/NCC/NSO/YOGA Course EA Extension Activity		L	T	P	C
Course Code	UNC23M01L	Name	NSS/NCC/NSO/TOGA	Category	Extension Activity	0	0	0	0
	UNO23M01L/			NU F					
	UYG23M01L			7697					1

Pre-requisite Courses	Nil	Co-requ <mark>isite Courses</mark>	0	Nil	Progressive Courses	Nil	
Course Off	fering Department	NSS/NCC/NSO/YOGA		Data Book / Codes/Standards		Nil	

# Assessment is Fully Internal

course offering Department	1(00)1(00)10011	Data Book / Codes/Standards		1100
		Assessment is Fully Intern	al	
_		Learning Assessment	Sacto.	
	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)	기가 있었다. 경험에 되었다.		30 Marks
	Continuous Learning Assessment –IV (CLA-IV)	3 1 3 3 7 7 7 8 6		20 Marks
	Total Marks	Zeville Parket		100 Marks

Course Code	USY23301T	Course Name	SOCIAL PS	SYCHOLOGY - I	Cours Catego	-	С			Profess	ional (	ore C	ourse		L	. Т	P	0	С
				COLLING											3	0	3	2	4
Pre-requisite Courses	Nil		Co-requisite Courses	Nil	Progress Cours		1		٠.				Nil						
Cour	se Offering Departme	ent	Psychology	Data Book / Codes/Standards				Nil											
Course I	earning Rationale (	CLR):		learning this course is to:	L	earnir	ıg	2			Progr	am Le	arnin	g Out	omes	(PLC	))		
CLR-1: To t	ınderstand the origin	and developm	ent of soc <mark>ial psychol</mark> ogy	A STATE OF THE STA	1	2	3	1	2	3	4 5	6	7	8	9	10	11   12	13	14 15
CLR-2: Lea	rn how social cogniti	on and social	percepti <mark>on is forme</mark> d	58 15 E 65 5 F		y	±1		. >		lge	IOII	50		S	ills	lls		
	Understand formation				50	enc	Attainment %0)	100		-	vled	741	ling	, F	Skills	X	on Skills Skills		
CLR-4: Und	derstand the aspects o	f social identi	ty		king	fici	aim		<b>ч</b>	atec	nov	ize	ge	rpre	e S	ing	Sk	-	7 7
CLR-5: Ana	lyze the differences in	i prejudice an	d dis <mark>criminati</mark> on	무슨 하다 생각하면 그 사람이	Thinking	ed Proficiency (%)		edoe	n o	Rel line	Z X	Ei Ei	ledge in Modeling	, Inte	ativ	Solv	icat	PSO .	PSO -2 PSO-3
						Expected ("	Expected	Fundamental Knowledge	Application of Concepts	with Related isciplines	Procedural Knowledge	Ability to Utilize	wle Is ii	Analyze, Interpret	Investigative	Problem Solving Skills	Communication Analytical Sk	. L	<u>a</u>
					<u></u>	bec	bec	Funda	ig 5		esce.	lity	Skills	aly	nve	pple	An		
	earning Outcomes (			ourse, learners will be able to:	Le	Ex	Ĕ	곱 7	Αp	Link	P. P.	Abj	×	An	_	Ρ̈́	ರ ರ		
	w the origin and devi			图75.000 ATT 15 7 75 4	2	75	60	Н	Н	Н		-	-	-	-	-		-	
CLO-2: Una	derstand the causes of	<sup>c</sup> social behavi	io <mark>r</mark>	강 김 원인의 경영에 가장 그 나는 바	2	80	70	-	Н	-	Н -	-	-	-	-	-	-   -	-	-   -
CLO-3: And	lysis major componer	its of social p	er <mark>ception</mark>	SECTION AND ALL IN	2	70	65	Н	-	-	Н -	-	-	-	-	-		-	
CLO-4: Eva	luate the methods to	change attitua	le <mark>, persuasi</mark> ve techniques	NOW THE WAR TO	2	70	70	Н	- 4	Н	H		-	-	-	-	Н -	-	
CLO-5: Lea	rn techniques to redu	ce prejudice a	n <mark>d discrimi</mark> nation	F. 1961	2	80	70	-	Н	Н	Н -	-	-	-	Н	-		-	
					Tariff of														

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

Learning	
Resources	

- Baron (1978) Social Psychology (6th ed.) London: McGraw Hill Book Company
- Hurlock, E.B (1981) Developmental Psychology-A Life span Approach (5th ed.) New Delhi: Tata McGraw Hill Publishing Company
- Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd

- Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
- Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company

### Learning Assessment

				Contir	nuous Learning Asses	sment (50% weighta	ige)			Final Exam	ination(50%	
	Bloom'sLevel of Thinking	CL	A - 1 (10%)	CLA – 2 (10%)		CLA - 3 (20%)		CLA	- 4 (10%)#	weightage)		
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Laval 1	Remember	40%		40%		40%		40%		40%		
Level 1	Understand	40%		4070		4070		40%	-	4070	-	
Level 2	Apply	40%		40%		40%		40%		40%		
Level 2	Analyze	40%		40%	-24 i 1 8.1	40%		40%		40%	-	
Level 3	Evaluate	20%		20%	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	20%		20%		20%		
Level 3	Create	2070		2070	C 147854	2070		2070		2070	-	
	Total	100	%	100	%	100 %	6	100 %	6	100 %	0	

# # 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 Employm <mark>ent,</mark>	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
Government of India		
·	E 9 N. (2,1) (1) W	Dr Senthil Kumaran J, S <mark>RMIST</mark>

Course (	Code	USY23302T	Course Name	HEALTH 1	PSYCHOLOGY		Course ategory		С			Profe	ssion	al Cor	e Cou	rse	3	L 1	P 3	2	4	<u> </u>	
Pre-requ Cour		Nil		Co-requisite Courses	Nil	/ P F	Progress Cours				•				Nil		•		•				
		ffering Departmen		Psychology	Data Book / Codes/Standards	77	17						N										
Cor	ırse Learn	ing Rationale (C	LR):	The purpose of le	arning this course is to:		Learning									Program Learning Outcomes (PLO)							
			link between Psyc			1	2	3	.1	2	3	4	5	6	7	8	9	10	11 12	13	14	15	
			physiological diso	rders	-1-1-1-1		>	-	1	).		ge	nc					<u>s</u>	S				
		belief and health l					enc	nen			-	vled	zatio			₩	<u>s</u>	<u> </u>	N N				
		health and wellber	0				ofici	ainr		<u>_</u>	atec	,uo	iali	Ze	eliú	rpre	Ski	/ing	uo I	!			
CLR-5:	To underst	and health promot	ing behaviour		A \$ 2 Su \$ 2 Su	Level of Thinking	P	Expected Attainment (%)	Fundamental	Application of Concepts	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	nvestigative Skills	Problem Solving Skills	Communication Skills Analytical Skills				
					F 10 20 50 50 50 1		ige (	cted	ame	Sation	를 를	a a	in	to /led	.⊑	ze,	tigat	E	nun je	<del>-</del>	-5	က	
Cor	uco I ooun	ing Outcomes (C	10).	At the end of this cou	waa laawaya will ba abla to:		<u>§</u> §	è é é	pur		A V	900	!!	Ability (	SIIIS	Analy. Data	vesi	g	omr Ser	PS0 -1	PSO -2	PSO-3	
		,		At the end of this col	rse, learners will be able to:	2	<u>ප ග ද</u>	<u>(0</u>	<u>円</u>	Z <del>Z</del> C		1 2	Ś	- 주 주	Ś	ĞĞ	<u>L</u>		<u>ŏ</u> ₹	Ğ	ř	<u>č</u>	
		basic concepts of h			The state of the state of the state of	2	75 80		H -	H	H	- Н		-	<del>  -</del>	-	-	-	<u>-   -</u>	+-	1-	_	
	CLO-2: Learn source stress and how it affects health CLO-3: Understand health behavior						70		Н	11	<del>-</del>	Н			<u> </u>			_	-   -	+ -		÷	
	CLO-3: Understand health behavior  CLO-4: Learn the link between positive emotion and health						70		Н	H	Н	Н	Н		<del>-</del>		-	-	H -	+ -	+	_	
		d the health promo		aun		2	80		-	Н	-	H	-		+ -	-	-	-		+ -	-	÷	
CLO-3.	Onuci siuni	i ine neutin prome	ning ochuviour			2	75		l <del></del>	-	-	-	_		<del>  _</del>	<u> </u>	_	_	_	+-	+_+	_	
Dura	-	1	15	15	15	31.33	-		15	5	5							15					
(ho	SLO	Definition of he	ealth	Concept of Stress	Overview of health behaviour	Н	ealth ar	nd Well-	being	7	7	7		Health promoting behavior									
S-2	SLO	Dimensions of	health	Sources of stress	Health behavior and health habits	C	oncept	of well	eing	1				Exercise: determinants and benefits								4	
S-3	SLO	Aims of health	psychology	Responses to stress	Barriers to modifying health poor h	ealth Po	ositive	emotion	s (PE)	>	Z		Developing a healthy diet										
S-4	SLO	Foundations of psychology	health	Responses to stress	Health promotion and older adults	R	ole of F	E in we	ell-being	3		7		Inter	ventio	n to m	odify	diet					
S-5	SLO	Foundations of psychology	health	Physiological mechanism of stress	Changing health habits	Ps	sycholo	gical ca	pitals a	nd well	being			Slee	p and	health							
S-6	SLO	Foundations of psychology	health	Physiological mechanism of stress	Attitude change health behavior	Ps	sycholo	gical ca	pitals a	nd well	being					health							
S-7	SLO	Foundations of psychology	health	Psychosocial modifiers of stress	Attitude change and health behavio	r R	esilien	ce						Heal	th cor	npromi	sing b	ehavio	or				
S-8	SLO	Historical view disease andthe	•	Psychosocial modifiers of stress	Health belief model	R	esilienc	e as pro	otective	factors				Preventive approach alcohol abuse									
	SLO		ctives on health	Psychophysiological disorders	Theory of planned behavior	Role of resilience in health and wellbeing						Smo	king										
S-9	<u>510</u>	andillness			Theory of planned behavior																	_	

S-11	SLO	Principles and Characteristics biomedical model	Stress and cardiovascular disorder	Self determination theory		Psychology of pain mana	gement Why	do people smoke
S-12	SLO	Assumptions of biomedical model	Stress related damages to neurological aspects of the body	Health behaivour change and the brain  Theories of pain management		nent Nico	otine addiction and smoking	
S-13	SLO	Biopsychosocial model and and health	Coping with Stress	Cognitive behaviour appr behaviour change	oach to health	Pain management techniq	lues Inter	rvention to reduce smoking
S-14	SLO	Biopsychosocial model and and health	Stress management techniques	Trans-theoretical model o change	f behavior	Meditation	Nico	otine addiction and smoking
S-15	SLO	Current perspectives on health and illness	Stress management techniques	Changing health behavior engineering	through social	Meditation types	Inter	evention to reduce smoking
Learnin Resource	-	Taylor, S. E. (2006).Health ps Sarafino, E. P. (1998). Health Wiley & Sons Inc.	ology and Behaviour. Tata McGraw Hills ychology, New Delhi: McGraw Hills Inc Psychology: Bio-psychosocial interactions ogy: Theory and Practice. Delhi: Sage.	(2nd and 3rded.), John		New Delhi: Sage Mohan, J. &Sehgal, M. (20	06).Health Psychology: Recen	&Syskes, C. (2008).Health Psychology, at Perspectives ons of Health Psychology.New York
				Learning As	sessment	The Landau S.		
	Bloom	Final Examination(50%  weightage)  Theory: Proceedings						

			Final Exa	mination(50%							
	Bloom'sLevel of Thinking		LA - 1 (10%)	C	LA - 2 (10%)	C	CLA - 3 (20%)	CI	LA - 4 (10%)#	we	ightage)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%		40%	3777 47	40%	1 11 31	40%		40%	
Level 1	Understand	4070	-	4070	to the day	4070	Section 18	4070		4070	-
Level 2	Apply	40%		40%		40%		40%		40%	
Level 2	Analyze	4070		4070		4070	,	4070		4070	-
Level 3	Evaluate	20%	100	20%		20%	_	20%		20%	_
Level 5	Create	2070	PER 1	2070		2070	-	2070		2070	-
	Total	100	<mark>)</mark> %	100	) %	100	) %	100	) %	100	) %

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Course Designers										
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Or 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 O	F PERSONALITY	Cou Categ	C		I	rofess	sional (	Core Co	urse		L 1 3 0	)		O 2	<b>C</b> 4
Pre-requisit	teCourses		Co-requisite Courses	Nil		essive urses					Nii	,						
Course (	Offering De	epartment Psy	vchology Data 1	Book / Codes/Standards						Nil								
Cours	e Learning	Rationale (CLR):	The purpose of learning this co	ourse is to:	41/4	Learning					Progra	ım Lea	rning	Outc	omes	(PLC	))	
<b>CLR-1</b> : <i>To</i>	understand	d basics of theories of personality			1	2 3	1	2 3	4	5	6 7	8	9	10	11 1	12	13 14	1 15
CLR-2: To	explain the	e human personality from psychodyna	umi <mark>c perspective</mark>						ge	nc				lls	S			
		d trait theories of personality d humanistic theories of personality		A STATE OF THE PARTY OF THE PAR	<u>5</u> 0	nent		Ф	vled	izati	٤	್ ಕ	IIs	Ski	Skil			
		d hamanistic theories of personality d d behavioural learning theories of per	rsonality		- Ikin	ofici		elate	Knov	cial	119	erpr	Ski	ving	ion	kills		
CLK 3. 10	unacrsium	a behavioural learning incortes of per	sommy	F-1 5-28-7	Level of Thinking (Bloom)	Expected Proficiency (%) Expected Attainment (%)	Fundamental Knowledge Application of	Concepts Link with Related	Procedural Knowledge	Skills in Specialization Ability to Utilize	Knowledge	Analyze, Interpret	Data Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills		
			The state of the s	STEERING TO THE	Level of ( Bloom)	ecte	dam owl	k wi	cedu	lls ir	lwo i i	ulyze	estig	blen	nuu	ılyti.	PSO -1	PSO-3
		Outcomes (CLO):	At the end of this course, learners	will be able to:	Lev Bi	\$ 2 B 2 B 2	Fun App		Pro	Ski	Z Z	Ang	Invest	Pro	Cor	Ang	$\Sigma \mid \Sigma$	ارتا PS
		d why each person is unique		- A " Alex Mr 12"	2	75   60	H	$H \mid H$	-			-	-	-	-	-		-
		l contrast personality theories <mark>on the</mark>		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2	80 70 70 65		Н -	Н			-	-	-	-	-		-
CLO-3: Ap	LO-3: Apply different approaches to personality and understand human behaviour from various perspective LO-4: Understand the humanistic view of personality						Н		Н				-	-	-	-	-   -	-
		ne numanistic view of personality now the environment shapes <mark>personali</mark>		790 W W.	2 2	70 70 80 70		- H H -	H		 	-	-	-	Н	-		-
CLU-5: 01	naersiana n	iow the environment snapes personali	iy		2	75 70	- 1	H -	П -		 	-	-	-	-	-		+-
Durat		18	18	18		32.00	1	R						1	Q			
(hou	ır)		A		18 1 Humanistic perspective Behavioral perspective													
S-1	SLO	Introduction to personality	Psychodynamic perspective	Trait approach		Humanistic	perspective				В	ehavior	al pers	pectiv	ve			
S-2	SLO	Introduction to personality	Classical psychoanalysis	Allport		Classic					Classical conditioning							
S-3	SLO	Study of personality	Levels of mind	Motivation		Phenomer	nology	ology				haping	}					
S-4	SLO	Study of personality	Levels of mind	Personality	Phenomenology						С	hainin	g					
S-5	SLO	History	Topography of mind	Proprium	. Tr	Abraham N	Maslow	٠,	1		S	iccessi	ve app	roxim	ation			
S-6	SLO	History	Topography of mind	Adult personality		Abraham N	<b>Maslow</b>	1			S	iccessi	e app	roxim	ation			
S-7	SLO	Definition	Structure of mind	RB Cattell		Carl Roger	S				Skinner							
S-8	SLO	Definitions	Psychosexual stages	16 factors		Person cent	tered 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 psychol	logy	Erg		Self actua	lizing person		Reinforcement vs p	unishment	
S-12	SLO	Reliability		Analytical psychol	logy	Eysenck	NICE	Cognitive	approach to persona	llity	Bandura		
S-13	SLO	Validity		Carl Jung	-0	PEN	TACE	Cognitive	approach to persona	Social learning			
S-14	SLO	Paper pencil		Carl Jung	O.	BIG Five		Personal o	construct theory	Social learning			
S-15	SLO	Self report		Alfred Adler	y	BIG Five	G Five Personal construct theory				Vicarious reinforce	nent	
S-16	SLO	Self report	/ :	Alfred Adler		Comparison theories	n between trait	Kelly	10	System of self			
S-17	SLO	Projective technic	ques	Karen Horney	525	Comparison between trait theories Kelly					System of self		
S-18	SLO	Clinical interv	riews	Karen Horney	- 30	Comparison theories	n between trait	Compar existent	ison between hu ialism	manis <mark>m and</mark>	Concept of self regulation		
Learnin Resource	•	Friedman H		D.P. and Schultz, S.E. W. (2003).Personality				经 经支票	Aleem, S	(2012).Theories	of Personality. Dorling	Kindersly India	
	Co	riicuman, n	I. S. & Schustack, M.		Education	1 360 60	Control of the	earson			Ltd		
		rncuman, n	I. S. &Schustack, M.		Education	Learning Asse	essment				Ltd	•	
		m'sLevel of			Education  Continuo	Learning Asseus Learning Asses	essment sment (50% weight	tage)				•	
	Bloor		CI	LA – 1 (10%)	Education  Continuo CLA	Learning Asses us Learning Asses - 2 (10%)	essment sment (50% weight CLA	tage)	CLA	-4 (10%)#	Ltd Final Examination(5)	0% weightage)	
	Bloor	m'sLevel of hinking	CI Theory		Continuo CLA Theory	Learning Asseus Learning Asses	essment sment (50% weight CLA Theory	tage)	CLA Theory		Ltd Final Examination(5) Theory	•	
Level 1	Bloor TI	m'sLevel of	CI	LA – 1 (10%)	Education  Continuo CLA	Learning Asses us Learning Asses - 2 (10%)	essment sment (50% weight CLA	tage)	CLA	-4 (10%)#	Ltd Final Examination(5)	0% weightage)	
Level 1 Level 2	Bloon TI R	m'sLevel of hinking Remember Jnderstand Apply	CI Theory	LA – 1 (10%)	Continuo CLA Theory	Learning Asses us Learning Asses - 2 (10%)	essment sment (50% weight CLA Theory	tage)	CLA Theory	-4 (10%)#	Ltd Final Examination(5) Theory	0% weightage)	
	Bloon TI R U	m'sLevel of hinking Remember Jnderstand	CI Theory 40%	LA – 1 (10%)	Continuo CLA Theory 40%	Learning Asses us Learning Asses - 2 (10%)	essment sment (50% weight CLA Theory 40%	tage)	CLA Theory 40%	-4 (10%)#	Final Examination(5)  Theory  40%	0% weightage)	

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

Cou Co		LT23AE01T	Course Name	Applie	d Tamil – I		Cours Catego		AE	P	Abilit	y Enl	ance	men	t Co	urses	(AE)	-	1	T 0		_	<u>C</u> 2
	e-requisite Courses		Nil	Co-requisite Courses		Nil	J.	_	ressiv	2							Vil						
Cou	ırse Offeri	ing Department		Tamil	Data Book	/ Codes/Standard	ls	A							Nil								
Cours (CLR		g Rationale	The purpo	se of le <mark>arning thi</mark> s course is t	o:	and an Urban	L	earn	ing	P	rogra	am Le	arni	ng O	utco	mes (	PLO)						
CLR-	1: தமி	ழின் எழுத்து	, சொல் வஎ	ார் <mark>ச்சி வர</mark> லாற்றை அற	ரியச் செய்தல்	100	1	2	3	1	2	3	4	5	6	7	3 9	10	11	12	13	14	15
CLR-	2: மொ	ாழியைப் பின	ரையின்றி எ	ா <mark>ழுதும்</mark> ஆற்றலை அல	டையச் செய்தல்		<u> </u>			4	į, s												
CLR-				<mark>ன் நுட</mark> ்பங்களைத் தெ			50	ency	nent	yledo	ncep		edge	ntion			Data	kills	cills				
CLR-				<mark>ிரை</mark> வரையும் முறை	அறியச் செய்த	தல்	king	ficie	ainn	Knox	ပိ	ated	owle	ializa	ize	eling	pret	S gui	on SI	ills			
CLR-5: படைப்பாற்றல் திறனை வளரச் செய்தல்							of Thinking	l Pro	l Att	142	ОПО	ı Rel	al Kı	Spec	Uti ge	Mod	Inte	Solv	icati	ıl Sk			
Course Learning Outcomes (CLO):  At the end of this course, learners will be able to:						Level of	(Rloom) Expected Proficiency	Expected Attainment	Eundamental K nowledge	Application of Concepts	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3	
CLO-1 : சொற்களைச் சரியான <mark>பொரு</mark> ண்மையில் பயன்படுத்தும் திறன் பெறுதல்					2	75		I.			М	Н	Н	L	M I	! M	L	Н	-	-	-		
CLO-				<mark>எழு</mark> துவதன் வழி மொழ			2	80	70	I.	M	H	L	M	Н	L	$H \mid M$	I L	Н	Н	-	-	-
CLO-	. <b>3 :</b> அறி	) ந்துகொள்ளு	தல்	<mark>ள் வ</mark> ழி, மக்களின் வா			2	70	65	E	L	Н	M	Н	Н	М	H 1	H	М	Н	-	-	-
CLO-		பவலகப் பயல ரிந்துகொள்ஞ		<mark>ுன் ம</mark> ேம்பாடு ஆகியவ	<u> ந</u> ிட்பமா	ாகத்	2	70	70	I.	M	Н	L	Н	M	М	$H \mid H$	L	Н	Н	-	-	-
CLO-	5 : கவி	தை, கதை ப	டைக்கும் அ	<mark>ஆற்றலை</mark> அறிந்துகொ	ாள்ளுதல்	1,22	2	80	70	I.	M	H	Н	M	Н	L	M F	L	Н	Н	-	-	-
Durat (hour			9	9		4100	9				1		9	•						9			
	SLO-1	தமிழின் தெ	ான்மை	<mark>மெய</mark> ்யெழுத்துச வகைகள்	ளின்	வாய்மொழி เ மரபு	олц, е	எழு	த்து	தொ	தொடர் <mark>அமைப்</mark> பு						கா	லந்ே	தாறு	ும் ச	ഖിഒ	தை	
S-1	SLO-2	தமிழின் சிற	றப்புகள்	மூவி <mark>னம்</mark>		ை வாய்மொழி ப அனுபவம்	பரபில்	ΰ		எளி	ப ெ	தாட	ர்				கவி	ിതെ	வடி	வம்			
S-2	SLO-1	கருத்து – பர	ிமாற்றம்	ஒற்று இடுதல்		வாழ்வியல் த	த்துவ	ம்		நெடு	ிந்ெ	தாட	. <del>ர</del>				மர	புக்க	ഖിത	றத			
	SLO-2	பயன்பாட்டு	ித்தமிழ்	வல்லினம் மிகும்	இடங்கள்	பழமொழிகள்	Т		. • •	பத்த	) எடு	<b>ச</b> ிவி	5ல்				வச	னக	ഖിത	த			
S-3	SLO-1	காலந்தோற	ும் தமிழ்	வல்லினம் மிகா	இடங்கள்	பழமொழியும் வாழ்வியலும்		ித		ஒரு கொ					مالد	ாகக்	கக் புதுக்கவிதை/ புதிய வடிவக் கவிதைகள்						
	SLO-2	எழுத்துகள்	- அறிமுகம்	் எழுத்துப்பிழை ந	நீக்கம்	பழமொழியி	ன் வடி	டிவப்	2	காலந்தோறும் கடிதங்கள்					т கவிதைக் களங்கள்								
S-4	SLO-1	தமிழ் எழுத்		I POOL BEE CUD	துதலின்	வட்டார மொ	ழி			தமிį	தமிழில் கடித இலக்கியம் கவிதை உள்ளடக்கம்						O						

	SLO-2	[6](四本数出6][16][16][16][17][16][17][16][17][16][17][18][18][18][18][18][18][18][18][18][18		வட்டார மொழியில் சொலவடை	கடித வகைகள்	கவிதை எழுதும் முறை
G 5	SLO-1	எழுத்துகளின் பிறப்பு	எதிர்ச்சொல் வரலாறு	பழமொழியும் சொலவடையும்	கடிதம் எழுதும்முறை	தன்னுணர்ச்சிக் கவிதை
S-5	SLO-2	உயிர் எழுத்துப் பிறப்பு	எத <mark>ிர்ச்சொல்</mark> லின் உ <del>ரு</del> வாக்கம்	பேச்சுநடையும் சொலவடையும்	அலு <mark>வல் கடித</mark> ம்	இயற்கை/ சமூகம் - கவிதை
S-6	SLO-1	மெய்யெழுத்துப் பிறப்பு	இணைச்சொல்லும் எதிர்ச்சொல்லும்	மரபுத்தொடர்	வாழ்த்து/ <mark>பாராட்</mark> டுக் / நட்புக் கடிதம்	காலந்தோறும் கதைகள்
5-0	SLO-2	மொழி முதல் எழுத்துகள்	தமிழில் எதிர்ச்சொற்கள்	பழமொழி மரபுத் தொடர் வேறுபாடு	கட்டுரை வக <mark>ைகள்</mark>	கதைகளில் கற்பனையும் உண்மையும்
S-7	SLO-1	மொழி இறுதி எழுத்து <mark>கள்</mark>	ஓரெழுத்து ஒருமொழி – அறிமுகம்	தமிழில் மரபுத்தொடர்	கட்டுரை எழுது <mark>ம் முற</mark> ை	வாய்மொழிக் கதை
3-7	SLO-2	எழுத்து வேறுபாடும் பொருளும்	ஓரெழுத்து ஒருமொழியும் பொருளும்	விடுகதை	கட்டுரைக் களங்க <mark>ள்</mark>	ஒரு பக்கக் கதை
S-8	SLO-1	ணகர - னகர - நகர வேறுபாடு	சொற்களின் தன்மைகள்	நுண்ணறிவு வெளிப்படுதல்	போட்டிக் கட்டுரை	சிறுகதை
5-0	SLO-2	லகர – ளகர - ழகர வேறுபாடு	ஒரு சொல் பல பொருள்	கதை மரபில் நாட்டுப்புறக் கதைகள்	அனுபவக் கட்டுரை	கதை எழுதும் முறை
S-9	SLO-1	சொல்லும் பொருளு <mark>ம்</mark>	ஒரு பொருள் பல சொல்	தமிழில் நாட்டுப்புறக் கதைகள்	பயணக் கட்டுரை	சமூக உணர்வின் வெளிப்பாடு
3-9	SLO-2	காலந்தோறும் சொற் <mark>கள்</mark>	சொல் உருவாக்கத்தின் பயன்கள்	நாட்டுப்புறக் கதைகளும் சமூக வரலாறும்	இதழியல் கட்டு <mark>ரைகள்</mark>	நிகழ்வைக் கதை வழியே வெளியிடல்

	1. நல்ல த <mark>மிழ் எழு</mark> த வேண்டுமா?, அ. கி. பரந்தாமனார், பாரி நிலையம், 2010.	
T	2. நாட்டுப்பு <mark>ற இய</mark> ல் ஆய்வு, சு. சக்திவேல், மணிவாசகர் பதிப்பகம், சென்னை, 2006.	
Learning Resources	3. படைப்புக் <mark>கலை,</mark> மு. சுதந்திரமுத்து, அறிவுப் பதிப்பகம், சென்னை, 2008.	
Resources	<i>4</i> . கதையியல், <mark>க. பூர</mark> ணச்சந்திரன், அடையாளம் பதிப்பகம், சென்னை, 2012.	
	5. இணைய வழி <mark>த் தரவு</mark> கள் : <u>https://tamilheritage.org/</u>	

	Continuous Learning Assessment (50% weight									Final Francisco (500/ poisters)						
	Bloom's Level of Thinking	CLA – 1 (10%)		CLA – 2 (10%)		CLA –	3 (20%)	CLA -	4 (10%)#	Final Exai	mination (50% weightage)					
	8	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice					
Level 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%						
Level 1	Understand	30%	30%	3070	3070	2370	2070	20%	20%	30%	-					
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%						
Level 2	Analyze	40%	30%	30%	40%	30%	30%	30%	30%	30%	-					
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%	_					
Level 3	Create	30%	20%	20%	30%	30%	30%	30%	30%	20%	-					
	Total	10	<mark>00</mark> %	10	00 %	10	00 %	10	00 %		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, Thiruvanmiyur, Chennai – 600 041.	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literaturel, Pondicherry University, Pondicherry	1. Dr. B.Jaigan <mark>esh,</mark> Associate Profess <mark>or &amp; He</mark> ad, Dept. of Tamil, FSH, SRMIST,KTR
	LEARN · LEAP · LE	<ol> <li>Dr. R. Ravi, Assistant Professor and Head, Dept. of Tamil, FSH, SRMIST, VDP.</li> <li>Mr. G. Ganesh, Assistant Professor, Dept. of Tamil, FSH, SRMIST, RMP.</li> <li>Dr. T.R.Hebzibah beulah Suganthi, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.</li> <li>Dr. S.Saraswathy, Assistant Professor, Dept. of Tamil, FSH, SRMIST, KTR.</li> </ol>

Cou Co		LH23AE01T	Course Name	APPLIE	ED HINDI-I	Cour Categ	$\Delta F$		Abilit	y Enh	ancen	nent (	Course	es (Al	E)			1		P 2	O 2	C 2
	e-requisite Courses	:	Nil	Co-requisite Courses	Ni		Progressive Courses							i	Nil							
C	ourse Offe	ring Department		Codes/Standards	*V /						Nil											
Cour	se Learnir	ng Rationale (CL		Learning					Prog	ram I	_earn	ing O	utcor	nes (P	PLO)							
CLR	2-1: Expl	ain and appreciat	e the Constant	moral v <mark>alues of In</mark> dia	7	SHE YES	1 2 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR	-2: Foci	is on Evaluating t	he social chang	ges thr <mark>ough pros</mark> e	/ %	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	n) 5)															
CLF	3: To L	Display moral and	social values i	n th <mark>e <mark>field of</mark> religion and commu</mark>	nal Unity	Su. 5 27 - 10	31001 2y (% nt (%			olines			ledge									
CLR	To m		good literatu	re <mark>and any </mark> relevant document froi	om the Hindi Language to	English and vice –	hinking (Bloom) Proficiency (%) Attainment (%)	wledge	Concepts	Discip	edge	ation	Know		Data	×	Skills	kills				
CLF			o tackle Admin	is <mark>trative te</mark> rminology	TA = // .	May no dil	hink Proj Att	Kno	r C	lated	nowl	ializ	lize	eling	rpret	Skill	ing !	on S	Skills			
					7 5 m	776 95	of T of T sted	ıntal	ion o	h Rel	al K	Spec	o Uti	Mod	Inte	ıtive	Solv	nicati	al Sk			
Cours	e Learning	g Outcomes (CLC	<b>)</b> ):	At the end of this cour	rse, learners will be able i	to:	Level of Thinking (Bloom)  Expected Proficiency (%)  Expected Attainment (%)	Fundamental Knowledge	Application of	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving	Communication Skills	Analytical	PSO -1	PSO -2	PSO-3
CLC	<b>)-1</b> : Undo	erstand the variou	s forms of Pros	se and different aspects of social	issues	7 4 5	2 75 80	H			M M	L	H	L	M	L	L	Н	M	. Ъ	<u>-</u>	
		reate an awerness				I N'E '12	2 80 90	Н	Н	Н	М	L	Н	Н	М	L	L	Н	M	-	-	-
		Examine the accure	•	i <mark>on</mark>	1 TA 2 T	100	2 75 95	Н	Н		L	Н	Н	M	Н	M	М	Н	Н	-	-	-
		Provide technical v			State of the state		2 80 90	Н	Н		Н	M	Н	L	Н	Н	М	Н	Н	-	-	-
CLC	0-5 :  To e	valuate the nuanc	e in essays		349	10//10	2 85 90	M	Н	M	Н	L	Н	Н	L	Н	M	Н	Н	-		-
Durat	ion (hour)		l	NIDANDII.		BAL RAMAYAN	9			NUVA	( D	9	)			١,	ADIE	) I I A C	9	TILLD	DAL	4 T T
S-1	SLO-1	KAHANI		NIBANDH	<u> </u>	BAL KAMATAN			A	INUVA	ıD	ď.							HIK S	НАВ	DAVA	1LI
3-1	SLO-2	AVDHARNA		AVDHARNA		KHATHA VASHTU			Α	VDH.	ARNA					A	RTH					
~ •	SLO-1	ARTH		ARTH	TEARN	AVADHPURI MEN	RAM		A	RTH		7				I	PARIB	BHAS	HA			
S-2	SLO-2	SWARUP		SWARUP	PERMIT	RAM KE ADARSH	KE PRATI PRER	T KARNA	A S	WARU	JP					S	WAR	UP				
	SLO-1	PARIBHASHA		PARIBHASHA		RAMAYAN KE PRA	ATI RUCHI JAGA	VA	F	PARIB	HASH	ΙΑ				I	PRAK	AR				
S-3	SLO-2	KAHANI KE TA	TVA	MAHABHARAT KE SAMAY K BHALKRISHNA BHATT	KA BHARAT-	RAMAYAN KA SAN	MAJ MEN MAHAT	VA	F	PRAKA	R					A	VAD.	HAR	NA			
	SLO-1	UDDESHYA		LEKHAK PARICHAYA		LOKJEEVAN KE F	PRATI JAGRUP K	ARNA	Λ	AAHA'	TVA					I	PRAY	OJAN	V			
S-4	SLO-2			PATH KA VISLESHAN		JANGAL AUR JAN	KPUR		l	JDDE.	SHYA					U	IDDE	ESHY	Ά			
	SLO-1	ANTASH MAN	KI JAGRITI	UDDESHYA		GURU KE PRATI A	ADAR BHAV		A	NUBA	AD PF	RAKR	IYA			Λ	ЛАНА	TVA				
S-5	SLO-2	EIDGAH – KAH PREMCHAND	IANI	SAMAJIK SAMRASTA		VIRTA KE BHAV K	AV KO JAGANA VI				VIVIDH PRAYOG					I	PRAYO	OG				
S-6	SLO-1	KAHANI KA PA	RICHAYA	PAURANIK KAHANIYO SE A	AVAGAT KARANA	VIDHARM KA PRA	ATIFAL	HINDI SE ANGREZI ANUVAD		AD	l	IDDE	ESHY	Ά								

	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
3-7	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
3-0	SLO-2	SAPNE KE LIYE SANGHARSH	MANVA <mark>TA KO JIVIT</mark> 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	AN <mark>UVAD KA</mark> DAYITVA	PATH PRICHARCHA
3-9	SLO-2	PRASHNABHAYASH	PR <mark>ASHNAB</mark> HAYASH	PRASHNABHAYASH	ANUVA <mark>D KA AB</mark> HYASH	PRASHNABHAYASH
			Edited Book: "PRAYOJAN MULOK HINDI", SRIJON	NLOK PUBLICATION, 2023, New Delhi.		
		Learning				
		Resources	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>			PUNRIKSHAN
			4. Prayojan mulak Hindi, Dr. Sontakke			
			https://rajbhasha.gov.in/hi/ol_clause			

				117 11/2	Le	earning Assess	sment	144.						
			Continuous Learning Assessment (50% weightage)							T: 15				
	Bloom's Level of Thinking	CLA - 1 (10%)		CLA – 2 (10%)		CLA - 3 (20%)		CLA -	4 (10%)#	Final Examination (50% weightage)				
	Level of Timiking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice			
T1 1	Remember	30%	200/	30%	30%	20%	20%	20%	20%	200/				
Level 1	Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-			
T 10	Apply	400/	50%	500/	40%	500/	500/	500/	500/	500/				
Level 2	Analyze	40%	50%	50%	40%	50%	50%	50%	50%	50%	-			
I1 2	Evaluate	30%	200/	200/	200/	200/	200/	30%	200/	200/				
Level 3	Create	30%	20%	20%	30%	30%	30%	30%	30%	20%	-			
	Total	10	00 %	10	00 %	100 %		1	00 %		100 %			

<sup>#</sup> 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								
		1. Dr.S Preeti. Associate Professor & Head, SRMIST								
Shri. Santosh Kumar										
Editor : Srijanlok Magazine	1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi, CUTN, Tamilnadu	2. Dr. Md.S. Islam Assistant Professor, SRMIST								
Place: Vashishth Nagar, Ara – 802301		3.Dr. S. Razia Begum, Assistant Professor, SRM IST								
		4, Dr.Nisha Murlidharan Assistant Professor, VDP,SRM IST								

						٠.																	
Cours Code	H H H H	7 4 A H III I I I	Course Name	French for Specific purpose-I	Cour Categ		A	E		Abilit	y Enh	ancen	nent (	Cours	es (A	E)			-	-		2	2
Pre-requisite Courses  Nil  Co-requisite Courses  Nil  Nil  Nil								essive rses	7							Nil			·	·	·	·	
	•	g Department		French Data Book / C	Codes/Standards					-				Nil									
Course	Learning F	Rationale (CLR	R):	The purpose of learning this course is to:		]	Lear	ning		Ô			Prog	ram I	Learn	ing O	utcon	nes (P	LO)				
			e of the students both in		_ \$-50 PS + 7 (	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
				s, reacting to information, situations	Mary Sales	om)	(%)	(%)			nes			lge									
			sic rules of French Gran			(Blo	cy (	ent (	90	pts	cipli	e	п	owle		ta		S					
	Enoble t		omprehension of texts of overcome the fear of special	aking a foreign language and take position as a fo	oreigner speaking	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Findamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	50	Analyze, Interpret Data	lls	Problem Solving Skills	Communication Skills				
CLR-5	French		1		21, 152	link	Prof	Atta	Kn	Jo	late	Show	ciali	ilize	Skills in Modeling	erpre	Investigative Skills	ving	ion	Analytical Skills			
					THE LOSS !	LT.	[pəj	ted	212	ion	h Re	ral k	Spe	o Ut	Mo	, Int	ative	Sol	nica	sal S			
Cou		g Outcomes		At the end of this course, learners will be able to.	7 7 2 1 10	le c	pect	bec	a a	licat	k wit	npac	ls in	lity t	lls in	dyze	estig	blem	nuu	dytic	PSO -1	0-2	)-3
(CLO):																					PSC	PSO	PSO-3
			ıbout French l <mark>anguage</mark>	The state of the same	AL NORTH	2	75	80	E			Н	M	Н	Н	L	М	M	Н	L	-	-	-
		•		e, civilization and translation of French		2	80	90 80	N.	_	_	H	Н	M	Н	M	L	L	Н	M H	-	-	-
			g the features <mark>in Frenc</mark> i te the French la <mark>nguage</mark>		1000	2	75 75	90	H.	_		M H	H M	M H	L H	H M	M L	M H	H M	H L	-	-	-
				ements in French language	- 1111	2	80	75	N.	_		L	M	M	Н	Н	M	L	Н	M	-	-	-
	ion (hour)	1	9	9	9						Q				1				9			I	
Durai				Le jour des examens	7,7100				Compre	endre		ttre de	e moti	vatio	n Co	mpre	ndre l	la stru	,	d'un	rappo	ort de	
S-1	SLO-1	TP de chimie		,	L'impératif négatif											ige					• • • • • • • • • • • • • • • • • • • •		
	SLO-2	Les exemples		Les activités	-Le passé composé	avec	être		Les exer	nples				Trouver des mots clés					clés-				
6.2	SLO-1	- Un TP au lab	ooratoire-	Le sms à la française -	Les exemples		H	7.4	Repérer	le pré	sent				Le	s acti	vités						
S-2	SLO-2	Les exemples		Les activités	Le passé composé pronominaux	des ve	erbes		Les activ	ités					Co	ompre	ndre	un tex	te te	chniqu	ıe-		
S-3	SLO-1	Comprendre u	ın TP	Les examens	-La recherche de	stage	-		, le passe	com	posé e	t			Le	s acti	vités						
3-3	SLO-2	Les exemples		Les activités	Les exemples				Les activ	ités					Le	s exe	nples	3					
0.4	SLO-1	-Suivre un pro	tocole expérimental -	1					le futur o	lans u	n texto	e			Re	elever	des a	rgum	ents o	dans u	n text	te-	
S-4	SLO-2	Les activités		Les exemples Le stage en Fran					Les exer	1		-	-			s acti	vités	-					
S-5	SLO-1	Lire des équat	ions chimiques -	-					- Le rap des carb			ge et l	le don	naine	Le	es exei	nples	S					
5-3	SLO-2	Les activités		Comprendre une interdiction	Le CV français				Les activ	ités				Les activités									
S-6	SLO-1	Identifier des l'oral	formules chimiques à	Les activités Les exemples					Le stage			Le	s acti	vités									
	5-6			La lettre de motiva	tion-			Les exemples Les pronoms COI															

S-7	SLO-1	- L'infinitif pour exprimer un ordre ou	Les exemples	Comprendre une offre de stage	La méthode du plan détaillé-	Les exemples
3-7	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
5-0	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
3-9	SLO-2	Les exemples	L'impératif des verbes pronominaux	Les exemples	Les activités	Les exemples

#### Theory:

Learning Resources

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

							Lear	ning Assessm	nent			
			Continuous Learning Assessment (50% weightage)							Final Familiantian	(500/	
	Bloom's Level of Thinking	CLA -	· 1 (10%)	CLA – 2 (10%)		CLA -	3 (20%)	CLA -	- 4 (5%)#	Final Examination	(50% weightage)	
	Level of Tilliking	Theory	Practice Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
T 11	Remember	200/	200/	200/	200/	200/	20%	200/	2004	2007		
Level 1	Understand	30%	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
I12	Apply	40%	400/	500/	50%	40%	500/	50%	500/	500/	500/	
Level 2	Analyze	40%	50%	30%	40%	50%	50%	50%	50%	50%	-	
Laval 2	Evaluate	30%	200/	20%	30%	30%	30%	30%	30%	200/		
Level 3	Create	30%	20%	20%	30%	30%	30%	30%	30%	20%	-	
	Total	10	00 %	10	00 %	10	0 %	10	00 %	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	/ TEARN-IEAD ID	ID C
<b>Experts from Industry</b>	Expert from Higher Technical Institutions	Internal Experts
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

Cour	se Code	USY23D01T	Course Name	PRINCIPL	ES OF SOCIOLOGY	Course Category		D				Discip	line S	Specific	Elect	ive		L T 4 0	P 0	0		<u>C</u>
Pre-	requisite Co	ourses	Nil	Co-requisite Courses	Nil	(CP		gressive ourses							Nil							
	Course Of	fering Department		Psychology	Data Book / Codes/Stan	dards	Ã	Curses						Nil								-
Co		ing Rationale (CL	IR):	The purpose of learning	ng this course is to:			Learnin	g					P	rograi	n Leai	ning	Outcor	nes (P	(0)		
CLR				cesses of society, social institutions		1	1	2	3	1	2	3		-	7	8	9	10	11 12	13	14	15
CLR				<mark>ınd Social I</mark> nstitutions and social s				y st			4		lge .	lon	br		S	ills	IIIS			
CLR				ledge in socialization, social proce			<u>s</u>	ienc			1	3	w le	IIZat	eling	ਲ	Skill	SK	kills			
CLR		-		social control and apply the knowl	0	:	(Bloom)	rofic ttair	(%)	= o ;	Application of Concepts	Jes Jes	Procedural Knowledge	Ability to Utilize	Nowledge Skills in Modeling	Analyze, Interpret	Investigative Skills	Problem Solving Skills	Communication Skills Analytical Skills	PSO -1	PSO -2	PSO-3
CLR	5:		10 crea	t <mark>e fou</mark> ndational knowledge in socio	nogy	É	T I II	d Pre	%	Knowledge	Application of Concepts	Disciplines	ıral	o Ut	Nation Skills in Mc	ze, Int	igat	So.	ınıca İytic	PSC	PSC	PS(
								Expected (9) Expected	100	owl owl	onc	)isc	cedt.	ity t	now kills	ılyze	ıvest	blen	mm Anal			
Co	urse Learn	ning Outcomes (C	LO):	At the end of this course,	learners will be able to:	1	Level	EX EX	i	Z Z	App		Pro .	Abil	$\sim$	Ana	П	Pro				
CLO	-1:		Explain the basi	ic concepts of sociology, culture ar	nd civilization.	. 2	2	75	60	Н	Н	Н	-		-	-	-	-		-	-	-
CLO				ledge about the roles and function		May 1 2	2			-	Н	-	Н		-	-	-	-		-	-	-
CLO		Б. 1.		lyze institutions and social structu			2			Н	-		Н		-	-	-	-		-	-	-
CLO CLO		Explain p		, and how socialization operates in al concepts to observable events a			2			Н	- Н		H H	Н -	-	-	-	- 1	Н -	-	-	-
CLU	-5:		Apply sociologic	na sociai issues		2 80 70 - H - H 2 75 70				П -		-	-	-	-		-	-	_			
Durati	on (hour)		12		2	12						12										
Duraci		Origin of sociology		Individual and society	Social institutions			Groups	and so	ociety					Socialization 12							
S-1		Emergence of socio		Understanding the role of individ society		s of various socia	al	Unders			arius gr	oups						concep	ot of so	ilaisa	ition	
		Definition opf Soci		Definition of society	Marriage and society			Groups	and its	s types	17							alisatio				
S-2	SLU-Z	sociology	ralisation related to	Meaning and generalisation relate sociology	ed to Marriage in sociologica	l perspectives.		Unders	tanding	g the v	arious t	ypes o	f grou			standir us defi			ozation	throu	gh	
	SLO-1	Scope of Sociology	I	Theories of origin of society	Types of marriages			Formal	groups	S								zations				
S-3	SLO-2	Applied areeas of s	sociology	Application of sociological theori	Understanding the type process	s of marriage		The cha	aracteri	istics o	of forma	l grou <sub>l</sub>	os			standir lisatio		various	s theori	es of		
	SLO-1	Sociology and othe	r disciplines	Theories of origin of society	Polygyny	at II		Informa	al grouj	ps								zations				
S-4		Sociology amnd otl	**	Application of sociological theori	understanding pros and	l cons of Polygyn	ny	Unders	tanding	g the p	rocess	of grou	p for			standir lisatio		various	s theori	es of		
	SLO-1	Sociology and Psyc	chology	Theories of origin of society	Polyandry			Group	forming	g norn	ns							zations				
S-5	SLO-2	Sciology in psycho	logical perspectives	Application of sociological theori	Understanding pros and	l cons of Polyand	lry	Various	s condit	tions c	of group	formi	ng		socia	lisatio	n		s theori	es of		
		Sociology and anth		Theories of origin of society	Monogamy			Group	forming	g norn	1S					of soc						
S-6	SLU-2		pologicalperspectives	Application of sociological theori	Monogamy	and cons of		Various	s condit	tions c	of group	formi	ng		socia	lisatio	n		assifica	ions	of	
	SLO-1	Sociology and ecor	nomics	Theories of origin of society	Functions of marriages			Charact								of soc						
S-7	SLO-2 Sociology under the light of economics Application of sociological theories Understanding the functions society						tions of marriage in Understanding various characters of primary groups Understanding various characters of socialisation			anding various classifications of ation												
S-8	SLO-1	Sociology and histo	ory	Relationship between individual a society	Theories of families			Charact	teristics	s of pr	imary g	roups			Variou	ıs agen	cies o	f social	lisation			

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

	1.	Bottomore, T.B (1972), Sociology: A Guide to Problems and Literature, George Allen and Unwin, Bombay.	5.	Educational Publishers Inc, New York.
Learning	2.	Gisbert, Pascal. (1973), Fundamental of Sociology, Orient Longman, New Delhi.	6.	Giddens, Anthony (2001), Sociology, Fourth Edition, Polity Press, U.K.
Resources		Thomson, Harry. M (1995), Sociology: A Systematic Introduction, Allied Publishers, India.	7.	Inkeles, Alex, (1982), Foundations of Modern Sociology, Prentice Hall, Inc. New Jersey.
resources	4.	Applebaum, Richard. P.,and William J. Chambliss (1997), Sociology, Addison Welsley	8.	Jayaram, N.(1998) Introductory Sociology, Macmillan, India.
			3.57.15	

				E 11 N. 12.11	Learning Ass	sessment					
		CI.	1 (100/)			essment (50% weigh		CI A	4 (100/) !!		amination
	Bloom'sLevel of Thinking	CL	A – 1 (10%)	CL.	A - 2 (10%)	CI	A - 3(20%)	CLA	<del>- 4 (10%</del> )#	(50% W	veightage)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%		40%		40%		40%		40%	
Level I	Understand	40%		4070	- 1	4070	-	40%		4070	-
Level 2	Apply	40%		40%		40%		40%		40%	
LCVCI 2	Analyze	4070	7 7	4070		4070		40/0		7070	-
Level 3	Evaluate	20%		20%	-	20%		20%		20%	
Level 3	Create	2070	- 4	2070	_	2070		2070	<i>I</i>	2070	-
	Total	100	%	100 9	%	100	%	100 9	<b>1</b> / <sub>0</sub>	100 9	%

# 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,	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
Government of India		and the same of th
	***************************************	Dr Senthil Kumaran J, SRMIST

Course	Code	USY23D02T Course	EDUCATI	ONAL PSYCHOLOG	τY	ourse		D			Dscipli	ne Spe	ecific Ele	ective		L	T P	0	(
D#0 #00	miaita	Name			Cat	egory	#0 O#000	irra				•				4	UU		4
Pre-rec	urses	Nil	Co-requisite Courses	Ni	l		rogress Cours							Nil					
Cot		Offering Department	Psychology	Data Book	/ Codes/Standards		Cours	503	-			Ni	i1						
Co		rning Rationale (CLR):	7 - 07	urning this course is to:	Codes Surraires		Logi	rning				110		ram Lea	rnina	Outo	omos (	DI (J)	
		rstand the Indian Perspective on Human and	1 1	irning inis course is io.			2	3	1	2	3 4	5		7 8			11 1		14
		erstand the indian Ferspective on Human and erstand the various aspects of learning and cl				1		3	1	L			U	/ 0			11 1	2 13	14
		ain the characteristics of various stages of lea					(%)	(%)			dge	tion				kills	ills		
		erstand the education as a reinforcer of the h			edi an Nilston	-	ncy	nent(		Po	wle	liza	မွ .	ret ret	Skills	ρΰ S	Sk		
		ain the psychological changes				king	ficie	ainn	= 0	of of	Kno	ecia		del terp	Š	lvin	tion Kill		
		, , , , , , , , , , , , , , , , ,			7 7 100.11		Pro	Att	enta	ion its h R	ral ine	Sp	to Uti ledge	M H	ativ	So	nica Sal S		
	1			1000	50.777-0.5	evel of Thinking	cted	expected Attainment(%)	lam	Cep	edu se	s in	ity t	lyze	stig	lem	umu Vtic	, -	7- 5
Co	urse Lea	rning Outcomes (CLO):	At the end of this cou	rse, learners will be ab	le to:	Level of C	Expected Proficiency(%)	Expe	Func	Application of Concepts Tink with Related	Disciplines Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling Analyze, Interpret	Investigative	Problem Solving Skills	Communication Skills Analytical Skills	PSO -1	PSO -2
		knowledge of the characteristics of growth a			The state of	2	75	60	Н	H	Н -	-	-		Ţ-	-			
CLO-2	: Develop	o an understanding of the nature, scope, and	methods of educational psycho	ology.	WA 16 . 18	2	80	70	-	Н	- h	-	-		-	-			-
CLO-3	: Develop	o an understanding of the nature, c <mark>oncepts a</mark> r	nd factors affecting learning.		No. No.	2	70	65	H	- 7	- h		-		-	-			-
CLO-4	: Develop	o an awareness of the influence of <mark>intelligen</mark> c	e, creativity and personality or	learning.	AN TOTAL	2	70	70	H	-	H $H$	H	-		-	-	Н .		-
CLO-5	: Acquain	nt learners with the concept and p <mark>rocess of</mark> gi	TO THE THE	1.767	2	80	70	et -	Н	- H	-	-		-	-			-	
				2000	1 17 1 1	2	75	_ 70	-	-	-	-	-		-	-			-
Duratio	on (hour)		12		n / 1					_	2						12		
	SLO-1	Concept of educational Psychology	The nconcept of Learning	3	Factors affecting lea	rning	500	The	Mental p	rocess o	f Learnii	ıg		Concept					
S-1		Introducing Educational Psychology	Understanding the proce	ss of learning	Factors affecting lea	rning			Mental p		f Learnii	ng		Understa creativit	v in Ĕ	ducati	on	ence ai	nd
S-2	SLO-1	Concept of educational Psychology	The concept of Learning	7117	Attention				cept of th		7			Concept	of cre	ativity			
5-2		Introducing Educational Psychology	Understanding the proce	ss of learning	educational implicat	ions of att	ention		Mental p		f Learn <mark>i</mark> i	ıg		Creativit	y in e	ducati	onal Ps	ycholo	gy
S-3		Scope of educational Psychology	Theories of learning		Attention				es of think					Concept					
5-3		Defining scope of educational Psychology	Various learning theories		educational implicat	ions of att	ention		Mental p		f Le <mark>arnii</mark>	ıg		Creativit				ycholo	gy
S-4		Scope of educational Psychology	Theories of learning		Attention				ergent thi					Multiple					
٥.		Defining scope of educational Psychology	Various learning theories		educational implicat	ions of att	ention		Mental p		f Learnii	ıg		Multiple					
S-5		Functions of psychology	Learning curve	TRARA	Perception				vergent ti		CT .			Multiple					
		Understanding the functions	Analyzing the learning of	utcome	Educational Implication	tions of Pe	erceptio			rocess o	f Learnii	ıg		Multiple					
S-6 &		Functions of psychology	Learning curve		Perception	(; CD			tical		CI .			Gardner					
7		Understanding the functions	Analyzing the learning of		Educational Implication	uons of Pe	erceptic				j Learnii	ıg		Gardner				e intell	igence
S-8 & _	SLU-1	Methods of Studying Behavior  Methods of Studying Behavior	Educational Implications Process of transfer educ		Perception Educational Implication	tions of D	veantie		ective and		f Loarni	nα		Emotions Emotions				Loarn	иα
7		Methods of Studying Behavior	Educational Implications		Motivation	nons oj Fe	псери			TOCESS O	j Leurnii	ıg		The conc				<i>ьеш П</i>	ng
S-10 & 11		Methods of Studying Behavior	Process of transfer educ		Educational Implication	tions of M	otivatio		<mark>mory</mark> tors affec	ting men	norv			Creativit				learnii	gproce
		Activity	3 3	o	Distraction of attenti				cept form	0	,			Creativit	11 and	Cosis	mater		
S-12		Study of concept formation	Learning curve		- J														
	SLU-2	7 7 1 7	Transfer of learning		Division of attention			Late	eral think	ıng				Creativit	y ana	SOCIO	metry		
Learni Resourc	· 17.	Aggarwal J. C., Essentials of Educ Bhatia H. R. (1997) A Textbook o Cros L.D. & Crow Educational Ps	f Educational Psychology, Mac	M'II M D II'	4. Mathur S.S. A 5. Sharma, P.N.						ional Ps	ycholog	gy, Surje	eet Public	ations	s, Dell	ni.		

					Learning As	ssessment					
	Bloom's Level of Thinking	CI	A - 1 (10%)		ious Learning Ass A – 2 (10%)	sessment (50% weig	ghtage) LA – 3 (20%)	CLA	A – 4 (10%)#		amination eightage)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%		40%		40%	VV	40%	-	40%	-
Level 2	Apply Analyze	40%	1	40%		40%	Z.O	40%	-	40%	-
Level 3	Evaluate Create	20%		20%		20%	- 1	20%		20%	-
	Total	100	<del>%</del>	100 9	%	100	0 %	100 9	%	100 %	6

# 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	. Indiana a
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr Nigesh K, Ministry of Labor and Employment, Government of	Dr A Madalaimuthu, Christ University	Dr Saranya <mark>TS Dept o</mark> f Psychology, SRMIST
India		
		Dr Senth <mark>il Kum</mark> aran J, SRMIST

Course Code	USY23S01L Course Name		BASIC SKILLS IN	COUNSELLING		Course	Category	S		Pr	ofessio	nal Core C	ourse		L T 0 0	P 2	2	)	1
Pre-requisite Courses	Nil	Co-requisite Courses	10	Nil			ressive ourses					-	Vil						
Course	e Offering Department	Psychology	Data	Book / Codes/Standa	ards	7	1/2					Nil							
Course Le	earning Rationale (CLR):	The purpose	of learning this course	is to:			Learning					Prog	ram Le	arning	Outcor	mes (P	LO)		
CLR-1: Gain sel						1	2		2			5 6	7 8	9	10	11 1	2 13	14	15
	eneric skills in counseling session		7 /				. %		1	3	25 10				ls s				
CLR-3: Demons	strate counseling skills in applied setting	ngs			77.		ency		V.	_ 7	zatic			ls	s Skills Skills				
CLR-4: Integrate	e both micro and macro skills in coun	seling settings		R. J. T. J. N.	3 7 - 3	king	ficie	1.0		atec	ializ	<u></u>	rpre	Skil	ing	S			
CLR-5: Develop	a treatment plan for the client			5 B B 1 8 6 8		hinl (m)	Pro (%) Attai	ge	of S	es les	Z g	Po	Inte	Ne	olv	Š			
			retire 5%	PERSONAL PROPERTY.		of Thin (Bloom)	ted (	led /	ice is	orth Plin	in S	y to	ze,	igat	inni	tica	_	7	3
			538,50	T. 15. 1. 1.		Level of Thinking (Bloom)	Expected Proficiency (%) Expected Attainment(%)	Fundamental	ğ. 5 -	Link with Related Disciplines	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
	earning Outcomes (CLO):	At the end of the	is course, learners will l	be able to:	-15.7	Le		곱 2	of of		S X	A C A	Ā	Z E	Ę ŭ	A	PS	PS	PS
	ne methods of self reflection		7 3 4	10.00	177.1	2	75 6		Н	Н	-			-	-		-	-	-
	h rapport with clients		1.76 D.C.A	N 1 450 303	Sec. 1.	2	80 7		Н		Н			-	-		-	-	-
	strate attending skills		ATT 10 Miles	25 10 1	77.87	2	70 6.		-		Н			-	-		-	-	-
	ne personal style in counseling		777 1 7 7 7	700 70	F 116	2	70 7		-			Н -		-		Н -	-	-	
CLO-5 : Design a	a treatment plan for the client				5	-2	80 7		Н	-	Н			-	-		-	-	
			N. 24.20	T T 1	100	2	75 7	)   -	-	-	-			-	-		-	-	_
Duration (hour)	,		12		12				12						12				
	1 Pre training assessment	Generic skill		Micro and macro	skills			tegrated cou	nselling	g interv	iew		oping tr						
	2 Enhancing self understanding		contact with clients	Listening			Questio						em iden	J	on				
	1 Self awareness		contact with clients	Listening				ind skills					ng contr	act					
	2 Self awareness		contact with clients	Identifying				ind skills				Eval							
	1 Personal growth	- C	uctured settings	Identifying				anding conte				Eval							
	2 Personal growth	Ensuring stri	uctured settings	Experiencing				anding conte		_		Eval							
	1 Assessment of belief, attitude and v		uctured settings	Exercising				anding conte				Eval							
	2 Assessment of belief, attitude and v		uctured settings	Responding				anding conte	ext				ion mak	0					
	<ul><li>Self exploratory assessment of pers</li><li>Personal interest</li></ul>			Facilitating respon	nses		Referra Referra						ing for						
	1 Assessment of interpersonal orienta	Developing ation of feelings  Developing in the developing in the		Immediacy Encouraging	40.11			ounselling sk	rilla				ning int itoring	ervenii	on				
\$ 6	v 1			0 0				U				Feed	- 0						
SLU-	2 Behavior	Developing 1	•	Acceptance				ounsellin <mark>g sk</mark>											
Learning 1. Resources 2.	. Nelson-Jones, R. (2008).	B.(2007). Intentional Interviewing a Basic Counselling Skills: A Help unselling: A comprehensive profession	er's Manual. Sage Publi	cations.	5. 6.	Bro Gil	ottler, J.A. an ooks / Cole. bson,R.L. an II Learning I	d Mitchell,M	I.H. (20			•							

					Learning Ass	essment					
	Bloom'sLevel of Thinking	CL	A – 1 (10%)		ous Learning Asse A – 2 (10%)	essment (50% weigh CI	ntage)	CLA	A – 4 (10%)#		amination eightage)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	-	40%	91,	40%		40%		40%	-	40%
Level 2	Apply Analyze	- /	40%	874	40%	A	40%		40%	-	40%
Level 3	Evaluate Create	- /	20%	7 /-	20%		20%	20 · V	20%	-	20%
	Total	100 9	<b>%</b>	100 9	<b>%</b>	100	%	100 9	%	100 %	<b>6</b>

#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 Employ <mark>ment,</mark> Government of India	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
		Dr Senthil Kumaran J, SRMIST

Course Code	USY23P01L	Course Name	/,	INTERNSHIP -1	Course Category	IAPC	Professional Core Course	L 0	T 0	P 0	0	<b>C</b>
Pre-requisite Courses	Nil		Co-requisite Courses	Nil	Progressive Courses	Nil						
Course Offering	g Department	Psychology	Ay ,	Data Book / Codes/Standards	7	h	Nil					

Course Learning Rationale (CLR):	The purpo	ose of learning this course is to:		Learni	ing			Pı	rogra	am L	∡earni	ng O	utco	mes (	PLO	) _	
CLR-1:	Explore areas of interest in psycl	nology	1	2	3	1	2	3	4	5 6	5 7	8	9 1	0 11	12	13 1	14 15
CLR-2:	Gain hands-on experience in var	ious sub-fields of psychology		cy	Valley to												
CLR-3:	Acquire the skills in diagnosis of	f psychological disorder	50	ien	9			eq		و	עַ	et	ills	a -	S		
CLR-4:	Witness various ethical guideline	es in practice	riki	Proficienc	2.	_	Jo	elat		11:4:	delling	ıdıe	4)	ving	kills		
CLR-5:		The second secon	thir		#	ntal	on	, R	dural	=	odel	int	tive	ica	al s		
CLR-6:		A STATE OF THE STA	of i	ted	fed	ne e	cati	vith		<b>=</b>   ‡	y K	se,	iga	<u> </u>	£.		7 6
		A CONTROL OF LINE WINDS A CONTROL OF	vel	bec	0-	l ada	Applica	ık,	Proc	Skills	ls in	Analy	vest	Comp	Analy	0 0	-SO-2
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:	B B	EX	THE PERSON NAMED IN	Firm	Ap	Ľ.	P <sub>1</sub>	Ski	Skills	An	Ē Ē	ဍ်ပြ	Ar	PSC	외
CLO-1:	Learn the clinical interview form	nat * 197 july N. S.	2	75	60	Н	H	H	-	-   -	-   -	-			-		
CLO-2:	Learn to establish relationship w	to establish relationship with client		80	70	-	Н	-	Н	-   -	-   -	-			-		-   -
CLO-3:	Get confidence in diagnosing a confidence	nfidence in diagnosing a disorder		70	65	Н	-	-	Н		-   -	-		-   -	-		-   -
CLO-4:		The second second		70	70	Н	-	H	Н	Н -	-   -	-		· H	-		-   -
CLO-5:		A CONTRACTOR OF THE PARTY OF TH	2	80	70	-	H	-	Н	-   -	-   -	-			H		-   -
CLO-6:		7.57	2	75	70	1 -	-	_	-	- I	Ч -	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 %

					L	earning Assessm	ent																								
				Continue	o <mark>us Learning As</mark>	sessment (50% v	weightage)			Final Examinati	on (50% weightage)																				
	<b>Bloom's Level of Thinking</b>	CLA-	1 (10%)	(10%) CLA – 2 (10%)		CLA – 3 (20%)			4 (10%)#																						
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice																				
T1 1	Remember		400/		40%		400/	1/2	40%		40%																				
Level 1	Understand		40%	- A	40%		40%		40%		40%																				
Level 2	Apply	400/	400/	400/	400/	400/	400/	400/	409/	400/	409/	40%	40%	40%	40%	409/	4094	4094	40%	4094	40%	400/	409/		40%		40%		40%		40%
Level 2	Analyze		40%		40%	F 12 4 7	40%		40%		40%																				
I1 2	Evaluate		20%		20%	3.540	200/		200/		200/																				
Level 3	Create		20%		20%	Education E	20%		20%		20%																				
	Total	10	0 %	10	00 %	10	0 %	10	0 %	10	00 %																				

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

	Page 1 Cartain N	Course Designers
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Or Nigesh K, Ministry of Labor and Emplo <mark>yment,</mark>	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychol <mark>ogy, SRMI</mark> ST
Government of India		
-	- Bay (27) 10	Dr Senthil Kumaran J, <mark>SRMIST</mark>

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

<b>Pre-requisite Courses</b>	Nil	Co-requ	isite Courses	Nil	<b>Progressive Courses</b>	Nil
Course Offering	Caraar Cuidana	. Call	Data Boo	k / Codes/Standards		
Department	Career Guidance	e Cell	Data Doo	k / Codes/Standards		

<b>T</b>							<u>.</u>											
Course Learning Rationale (CLR):	The purpose of learning this course is to:		Le	earning		1	2	Pro	ogra	ım I	Lear	ning	g Ou	tcon	nes (	PLO)		
CLR-1:	Demonstrate various principles involved in solving mathematical concepts related to permutate and combination and probability and interpret data	ion	1	2	3	1	2	3	4	5	6	7 8	9	10	11	12 1	3 14	15
<b>CLR-2</b> :	Learn the basic mech <mark>anics of Grammar</mark>	4.4	4	(%)	(%)	edge	ts						,					
CLR-3:	Develop resume-building practice and presentation skills in students			cy (	nt (	'led	cepts		al Knowledge	Specialization		\$		Skills	Skills		al Behaviour	
CLR-4:	Prepare students fo <mark>r job int</mark> erviews	-	gu	ien	Attainment	Knowl	Con	eq	wle	liza	g .	Modeling	Skills			S	hav	1.0
CLR-5:	Instill confidence in students and develop the necessary skills to face interview		Ri	Profici	tair		of (	Related	Çno	cia	Utilize	del	e Skill		tion	Skills	Be	Loorn
			el of Thi	ted	ed	damental	Application	with	dur	_	5 .	9 9	yze, m tigativ	S	Communication		Professiona	Iong
Cou	Course Learning Outcomes (CLO):  At the end of this course, learners will be able to		Lev	Expec	Expec	Funda	App	Link	Proc	Skills	Abi	SKills	Inves	Prof	Con	Ana	Prof	I ife
CLO-1:	Understand the concepts of permutation and combinations, probability and approach question simpler and innovative method	s in a	3				M				H	- N		M	-	H -	-   -	-
CLO-2:	Understand the different parts of speech and use them in sentences appropriately		3	85	75	M	-		M	_	Н	-   -		-	Н		- L	F
CLO-3:			3	85	80	Н	M	M :	M	M :	H I	L -		-	-	- N	Л -	F
CLO-4:	Face interviews confidently			85				H :				L -		-	-	- N	Л -	I
CLO-5:	Develop their domain skills to face the interview		3	85	80	M	M	Η :	M I	M i	H I	L -		-	-	- N	Л -	I

	uration (hour)	6	6	TEARN.T	6	6
S-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		Probability – Introduction	Puzzles Distribution - Introduction	Resume Writing – Practise Session I	Negotiation Skills - Activity	Marketing Writing – Introduction
5-2		Probability – Problems	Puzzles Distribution – Problems	Resume Writing – Practise Session II	INEVOLUTION SKILLS - FEEDDACK SESSION	Marketing Writing – Tips and Resources
G 2	SLO-1	Data Sufficiency – Introduction	Change of Voice – Introduction	Presentation – Introduction	Prioritising Activities for a Productive Work Day	Content Strategy – Introduction
S-3	SLO-2		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

	SLO-2	Escalator Problem – Tricky Problems	Change of Speech – Rules and Exercises	Presentation – Using Visual Elements	How to collect, analyse and share Feedback	Creative Writing – Elements and Examples
G 5	SLO-1	Surds and Indices— Introduction	Attention to Details – Introduction		Content Writing - Language Skills – Introduction	Copy Writing – Introduction
SLO-2 Problem		Surds and Indices – Problems	Attention to Details – Benefits and its Importance	Suggestions and Line to improve	Language Skills – Importance and Practise Session	Copy Writing – Techniques to improve
S-6	51.O-1	Cubes & Cuboids – Introduction	Completing Statements – Introduction	Stress / HR — Introduction		Plagiarism - Introduction
5-0	SLO-2	Cubes & Cuboid – Completing Statements – Types Typ		Types of Interviews - Mock Interview	Internet Skills – Process of Writing, Editing and Publishing in a digital Format	Plagiarism – Types and Legal Aspects

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

		Learnin	g Assessment	(2.1 'A )	
		10 (8 1 1 1 L	Continuous Learning As	sessment (100% weightage)	
Level	Bloom's Leve <mark>l of Thin</mark> king	CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%) #
		Theory	Theory	Theory	Theory
Level 1	Remember	10%	10%	30%	30%
Level 1	Understand	10%	10%	30%	30%
I amal 2	Apply	500/	50%	400/	400/
Level 2	Analyze	50%	30%	40%	40%
I12	Evaluate	400/	400/	200/	200/
Level 3	Create	40%	40%	30%	30%
	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
Mr. M. Ponmurugan, Executive PMOSS, Cognizant	Dr. G. Saravana Prabu, Asst. Professor, Department of	Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST
Technology Solutions India Pvt. Limited, Chennai	English, Amrita Vishwa Vidhyapeedam, Coimbatore	Dr. Muthu Deepa M, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST

#### SEMESTER IV

Course Cearning Rationale (CLR):  The purpose of learning this course is to:  CLR-1:  To explore normality and abnormality  CLR-2:  To understand different types of assessment  CLR-3:  CLR-4:  To explain somatoform disorders  CLR-5:  To learn eating and sleeping disorders  CLR-5:  To learn eating and sleeping disorders  CLO-1:  Know the historical roots of psychopathology  CLO-2:  Understand the classification system  CLO-3:  Learn diagnosis of anxiety disorders  CLO-4:  Know clinical features of somatoform and dissociative disorders  CLO-4:  Know clinical features of somatoform and dissociative disorders  CLO-4:  Know clinical features of somatoform and dissociative disorders  CLO-4:  Know clinical features of somatoform and dissociative disorders  COURSE Learning Department  Prog  Learning  Le	Course Co	ode USY23401T	Course Name	ABNORMA	L PSYCHOLOGY - I	Cou	rseCategory		С		Profe	ssional	Core	Course	;	L 3	T 0	3	2	<u>C</u>	
Course Learning Rationale (CLR):  The purpose of learning this course is to:  CLR-1:  To explore normality and abnormality  CLR-2:  To understand different types of assessment  CLR-4:  CLR-4:  To explain somatoform disorders  CLR-5:  To learn eating and sleeping disorders  CLR-5:  To learn eating and sleeping disorders  CLO-1:  Know the historical roots of psychopathology  CLO-2:  Understand the classification system  CLO-3:  Learn diagnosis of anxiety disorders  CLO-4:  Know clinical features of somatoform and dissociative disorders  CLO-4:  Know clinical features of somatoform and dissociative disorders  CLO-4:  Know clinical features of somatoform and dissociative disorders  CLO-4:  Know clinical features of somatoform and dissociative disorders  CLO-4:  Know clinical features of somatoform and dissociative disorders  CLO-4:  CLO-4:  CLO-4:  CLO-4:  CLO-4:  CLO-4:  CLO-4:  CLO-5:  CLC-6:  CLC-7:  CLC-7	Courses	NII	Courses		1190			(A)						Nil							
CLR-1: To explore normality and abnormality  CLR-2: To understand different types of assessment  CLR-3: To understand diagnosis methods of anxiety disorders  CLR-4: To explain somatoform disorders  CLR-5: To learn eating and sleeping disorders  CLR-5: To learn eating and sleeping disorders  CLO-1: Know the historical roots of psychopathology  CLO-2: Understand the classification system  CLO-3: Learn diagnosis of anxiety disorders  CLO-4: Know clinical features of somatoform and dissociative disorders  2 70 65 H H - H CLO-4: Know clinical features of somatoform and dissociative disorders  2 70 70 H - H H H				C	odes/Standards				-	I	Vil										
CLR-2: To understand different types of assessment  CLR-3: To understand diagnosis methods of anxiety disorders  CLR-4: To explain somatoform disorders  CLR-5: To learn eating and sleeping disorders  CLO-1: Know the historical roots of psychopathology  CLO-2: Understand the classification system  CLO-3: Learn diagnosis of anxiety disorders  CLO-4: Know clinical features of somatoform and dissociative disorders  CLR-4: To understand diagnosis methods of anxiety disorders  In unufurity (Mood)  In unufurity (Mo		Learning Rationale (CLR	): The purpo	<mark>se of learning this course</mark>	e is to:	the Miles	Leari	ning					Pro	gram	Learni						
CLR-3: To understand diagnosis methods of anxiety disorders  CLR-4: To explain somatoform disorders  CLR-5: To learn eating and sleeping disorders  CLO-1: Know the historical roots of psychopathology  CLO-2: Understand the classification system  CLO-3: Learn diagnosis of anxiety disorders  CLO-4: Know clinical features of somatoform and dissociative disorders  ZOLO-4: Know clinical features of somatoform and dissociative disorders  ZOLO-1: CLO-1: Know clinical features of somatoform and dissociative disorders  ZOLO-2: To understand diagnosis methods of anxiety disorders  ZOLO-3: CLO-4: Know clinical features of somatoform and dissociative disorders  ZOLO-1: CLO-1: C						1	2	3	1	2	3	4 5	6	7	8	10	11	12	13	14	15
CLO-2:       Understand the classification system       2       80       70       -       H       -       H       -       -       H       -       -       H       -       -       H       -       -       H       -       -       H       -       -       H       -       -       H       -	CLR-3: CLR-4: CLR-5:		To understand different types of assessment To understand diagnosis methods of anxiety disorders To explain somatoform disorders To learn eating and sleeping disorders  At the end of this course, learners will be able to Know the historical roots of psychopathology				17	Expected (9)		Appli Co	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
CLO-3: Learn diagnosis of anxiety disorders 2 70 65 H H CLO-4: Know clinical features of somatoform and dissociative disorders 2 70 70 H - H H H	CLO-1:		Know <mark>the histo</mark> rical roo		2	75		H		H		-	-	-   -	-	-	H	-	-	-	
CLO-4: Know clinical features of somatoform and dissociative disorders 2 70 70 H - H H H -	CLO-2:					2	80	70	-	Н	-	Н -	-	-		-	-	Н	-	-	-
	CLO-3:		·			2	70	65	Н		-	Н -	-	-		-	-	Н	-	-	-
	CLO-4:	K	Know clinical features of somatoform and dissociative disorders			2	70	70	H		Н	H	-	-		-	Н	Н	- 1	-	
Charlistana the causes of caring and steeping assoration	CLO-5:		Understand <mark>the cause</mark> s of eating and sleeping disorders				80	70	-	Н	-	Н -	-	-		-	-	Н	-	-	-
2 75 70								70	-		-		-	-		-	-	-	-	-	-

Dura (ho		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
<b>S-</b> 7	SLO	Hippocrates early concepts	Mental Status Examination	Panic disorder	Description, causes	Social dimension

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

Learning Resources	• Sarason, I. G. & Sarason, B. R., (2007). Abnormal Psychology. 10th ed. New Delni : Pearson Education.														
	Learning Assessment														
	Continuous Learning Assessment (50% weightage)														
	Bloom'sLevel of	C	LA – 1 (10%)	C	LA - 2 (10%)		CLA - 3 (20%)	Cl	LA - 4 (10%)#	(50% v	veightage)				
	Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice				
Level 1	Remember	40%	40% -			40%		40%		40%	_				
Level 1	Understand	4070	-	40%	-	4070		4070	-	4070	-				
Level 2	Apply	40%		40%		40%		40%		40%					
Level 2	Analyze	4070	-	40%		4070		4070	-	4070	-				
Level 3	Evaluate	20%		20%		20%		20%		20%					
Level 3	Create	2070	-	2070	-	2070	-	2070	-	2070	-				
	Total	10	00	10	00		100 %	00	100						
		9	<b>%</b>	9,	6			%							

# 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,	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
Government of India		TIME.
	~ ~ ~	Dr Senthil Kumaran J, SRMIST



Course Code	USY23 402T	Course Nam e		SOCIAL PSYHOLOGY- II	Course Category	Category		Professional Core C				re C	ours		T P 0 2		O C 2 4	
Pre- requisite Courses	Nil		Co- requisite Courses	Nil	Progressive Courses	Nil	h									•		
Course Offe	ering Department	Psycho	Data Book / Codes/Standards		2				nil									
Course Lea	arning Rationale	The purpo.	se of <mark>learnin</mark> g thi	s course is to:	Learning	1		1	ı			rogr PLO		Lear	ning	Ou	tcom	es
CLR -1:	To understand	interpersonal d	a <mark>ttractio</mark> n and its	importance	1	2	3	1	2 3	4	5	6	7	8 9	10	11	12 1	3 14 1
CLR -2:	Know the issue	es in relations <mark>h</mark>	ips		S. A. Carrier	1 2	4											
CLR -3:	To gain insigh	t into social n <mark>o</mark>	rms	11. 多字形 建二元	· [6] 医原常 [5]		2		30	2								
CLR -4:	To explain pro	To explain prosocial behavi <mark>or</mark>					(%)	adge	pts	e e				g g	S			
CLR -5:	Understand ag	ggression	2		of Thinking (Bloom)	Expected Proficiency (%	1 Attainment (%)	Fundamental Knowledge	Application of Concepts  I ink with Related Disciplines	Procedural Knowledge	Skills in Speci lization	Ability to utilization	Skills in Modelling	Analyze, Interpret data Investigative Skills	Problem Solving Skills	Communication skills	al Skills	
Course Les (CLO):	arning Outcomes	At the end	of t <mark>his cour</mark> se, le	arners will be able to:	Level of	Expecte (%	Expected	Fundam	Applicat	Procedur	Skills in	Ability to	Skills in	Analyze, Investiga	Problem	Commun	Analytical	PSO-2
CLO -1:	Understand th	e factors in ma	king re <mark>lationsh</mark> ip	LEARIN · LE	EAP - LEAD	75	60	Н	Н Н	-	-	-	-  -	-	-	-		-
CLO -2:	Understand th	e causes of soc	ial relations <mark>hips</mark>	and norms	2	80	70	)-	Ч -	Н	-	-	-	-	-	-		-
CLO -3:	Relate the factors of social influence in group settings				2	70	65	Н		Н	-	-	-  -	-	-	-		1-
CLO -4:	Design, condu	ct, or evaluate	techniques to red	luce aggressive behavior	2	70	70	H ·	H	Н	Н	-	-  -	-	-	Н	-  -	-
CLO -5:	Learn the app	lication of socid	al psychology in	health and environment	2	80	70	)-	Ч -	Н	-	-		-	-	-	-  -	-
					2	75	70	)	-	-	+	-	-  -	-	-	-		1-

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

SLO-2		Similarity effect	Model of adult attachment	Theories of aggression	Overcoming group think	Social psychology and health
S-10	SLO-1	Reciprocal liking	Physical intimacy	Theories of aggression	Cooperation	Legal system
	SLO-2	Social skills	Marital relationship	Theories of aggression	Factors influencing cooperation	Legal system
S-11 SL0		Social skills	Satisfaction in close relationship	Social determinants of aggression	Conflicts, nature	Legal system
	SLO -2	Social skills	Satisfaction in close relationship	Social determinants of aggression	Conflicts, nature	Legal system
S-12	SLO -1	Social skills	Satisfaction in close relationship	Social determinants of aggression	Conflicts, nature	Legal system
SLC -2		Social skills	Satisfaction in close relationship	Social determinants of aggression	Conflicts, nature	Legal system
S-13	SLO -1	Gender difference <mark>in likin</mark> g	Commitment in relationship	Biological determinants of aggression	Causes and effects of conflicts	Business
	SLO -2	Gender difference <mark>in likin</mark> g	Commitment in relationship	Biological determinants of aggression	Causes and effects of conflicts	Business
S-14	SLO -1	Gender difference i <mark>n liking</mark>	Commitment in relationship	Biological determinants of aggression	Causes and effects of conflicts	Business
	SLO -2	Personality and lik <mark>ing</mark>	Investment model	Catharsis	Resolving conflicts	Business
S-15	SLO -1	Personality and liking	Investment model	Catharsis	Resolving conflicts	Business
	SLO -2	Personality and liking	Investment model	Catharsis	Resolving conflicts	Business
Lear Resou			be, N.R. (2016), Social Psycholog tion services Private Limited.	gy, Pearson •	Taylor, S.E., Peplau, L. A., & Sears, D. (12th ed.), New Delhi: Pear	

					Learning A	ssessment							
	Bloom's Level of		Final Examination										
	Thinking	CLA	A – 1 (10%)	CLA – 2 (10%)		CLA	A – 3 (20%)	CLA	<b>-4</b> (10%)#	(50% weightage)			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	40%	- 40	40%	-	40%	SO.	40%	-	40%	-		
	Understand	//:			4.45	No.	- X	2					
Level 2	Apply	40%		40%	K 16. 81	40%	- \	40%	- 1	40%	-		
	Analyze		2	18.0	<b>计或图形</b>	The state of		62					
Level 3	Evaluate	20%	7-2-1	20%	A Maria	20%		20%		20%	-		
	Create		27	- 47	100	98. I I	" Water	1 /4					
	Total	100		100		100		10 %		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,	Dr A Madalaimuthu, Christ University	Dr Saranya T <mark>S Dept of P</mark> sychology, SRMIST									
Government of India											
		Dr Sen <mark>thil Kum</mark> aran J, SRMIST									

Course Code	USY23403T	Course Name		STATISTICS FOR PSY	CHOLOGY	Course Category	٠,	(			Pro	fession	l Cor	e Cou	rse		-	L T	P 3	3	0		C
Pre-requisite Courses  Nil  Co-requisite Courses  Nil									ive es						Nil	Į.		-					
Course	Offering Departmen	t	L.	Psychology	Data Book / Codes/Sta	indards								Nil									
Course Lea	rning Rationale (CL	R):		The purpose of learning	this course is to:	11	1 1	Lear	ning						Progra	m Lea	rning	Outco	mes (P	LO)			
CLR-1: To in	ntroduce the basic con	cepts of si	atistics		K P		1	2	3	1	2	3	4 5		6 7	7 8	9	10	11 1	2 13	14	15	
	earn measures of cent anderstand variability	ral tenden	су					c <sub>C</sub>	ŧ				dge	ion				Skills	Skills				
	explain the concept of	normal dis	tribution and correla	ion		4	ing	licien	inme	2		ted	Knowledge	Specialization	<u>li</u>	pret	Skills	-		2			
	amiliarize hypothesis					17.77	Thinking	Prof	Atta	ge	n of	Rela		peci Itiliz	l ge lode	Interpre		Solving	cation	5			
						18.77	of T	ted	sted	ame /led	cept	eli eli	dura	in S	/led in N	Ze, l	tigati	E S	inun i	-	-5	က္	
Course Lea	arning Outcomes (C	LO):		At the end of this course, le	earners will be able to:	THE STATE OF THE S	Level of '	Expe %	Expected Attainment (%)	Fund	Application of Concepts	Link v Disci	Procedural	Skills in Ability to	Knowledge Skills in Modeling	Analy	Investigative	Problem	Communication	PSO.		PSO-3	
CLO-1: Know	w levels of measureme	ent			CON 8 11 11 11 11 11 11 11 11 11 11 11 11 1	1.0	2	75	60	Н	Н						Ţ-	-	-		-	-	
CLO-2: Anal	lyze data using measu	res of cent	ral tend <mark>ency</mark>		18 27 18 A 16	. 177	2	80	70	-	H	-	Н -			-	-	-	-		-	-	
CLO-3: Anal	lyse data using differe	nt statistic	al tech <mark>niques – s</mark> tand	ard deviation	K 4 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Mar I	2	70	65	Н	-1	7 -	Н -				-	-	-		-	-	
CLO-4: Calc	culate correlation		-	V0	TAKE THE PART OF	With I	2	70	70	Н	-	Н	H	I			-	-	Н		-	-	
CLO-5: Und	lerstand the hypothesis	s testing p	rocess	1,399	THE BUILD		2	80	70	-	Н	-	<i>H</i> -			-	-	-	-		-	-	
				F-1 177	1 3 17 17 11 12 12 12 12 12 12 12 12 12 12 12 12	F. 8.2	2	75	_ 70	-	-	-					-	-	-		-	-	
n		10		10		- 41													10				

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 norma <mark>l distributi</mark> on	Core logic of hypothesis testing
S-3	Importance of statistics in psychology	Measures of central tendency	Calculation of range	Areas under norm <mark>al curve</mark>	Level of significance
S-4	Variables	Mean	Average deviation	Importance of normal distribution	Decision criteria
S-5	Attributes	Calcu <mark>lation of mea</mark> n 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 thesample	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 ofskewness 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 form 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 groupeddata	Chi-square	
S-15	Histogram	Calculation of mode in a frequency distribution	Calculation of standard deviation from groupeddata	Calculation of Spearman's rank	Test of association

S-16		Barchart	Comparison of mean, median and mode			Properties of correlation coefficient	Wilcoxon signed rank
~ 10				assumed mea			
S-17		Frequency polygon	Guidelines for use of central tendencies	Calculation of	standard deviation fromassumed		Mann-Whitney U test
0-17				mean		correlation and spearman's rank	
S-18		Ogive	Guidelines for use of central tendencies	Application of	standard deviation in psychology	Application	Software for statistical Analysis
		Arthur Aron, Elair	ne N. Aron, &Elliot J. Coups. (2019). 'Statistics for Psychol Pearson Education, New Delhi.	ogy'. 6th Edition	Gordon Bear, Bruce	M. King, & Edward W. Minium(2008 and Education.Wiley India Pv	).Statistical Reasoning in Psychology
_	Learning esources		on, E. N. (2002). Statistics for the behavioral and social science Press.		• Gupta, S.P.(	1999), Statistical Methods, Education	
		<ul> <li>David Howe</li> </ul>	ell (2012). S <mark>tatistical me</mark> thod for psychology (8th Edition).C	engage Learning.			

					Learning Asse						
	Continuous Learning Assessment (50% weightage)										ination(50%
	Bloom'sLevel of Thinking	CL	A – 1 (10%)	CL	A - 2 (10%)	CL	A - 3 (20%)	CLA	<del>4 – 4 (10%)</del> #	weig	htage)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%		40%	17 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	40%		40%		40%	
Level I	Understand	4070		40%	11.00	40%	" 15 W TV 1	40%	-	40%	-
Level 2	Apply	40%		40%	1,425 7	40%	7 27 2	40%		40%	
Level 2	Analyze	4070		4070	0771 127	4070	(A) - 424	4070		4070	-
Level 3	Evaluate	20%		20%	35 27 35	20%	GENERAL AL	20%		20%	
Level 3	Create	2070		2070	3 17 7	2070	1 11 01	2070		2070	-
	Total	100 %	6	100 %	6	100 %	6	100 %	6	100 %	0

<sup>#</sup> 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 Saran <mark>ya TS Dept</mark> of Psychology, SRMIST
		Dr <mark>Senthil K</mark> umaran J, SRMIST

		Course		ORGANIZATI	ONAL BEHAVIOUR	Course (	Catego	ry	D			Profes	sional	Core	Cour	se		L   1	T P	0	)	$\mathbf{C}$
1		Name																4	0 0	2		4
Pre-requisite		Nil		Co-requisite Courses	Nil	Prog	gressiv	e Cours	es						N	il						
Courses					TENTO																	
Course Off	fering Departmen	nt	P	sychology	Data Book / Codes/Standards								Nil	!								
Course Learni	ing Rationale (C	CLR):		The purpose of learning	this course is to:	Lea	rning							Prog	gram	Learr	ing (	Outco	mes (l	PLO)		
CLR-1: To under	rstand the origin	and develop	pment organization	p <mark>ehavior                                    </mark>	W. D.	1	2	3	1	2	3	4	5	6	7	8	9	10	11 1	2 13	3 14	15
CLR-2: Learn va	arious theories of	f organizatio	on				_					edge	g l					- Is	S			
CLR-3: To under	rstand theories o	f motivation	1			<b></b>	enc	nen	10			/led	zati		ling	یہ	Skills	Skills	on Skills Skills			
CLR-4: To explai	in communicatio	n process ir	n organization		- Are Miles	Thinking om)	Proficiency	Attainment %)		J	atec	nov	iali	g ,	in Modeling	Interpret ta	e S	ing .			-5	3
CLR-5: To exami	ine theories of le	adership				Hiil (m		i Att (%)	lge lge	n o	Rel	<b>X</b>	bec	e de la composition della comp	⊻	, Inte ata	ativ	, o	ical	PSO.	PSO.	PSO-3
					25.7 (2.0)8.77	el of Thin (Bloom)	ted ,	ted	mer /lec	atio	ci di	dura	EI -	e ₹	ls ii	ze, Da	stig	E .	nmunicati Analytical	, <u>L</u>	Ľ.	Ь
					1 2 5 to 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	le de	Expected	Expected.	Fundamental Knowledge	Application of Concents	Link with Related Disciplines	Procedural Knowl	Skills in Specialization	Ability to Utilize Knowledge	Skil	Analyze, Da	Investigative	Problem Solving	Communication Analytical Sk			
	ing Outcomes (C			At the end of this course, lea	rners will be able to:	Ę	EX	Ã	로 조	Αp	<u>'</u> . <u>.</u>	F.	X :	Ab		Αn	_  ·	Pr	<b>ರ</b>			
CLO-1: Know the	e origin and dev	elopment of	f organi <mark>zation be</mark> havi	or	Design of the second	2	75	60	Н	Н	Н	-	-	-	-	-	-	-	-		-	-
CLO-2: Understa	and the structure	and forms	of org <mark>anization</mark>		W 10 10 10 10 10 10 10 10 10 10 10 10 10	2	80	70	4-	Н		Н	-	-	-	-	-	-	-		-	-
CLO-3: Analysis	what motivates	in work env	ironm <mark>ent</mark>			2	70	65	Н	-		Н	-	-	-	-	-	-	-		-	-
CLO-4: Evaluate	the communicat	tion process	and its impact			2	70	70	-H	-	Н	Н	Н	-	-	-	-	-	H		-	-
CLO-5: Learn ch	haracteristics of l	leadership		7 3.577	100 Miles 100 miles	2	80	70	-	Н	-	Н	-	-	-	-	-	-			-	-
				- Fu 12	THE RESERVE AND ADDRESS OF	2	75	70		-	-	-	-	-	-	-	-	-	-		_	
				- E33 N	Carl Str. B. C. No. 1.						4											

Dura	tion (hour)	12	12	12	12	12
S-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		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		Individual differences influencing work behaviour	Bureaucratic model	Learned need theory	Types of communication	Roles
		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	Taylors 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-	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		<u>Individual</u>	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	1/1/2	Overcoming barriers	Contingency theories
Le	arning		P. (2017). Essentials of organizational behav		• Sinh	a, J. B. P. (2008). cultural and Organizatio	nal Behaviour. New Delhi: Sage
Res	ources	• Singh, K (2013). Organization	on Behaviour. India: Dorling Kindersley Pvt.	. Ltd	~ 1/		

## Learning Assessment

				Continu	ous Learning Ass	essment (50% weight	age)			Final Exa	mination
	Bloom'sLevel of Thinking	CL.	A – 1 (10%)	CL	A - 2(10%)	CLA	A - 3(20%)	CLA	<b>-4</b> (10%)#	(50% w	eightage)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	27,259.5	40%		40%	-	40%	-
	Understand				41.48.000	To This bush will					
Level 2	Apply	40%	-	40%	10.0	40%		40%	-	40%	-
	Analyze					Recition -					
Level 3	Evaluate	20%	7.00	20%	a de maril	20%	10 A 10 A 10 A	20%		20%	-
	Create				A 15 To 1	1. 18 M. T. C.	0.00				
	Total	100 9	%	100 9	%	100 %	6	100 %	/0	100 %	6

# 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 <mark>Senthil K</mark> umaran J, SRMIST

Course	e Code   I	USY23D03T Course Name	ENVIRONMENTAL PSYC	CHOLOGY	Course Category	D			P	rofessio	nal C	ore Co	ourse		L 4	T 0	P 0	2	C 4
	equisite	Nil	Co-requisite Courses N	il.	Progressive	•						Ni	:1	J.					
	ourses		•		Courses						<b>N</b> T:1	111	· t						
		ffering Department	- ") *********	/ Codes/Standards					-		Nil	n			0 1		/DI	0)	$\longrightarrow$
		restand basics of environmental psychology	The purpose of learning this course is to:		Learnir	ng 3	1	2	3	4	5	Progr 6	am Lea				s (PL 12		14   15
		ore human-environment relationship			1 2	3	1	Z	3	4	3	0	/ 0	9	10	11	12	13	14 15
CLR-2	· To expl	ain models of environmental behaviour			5 5	t l				e _					S	,,			
CLR-4	: To unde	erstand the environmental influence on huma	n behavior and wellbeing	-4 - 4 /4 -	Level of Thinking (Bloom) Expected Proficiency (%)	Expected Attainment	2.			Procedural Knowledge Skills in Specialization		6	.a. +	s	Problem Solving Skills	Communication Skills			
		erstand environmental stress			inki offic	ttaır		. I	lated	mom	lize	il e	ada	Skil	ing	on S	Skills		
CERT	. To unde	orbana on monimonar buoss		10.00	evel of Thinking Bloom)  Appeted Proficier  No	d A	Fundamental Knowledge	o uo	ink with Related Disciplines	al K Snec	Uti	Knowledge Skills in Modeling	Analyze, Interpret	Data Investigative Skills	Solv	icati	al Sk		
				R. 279 L	ecte	ecte	lame	cept	witl	edur s in	tv tc	wle w	yze,	stiga	lem	mnu	ytica	- ·	7 5
		ning Outcomes (CLO):	At the end of this course, learners will be able	e to:	Level of 7 (Bloom) Expected (%) Evnected	exp %	Fund	Appl Con	Link with Re Disciplines	Proc	Abili	Kno	Anal	Data	Prob	Com	Analytical	1- OS	PSO -2 PSO-3
CLO-1	: To reme	ember the basic concepts of environmental p	osychology		2 75	60	$\overline{H}$	H	$\overline{H}$	-	-	-		Τ		-	-	- '	
CLO-2	: To iden	tify psychological reasons environmental be	haviour	Mex. Ho. of Co.	2 80	70	-	Н	-	Н	-	-		-	-	-	-	-	
		e the concept of environmental stress and he		******		65	H	-	7-	Н	-	-		-	-	-	-	-	
		e social dilemmas in human-environment re		Mary William I		70	H	- 1	Н	Н	Н	-		-	-	Н	-	-	
CLO-5	: Identify	social norms and pro environmental behave	our	11 12 1 1		70	-	Н		Н	-	-		-	-	-	-	-	
				2.5		70	-	- 1	-	-	-	-		-	-	-	-	-	
Durati	on (hour)		12	12					12							12			
S-1	SLO-1	Introduction to environmental psychology	Environmental perception	Introduction to environ	mental stress		nvironm			ісу		l	Irban p	ublic s	space	Mea.	ning		
3-1		Concept of environmental psychology	Mental map	Conceptualizing stress	Mark T	_	rivacy a						Ise of u				ition		
S-2		Man and environment	Environmental situation	Effects of environemnta						! rele <mark>ase</mark>			Generat						
52		Man and environment	Man built environment	Effects of environemnta	al stress				lectua	l gr <mark>owt</mark> l	i		Types of		spac	ce			
S-3		Significance	Perception and environmental situation	Noise			timulati						Public s <sub>i</sub>						
	SLO-2	Significance	Perception and environmental situation	Noise		De	evelopin	ig a sei	nse of	belongi	ngnes	s I	Public s	pace d	lesign	1			
S-4		Environmental psychology and application		Concept of territoriality	y			-		belongi	ngnes		Charact	eristics	s of p	nublic	space	?	
		Description of environmental psychology	Environment perception and its functional areas	Personal factors			ersonal						Traits			1.			
S-5	SLO-1	Relationship with other discipline Relationship with other discipline	Cognitive map Environmental preference	Social factors Culture and ethnic factors	lawa		nhancin <sub>i</sub> ecurity	g comp	etence	2		1	Types of Types of	urban	publ	lic spe	ace		
	SLO-2 SLO-1	Architectural psychology	Human influence	Territoriality and huma				datina	nriva	cy needs	,	1	unction	urvan	puoi uhlic	cnac	ice		
S-6		Green psychology	Understanding the environment	Personalization and ma			reedom			y necus	,		Function			_			-
S-7	SLO-1	Current scope of amironmental	Environmental risks	Aggression and territor			reedom						mporta			-			
3-7	SLO-2	Interactive approach	Subjective risk judgements	Aggression and territor	rial defence	Iss	sues of p	privacy	,			(	Commor	hene	fits				
	SLO-1	Interdisciplinary approach	Heuristics and biases in risk judgements	Dominance and control	l		sues of p					I	Ecologic	al ber	refits				
S-8		Problem focused approach	Heuristics and biases in risk judgements	Dominance and control	l _		rivacy a			hts			Ecologic		U				
S-9	SLO-1	Research methods in environmental psychology	Temporal discounting	Theories of territoriality			Social b												
	SLO-2	psychology	Temporal discounting	Role of gene and evolu	tion	Ні	uman ri	ghts an	ıd env	ironmen	t	S	Social b	enefits					
S-10	SLO-1	Research methods in environmental psychology	Psychometric paradigm	Interaction organizer		Ca	oncept o	of crow	ding			S	Social ir	iteract	ion ii	n urbo	an pul	blic sp	расе

	SLO-2	Research methods in psycholo		Risk, va	lue and morality		Behavior setting the	ory	Crowding as psycholophenomenon	-	Regulatory app	roaches
S-11	SLO-1	Concept of susta	inability	Risk, va	lue and morality		Behavior setting the	ory	Crowding as individual p	perception	Use of public s	spaces
5-11	SLO-2	Sustainable deve		Emotional reaction	ons to environmenta	ıl risks Terri	itoriality and communi	ity design	Crowding and den	sity	Developing publ	ic space
S-12	SLO-1	Sustainable develop		Emotional reaction	ons to environmenta	ıl risks	Neighborhood		Psychology of crow		Designing publi	c space
5-12	SLO-2	Sustainable develop	oment goals	Emotional reaction	ons to environmenta	ıl risks	Hospitals	1 / 5	Effects of crowding on n	notivation	Regenerating pub	lic space
Learni	ng •	Steg, Linda Ed, A		erg, and Judith IM De	2013.			ckwell,		Ally	ntal Psychology Principle n and Bacon	
Resource	ees	Bell. PA., Green		eg, L., & Reser, J. P. (2001) and Baum, A. (2001)				Publishers.			er D. J Baum A., (2001) th Edition Harcourt Col	
						Learning As			XVV			
					Contin	uous Learning Ass	essment (50% weight	tage)				amination
	Bloo	m'sLevel of Thinking	C	LA – 1 (10%)	CI	A - 2 (10%)	CL	A – 3 (20%)	CLA	<b>-4 (10%)</b> #	(50% w	eightage)
			Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level	1	Remember	40%		40%	- 1 May 1	40%	10 .25	40%		40%	
LCVCI	1	Understand	4070		4070	C 10 3 3 3 3	4070	C. B. Miller	4070		7070	
Level	2	Apply Analyze	40%	92	40%	The state of the s	40%	100	40%		40%	-
		J										
Level	3	Evaluate Create	20%		20%		20%	17 to 3	20%		20%	-

## # 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	
Expert from Higher Technical Institutions	Internal Experts
Dr. S. Sasikala, Dept of Psychology, University of Madras	Dr A Madala <mark>imuthu, D</mark> ept of Psychology, SRMIST
	Dr SR Sat <mark>hyanaraya</mark> nan, School of Law, SRMIST
	Dr <mark>N Prema, D</mark> ept of Education, SRMIST
	Expert from Higher Technical Institutions

Course	1127332031 Co	DUTSE EXPERIMENTAL PSYCHOLOGY - I	Course	Duofassianal Cara Caures	L T	P	O	C
Code	US123302L N	ame EXPERIMENTAL PSI CHOLOGI - I	Category	Professional Core Course	0 0	4	2	2

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

Course Learning Rationale (CLR): The purpose of learning this course is to:		Learni	ng														
CLR-1: To understand the concept of psychological assessment	1	2	3				Pro	gram	Lear	ning	Outco	mes	(PLO)				
CLR-2: To Learn how to administer personality and workplace test		-	=	1	2	3	4	5	6	7	8	9	10 1	1 1	12 1	3  14	4 15
CLR-3: To Understand the scoring and interpretation		ence	ner				dge	ion					Skills	S			
CLR-4: To conduct the experiments efficiently	king	roficiency	Attainment			Ъ	l №	izat		Đ.	et			SKIIIS			
CLR-5: To acquire knowledge on experiments in the areas of positive psychology	] <u>-</u>	Po	Aff	I	, L	Related	호	cial	ΙZΕ	Modeling	Interpret	š	Solving	[0]	Skills		
CLR-6:	] <del> </del>	ed	e	ental	10 S	Re A	를	Spe	ge E	Mod	<u>r</u>	estigative	Sol.				
- 1777次に、文化に、文化に、文化に、本文に、1842.4位	G   C	Sect 1	ect	a a	cati	# 1	큥	.⊑	y to	.⊑	/ze,	itig	Problem	in i	nalytical	- S	1 5
Course Learning Outcomes (CLO):  At the end of this course, learners will be able to:	9 8				교	¥	2 2	≝	Ability Know	Skills	4naly Data	nve	원	e i	la la	8 8	SSC
CLO-1: Know different personality tests	2	75	60	H	H	<del>                                     </del>	-	-	- < x	-	Α. Π	-	- 17	H .	H .		
CLO-2: Understand test administration	2	80	70	-	Н	-	Н	-	-	-	-	-	- I	Н	н .	-   -	+-
CLO-3: Learn the scoring and interpretation	2	70	65	Н	-	-	Н	-	-	-	-	-	- I	Н	Н.	-   -	-
CLO-4: Prepare the psychological test report	2	70	70	Н	-	Н	Н	Н	-	-	-	-	- H		Н .	-   -	1-1
CLO-5:	2	80	70	-	-	-	-	-	-	-	-	-	- I	Н	Н .	-  -	-
CLO-6:	2	75	70	-	-	-	-	-	-	-	-	-		- 1	-	-  -	-

# 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

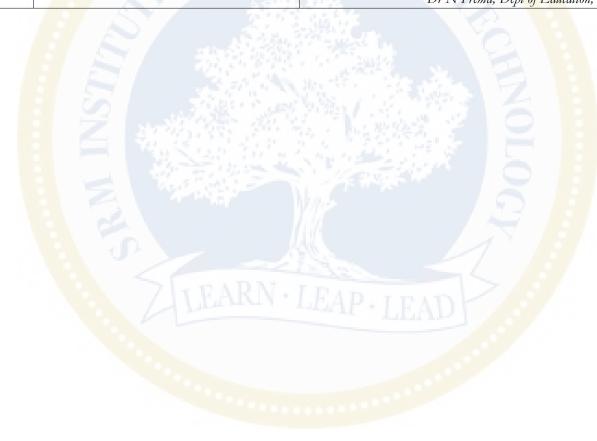
- 14. Holmes-Rahe Stress Inventory
- 15. Hamilton Depression Rating Scale
- 16. Beck Depression Inventory
- 17. Gratitude Questionnaire (GQ-6) Gratitude scale (GS)
- 18. The Subjective Happiness Scale
- 19. The Adult Hope Scale (AHS)
- 20. The Meaning of Life Questionnaire (MLQ)

Learning		Myers, A., & Hansen, C. (2016). Experimental Psychology (7th ed.). Belmont, CA, US:
Resources	П	Thomson Wadsworth. Parameswaran & Ravichandra (2003) Experimental Psychology.
		Neel Kamal Publications.

Learn	ing Assessment										
				Continuous	Learning Ass	essment (50°	√ weightage)	· F			nal ination
	Bloom'sLevel of Thinking	CLA –	1 (10%)	CLA –	2 (10%)	CLA –	3 (20%)	CLA – 4	CLA – 4 (10%)# (50° weight		0%
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember		40%		40%	11/4	40%		40%		40%
Level 1	Understand	_	4070		4070	10.6	4070	7- 1	4070	-	40 / 0
Level 2	Apply		40%		40%	and the same	40%		40%		40%
Level 2	Analyze	-	40 / 0	7 TE	4078	FAD	40 / 0	7/6	4070	-	40 / 0
Level 3	Evaluate		20%		20%	LILLY .	20%		20%		20%
Level 3	Create	-	2070		2070		2070		2070	-	ΔU70
	Total	100	) %	100	0 %	10	0 %	100	) %	100	) %

<sup>#</sup> 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. Sasi <mark>kala, Dept</mark> of Psychology, University of Madras	Dr A Ma <mark>dalaimuthu,</mark> Dept of Psychology, SRMIST
	A) A)	Dr SR Sathyanar <mark>ayanan, S</mark> chool of Law, SRMIST
	A Section of the sect	Dr N Prema, De <mark>pt of Edu</mark> cation, SRMIST



Department Course Learning Rationale	Co-requisite Courses  Career Guidance Cell  The purpose of le	Nil  Data Book / Codes/Standards		ive C	Courses			٠,				λ7;1							
Department Course Learning Rationale		Data Book / Codes/Standards			ressive Courses Nil						Vil								
S .	The purpose of le				4	1/2	K			-									
(CLR):	The purpose of te	earning this course is to:	L	earn	ning	K		P	rogi	am I	Lear	ning (	Outc	ome	s (PI	LO)			
CLR-1: Enable students to understand	d reasoning <mark>skills an</mark> d mathe	matical concepts	1	2	3	1	2	3	4	5 (	5 7	8	9	10	11	12	13	14	15
CLR-2: Prepare students for job inter	rviews		3 446 57	%	(%)	ge	ste	45	e	g I		ta		S	S			i.	
CLR-3: Help learners to develop the	vocabula <mark>ry of a g</mark> eneral kind	by developing their reading skill	180	) y	) t	led	eb	졌	gpa .	£   £	ع و	Da	IIIs	Ţ.	Skills	$\mathbf{z}$		Vio	ing
CLR-4: Nurture a creative and profes		The Children of the Control of the C	ki	enc	nei	MO.	l on	late	w[	IIZ	leli ile	iet i	Ski	ρΰ SZ	n S	Ε̈Ξ	S	eha	arn
CLR-5: Develop life-long skills studen		rnships and make career changes	of Thinking	Profici	Attainment (%)	ental Kn	ion of (	Link with Related	ıral Kno	Ils in Specialization	in Modeling	Interpret Data	Investigative Skills	Solving Skills	Communication	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
Course Learning Outcomes (CLO):	At the end of this co	urse, learners will be able to:	Level	Expected Proficiency (%)	Expected	Fundamental Knowledge	Application of Concepts	Link	Procedural Knowledge	Skills in	Skills	Analyze,	Invest	Problem	Commu	Anal	I	Profess	Life L
CLO-1: Solve the problems on reason	iing	Water and State	3	80	75	H	M	-	-	- <i>1</i>	1 -	Н	-	Н	-	H	M	-	_
<b>CLO-2</b> : Face interviews confidently		White the second	3	80	75		-	M	- 1	M ·			L	- 1	Н	-	-	Н	Н
CLO-3: Develop comprehension and	interp <mark>retation</mark> skills		3			Н	М	-		* *	- M	<i>!</i> -	-	-	-	M			M
CLO-4: Use design thinking as a strai		The state of the s	3	75		Н	-	<i>M</i>	M	- I	H -		_	M	-	Н	-		M
CLO-5: Assist students in choosing a		rse	3	75		-	M	M	- 1	H ·	- M	! -	-	-	Н	-	-	Н	Н

Durat	ion (hour)	6	6	6	6	6
S-1	SLO-1	Partnership	Self-Image and Self- Presentation	Extempore Practice Session	Entrepreneurship - Introd <mark>uction</mark>	Decision Making
3-1	SLO-2	Partnership related solving problems	Friguettes Extension Practice Session		Entrepreneurship - Visi <mark>on, Valu</mark> e Proposition	Decision Making – Activity
	SLO-1	Cryptarithmetic	Interview Skills - Introduction	How to approach Virtual & In Person Interviews	Entrepreneurship - <mark>Business</mark> Model	Leadership Skills - Ethics & Ethical Decision Making
S-2	SLO-2	Cryptarithmetic – solving problems	Do <mark>'s and Don'ts During</mark> Interview	Tips & Tricks to Crash Interview	Entrepreneu <mark>rship – Rev</mark> enue Streams	Leadership Skills -Decision Making – Case Study
	SLO-1	Ordering, Ranking	Mock Interview – Session 1	Types of Paragraph	Entrepreneurship - Sales	Management – Definition
S-3	SLO-2	Grouping	Mock Interview – Session 2	Paragraph Forming Questions	Entrepreneurship - Marketing Channels	Manager – Traits
5.4	SLO-1	Venn Diagrams	Mock Interview – Session 3	Types of Sentences	Entrepreneurship - Quality Control	Leadership Skills - Management Challenges
S-4	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	Problems on Ages	HR personal Interview -Session	Reading Comprehension	<mark>Leaders</mark> hip Skills Strategy	Energy Management
	SLO-1	Clocks & Calendars	Email Etiquettes	Restatement	<mark>Leadership Skills – Planning</mark>	Work Force management
S-6	SLO-2	Identification of Cross Variable Relation	Email Drafting – Do's and Don'ts	Most Appropriate Restatement	Types of Leadership	Grievance Redressal Policy in Organisations

Learning Resources	ana Company Limitea. 2018 Eaition	<ol> <li>Bhatnagar R P, English for Competitive Examinations, Trinity Press, 2016.</li> <li>Craig E Johnson, Meeting the ethical challenges of leadership, Sage publications, 2018</li> <li>Allan R Cohen, David L Bradford, Influence without authority, Wiley, 2018</li> <li>T V Rao, Managers who make a difference: Sharpening your management skill, Random House India, 2016</li> </ol>
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		Learning As	sessment	All the second	
			Continuous Learning As	ssessment (100% weightage)	
Level	Bloom's Level of Thinking	CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%)#
		Theory	Theory	Theory	Theory
T1 1	Remember	200/	100/	200/	200/
Level 1	Understand	20%	10%	20%	20%
Level 2	Apply	50%	50%	50%	50%
Level 2	Analyze	3070	30%	3070	3070
I1 2	<b>Evaluate</b>	200/	400/	200/	200/
Level 3	Create	30%	40%	30%	30%
	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
Mr. M. Ponmurugan, Executive PMOSS, Cognizant Technology Solutions India Pvt. Limited, Chennai	Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeedam, Coimbatore	Dr. Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST  Ms. Deepalakshmi S, Assistant Professor, Department of Career Guidance  Cell, FSH, SRMIST

<b>Course Code</b>	UMI23401L	Course Name	My I Pro	ndia ject	Course Categor y	S	Skill Enhancement course	T 0	P O 0	0
Pre-requisite		Nil	Co magninita Courses	N; I	Progressive		Ni:I			
Courses	Course Offering De		Co-requisite Courses  Psychology	Nil Data Book / Codes/Standards	Courses	٠.	Nil Nil			

# (Assessment Method – Fully Internal)

Assessment Tools	100	Marks	
Review – I (Activities)		50	
Review – II (Project report and		5	
Presentation) 2		0	
Total		100	

# SEMESTER IV

Course		Course		SEVIESTE	Cour	rse	1												L	T	P	0	) (
Code	ULT23AE	Name Name	Applied T	Camil – II	Categ		A	AE		Abil	lity Eı	nhanc	emen	t Cou	rses (	AE)			1	0	2	2	
D.	• •,		G 114	CITA	JAN	<b>D</b>		-															
Pre-reque		Nil	Co-requisite Courses	Nil	M		gres ours	ssive ses		٠.					1	Vil							
;Course	Offering Dep	partment	Tamil	Data Book / Codes/Sta	ndards		V	10	<b>-</b>					Nil									
Course	Learning Ra	tionale	The purpose of learn	ing this course is to:	les.	Lea	arni	ng	2		Ĭ	Pro	ogra	m Le	earni	ng O	utco	mes	(PL	0)			
CLR-1:	வகாாகி	ടതലെട്ടിക്കാര് ക്രസ		ியச் செய்கல்	19.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
CLR-2:	நேர்காண செய்தல்	ல் செய்யும் திறன	<mark>அம் செ</mark> ய்தி வாசிப்பு மு	றைகளையும் தெரியச்	100				9	4			3		,	U		10		12	10		İ
LK-3:	அறியச் ெ	சய்தல்		யாரிக்கும் முறையைய	巾	Thinking (Bloom)	ncy (9	nent (%	wledg	Concepts	l Disci	ledge	Specialization	Know	ad	t Data	ls	Skills	Skills			ı	
CLR-4 : பேச்சுக்கலையின் தனித் <mark>துவங்</mark> களைப் புரியச் செய்தல்						king	icie	rinn	Knc	f C	ate	10W	iali	lize	elin	rpre	Skil	ing	on ?	Skills			
CLR-5:	கணினித்	தமிழின் பல்வே <mark>ற</mark>	<mark>ப நுட்</mark> பங்களைத் தெரிட	பச் செய்தல்	<u>; Di</u>	Thin	Prof	Atte	ental	ion o	h Rel	al Kı	Spec	o Uti	Mod	Interpret	ıtive	Solving	icati	al Sk			
Course I	Learning Out	tcomes	At the end of this course,	learners will be able to:	1	Level of	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of	Link with Related Disciplines	Procedural Knowledge	Skills in	Ability to Utilize Knowledge	Skills in Modeling	Analyze,	Investigative Skills	Problem	Communication	Analytical	PSO -1	PSO -2	
				பத் தெரிந்துகொள்ளுத	່ນ	2	75	60	H	L	Н	M	Н	H	L	M	Н	M	L	H	-	-	
CLO-2:			<mark>மை</mark> யோடு செயல்படு			2	80	70	H	M	H	L	M	Н	L	H	M	L	H	H	-	-	
CLO-3:	நுட்பங்கள	ளையும் தெரிந்து	க <mark>ொள்ளு</mark> தல்	தியறிக்கை தயாரிக்குட		2	70	65	Н	L	Н	M	Н	Н	M	Н	L	Н	M	Н	-	-	
CLO-4:			க <mark>ாண்ட</mark> பேச்சுக்கலை நவா <mark>கும் த</mark> குதியைப் ெ	யை அறிவதன்வழி, சிற பறுதல்	ந்த	2	70	70	Н	M	Н	L	Н	M	M	Н	Н	L	Н	Н	-	-	
		கணினி வழி, இ டுகளை அறிந்து(		செர்க்கும் உலகளாவிய	EAP	2	80	70	Н	M	Н	Н	M	Н	L	M	Н	L	Н	Н	-	_	

	ration (hour)	9	9	9	9	9			
S	SLO-	IKININA) NKITKIKAT	நேர்காண <mark>ல்</mark> அறிமுகம்	விமர்சனம் – அறிமுகம்	பேச்சுக்கலை	கணினித்தமிழ்			
1	SLO-	ஒரு மொழி/ இருமொழி அகராதி	ஆளுமைத்திறன்	விமர்சனத்தின் நோக்கம்	பேச்சின் அடிப்படைகள்	கணினி வழித் தட்டச்சு			
S	SLO-	பண்டுமாலி வசாரசி	நோக்கம் – கண்டறிதல்	விமர்சன வகைகள்		தட்டச்சு செய்யும் மென்பொருட்கள்			
2	SLO-	டி பார பெப்பளமக்கிகள்	நேர்காணல் முறைகள்	இலக்கிய விமர்சனம்	பேச்சின் வகைகள்	எழுத்துருக்கள்			

S-	1	உயிர்மெய் எழுத்துகள்	இனிய சொற்கள் பயன்பாடு	திரை விமர்சனம்	<mark>மேடைப்</mark> பேச்சு	யூனிகோடு எழுத்துருக்கள்/ பிற எழுத்துருக்கள்
3	SLO-	அகராதிக்கான அடிப்படைகள்	நேர்கா <mark>ணல் வ</mark> கைகள்	கலை விமர்சனம்	<mark>பட்டிமன்றப்</mark> பேச்சு	குரல் வழி தட்டச்சு
S-	SLO-	அகராதி உருவாக்கப் பயிற்சி	நே <mark>ரடியாக</mark> வினா விடை	விமர்சகர் தகுதிகள்	சொற்ப <mark>ொழிவு ம</mark> ுறை	எழுத்து வழி தட்டச்சு
4	SLO-	அகராதி உருவாக்கப் பயிற்சி	<mark>அச்சு</mark> ஊடக <mark>நேர்</mark> காணல்	தேர்ந்த புலமை	பேச்சின் நுட்பங் <mark>கள்</mark>	தட்டச்சு செய்யும் பயிற்சி
S-	SLO- 1	கலைச்சொல் அறிமுகம்	<mark>க</mark> ாட்சி ஊடக நேர்காணல்	எழுத்துவடிவ விமர்சனம்	பேச்சாளர்களும் ப <mark>ேசும்</mark> முறைகளும்	தட்டச்சு செய்யும் பயிற்சி
5		பிறமொழிச் சொற்களும் த <mark>மிழில்</mark> கலைச் சொற்களும்	கேட்பு ஊடக நேர்காணல்	காட்சி வடிவ விமர்சனம்	பேச்சு - எடுத்துரைப்பு <mark>ம்</mark> உடல்மொழியும்	பிழை திருத்திகள்
S-		கலைச்சொல்லாக்க நெறிமுறைகள்	கள ஆய்வில் நேர்காணல்	விமர்சனம் செய்யும் பயிற்சி	நவீன தொழில்நுட்பங்களில் பேச்சு முறைகள்	தமிழில் பிழை திருத்தம் செய்யும் மென்பொருட்கள்
6	SLO-	கலைச்சொல் உருவாக்க <mark>உத்தி</mark> கள்	நேர்காணல் செய்யும் பயிற்சி	விமர்சனம் செய்யும் பயிற்சி	பேச்சாளர்க்குரிய தகுதிக <mark>ள்</mark>	வலைப்பூ உருவாக்கம்
S-	1	துறைசார் சொற்கள்	நேர்காணல் செய்யும் பயிற்சி	செய்தியறிக்கை	பேச்சுப் பயிற்சி	வலைப்பூவில் எழுதும் முறைகள்
7		புதிய கண்டுபிடிப்புகளு <mark>ம்</mark> கலைச்சொற்களும்	செய்தி வாசிப்பு முறைகள்	சமூக நிகழ்வை எழுதுதல்	பேச்சுப் பயிற்சி	வலைப்பூவின் பயன்கள்
S-	SLO-	பயன்பாட்டுச் சொற்கள்	செய்தி வாசிப்பு நுட்பங்கள்	செய்தியாளர்க்குரிய தகுதிகள்	கலந்துரையாடலின் நோ <mark>க்கம்</mark>	தமிழ் இணைய நூலகங்கள்
8		கலைச்சொல்லாக்கப் பயன்பாடுகள்	உச்சரித்தல்	உற்றுநோக்குதல்	கலந்துரையாடலின் தனித்தன்மைகள்	இணைய நூலகப் பயன்பாடுகள்
S-	SLO-	கலைச்சொல் உருவாக்கப் பய <mark>ிற்சி</mark>	பிழையின்றி <mark>வ</mark> ாசித்தல்	சமநிலையில் எழுதுதல்	தம் கருத்தைத் தெளி <mark>வாக</mark> உரைத்தல்	தமிழ்த் தொடரடைவுகள்
9	SLO-	கலைச்சொல் உருவாக்கப் பயிற் <mark>சி</mark>	<mark>வா</mark> சித்தலும் <mark>உணர்</mark> வும்	செய்தியறிக்கை தயாரித்தல்	கலந்துரையாட <mark>ல் பயிற</mark> ்சி	தொடரடைவின் பயன்பாடுகள்

Learning	
Resources	,

- 1. அகராதியியல், பெ. மாதை<mark>யன், த</mark>மிழ்ப் பல்கலைக்கழகம், தஞ்சாவூர், 1997.
- 2. பேச்சுக்கலை, ம. திருமலை<mark>, மீனாட்சி</mark> புத்தக நிலையம், மயூராவளாகம், மதுரை, 2009.
- பேச்சாளராக, அ.கி.பரந்தாமனார், பாரி நிலையம், சென்னை, 1961
   இணையத் தமிழ், சந்திரிகா சுப்பிரமணியன், சந்திரோதயம் பதிப்பகம், மதுரை, 2020.
- 5. நேர்காணல், பின்னூலகம், தமிழ் இணையக் கல்விக் கழகம், https://www.tamilvu.org/

						Leari	ning Assessm	nent						
	Bloom's	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)				
	Level of Thinking	CLA – 1 (10%)		CLA - 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		rmai Examination (50% weightage)				
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice			
Laval 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%	30%				
Level 1	Understand	30%	30%	30%	30%	20%	2070	2070	20%	30%	-			
Level 2	Apply	40%	50%	50%	40%	50%	50%	50%	50%	50%				
Level 2	Analyze	40%	30%	30%	40%	30%	30%	30%	30%	30%	-			
Level 3	Evaluate	30%	20%	20%	30%	30%	30%	30%	30%	20%				
Level 3	Create	30%	20%	20%	30%	30%	30%	30%	30%	20%	-			
	Total	10	0 %	10	0 %	10	0 %	10	00 %	7/	100 %			

3	Course Designers	
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
1. Dr. P.R.Subramanian, Director, Mo <mark>zhi</mark> Trust, Thiruvanmiyur, Chennai - 600 <mark>041</mark> .	1. Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literaturel, 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, Assi <mark>stant P</mark> rofessor, Dept. of Tamil, FSH <mark>, SRMIS</mark> T, RMP.
		4. Dr. T.R.Hebzibah beulah Suganthi, Assistant Professo <mark>r, Dept.</mark> of Tamil, FSH, SRMIST, KTR.
		5. Dr. S.Saraswath <mark>y, Assi</mark> stant Professor, Dept. of Tamil, FSH, SRMIST, KTR.

# SEMESTER IV

Course Code	ULH23AE0	02T	Course Name	APPLIED I	HINDI-II	Cours Catego		E		Abilit	ty Enha	ancem	ent C	ourses	(AE)				L 1	-	P 2	2	2 2
Pre-req			Nil	Co-requisite Courses	Nil	NG		ressive		٠,					Λ	Vil							
	Offering Depa	artmen	t	HINDI	Data Book / Codes/S	tandards	Cui	irses						Nil									
Course	Learning Ra (CLR):	tionale		The purpose of learni	ng this course is to:	the.	Lear	ning	2			Pro	ogra	m Le	arni	ng O	utco	mes	(PL	<b>O</b> )			
CLR-1:	To find and a	ınalyze d	lifferent types o	of Cinema	15.32.5	219-11	1 2	2 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			t Media in the p	<mark>oresent </mark> World	- 1 - St. 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	1980				٧.		ge	nc			Data		IIs	s				
	Writing repor				2007 6 10 10 10 10		100	ent				led	zatio		50	Ď	ls.	Skills	Skills				
				<mark>iented</mark> learning	TA - A - NO. 1	10 m	cing	l.E			atec	MO	aliz	ize	i	pre	Skills	ng		IIs			
CLR-5:	To Acquire to	echnica	l words for v <mark>ar</mark>	ious job Prospects		No.	Thinking 1 Proficiency	Attainment	tal ,	n of	Rela	l Kn	Specialization	to Utilize	Modeling	Interpret	ve	Solving	catic	Skills			
Course l	Learning Out (CLO):	tcomes		At the end of this course,	learners will be able to:		Level of T (Rloom)	(%) Expected (/	Fundamental	Application	Link with Related Disciplines	Procedural Knowledge	Skills in S	Ability to U Knowledge		Analyze, I	Investigative	Problem S	Communication	Analytical	PSO -1	PSO -2	PSO-3
CLO-1:	To Understan	nd the H	isto <mark>ry and Doc</mark>	<mark>ume</mark> ntary in Hindi Cinema	NEW TO BE	April 19		5 80	H	Н	Н	M	L	Н	L	M	L	L	Н	M	-	- [	-
	To Comprehe			100	To the same	11/4	2 8	0 90	H	Н	Н	M	L	H	H	M	L	L	Н	M	-	-	-
	To Evaluate r						2 7	5 95	H	$H_{\perp}$	M	L	Н	H	M	H	M	M	H	H	-	-	-
CLO-4: Enhance their Writing Skills in Me <mark>dia Stud</mark> ies					1110	2 8		H	Н	L	H	M	H	L	H	Н	M	Н	H	-	-	_	
<b>CLO-5</b> :	To Understan	ıd and u	sage of technic	<mark>cal wor</mark> ds in Hindi			2 8	5 90	M	H	M	H	L	Н	H	L	H	M	H	H	-	-	-

# Edited Book: "PRAYOJAN MULOK HINDI", SRIJONLOK PUBLICATION, 2023, New Delhi.

#### earning Resources

- 1. Film Banti Hai aur Banati Bhi hai, Lekhika Sonal, Neolit Publication
- https://navbharattimes.indiatimes.com/entertainment/movie-review/articlelist/2325387.cms?curpg=3
   https://epustakalay.com/book/4858-hindi-patrakarita-by-dr-krishnbihari-mishra/
- https://hindisamay.com/
- https://rajbhasha.gov.in/hi/hindi-vocabulary

					Lea	rning Asses	sment						
	Bloom's			Continuou	Final Evamina	Final Examination (50% weightage)							
	Level of Thinking	CLA – 1 (10%)		CLA - 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Final Examination (50% weightage)			
	Level of Timiking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
T1 1	Remember	200/	30%	30%	30%	20%	20%	20%	200/	200/			
Level 1	Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-		
Level 2	Apply	400/	500/	50%	400/	500/	50%	500/	500/	500/			
Level 2	Analyze	40%	50%	50%	40%	50%	30%	50%	50%	50%	-		
I1 2	Evaluate	200/	200/	200/	200/	200/	200/	200/	200/	200/			
Level 3	Create	30%	20%	20%	30%	30%	30%	30%	30%	20%	-		
	Total 100 % 100 %		100 %			00 %		100 %					

<sup>#</sup> 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 Ku <mark>mar</mark> Editor : Srijanlok Ma <mark>gazine</mark> Place: Vashishth Nagar, A <mark>ra – 80</mark> 2301	1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi,CUTN, Tamilnadu	1. Dr.S Preeti. Ass <mark>ociate P</mark> rofessor & Head, SRMIST
		2. Dr. Md.S. Islam Assistant Professor, SRMIST
	W. N. S. S. S. S. S. S. S. S. S. S. S. S. S.	3.Dr. S. Razia Beg <mark>um, Ass</mark> istant Professor, SRM IST
		4, Dr.Nisha Murli <mark>dharan</mark> Assistant Professor, VDP,SRM IST

# SEMESTER IV

Cours Code	1 11 .16"2	23AE02T	Course Name	French for Specifi	Cours Catego		AE		Abi	lity I	Enhai	ncem	ent	Cour	ses (	(AE)						2	2 2	
Co	requisite ourses		Nil	Co-requisite Courses	Nil			gres		)_		Ċ				1	Vil							-
Cour	Course Offering Department French Data Book / Codes/Standa														Nil									
Cou	rse Learni (CLI	ng Rationa R):	le	The purpose of learning	g this course is to:		Lea	arnir	ng	Ĭ			Pro	ograi	m Le	arni	ng O	utco	mes	(PL	0)			
CLR-1	1: Strengt	hen the lang	ruage of the studen	ts both in oral and written			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
				d opinions, reacting to inform	nation, situations	St. 11. 15. 1			- 1				4)	J										
			ne basic rules o <mark>f Fre</mark>			DM. Ve	ng	enc	nen	77 . 2		14	gpa	ıtioı			Dat	7.0	Skills	cills				
CLR-4	1: Develo	p strategies	of comprehension	of texts of different origin		AL LOSS I	inki	ficie	in			pe	wle	liza	e	ing	ret	cills	ρö	S,	S			
CLR-5				<mark>ear</mark> of speaking a foreign lang	guage and take position	on as a	본	Pro	Att	-	Jo	ela	Knc	ecia	tili	del	terp	e SI	lvin	ıtioı	Skills			
	Toreign	er speaking	French	100	State of the Co		lof	pa	ted	enta	ioi	h R	ral	Sp	o U	Mc	, In	ativ	So	nica	ਫ਼			
Course Learning Outcomes (CLO):  At the end of this course, learners will be able to:							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	Communication Skills	Analytical	PSO -1	PSO -2	PSO-3
CI O 1	To enal	ole the stude	ents to overcome th	e fear of speaking a foreign la	anguage and take pos	sition as a	2	75	0.0						H							н	1	
CLO-1	foreign	er speaking	French					75	80	Н	M	Н	Н	M		Н	L	M	M	Н	L	-	-	-
				ept, culture, civilization and t	ranslation of French				90	M		L	Н	Н	M			L	L	Н	M	-	-	-
				in French language					80	H	Н	L	M	Н	M	L				Н	Н	-	-	-
			ench language into	o other language cult <mark>ural ele</mark> ments in French la					90 75	H M	L H	M H	H	M M	H	H H	M H	$\frac{L}{M}$	$\frac{H}{L}$	M H	L M	-	-	-
CLO-5	5: 10 imp	rove ine con	nmunication, interc	ultural elements in French la	inguage	. I T1	2	00	/3	IVI	П	П	L	IVI	IVI	П	П	IVI	L	П	IVI	-	-	-
Durati	ion (hour)		9	9	TELLERY	9	- 1	п	ΔĪ	$\mathbf{T}$		9								9				
S-1	SLO-1	TOEIC		Les quantificateurs		Les prépositions o	de lieu			Les verb	es irr	éguli	ers			La	néga	ition						
	SLO-2	Qu'est-ce	que c'est/	le génitif		Les activités			1	le futur e	et	7				l'iı	nterro	gatio	on					
S-2	SLO-1	À qui est-i	l destiné ?	Les adjectifs		Les prépositions o	de temp	ps -		le condit	ionne	el				Le	s acti	vités						
52	SLO-2	Les compé	tences évaluées	et pronoms possessifs		Les activités				les moda	ux					l'e	xclan	natio	n					
S-3	SLO-1	Le nom		les pronoms		les temps et				La sugge	estion	1				Le	s acti	vités						
5-3	SLO-2	Le pluriel	des noms	Les pronoms personnel	s	Les activités				le consei	il					l'emphase								
G 4	SLO-1	Les indénd	ombrables	les pronoms complémen		les aspects-				Les exer	nples					Les exemples								
S-4	SLO-2	Les noms o	composés	Les activités		Les activités				le reproc						Les activités								
S-5	SLO-1	L'adjectif		pronoms réfléchis		Le présent simple				*			l'impératif				_							

	SLO-2	Les comparatifs	Les activités	Les activités	L'obligation	Les activités
S-6	SLO-1	les superlatifs	les adverbes	Le présent be+ing	la permission	la voix passive
5-0	SLO-2	les articles définis (the)	Les activités	Les activités	l'interdiction	Les exemples
	SLO-1	les articles indéfinis (a, an)	La place de l'adverbe dans la phrase	Les exemples	La capacité	les subordonnées relatives
S-7	SLO-2	Les exemples	Les activités	Le prétérit simple - Le prétérit be+ V-ing	l'incapacité	Les activités
S-8	SLO-1	Les adjectifs	L'ordre des adverbes	Les exemples	les verbes à particule	Les subordonnées circonstancielles
5-0	SLO-2	Les exemples	Les activités	- Le présent perfect be+ing	les verbes suivis de V-ing	Les activités
S-9	SLO-1	pronoms possessifs (this et that)	les prépositions-	Le past perfect simple -	d'un infinitif avec sans to	A ne pas confondre
3-9	SLO-2	Les activités	Les exemples	Le past perfect be + ving -	Les exemples	Les activités

Theory:
---------

## Learning Resources

- "Réussir le noueau TOEIC" Détails des épreuves, méthodologie, grammaire, et vocabulaire, Studyrama.

  https://www.fluentu.com/blog/french/french-grammar

  https://www.elearningfrench.com/learn-french-grammar-online-free.html
- https://www.lawlessfrench.com/grammar
- https://blog.gymglish.com/2022/12/15/basic-french-grammar

					11 N. 12		Learn	ning Assessi	ment							
	DI 1	Continuous Learning Assessment (50% weightage)									Final Examination (50% weightage)					
	Bloom's Level of Thinking	CLA - 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (5%)#			rinai Examinati	on (50% weightage)				
	Level of Thinking	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		Theory	Practice				
Laval 1	Remember	30%	30%	30%	30%	20%	20%	20%	20%		30%					
Level 1	Understand	30%	30%	30%	3070	2070	2070	20%	20%		30%	-				
Level 2	Apply	40%	50%	50%	40%	500/	50%	50%	500/	1	50%					
Level 2	Analyze	40%	30%	50%	40%	50%	30%	50%	50%	7	50%	-				
Laval 2	Evaluate	30%	20%	20%	200/	30%	30%	30%	30%	1	20%					
Level 3	Create	30%	20%	20%	30%	30%	30%	30%	30%		20%	-				
	Total	10	00 %	10	0 %	10	100 %			. 1	00 %					

<sup>#</sup> 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											
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		Professional Core Course	1 3	T 0	P 3	2	<b>C</b> 4
			SCILLA	CE,	7						

	quisite rses	Nil	Co	-requisite Courses	Nil		Progressi Course								Nil							
C	Course Offer	ing Department		Psychology Data Boo	ok / Codes/Standards				1	Vil	7											
		g Rationale (CLR):		The purpose of learning this course is to	· The life		Learr	ning					Progra	m Lea	rning	g Outo	omes	(PLO	)			
CLR-1	: To explain	n types and multiple causes of p	ersonality o	lisorders	**************************************		1 2	3		2	3	4	5	6	7	8	9	10	11   12	2 13	14	15
		stance related disorders			7 - F-10/24 7/1		>				v i	ره	п	Ť		1	1					H
		ate psychotic disorders		A	300 Table		enc	(%) I Attainment			4.	S Knowledge	atio				s	Skil	KIII			
		n developmental disorders			Parket and the	ing	fici	ain			ted	owl	aliz		ling	pret	k:Il	3 Su	S S			
CLR-5	: To unders	stand various cognitive disorder.	S		1 miles 11 - 15	hinl	Pro (	Att	[g]	n of	Rela	$^{8}$	eci		lode	nter	ve S	olvi	Skills			
					STATE OF THE PARTY OF	of Thinking	(Bloom) Expected Proficiency	Expected	(%) Fundamental	Knowledge Application of	Concepts Link with Related	Disciplines Procedural 1	Skills in Specialization	Ability to	Skills in Modeling	Analyze, Interpret	Investigative Skills	Problem Solving Skills	Communication Skills Analytical Skills			
				CO Existery	Same Sales	evel	w ye	xpe	ndar	ow	k w	ced S	lls i	lity	lls i	alyz ta	esti	bleı	alvt:	PSO -1	PSO -2	PSO-3
		ng Outcomes (CLO):		At the end of this course, learners will be a	ıble to:					Kn Ap	)	길	Ski	Ab	Ski	Analy Data	i i	Pro		PS(	PS(	PS
		sh between various personality o		3 (1977) (1978) (1978) (1978)	Other March		2 75			$H \mid H$	Н		-	-	-	-	-	-		-	-	-
		nd the causes of substance relate		S	13 9 G 1		2 80			11	-	h		-	-	-	-	-		-	-	<u> </u>
		diagnosis of psychotic disorder	S	- B.V. N. So	7 E V 4 F 4		2 70				-	H		-	-	-	-	-		-	ļ-	<u> </u>
		nd developmental disorders ze with cognitive disorders					2 70				Н			-	-	-	-	-	Н -	-	-	<u> </u>
CLU-5	: ramınarı	ze with cognitive alsoraers					2 80 2 75			· H	-	H	-	-	-	-	-	-		-	-	Ë
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	tion (hour)	12		12	12				D 1	12	D: 1					0		12	,			
7 1	SLO-1	Personality disorders	1. 1	Substance related disorders	Psychotic disorders					mental .			,				U	e disor	ders			
	SLO-2 SLO-1	Clinical features of personality Types of personal disorders	v aisoraer	Perspectives on Substance related disorders  Level of involvement	Neurosis Psychosis				Commo ADHD	ı develo	pmenta	i aisc	oraers				erspec eliriu	ctives				
	SLU-1	Types of personal disorders		Level of involvement	Difference between n		and		ADIID	-						- 0	eiiriu	m				
S-2	SLO-2	Cluster A: Paranoid		Substance abuse	psychosis	reurosis	ana		ADHD							$D_{i}$	escrip	otion				
	SLO-1	Schizoid		Diagnostics criteria substance abuse	Perspectives on schi	izonhrer	nia .		Diagno	is criter	ia		7			C	auses					
n a					Early figures in diag		Tr															
J-J	SLO-2	Schizotype		Int <mark>oxication</mark>	schizophrenia	58		Ω.	Diagno.	is criter	ia					$T_{I}$	eatm	ent				
	SLO-1	Causes		Diagnostics criteria for substance intoxication	Identifying symptoms	S			Causes							Pı	reveni	tion				
S-4	SLO-2	Tuestanout		Substance dependence	Clinical description		ns and		Tuester	nt of Al	NID.					D		.;				
		Treatment			subtypes					nt of Al							emeni					
	SLO-1	Cluster B		Diagnostic criteria for substance dependence	Positive Symptoms					ve appr	oaches						escrip					
	SLO-2	Features/clinical description		Diagnostic issues	Negative Symptoms				Designe									a of Al		er type		
	SLO-1	Diagnosis		Depressant	Factors					g disora								descri	ption			
	SLO-2	Histrionic Nanciaciatio		Alcohol use	Vulnerability	ud ana				descrip	non						auses	r deme				
	SLO-1 SLO-2	Narcissistic Antisocial		Diagnostic criteria for alcohol intoxication Sedative	Schizo affective diso Schizo affective diso				Causes Treatm									r aeme on dise				
	SLO-2 SLO-1	Borderline		Anxiolytic substance use	Delusional disorders					ent ve devel	nmant	al die	ordor	,			ırkınse unting		use			
	SLO-1 SLO-2			· · · · · · · · · · · · · · · · · · ·						spectrui			oruers	1			auses	,				
0 2	SLO-2 SLO-1	O-2 Causes Stimulants Shared psychotic				soruers			Descri	_	n uisor	исі				Su		ce indu	ced pe	rsistin	g	

	SLO-2	Treatment		Cocaine, nicotine		Meanir	U	Cai	ises		Clinical descripti	on
2 10	SLO-1	Cluster c		Caffeine		Subtyp	es	Tre	atment		Diagnosis criteri	a
S-10	SLO-2	Avoidant personality		Opiods		Diagno	osis	Asp	<mark>erger</mark> 's disorder		Causes	
0.44	SLO-1	Diagnosis and causes		Hallucinogens		Diagno	osis	Dia	gnosis criteria		Biological causes	ī
S-11	SLO-2	Dependent		Marijuana		Causes	S	Cai	ises		Psychosocial cau	ses
7.10	SLO-1	Diagnosis criteria		LSD		Cultura	ıl factors	Tre	atment		Biological Treatr	nent
5-12	SLO-2	Obsessive compulsive		Causes of substance	related disorders	Genetic	influence	Inte	llectual disability		Biological treatm	ent
112	SLO-1	Inclusion and exclusion	n criteria	Causes of substance	e related disorders	Neurobi	iological influence	Des	scription		Psychosocial tred	ıtment
S-13	SLO-2	Passive aggressive		Biological dimensio	ons	Psychol	logical and social in	fluence Dia	gnosis crite <mark>ria</mark>		Prevention	
0.14	SLO-1	Depressive personality	,	Psychological dime	nsions	Treatme	ent of schizophrenia	Cai	ises		Amnestic disorde	r
S-14	SLO-2	Diagnosis		Psychological dime	nsions			Tre	atment		Diagnosis criteri	a
	SLO-1	Causes and treatment		Cognitive dimensions Psychosocial interventions		Pre	vention of develop <mark>ment</mark>	al disorders	Causes			
1 4 =												
Lea	SLO-2 arning ources	• Barlow, D. H. Cengage lear		treatment  Hofmann, S. G. (20	16). Abnormal psycho	Preven blogy: An integrative		Alloy, L	<i>vention of developm<mark>ent</mark></i> B. & Riskind, J. H., I Graw Hill Publishing (	Manos, M.J. (2005).	Treatment Abnormal Psycholog	y. 9th ed. Delhi
Lea	SLO-2 arning •	Barlow, D. H. Cengage lear	ning.			ology: An integrativ	ve approach.  Education.	Alloy, L	B. & Riskind, J. H., I	Manos, M.J. (2005).		y. 9th ed. Delhi:
Lea	SLO-2 arning •	Barlow, D. H. Cengage lear	ning.	& Hofmann, S. G. (20 (2007). Abnormal Psy		ology: An integrative Delhi : Pearson  Learning A	ve approach.  Education.  Ssessment	Alloy, L	B. & Riskind, J. H., I	Manos, M.J. (2005).		
Lea	SLO-2 arning ources	Barlow, D. H. Cengage lear Sarason, I. G.	rning. & Sarason, B. R.,	& Hofmann, S. G. (20 (2007). Abnormal Psy	ychology. 10th ed. Ne	ology: An integrative Delhi : Pearson  Learning A  nt (50% weightage)	e)	Alloy, L	B. & Riskind, J. H., l Graw Hill Publishing C	Manos, M.J. (2005).	Abnormal Psycholog	ation(50%
Lea	SLO-2 arning ources	Barlow, D. H. Cengage lear	rning. & Sarason, B. R.,	& Hofmann, S. G. (20 (2007). Abnormal Psy	ychology. 10th ed. Ne	ology: An integrative Delhi : Pearson  Learning A  nt (50% weightage)	e)	Alloy, I Tata Mc	B. & Riskind, J. H., l Graw Hill Publishing C	Manos, M.J. (2005). Company Ltd.	Abnormal Psycholog  Final Examina	ation(50%
Lea Res	SLO-2 arrning ources Bloo	Barlow, D. H. Cengage lear Sarason, I. G.	cLA - Theory	Continuous 1 (10%) Practice	ychology. 10th ed. Ne Learning Assessme CLA - 2 Theory	ology: An integrative w Delhi : Pearson  Learning A nt (50% weightage	Education.  Seessment e)  CLA - Theory	Alloy, L Tata Mc	. B. & Riskind, J. H., 1 Graw Hill Publishing C  CLA - Theory	Manos, M.J. (2005). Company Ltd. 4 (10%)#	Abnormal Psycholog  Final Examina  weighta  Theory	ation(50%
Lea	SLO-2 arrning ources Bloo	Barlow, D. H. Cengage lear Sarason, I. G. om'sLevel of Thinking	ning. & Sarason, B. R.,	& Hofmann, S. G. (20 (2007). Abnormal Psy Continuous -1 (10%)	ychology. 10th ed. Ne Learning Assessmen CLA – 2	ology: An integrative w Delhi : Pearson  Learning A nt (50% weightage	Education.  Sessessment e)  CLA -	Alloy, L Tata Mc	B. & Riskind, J. H., I Graw Hill Publishing C	Manos, M.J. (2005). Company Ltd. 4 (10%)#	Abnormal Psycholog  Final Examina weighta	ation(50%
Lea Res	SLO-2 arning ources Bloo	Barlow, D. H. Cengage lear Sarason, I. G.  om's Level of Thinking  Remember	CLA - Theory	Continuous 1 (10%) Practice	s Learning Assessment CLA – 2 Theory 40%	ology: An integrative we Delhi : Pearson  Learning A nt (50% weightage (10%)  Practice  -	Education.  Assessment e)  CLA - Theory  40%	Alloy, L Tata Mc  3 (20%) Practice	. B. & Riskind, J. H., 1 Graw Hill Publishing C  CLA -  Theory  40%	Manos, M.J. (2005). Company Ltd. 4 (10%)#	Abnormal Psycholog  Final Examina  weighta  Theory  40%	ation(50%
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Leve	SLO-2 nrning ources  Bloo	Barlow, D. H. Cengage lear Sarason, I. G.  om'sLevel of Thinking  Remember Understand Apply Analyze Evaluate	CLA - Theory 40%	Continuous 1 (10%) Practice	S Learning Assessment CLA - 2 Theory 40% 40%	ology: An integrative we Delhi : Pearson  Learning A nt (50% weightage (10%)  Practice  -	Education.  Assessment e)  CLA - Theory  40%	Alloy, L Tata Mc  3 (20%) Practice	CLA - Theory 40%	Manos, M.J. (2005). Company Ltd. 4 (10%)#	Final Examina weighta Theory 40%	ation(50%
Leve	SLO-2 nrning ources  Bloo	Barlow, D. H. Cengage lear Sarason, I. G.  om'sLevel of Thinking  Remember Understand Apply Analyze	CLA - Theory	Continuous 1 (10%) Practice	s Learning Assessment CLA – 2 Theory 40%	ology: An integrative we Delhi : Pearson  Learning A nt (50% weightage (10%)  Practice  -	Education.  Assessment e)  CLA - Theory  40%	Alloy, L Tata Mc  3 (20%) Practice	. B. & Riskind, J. H., 1 Graw Hill Publishing C  CLA -  Theory  40%	Manos, M.J. (2005). Company Ltd. 4 (10%)#	Abnormal Psycholog  Final Examina  weighta  Theory  40%	ation(50%

	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 ANI	O COUNSELLING	(	Cour Catego	ory	C			Profess	sional	Core	e Course	)		L 7	Γ I	P 2	O 2		
Pre-requ Cours	ses		-requisite Courses	Theories of Personality		rogre: Cour								Nil								
Co	ourse Offerin	ng Department	Psychology	Data Book / Codes/Standards			4		Nil													
		Rationale (CLR):	The purpose of learning this	course is to:	I	Leari	- 0					Pro	0	ı Learni	0		,	,				
		the meaning of guidance and counsel	ing		1	2			1	2	3	4	5	6	7 8	9	10	11	12   13	14	15	
		asic process of counseling				55	%	1	4			e e	uo				Ils	SI				
		knowledge of psychotherapy ent approaches to counseling				ienc	nent		1		ъ	vled	zati		<u>∞</u> ∺	2	Ski	Skil				
		various counseling techniques				ofic	(%) Attainment(%)		1	J	late	nov	ciali	ilize	rpre	Skills	ing	ion	Skills			
CLK-3.	Onaersiana	various counseting techniques		2-3164	el of Thinking	Expected Proficiency	(%) Atta		ntal dge	Application of Concents	ink with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Analyze, Interpret	Data Investigative	Solving Skills	Communication Skills				
					— જ ∹	ecte	Expected .		Fundamental Knowledge	icati	Link with Re Disciplines	di Ji	in	Ability to Ut	yze,	1103	Problem	unu	Analytical		τ c-	
Cours	e Learning	Outcomes (CLO):	At the end of this course, learne	rs will be able to:	Level	Exp	xpe		und Suo	ldd	irk	roce	kills	il oil	ral fair	<u>Jata</u>	robl	Jom	Analyti	PSO	PSO-3	
		ifference between guidance, counselin		The second second	2	75	60	)	H	H	H	-	-	-		<u> </u>	-	-		-	-	
CLO-2:	Understand	difference process and stages of coun		The second second second	2	80			-	Н	7-	Н		-		-	-	-		-	T-1	
		skills of a therapist		William Control to No.	2	70			H	-	-	Н		-		-	-	-		-	-	
		the dynamics of approaches to couns			2	70			Н	-	Н	Н	Н	-		-	-	Н		-	-	
CLO-5:	Learn the re	elationship between behavior a <mark>nd fam</mark>	ily environment and society	AND DOMESTIC	2	80			-	Н	-	Н	-	-		-	-	-	-   -	-	-	
- ·	4	10			2	75	70		-	-	-	-	-	-	-   -	-	-	-	-   -			
Durati	on (hour)	12	Process of Guidance	12 C			E.		12					A - 4'	12		·	1.				
S-1	SLO-1 SLO-2	Introduction Definition counseling	Assessment in guidance	Counselling Process Building the relationship		<u> </u>		eudian a <sub>l</sub> eudian aj							-Oriente ounsell		Approa	icn				
	SLO-2	Guidance and counseling	Assessment in guidance Assessment in guidance	Relationship establishment				eudian aj							ounsell						-	
S-2	SLO-2	Guidance movement	Educational guidance	Stages of relationship establishn	ient			rpetuatio			-				oural c		lling					
	SLO-1	Significance of Guidance	Educational guidance	Stages of relationship establishn				fense me	0 1						nt cond							
S-3	SLO-2	Difference between guidance and counselling	Educational guidance	Stages of relationship establishn	ient		Cr	itical eva	luation	of Fre	eudian	appro	ach	Reinfo	rcemeni	t strat	egies		-			
S-4	SLO-1	Difference between guidance and counselling	Vocational guidance	Techniques of relationship estab	lishment		Ad	llerian ap	proach		7			Reinfo	rcement	t strat	egies					
	SLO-2	Difference between guidance and counseling	Career decision making	Techniques	P.	T	- 14	rson – te	0.			1		,	atic de	sensit	ization	!				
S-5	SLO-1	Counselling and psychotherapy	Stages of career decision making	Techniques				rpetuatio	n of pro	oblem				Flood			.1					
-	SLO-2 SLO-1	Counselling and psychotherapy Scope of counselling	Stages of career decision making Holland's Model	Techniques Working in counselling relations	hin		~	ualities chnique							ive beh		r there	іру				
S-6	SLO-1	Scope of counselling	Holland's Model	Working in counselling relations  Working in counselling relations				chnique chnique							es of C						-	
	SLO-1	History of counselling	Guidance techniques	Problem identification	тр			hallenge							neories	<i></i>						
S-7	SLO-2	History of counselling	Guidance techniques	Process of problem identification	n			gerian pe		enter	ed ther	ару			neories							
CO	SLO-1	History of counselling	Individual guidance process	Process of problem identification	n		Ва	sic assun	nptions					CBT ti								
S-8	SLO-2	History of counselling	Individual guidance process	Application and termination				ncept of						Princi								
S-9	SLO-1	History of counselling	Group guidance process	Stages of termination				iture of p		1				Schen								
5,	SLO-2 SLO-1	History of counselling	Group guidance process Group guidance process	Stages of termination Feedback				onditions	of wort	h					nal Beli in cogr							
S-10	SLO-1 SLO-2	Counselling as helping profession Goals of counseling	Foundations of Counselling	Feeaback Evaluation				npathy de of cou	nsellar						ın cogi ormulat							
	SLO-2	Basic principles of counseling	Professional identity	Settings for counselling				ne of cou						3	ormulai						-	
-11	SLO-2	Basic principles of counseling	Professional identity	Different roles				aluatior						J	peutic n		ring					

C 40	SLO-1	Qualities of counselor	Allied mental health professionals	Generic Skills	Criticism of client centered counselling	Behavioural activation in CBT
S-12	SLO-2	Effective counselor	Medical model	Generic Skills	Criticism of client centered counselling	Behavioural activation in CBT
C 42	SLO-1	Status of counseling in India	Freud's talking cure	Common Goals	Gestalt approach to counselling	Identification of thought
S-13	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
3-14	SLO-2	Trends in counseling	Evidence based practice	Team work	Humanistic	REBT
C 4E	SLO-1	Ethical issues	Counsell <mark>or as researc</mark> her	Future challenges	Phenomenol <mark>ogical</mark>	REBT
S-15	SLO-2	legal issues	Counsellor as researcher	Future challenges	Phenomenologic <mark>al</mark>	REBT
				TZ w1	TA 1D DW (2000) TA 1 4	. TO 11' N. T. I.D. 1 /

# Learning Resources

- Nelson-Jones, R. (2008). Basic Counselling Skills: A Helper's Manual. Sage Publications. Gladding, S.T. (2009). Counselling: A comprehensive profession(6th ed.). New Delhi: Pearson
  - Gladding, S.T. (2009). Counselling: A comprehensive profession(6th ed.). New Delhi: Pearson India.
  - Antony, D. John, (2003) Psychotherapies in Counselling, Nochiodaipatti, Dindigul, Anugraha Publications.
- Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counselling. New York: Brooks /
- Gibson,R.L. and Mitchell,M.H. (2010). Introduction to Counselling and Guidance. New Delhi: PHI Learning Private Limited.
- Individual Psychotherapy and the Sciences of Psychodynamics Malan D.H., Butter worth & Co. Ltd., London, 1979.

### Learning Assessment

					Learning A	SSESSIIICHT					
			Continuous	Learning Assessme	nt (50% weightage	e)	No. 310			Final Examina	tion(50%
	Bloom'sLevel of Thinking	CLA - 1	1 (10%)	CLA - 2	2 (10%)	CLA -	3 (20%)	CLA -	4 (10%)#	weighta	ge)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
I1 1	Remember	400/	-	400/	S. 1877	400/	100 00	100/		400/	
Level 1	Understand	40%		40%	777 F	40%		40%		40%	-
Level 2	Apply	40%		40%	1 4 7 7 4	40%		40%		40%	
Level 2	Analyze	40%	-	40%	117 97	40%		40%	_	40%	-
Level 3	Evaluate	20%		20%		20%		20%		20%	
Level 5	Create			20%		20%		20%			-
	Total	100 %	1	100 %		100 %		100 %		100 %	

	Cou	rse 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
	The same	Dr SR Sathyanaraya <mark>nan, School</mark> of Law, SRMIST
	/ TEAK V	Dr N Prema, <mark>Dept of Edu</mark> cation, SRMIST

Course Co	ode USY	CourseName CourseName	BEHAVIOURAL COACHING		Course Category		С		Profes	siona	l Core	Course		3	T 0	P 3	O C 2 4
Pre-requis Courses	s	Nil	Co-requisite Courses	Nil	Progressi Course								Nil			l II	11.
	Cours	e Offering Department	Psychology Psychology	Data Book / Codes/Standards	L M	4		Nil									
		Learning Outcome After the			Learni	ng	11 5.				Progra	ım Lear	ning	Outc	omes (I	PLO)	
completi	on of th	is course students will be able:						h,									
	emotion Relation	s & develop skills of Self Awa	Beings enabling to manage & re areness, Self Management, Self I	Motivation, Empathy & Social	1 2	3	1	2	3	4	5 6	7	8	9	10		11
CLO-2:	To unde	rstand Human Psychology inf	luencing Human Behaviour & to	develop valuable relations					O								
CI O 2 ·	With oth	er people, by understanding un	nderlining principles of Human I es & practice of Coaching & mak	Relations.	477										-		
CLO-3:	tarting	their own practice of Life Coa	ching & mak	e students competent in	1000					4							
			rship, Decision Making, Commu	nication Team Work &	The said												
			oly them in any his / her Coachin		A-14-15												
			es / Learning & Development.		46.0	- 6.5											
	•			College of Land Wall	8 . 7 . 1		1 150	71.3			4						
Duration	(hour)	12	12	12	211 .		12	300		7	4						
S-1		Introduction to Coaching	Eleven Core competencies	Process of Effective Communi	10.75		ng Co										
		Counselling	Meeting ethical Guidelines	Questioning					tionsh								
S-2	SLO-1	Individual Coaching	Professional Standards	Non Verbal Communicatio	on (	Coach	-Clier	ıt Rela	tionsh	ip							
S-2	SLO-2	Group Coaching	Establishing the coaching agreement	Paralinguistic		Coachi	ng Co	ntext									
G 2	SLO-1	Life coaching	Establishing trust with the clien	t Telephone Applications	. 1	Relatio	nship I	Based									
S-3	SLO-2	Executive Coaching	Establishing Intimacy with t	he Recognizing Client Energy	, ,	Relatio	nship I	Based	-	7							
G 4	SLO-1	Business Coaching	Coaching Presence	Matching Client Energy			Center		-4	7							
S-4		Relationship Coaching Skills	Active Listening	When not to match Energy	·. (	Client (	Center	ed	7								
٠,		Performance Coaching	Powerful Questioning	Active Listening		Goal D	riven		/								
S-5		Leadership Coaching	Direct Communication	Power Questioning		Goal D	riven		-	7							
0.6		Other Coaching Specializations	Creating Awareness	Summarizing			a Coaci		200								
S-6		Ethical Issues in coaching	Designing Actions	Clarifying			a Coaci	'n									
S-7	SLO-1	Principles	Planning Planning	Clarifying	1	deal Cl	ient	-									
S-7	SLO-2	Professional standards of conduct in coaching	Goal Setting	Paraphrasing	I	deal Cl	ient										
a 0	SLO-1	Coaching case study	Managing Progress	Role Plays	1	Formal .	Agreen	ent									
S-8		Coaching case study	Managing Accountability	Role Plays			Agreen										
0.0	SLO-1	Coaching case study	Case Study Discussions	Group Discussions			tabilit										
S-9		Coaching case study	Role Plays	Group Discussions			tabilit										
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													
	SLO	Watching coaching videos	·														
S-14	SLU	watching couching viacos															

Cour	se Code	USY23D05T Course Name	CROSS CULTURAL PSYCHOLOGY			rse gory	D			Profess	ional	Core	Cours	se		4	0	) P	,	2		
Pre-r	requisite	VII.	G G	VIII		essive							3.7	.,								
Co	ourses	Nil	Co-requisite Courses	Nil	Cou	ırses							Ni	l!								
	Course O	ffering Department	Psychology	Data Book / Codes/Standards	M	4		Nil														
Co	ourse Leari	ning Rationale (CLR):	The purpose of learning to	his course is to:	1	∠earni	ing				Pro	gram	Learr	ing (	Outco	mes (	PLO	)				
CLR	-1: To un	derstand the different cultures and cultural ps	ychology		1	2	3	1	2	3	4	5	6	7	8	9	10	11 1	2 13	3   14	15	
CLR	-2: Learn	cultural competence and behavior patterns					#				ge	uc					lls	ls				
		derstand the link between culture and human	development	-A - A - A	-	ency	mer			_	'led	zati		ling	_	kills	Ski	Skil	S			
		alyze the concepts of culture and cognition		A SECTION .	king	ficie	tain			atec	now	iali	2	ode	en de la composição de	e SI	ing	on	<u> </u>	- 2	ιż	
CLR	5: To un	derstand the relationship between culture and	language	E 1 2 3 112 143	Level of Thinking	Expected Proficiency	Expected Attainment (%)	Fundamental Knowledge	n ol	with Related	Procedural Knowledge	Skills in Specialization	Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1 PSO -2	PSO-3	
				632,7720.0	of Thin	हुं हु	cted	mer /led	atio	ci p	dura	in	ĕ e	ls ir	ze, Int Data	stig	E S	ign ,	alyt	ቪ벌	<u>A</u>	
				REAL PROPERTY OF THE PARTY.		bec	xpe	nda nov	plic	lk w	cec	ills	Iny Ino	Skil	a N	nve	pple		An			
Co	ourse Lear	ning Outcomes (CLO):	At the end of this course, led	urners will be able to:			- II-			Link with Relate Disciplines	Pro	Sk	Y X		An	П	Prc	ರ				
		the key concepts and themes in cross cultura		C. L. M. Marie, pp. 115	2	75		Н	Н	Н	-	-	-	-	-	-	-	-		-	-	
		connections between culture and socialization		THE STREET STREET	2	80		-	Н	-	Н	-	-	-	-	-	-	-	-   -	-	-	
CLO	-3: Identi	fy and critique the influence of culture on dev	velopmental process	CONTRACTOR STATE OF THE STATE OF	2	70		Н	- 4	-	Н	-	-	-	-	-	-	-	-   -	-	-	
		ate the influence of culture on cognition		ACMIN SWITTER TO THE	2	70		Н	-	Н	Н		-	-	-	-	-	Н	-   -	-	-	
CLO	-5: To un	derstand influence of culture on language	2. 217.775	A37 A11 A2 C	2	80		-	Н	-	Н	-	-	-	-	-	-	-		-	-	
			- B/, 3		2	75	70	<u> </u>	l -	-	-	-	-	-	-	-	-	-	-   -	-	-	
Dura	tion (hour)	12	12	12		-		12							12							
	SLO-1	Introduction to culture	Cultural learning	Culture and developmental prod	2290	(	Culture a		ition				Culti	ire ai		диаде	,					
	SLO-2	Psychology with cultural perspective	Cultural learning	Culture and temperament			Culture a									ture o		2ua2e				
	SLO-1	What is culture	Enculturation	Temperament			ensation			1				volut				00				
<b>S-2</b>	SLO-2	Difference between culture and society	Socialization	Goodness of fit		P	Perception	n and pl	hysical	reality						guage						
	SLO-1	Contents of culture	Parenting	Cross cultural studies in temper	rament	C	Cultural i	influence	on vis	ual per	ceptic	on				isition						
	SLO-2	Culture and mental processes	Parenting goals	Learning culture			Attention		/							ences						
	SLO-1	What is cross culture	Parenting styles	Temperament and learning cult	ure		Culture a		ing							hough						
	SLO-2	Goals of cross cultural psychology	Global parenting styles	Dimensions of temperament			Categori	zation								othes						
	SLO-1	Goals of cross cultural psychology	Parenting behaviour	Behavioural inhibition			<i>1emory</i>									othes						
	SLO-2	Relationship with other disciplines	Strategies	Temperamental differences			1ath abil									nmuni						
	SLO-1	Ethnocentrism	Domain specific approach	Sources			Problem s	U								ı verb	al co	mmun	ıcatio	n		
	SLO-2	Ethnocentrism	Dom <mark>ain specific a</mark> pproach	Culture and attachment			Creativit	-							nd ges							
	SLO-1 SLO-2	Ethnocentrism in psychology	Siblings Enter ded family	Bowlby attachment theory			Dialectica								nd gaz							
	SLO-2 SLO-1	Frame work for cross cultural psychology Cross cultural research methods	Extended family Multigenerational families	Attachment types Ainsworth			Culture ai Counterfa								nd voi mal sp							
	SLO-1 SLO-2	Indigenous cultural studies	Multigenerational families	Classification			ounierja Dreams	iciuui III	inking						mai sp mal sp							
	SLO-2 SLO-1	Cross cultural comparisons	Culture and peer	Ainsworth experiment			Culture a	nd drag	mc				Tou		nut Sp	nue						
	SLO-1	Types of cross cultural comparisons	Exposure to peers	Cognitive development			Time	на игеа	ns.						ral co	mmun	icati	on				
	SLO-1	Structure	Exposure to peers	Piaget			Perception	n of pair	n							mmun						
	SLO-2	Level oriented	Peers and bullying	Other theorist			Culture a							odins			·····					
	SLO-1	Individual level	Culture and education	Piaget – cross cultural perspect	ive		Culture a							oding								
	SLO-2	Ecological level	National difference	Moral reasoning	-		Concept of			n other	cultu	re				cultur	·e					
		-	•	,			•	,														-

S-12 SLO-	Response bias		Cultural factors		Kolhberg's theor	of morality	Intelligence i	in comtemporary psyc	chology Impro	ving intercultural comm	nunication
Learning Resources	Berry, J. W., Berry		. H., Segall, M. H., &		orth/Thomson Learnin Cross-cultural psycho	-		Shiraev, E. B., & Levy hinking and contempor		oss-cultural psychology:	Critical
					Learning As	sessment	4 \				
			Continuous	Learning Assessme	ent (50% weightage		1 / 24			Final Examina	ation(50%
	Bloom'sLevel of Thinking	CLA -	1 (10%)	CLA -	2 (10%)	CLA – 3	(20%)	CLA - 4	(10%)#	weighta	ige)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	<b>y</b> - 6	40%	A COLUMN	40%		40%	-	40%	-
Level 2	Apply Analyze	40%	7 5	40%		40%		40%	- 1	40%	-
Level 3	Evaluate Create	20%	E7 /	20%		20%		20%		20%	-
	Total	100 %		100 %	The same of	100 %		100 %		100 %	•

	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, Dep <mark>t of Psych</mark> ology, SRMIST
	64 / //	Dr SR Sathyanarayana <mark>n, School o</mark> f Law, SRMIST
		Dr N Prema, Dep <mark>t of Educat</mark> ion, SRMIST

Course	Code U	SY23G01T Cour	se	Life Skills Development	Course Category	G						Generic	Elect	ive						L	T	P	0 C
		Nam			3 •															3	0	3	2 4
Course	e Learning	Rationale (CLR):	The	purpose of learning this course is to:		Lear	ning					Pr	ogran	1 Lear	ning (	Outcomes	s (PLC	<b>)</b> )		•		•	
CLR-1	: To Impar	t Life skill among Lear	rners on Psychology pers	pectives	1	2	3	1		2	3	4 5	6		7	8	9	10	11 1	2 13	14	5 1	5
CLR-2	: To make	them technically comp	etent enough to life skills	S				ge	နှ														
			ate the Presentation and o			>	Ħ	vled	ary	18	1	gilis				ъ			F	SKIIIS ng			
		the concepts of Perfor			ž.	ienc	ımeı	nov	iter	onii	ac	Sp				moral and Literary and	gu			ing in			
CLR-5	: To Impar	t listening and understo	anding skills of the learn	ers	- Cuir	ojjo	ttair	> ×	nd I	Reas	lvin	elate	0	it &	ъ	al a	ınki	racy	stor	ear			
			· ·	(1)	É	d Pr	d A	ina	sh re a	la I	So	h Re	50	mer abil	ltur ence	Lite	Th	ite	H .	l gr			
					. leve	Bloom)  Expected Proficiency	ecte	Disciplinary Knowledge	of English Literature and Literary	Analytical Reasoning	Problem Solving	arc	earning	Sustainability	Multicultural Competence	Values: moral and Sthical, Literary a	ritical	tal ]	Sense of History	Jife Long Learning	0.1	$\frac{0}{2}$	
Course	Learning	Outcomes (CLO):	At the e	end of this course, learners will be able to:	· · · · · · · · · · · · · · · · · · ·	E BE	Expected Attainment (%)	) SiSi	of English Literature	Ana	Prob	Research RelatedSkills	Lea	Sust	Multicultura Competence	Values: Ethical,	Human Critical Thinking	Digital Literacy	Sens	ife	P.S.O. 1	P.S.0 2	r.s.U.
			ological knowledge in lit	fe skills development	Fa 3/14 3/15	3 30	80	4 -	<u>Н</u>	M			M	-	H	M	M	-	-	- M		M	_
		nt towards various aspe			4.0000000000000000000000000000000000000	3 20			Н	-	-	M	L	_	M	М	М	-	М	- M		H	И
			presentation and commi	unication skills	4.45.000	3 30			Н	-			L	-	M	М	М	-	М	- M		_	М
		e the problem of perfor			A Parker of	3 20		- 1	Н	М	_	Н	M	-	М	М	Н	_	-	- M		_	Н
		their listening and unde			1.00	3 20			Н	L	L		М	-	Н	М	Н	-	- 1	M M		M	H
:		<u> </u>	, and the second	0.00	1 " LESS VI	3 20			Н	L	١.	Н	М	-	М	М	Н	-		L M		M	L
Durati	on (hour)	12		12	100 100		12	100	100	-			2					1			1		
S-1	SLO-1	Introduction to life ski	lls	Presentation skills	77 1. 29	Managing Performance Anxiety Int					Introducti	on to r	elation	ship s	kills	Anger	mana	ageme	nt				
	SLO-2	Contemporary importa	nce of life skills	Requisites of a good presentation	200 60 7 1	Managing Performance Anxiety					Importanc	e of re	lations	hip sk	alls	Skills for anger management							
S-2	SLO-1	Life skills on psycholo	ogical perspective	Planning of presentation	Comments of the Control						Skills for	listenii	ng						nanage				
	SLO-2	Life skills on psycholo	ogical perspective	Planning of presentation		Unders	tanding	of rel	laxation te	chnic	lues	Skills for	listenii	ng			Skills for anger management						
S 3-4		Understanding the life		Structuring of Presentation		Interv	ews					Requisites	of eff	ective	listeni		Skills for anger management Ac						
	SLO-2	Understanding the life	skills	Structuring of Presentation	17/	Import	ance of I	Interv	iews			Requisites	of eff	ective	listeni	ing	Skills for anger management A					Activi	ty
S 5		Application of life skill		Effective use of language		Types	of interv	iews				Barriers to	listen	ing			Copin						
		Application of life skill	ls	Effective use of language			of interv					Barriers to							n Emo				
S- 6		Various life skills		Use of Audio Visual	A140				ive intervi	ew		Overcome								tions A			
		Various life skills		Use of Audio Visual			y based ?					Overcome			o listei	ning	Copin	g wit	n Emo	tions 1	Assign	ment	
S 7-8		Various stage of life sl		Usage pof ICT in Presentation	T1 2 2		y based !					Understa					Stress						
		Various stage of life sl		Usage pof ICT in Presentation	$K(N \cdot L)$		y based			٠.	L	Stages in		tandin	g		Stress						
S-9		Various stage of life sl		Types of presentation			y based !		ning			Choosing								nt Acti			
0.10		Various stage of life sl		Types of presentation			discussio				4	Choosing		11						nt Acti	vıty		$\dashv$
S-10		Prospects of life skills		Barriers in effective presentation			discussio					Relationsl					Leade						_
S-11		Prospects of life skills		Barriers in effective presentation					Relations			vity		Leade		skills				$\dashv$			
S-12	SLO	Barriers to life skill de	evelopment	Barriers in effective presentation	Gr	oup aise	ussion				Kela	tionship sl	alis A	cuvity		Leade	ersnip	SKIIIS					
S-13	SLO	Barriers to life skill development Overcoming strategies for effective presentation			tive presentation	Group discussion Relationship skills A			s Acti	vity Leadership skills Activity													
S-14	SLO	LO Barriers to life skill development Overcoming strategies for effective presentation			tive presentation	tion Group discussion Relationship skills Activity					Leadership skills Activity												
S-15	SLO	Barriers to lif	e skill development	Overcoming strategies for effect			Gro	up di	iscussion					ip skill				Leac	lershi <sub>l</sub>	skills	Activi	ty	
	rning ources																						<del>-</del>

				/· ·	Learning A	ssessment					
			Continuous	Learning Assessm	ent (50% weightage	2)				Final Examina	ation(50%
	Bloom's Level of Thinking	CLA -	1 (10%)	CLA -	2 (10%)	CLA -	3 (20%)	CLA -	4 (10%)#	weighta	ige)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Lovel 1	Remember	40%		40%		40%	VVX	40%		40%	
Level 1	Understand	40%		4070		4070	~ 7/	4070	-	4070	_
Level 2	Apply	40%	- /	40%	0	40%		40%	_	40%	_
LCVCI 2	Analyze	4070		4070	ASSES	4070		4070		4070	
Level 3	Evaluate	20%	- 40	20%	25 2 3	20%	_	20%		20%	_
Level 3	Create	2070		2070	A 77.050.5	2070		2070		2070	_
	Total	100 %		100 %	THE PERSON !	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	
Expe <mark>rts from I</mark> ndustry	Experts from Higher Technical Institutions	Internal Experts
		Dr S R SATHYANARAYANAN SRMIST
E 11 \ 227 \ 3	Dr. Dr. Carlotte, and the last of the last	

Course Code USY23S03L Course Name	EXPERIMENTAL 1	PSYCHOLOGY - II	Cate	Course Category Progressive			j	Profess	sional	Core C	ourse		L	1 T	P 2	2	) ¦	C 1
Pre-requisite Courses Nil	Co-requisite Courses	Nil		ressive urses							Nil							
Course Offering Department	Psychology	Data Book / Codes/Standards				Nil												]
Course Learning Rationale (CLR):	The purpose of learn	ning this course is to:	L	earnin	g				Pro	gram L	earning	g Outco	mes (	PLO)				
<b>CLR-1</b> : To understand the concept of intelligence test			1 -	2	3	1	2	3	4	5 6	7	8	9	10	11   12	13 1	4   15	
CLR-2: Learn how performance test is administered CLR-3: To understand scoring and interpretation CLR-4: Learn the skills of psychological testing CLR-5: CLR-6:	At the end of this course	, learners will be able to:	Level of Thinking (Bloom)	scted	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization Ability to	Utilize Skills in Modeling	29	Investigative Skills	חמ	Communication Skills Analytical Skills	ļ - ļ,	PSO-3	
CLO-1: Understand the concept of testing	,	STATE OF THE STATE	2	75	60	H	H	H	-		-	7 -	-	-	-  -	- '		1
CLO-2: Understand various concepts related to test per	rformance test administration	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2	80	70		Н		Н		-	-	-	-		-		1
CLO-3: Learn the skills of test administration		The state of the s	2	70	65	Н		7.	Н		-	-	-	-		-		1
CLO-4: Interpret the score and prepare test report		A STARLEY BY LAND OF STARLEY	2	70	70	Н		Н	Н	Н -	-	-	-	-	Н -	-		1
CLO-5:		TOURS STORY TO	2	80	70	7-	Н	-	Н		-	-	-	-		-		1
CLO-6:	. 3777	The state of the s	2	75	70	-	- 1	-	-		-	-	-	-		-		1

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

Lagunina	_	Myons A. & Honson C (2016) Experimental Dayahology (7th ad) Delmont CA. US. Thomson Wedgesouth	
Learning	•	Myers, A., & Hansen, C. (2016). Experimental Psychology (7th ed.). Belmont, CA, US: Thomson Wadsworth.	
D	۱_	Parameswaran & Ravichandra (2003) Experimental Psychology, Neel Kamal Publications.	
Resources	•	Parameswaran & Ravichandra (2003) Experimental Psychology. Neel Kamai Publications.	

					Learning As	ssessment					
			Continuous 1	Learning Assessm	ent (50% weightage	e)				Final Examin	ation(50%
	Bloom'sLevel of Thinking	CLA -	1 (10%)	CLA -	2 (10%)	CLA -	3 (20%)	CLA -	4 (10%)#	weight	age)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%		40%	-	40%	A -	40%	-	40%
	Understand		A			Mary.					
Level 2	Apply	- /	40%	7	40%	100	40%	-	40%	-	40%
	Analyze				E12.0	-32/9.7		V			
Level 3	Evaluate	- /	20%	/ - m	20%	7	20%	V C-4	20%	-	20%
	Create				100 45 950	- 10					
	Total	100 %		100 %	A STATE OF THE SEC.	100 %	No sile	100 %		100 %	

	Course Designers	
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr. Ravi Samuel, Psychotherapist, Che <mark>nnai</mark>	Dr. S. Sasikala, Dept of Psychology, Madras University	Dr A Madalaimu <mark>thu, Dept</mark> of Psychology, SRMIST
	1//	Dr SR Sathyan <mark>arayanan,</mark> School of Law, SRMIST
	- C - C - C - C - C - C - C - C - C - C	Dr N Pr <mark>ema, Dept</mark> of Education, SRMIST

Course Code	USY23P02L	Course Name		INTERNSHIP -2	Course Category	Professional Core Course	L T P 0 0 0	0	<b>C</b> 1
Pre-requisite Courses	Nil		Co-requisite Courses	Nil	Progressive Courses Nil				
Course Offerin	g Department	Psychology	A	Data Book / Codes/Standards	Weda.	Nil			

Course Learning Rationale (CLR):	The purpo	ose of learning this course is to:	. 4	Learn	ing				Prog	gran	ı Lea	rning	Out	com	es (Pl	L <b>O</b> )		
CLR-1:	Explore areas of interest in psych	nology	1	2	3		1	2	3 4	1 5	6	7 8	9	10	11	12 13	3 14	15
CLR-2:	Gain hands-on experience in vari	ious sub-fields of psychology		ncy		nt												
CLR-3:	Acquire the skills in diagnosis of	psychological disorder	ణ	<u>e</u> .		me		-	eq		e e	į	ills	ac	_	SII		
CLR-4:	Witness various ethical guideline	es in practice	lkir	Profic		ain	_ '	ot	elat		utilise	delling	s sk	ving		SKIII		
CLR-5:	CLR-5: CLR-6:					att	ntal	on	ra la		n o		ativ	solv	ica	<del>2</del> 8		
CLR-6:		(2) (1) (1) (2) (2) (2) (3) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4	of m	ted		ted	me	cati	with		T	Wo S	tiga	Sm.	anu .	<u> </u>		۲,
		74 - A 1 May 11 - 12	vel [00]	bec		pec	nda	Applica	Proc	ills	Abili	ls in	2 0	Problem	Jomn -	<u> </u>	1 1	PSO-
Course Learning O	utcomes (CLO):	At the end of this course, learners will be able to:	B E	EX		Ex	Fur	Ap.	Lir P	Ski	₹	Skills	Inve	Pro	ပိြ	PSO	PS	۵
CLO-1:	Learn the clinical interview form	n the clinical interview format			60		H	H	Ч -	-	-		-	-	-	-   -	-	-
CLO-2:	Learn to establish relationship w	n to establish relationship with client		80	70		- 1	Н	- I	<i>I</i> -	-	-   -	_	-	-	-   -	T - I	-
CLO-3:	Get confidence in diagnosing a d	confidence in diagnosing a disorder		70	65		Н	-	- I.	<i>I</i> -	-		_	-	-	-   -	-	-
CLO-4:			2	70	70		Н	- I	H	I $H$	1 -	-   -	-	-	H	-   -	-	-
CLO-5:			2	80	70		- 1	Н	- I	<i>I</i> -	-		_	-	-	Н -	-	-
CLO-6:		PARTY OF THE PARTY	2	7.5	70		_	_		_	Н	- I-	<i>I</i> -	_	-		1 -	_

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 %

					L	earning Assessm	ent				
				Continue	o <mark>us Learning As</mark>	sessment (50% v	weightage)			Final Examinati	on (50% weightage)
	<b>Bloom's Level of Thinking</b>	CLA-	1 (10%)	CLA-	2 (10%)	CLA-	3 (20%)	CLA-	4 (10%)#		
	Remember	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
1	Remember		40%		40%		40%	1/2	40%		400/
Level 1	Understand		40%	\	40%		40%		40%		40%
Level 2	Apply		40%		40%	-4 - 44-	40%		40%		40%
Level 2	Analyze		4070		4070		4070		40%		4070
Level 3	Evaluate		20%		20%	2.340	200/		20%		200/
evel 3	Create		20%		20%	USA 3775	20%		20%		20%
	Total	10	0 %	10	00 %	10	0 %	10	0 %	10	00 %

	Page 1 Cartain N	Course Designers
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Or Nigesh K, Ministry of Labor and Emplo <mark>yment,</mark>	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychol <mark>ogy, SRMI</mark> ST
Government of India		
-	- Bay (20) 10	Dr Senthil Kumaran J, <mark>SRMIST</mark>

Course	e Code	USY23D06T	Course Name		BASICS OF PSYCHODIAGNOSTICS  Co-requisite Courses  Nil					С		Pr	ofessio	nal Co	ore Cou	rse		I 4	T 0	P 0	2	4	1
Pre-re	quisite Co	ourses	Nil		Co-requisite Courses	Nil	P	rogress	siveCo	ourses			ı			Nil		•	•	•		•	
	Course O	offering Department	i l		Psychology	Data Book / Codes/Stan	ndards				Nil												_
		ning Rationale (Cl			The purpose of learning	this course is to:			Leari	ning				Pro	gram L	earning	Outc	omes	PLO	)			
CLR-1	: To unde	erstand the basis of	psychodiag					1	2	3	1	2	3	4	5 6		8			11   12	13	14	15
CLR-2	: To unde	erstand the differen	t stages of p	sychodiagnosti	ics				_	7.0				ge	uo								
CLR-3	: To unde	erstand cognitive fu	nctions					ρū	enc	nent	1		ъ	vled	zati	ă	, <del>,</del>	Ils	Ski	Skills			
		erstand apperception  ain the objective of		u o ati o a		المعاشد والمسا	<u> </u>	- Kin	offici	aini		JC JC	late	Znov.	ciali	delir	udie	Skills	ving	Skills			
CLK-5	: 10 expi	ain ine objective of	psychodiag	nostics				Thinking	(Bloom) Expected Proficiency	(%) Expected Attainment (%)	Fundamental Knowledge	Application of Concents	with Related	Procedural Knowledge	Skills in Specialization Ability to	Urilize Skills in Modeling	Analyze, Interpret	nvestigative	Problem Solving Skills	Communication Analytical Skills			
						5 3 4 5 2		Щ£	(Bloom) Expected	ctec	ame	Application Concents	Link with R Disciplines	Inpa	Skills in S Ability to	ze s in	yze,	stiga	lem	Communic Analytical	7	-2	7
Cor	ırse Lear	ning Outcomes (C	CLO):		At the end of this course, le	earners will be able to:	- 100	evel	B X	8 X	Jun's	Idd (	ink Sisc	roc	kill	Jilize Skills i	Analy	nve	rob	Com	PSO -1	PSO -2	PSO-3
CLO-1	: To reme	ember the basis of p	osychodiagn			STATE OF THE STATE OF	77 (3)	2	75	60	Н	H	H	-		-	-	-			Ϊ-	-	-
		derstand psycho		ics in <mark>psych</mark> e	ology	The second second		2	80	, ,	-	Н	-	Н		-	-	-	-		-	-	-
		tand cognitive func		1 1:		A P. C. W. S. S. V. V.		2	70		Н	-	-	Н		-	-	-	-		-	-	-
CLO-4	: Unders	tand projective tech rstand concept of	iniques in ps	sychodiagnosti	CS	Charles and the	Pilot I	2	70 80		Н	- Н	H -	H H	Н -	-	-	-	-	Н -	-	-	-
CLU-3	: Unaei	rsiana concepi i	ина објес	iive oj psycr	ioaiagnosiics			2	75		-	П		П		-	-	-	-		-	-	-
Durati	on (hour)	12			12	12			/3	70	12				-   -	+		2	-	-   -		-	÷
	LO-1	Introduction t	0	P	sychodiagnostics in psychology	Test of cognitive functions				Projec		niaues	in psy	chodia	gnostics	Conc	cept of	_	diagr	ostics			
S-1		psychodiagno							14									•					
	SLO-2	Introduction t psychodiagno			sychodiagnostics in psychology	Test of cognitive functio						- 74			gnostics		cept of	•					
S-2	LO-1	Introduction t psychodiagno			sychodiagnostics in psychology	Test of cognitive functio	Test of cognitive functions								gnostics		cept of	•	-				
5	SLO-2	Introduction t psychodiagno		P	sychodiagnostics in psychology	Test of cognitive functio	ons			Projec	tive tech	iniques	in psyc	chodia	gnostics	Conc	cept of	osycho	odiagn	ostics			
S-3	LO-1	Introduction t psychodiagno	0	P	sychodiagnostics in psychology	Test of cognitive functio	ons			Projec	tive tech	iniques	in psyc	chodia	gnostics	Conc	cept of	psycho	odiagn	ostics			
	SLO-2	Ethical issues and		t Ps	sychodiagnostics in psychology	Test of cognitive functio	ons			Projec	tive tech	iniques	in psyc	chodia	gnostics	Conc	cept of	psycho	odiagn	ostics			
9	LO-1	Ethical issues and	d assessmen	t Re	ep <mark>ort writing and recipient of report</mark>	Utility of data from test	cognitive fund	ctions	T	Perso	nality	inver	itories	7		Obj	ective	s of p	sych	odiaș	nosti	CS	_
	SLO-2	Ethical issues and		I .	eport writing and recipient of report	Utility of data from test	cognitive fund	ctions			nality						ective		-	-			
-	LO-1	Ethical issues and			eport wri <mark>ting and recipient</mark> of report	Utility of data from test	cognitive fund	ctions		Perso	onality	inver	itories	7		Obj	ective	s of p	sych	odiag	gnosti	cs	
	SLO-2	Ethical issues and		Re	eport writing <mark>and recipient of rep</mark> ort		U V				nality						ective		•				
	LO-1	Assessment in cli			eport writing and reci <mark>pient of report</mark>	Utility of data from test	cognitive fund	ctions			nality					Obj	ective	s of p	sych	odiag	gnosti	cs	
	SLO-2	Assessment in cli		K	eport writing and recipient of repo <mark>rt</mark>						nality					-	ective		-	-		ics	
S-7	SLO-1	Assessment in cli		in	atteries of test and assessment aterview	Measurement of memory and ca			children's apperception te			est		con	isures ceptu	ıl thi	nking	Ŝ					
	SLO-2	Assessment in cli		in	atteries of test and assessment aterview	Measurement of memory and o			ci		ematic en's ap	appei percej	rceptio ption te	n test est		con	isures ceptu	ıľthi	nking	3			
S-8	LO-1	Methods of behav	vioral assess		atteries of test and assessment aterview	Measurement of memory and o			ivity	The th	ematic en's ap	appei percei	rceptio ption te	n test est	and	Мес	isures ceptu	of in	itelli	gence	and		
9	SLO-2	Methods of behav	vioral assess	ment B	atteries of test and assessment	Measurement of memory and			vity	The th	ematic	appei	rceptio	n test	test and Measures of intelligence and								

			interview		children's apperception test	conceptual thinking I.
5-9	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 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	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	Principleto measurement and projective techniques current status with special reference to Rorschach test	Introduction to projective techniques and neuropsychological test
	earning esources	Rathore, kira     Egyankosh.ac.in				
		,		Learning Assessment		
			Continuous Learning Asse			Final Examination(50%
		Bloom's Level of Thinking Theor		A – 2 (10%) CLA – 3 (20%)  Practice Theory Pr	CLA - 4 (10%) #	weightage)

	Bloom'sLevel of Thinking	CLA -	1 (10%)	CLA -	2 (10%)	CLA -	3 (20%)	CLA -	4 (10%) #	weighta	ge)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%		40%		40%	T D & T \	40%	-	40%	-
	Understand			THE PARTY		mark.	LEADI				
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 Designe	rs
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
		Dr S R Sathyanarayanan, SRMIST

Course Co	de U	SY23601T Course Name		PSYCHOMETRICS	5	TEN	n	Cour		C		ı	Profes	sional	Core	Cours	se		1 3		Γ F 0 3	P (	0 (2	<b>C</b> 4
Pre-requisi	uisite Nil Co-requisite Courses  Sees Course Offering Department Psychology  Durse Learning Rationale (CLR): The purpose of learning To understand the essentials of measurement					Vil	4		ressive							1	Vil							
Courses	Course Offering Department  Psychology  urse Learning Rationale (CLR):  To understand the essentials of measurement  Learn the principles of psychological tests  To understand the process of test construction					3 1 /0 1 1		Co	urses	1.2	3717						111							
(	Jourse Of	fering Department	Ps	ychology	Data Book / C	Codes/Standards			30		Nil													
Cour	se Learn	ing Rationale (CLR):		The purpose of	f learning this course is	to:		I	earnir	ıg	4			Pro	gram	Lear	ning	Outco	mes (l	PLO)				
CLR-1:	To unders	stand the essentials of measurement	ent			معافلا معادي		1	2	3	1	2	3		5	6					1 12	13	14	15
						7. 1. 1. 1. 1.			_			N.		ge	uc					SII	2			
						JIR.	11.5	50	luc)	ent			_	led .	zatio		5n	_	<u>s</u>					
			lity a <mark>nd valid</mark>	ity	4.5	A REAL STOP		king	icie	ini			atec	WOL :	aliz		slin	pre	Kil	g ;	il s			
CLR-5:	Evaluate (	different psychological tests			ALC: N	T 255 T . 7	74.7	hin	Prof	Atta	E E	n of	Rel	Z	bec		Jode	nter	ve .		SKi			
					550 60	Register of		Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	HLink with Related	Procedural Knowledge	Skills in Specialization	Abliny to Utilize	Skills in Modeling	Analyze, Interpret	Investigative Skills	Problem Solving Skills	Analytical Skills			
					100	Mary Harry	6.0	Level of 7	ect C	ect	dar	Applicatio Concepts	k w	ced	IIS 1	Aoimy Utilize	lls i	alyz	esti	ple:		PSO -1	0-2	PSO-3
Cour	se Learni	ing Outcomes (CLO):		At the end of this of	course, learners will be	able to:		Fe Le		Exp (%)	돌 2	C P	Lin	Pro	Ski	A D	Ski	An	l l	음   글	Ang	PS(	PSO	PS
	Know the fundamentals of measurements Understand principles of psychological tests Analyse the process of item writing and item ana Establish reliability and validity of a tool Learn to standardize a test  (hour) 12 SLO-1 Psychological tests			92	1000	CHARL ALE	<i>T</i>	2	75	60	H	Н	Н	-	-	-	-	-		-	-	-	-	-
	ite   Nil   SCOURSE Offering Department   Free Learning Rationale (CLR):   To understand the essentials of measurement   Learn the principles of psychological tests   To understand the process of test construction   Understand the process establishing reliability   Evaluate different psychological tests   To understand the process establishing reliability   Evaluate different psychological tests   Free Learning Outcomes (CLO):   Know the fundamentals of measurements   Understand principles of psychological tests   Analyse the process of item writing and item   Establish reliability and validity of a tool   Learn to standardize a test   In (hour)   12   SLO-1   Psychological tests   SLO-2   Measurement and evaluation   SLO-1   Levels of measurement   SLO-2   Levels of measurement   SLO-2   Properties of scales of measurement   SLO-1   Functions of measurement   SLO-2   Psychological measurement   SLO-1   Properties of measurement   SLO-2   Problems of measurement   SLO-1   Errors in measurement   SLO-2   Problems of measurement   SLO-1   Errors in measurement   SLO-2   Historical antecedents of modern   SLO-1   First experimental psychology   SLO-2   Contributions of Francis Galton   SLO-1   Cattell and early Mental tests   SLO-2   Binet and rise of intelligence tests   SLO-1   Binet and rise of intelligence tests   SLO-1   Binet and rise of intelligence tests				NOT A SEC.	SEE 1-1 17	w.	2	80	70		Н	-	11	-	-	-	-		-	-	-	-	-
	ite   Nil		m analysis		White !	711 TO 1		2	70	65	Н		-		-	-	-	-		-	-			
	Understand principles of psychological tests  Analyse the process of item writing and item analysis  Establish reliability and validity of a tool  Learn to standardize a test  (hour) 12  SLO-1 Psychological tests Test cons  SLO-2 Measurement and evaluation Steps in it			70	. St. 1 . 1 . 1	3.77 27 5		2	70	70	Н	-	Н	H	Н	-	-	-		I.	<i>!</i> -	-	-	-
CLO-5:	Learn to standardize a test           (hour)         12         12           SLO-1         Psychological tests         Test construction				7 N. 20 L. C.	T / "F	112	2	80	70	-	H		Н	-	-	-	-		-	-	-	-	-
	Establish reliability and validity of a tool Learn to standardize a test  n (hour) 12 12  SLO-1 Psychological tests Test construction SLO-2 Measurement and evaluation Steps in test construction							2	75	70	-	-		-	-	-	-	-		-	-	-	-	-
Duration	(hour)	12		12		12	7					12								12				
S-1	ion (hour)  SLO-1 Psychological tests  SLO-2 Measurement and evaluation  Test construction Steps in test construction				Reliability	Validity									S	Standardization								
5-1	SLO-1   Psychological tests   Test construction   SLO-2   Measurement and evaluation   Steps in test construction   SLO-1   Levels of measurement   Steps in test construction					History					ning of v									, ,				
S-2	SLO-1 Psychological tests  SLO-2 Measurement and evaluation SLO-1 Levels of measurement Steps in test construction Steps in test construction					Theory of reliabili					ects of vo													
5-2	SLO-2 Measurement and evaluation SLO-1 Levels of measurement SLO-2 Levels of measurement SLO-2 Levels of measurement Steps in test construction Steps in test construction				on	Meaning of reliab	ility				tent valid													
S-3	SLO-2 Measurement and evaluation SLO-1 Levels of measurement SLO-2 Levels of measurement SLO-2 Levels of measurement SLO-1 Properties of scales of measurement SLO-1 Item writing					Logical					erion-rel		lidity								U			
3-3	SLO-1 Levels of measurement Steps in test construction SLO-2 Levels of measurement SLO-1 Properties of scales of measurement SLO-2 Properties of scales of measurement SLO-2 Properties of scales of measurement Item analysis				Technical meaning		iability			struct va														
S-4	SLO-1 Levels of measurement Steps in test construction SLO-2 Levels of measurement SLO-1 Properties of scales of measurement SLO-2 Properties of scales of measurement SLO-1 Functions of measurement Item analysis SLO-1 Functions of measurement Item analysis			Types of reliability	y				struct va											orms				
5-4					TEAK	Test-retest	4.73				struct va													
S-5	SLO-2 Properties of scales of measurement  SLO-1 Functions of measurement  SLO-2 Psychological measurement  SLO-1 Psychological measurement  SLO-1 Psychological measurement  Purpose of item analysis		is	Internal consistent		bility			struct va			4							l norms	S				
5-5	SLO-1 Functions of measurement Item analysis SLO-2 Psychological measurement Item analysis SLO-1 Psychological measurement Purpose of item analysis SLO-2 Problems of measurement Power test				Odd even reliabili	ity				vergent								0						
S-6	SLO-1 Functions of measurement Item analysis SLO-2 Psychological measurement Item analysis SLO-1 Psychological measurement Purpose of item analysis SLO-2 Problems of measurement Power test SLO-1 Errors in measurement Power test SLO-2 Sources of errors in measurement Power test				KR formula					vergent														
5-0		ILO-2 Psychological measurement ILO-1 Psychological measurement ILO-2 Problems of measurement ILO-1 Errors in measurement ILO-2 Sources of errors in measurement ILO-1 Testing and assessment ILO-1 Testing and assessment ILO-2 Psychological measurement ILO-3 Purpose of item analysis ILO-4 Power test ILO-6 Power test ILO-7 Testing and assessment ILO-8 Purpose of item analysis ILO-9 Purpose of item analysis ILO-1 Power test ILO-1 Testing and assessment ILO-1 ILO				Alternative forms	reliabil	ity			riminani		tion					-						
S-7	SLO-1 Psychological measurement Purpose of item analysis SLO-2 Problems of measurement Power test SLO-1 Errors in measurement Power test SLO-2 Sources of errors in measurement Power test SLO-1 Testing and assessment Item difficulty SLO-2 Historical antecedents of modern testing Index of discrimination SLO-1 First experimental psychology Distractor analysis			Scorer reliability					ulating															
5 7	SLO-2 Historical antecedents of modern testing Index of discrimination SLO-1 First experimental psychology Distractor analysis				1	Reliability coeffici					elation i													
S-8	SLO-1 First experimental psychology SLO-2 Contributions of Francis Galton  Speed test					Standard error of		rement			ectancy t													
		SLO-1 First experimental psychology SLO-2 Contributions of Francis Galton SLO-1 Cattell and early Mental tests SLO-2 Binet and rise of intelligence tests Index of difficulty Index of discrimination				Reliability of speed					off score		1. 1.								e			
S-9	SLO-1 Cattell and early Mental tests Index of difficulty SLO-2 Binet and rise of intelligence tests Index of discrimination				Factors influencin	ig relial	bility			ors influ		validit	y				~							
5,	SLO-2 Binet and rise of intelligence tests Index of discrimination SLO-1 Binet and rise of intelligence tests Factors influencing index of difficulty					Extrinsic factors	Length of the test Sample heterogeneity						Z scores											
S-10	SLO-1 Binet and rise of intelligence tests  Factors influencing index of difficulty  SLO-2 Group testing  Factors influencing index of difficulty					Intrinsic factors	1. 1.1.													-	w score			
	SLO-2 Group testing Factors influencing index of difficulty SLO-1 Group tests Factors influencing index of discrimination					How to improve re		y of tes	st scores		o-culture							1						
S-11	SLO-2 Group testing Factors influencing index of discrimination  Factors influencing index of discrimination					Estimation of true	scores				a validit								tandardization  leaning of norms form referencing form re					
	SLO-2 Group testing ractors influencing maex of atflictury					Classical theory				Extro	a validit	y concei	rns					C	onvert	ing to	standa	rd sco	re	

G 12	SLO-1	Achievement test vs performance test	Problems of item analysis	Classical theory	Extra validity concerns	Converting to standard score
S-12	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
C 14			Item res <mark>ponse theory</mark>	Reliability difference score	Relationship between reliability and validity	Converting to standard score
S-14	SLO-2	Assessment of personality	Item response theory	Reliability of composite score	Relationship between reliability and validity	Interpreting test scores
C 15	SLO-1	Personality tests	It <mark>em response</mark> theory	Latent theory	Relationship between reliability and validity	Computer use in interpreting
S-15	SLO-2	Personality tests	Item response theory	Latent theory	Relationship between reliability and validity	Computer use in interpreting

Learning	
Resources	

- Anne Anastasi, Susan Urbina (1997), Psychological testing (7thed), New Jersey, Prentice hall. Frank S. Freeman (1962), theory and practice of psychological testing New Delhi, Oxford & IBH
- publishing Ltd.
- Robert. M. Kaplan, dennis .P. Saccuzzo (2001), Psychological Testing: Principles, Applications, and issues (5thed), Australia, Wadsworth publication.
- Singh A.K (1997), Test measurements and research methods in behavioural sciences sciences Patna: BharathiBhavan publishers and Distributors.

#### Learning Assessment

			Continuou	s Learning Assessm	ent (50% weightag	e)				Final Examination(	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	Practice
	Remember Understand	40%	77	40%	<b>新州</b>	40%	100	40%	-	40%	-
Level 2	Apply Analyze	40%		40%	1351.	40%	1 1-2 3	40%	-	40%	-
Level 3	Evaluate Create	20%		20%	77	20%	7. T.	20%		20%	-
Level 1  Level 2	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 Madala <mark>imuthu, D</mark> ept of Psychology, SRMIST
	7 TEARN, I DAY	Dr SR Sa <mark>thyanaraya</mark> nan, School of Law, SRMIST
	LILLAY.	D <mark>r N Prema,</mark> Dept of Education, SRMIST

Cours	e Code	USY23602T	Course			Cognitiv	ve Psychology	•		Cou	rse		С			Pro	fession	nal Co	re Cou	rse		L	T	P	0	C	
Cours	c couc	051250021	Name			Cogintiv	re i sychology			Categ	, ,		_	٠.		110	1033101	iai co	ic Cou	130		3	0	3	2	4	
Pre-re	Course Learning Rationale (CLR): R-1: To understand the basics of cognitive R-2: To understand different models invol R-3: To understand different theories invol R-4: To understand classic studies related R-5: To understand the application of cognitive Course Learning Outcomes (CLO): D-1: To describe the major milesto D-2: To describe the major feature. D-3: To compare and contrast different the				Co-rec	uisite Course	es		Nil		Progre	essive	eCours	ses						Nil							
	Course Off	ering Department			Psychol	ogy	40	Data Boo	ok / Codes/S	Standards		1	1		Nil												
					I	<mark>he purp</mark> ose oj	of learning this co	ourse is to.	:		-	Le	earning	0						earning	Outco						
						1 1					1		2	3	1	2	3	4	5 6	7	8	9	10 1	1 12	13	14   15	
													Σ.	Ħ	2			dge	ion				cills	SIII			
					ı				-			a	cienc	ıme		k,	pa	wle	lizat	ing.	ret	dills	S S	S			
					in our every	day life				100	evel of Thinking		Expected Proficiency (%)	Expected Attainment (%)	- d	Jo	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization Ability to	Utiliza Skills in Modeling	Analyze, Interpret Data	investigative Skills	Problem Solving Skills	Communication Skills Analytical Skills			
		**	, ,			<i>y y</i>			5 But 3	77421	f T	7	P P	ed A	Fundamental Knowledge	Application of	ink with Re	ıral	n Sp to	n M	e, Ir	gativ	n Sc	Communica Analytical 5			
							pr (4)	700	2325	774	[e]	Rloom	Sect	) )	ndan	plica	ık w	ced	Skills in S Ability to	lize Ils i	alyz ta	estig	bler	mm alyti	0-1	PSO -2 PSO-3	
				, ,			s course, learner.			100		3 8	Exp (%)	E S		Ap	عَ إِذَ	Prc	Ski Ab	SKi Ii	An Da	Inv	Prc	An Co	PSO	PS( PS	
						rstanaing of n	numan co	ognition	H-12	2		75 80	60 70	H -	H	H	- Н		-	-	-	-		-			
					tive function 2 70 65 H H								-	-	-	.   -	-										
				regunerron		10777CX	Ė.,	4777	7777	2		70	70	Н		Н		Н -	-	-	-	- I	<i>I</i> -	-			
CLO-5	: To appl	ly information	improve	cognitive	processes	177117	15			2		80	70	-	Н	-	Н	-   -	-	-	-	-		-			
	O-4: To participate in classic studies related to O-5: To apply information acquired to						1.55 1.11	4.77			2		75	70	-	-	-	-	- 1     11 -	-	-	-	-		-		
	uration (hour) 15 SLO-1 Cognitive neuroscience			7.4	15	nodel of m	Y ( ,	C	15	esses in reac	1:			r1. : 1	15 ing an	1				D: 1:	1		.1	1	. 1		
S-1	1 SLO-1 Cognitive neuroscience			IVI	luitistore	поает ој т	iemory	Cogniii	ive proce	sses in reac	ung		1	ınınkı	ing an	a rea	sonin	8			rection tion a				veiv	veen	
	SLO-1 Cognitive neuroscience SLO-2 Cognitive neuroscience			M	Iultistore i	nodel of m	nemory	Cogniti	ive proce	sses in reac	ling			Well a	lefined ems	l and	ill-de	fined		Bidi	emotion and cognition Bidirectional relationship betw emotion and cognition						
S-2		Cognitive neu				nodel of m	nemory	Cogniti	ive proce	sses in reac	ling		p	oroble			,			App	raisin	ı					
		Approaches to and cognition								es of readin	C		r	proble	of insig em sol	ving	-		ce in		raisin			-			
S-3	SLO-1	Approaches to and cognition		learning W	orking mode	l of memory		33		es of readin					s in pr			ŭ		Com	ропен	ıts oj	emo	tion r	egulo	ition	
	SLO-1 Approaches to studying, learning					- L		UTL		aded model			EΑ		s in pr						ропен	_			_		
	SLO-1	Introduction to	o brain				d to cognition				Į				gies to		-	olem			ience (	,				U	
S-4				C	lassic stud	lies relatea	d to cognition	Interactiv	ve activatio	n model			1	Defini	tion o	f expe	rt			Influ	ience (	of en	iotioi	ı on tl	ıinki	ng	
	SLO-1 Introduction to brain			C	lassic stud	lies relatea	d to cognition	Interactiv	ve activatio	n model					ence b e in pr				t and	Clas	sic sti	udies					
-	SLO-2 Basis of visual perception			Va	arious mode	s of learning		Connecti	ionist triang	gle model					on of j in pla			d exp	ertise	Clas	sic sti	ıdies					
S-6	Pagin of viewal name antique			Va	arious mode	s of learning		Connecti	ionist triang	gle model			F t	Relati o bra	on of <sub>l</sub> in pla	practi sticity	ce an			Fun	ction o	of co	nscio	usnes	S		
	SLO-2 Basis of visual perception							U		in understand	0 1		a	levelo	erate p ping (	experi	ise				ction o						
S-7	SLO-2 Basis of visual perception SLO-1 Object recognition			te	sting	Ü	0 0		•		٠.		a	levelo	erate p			ory o	f	cons	bal wo cious	ness		•			
	SLO-2 Various models of learning					arning through	Differe	nt theorie	es of speech	n perce	ptio	n I	Heuri.	stics					Glob	bal wo	rk be	ase tl	eory	of			

			testi	ing							consciousness	
S-8	SLO-1	, ,	testi			Different theories	s of speech percepti	on Heur	istics		Classic studies related	d to cognition
	SLO-2	Face recognition and image	ry Enc dep	coding specificity as endent learning	nd state		s of parsinj speech	Diffe	rent judgment theor	ries	Classic studies related	Ü
S-9	SLO-1		dep	coding specificity as endent learning			s of parsinj speech	theor			Individual differences	
	SLO-2	Face recognition and image	ry Enc dep	codin <mark>g specificit</mark> y at en <mark>dent learni</mark> ng	nd state	Role of schema ir discourse	n understanding	Class	sic studi <mark>es relate</mark> to	cognition	Gardeners' multiple i cognitive style theory	ntelligence and
S-10	SLO-1	Auditory and speech percep	otion Mod	dels of forgetting		Role of schema i discourse	Vista .	Deci	sion making		Gardeners' multiple i cognitive style theory	_
	SLO-2	2. Auditory and speech percep	otion <u>Mo</u>	dels of forgetting		Cognitive processes speech	involved in producing	Fram	ing effect and sunk cost	effect	Difference in cognition of gender expertise an	
S-11	SLO-1	Auditory and speech percep	otion <u>Mo</u>	dels of forgetting	570	Cognitive processes	involved in producing sp	peech Differ	ent theories of decision	making	Difference in cognition of gender expertise an	on as a function nd age
	SLO-2	2 Selective attention	Pro	pactive and retroactiv	e interference	development	y's theories of language		ent theories of decision		Člassic studies	
S-12	SLO-1	Selective attention	Pro	pactive and retroactiv	e interference	Skinner and Chomsk development	y's theories of language	Induc	tive and deductive reaso	ning	Classic studies	
	SLO-2	Selective attention	Pro	oactive and retroactiv	e interference	Speech errors	4. PS 200	Biase	s in reasoning		Effect of culture on coprocesses	ognitive
S S- 13	SLO	Change and inattentio blindness	on Mei	mory in everyday life		Speech errors	The state of	Theor	ies of deductive reasoni	ng	Effect of culture on co processes	ognitive
4 S-1	4SLO	Change and inattentio blindness	on Mei	mory in everyday life	The state of	Theories of speech p	roduction	Theor	ies of deductive reasoni	ng	Effect of Former scho	ooling o
S-15	SLO	Change and inattentio blindness	on Mei	mory in everyday life		Theories of speech p	roduction	Mento theory	al models and heuristic o	and analytic	Effect of Former school cognition	ooling o
	earning	• Stangor, C., Edition. BCo	& Walinga, J. campus.		ng. Introduction	to Psychology – ychology core rea	dings. MIT press.	• F	ilms Media Group.	(2013). Fac	ce Recognition. Films	On Demand.
				Continuous	Learning Assessr	Learning As nent (50% weightage		FAB			Final Examina	ation(50%
		Bloom's Level of Thinking	CLA -	1 (10%)		- 2 (10%)	CLA - 3 (2	20%)	CLA -	4 (10%) #	weighta	
		0	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practio	ce Theory	Practice
Lev	vel 1	Remember Understand	40%		40%	-	40%	-	40%	-	40%	-
Lev	vel 2	Apply Analyze	40%		40%	-	40%		40%	-	40%	-
Lev	vel 3	Evaluate Create	20%	-	20%		20%	-	20%	-	20%	-
												1

100 %

100 %

100 %

100 %

100 %

Total

		Course Designers
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
		Dr S R Sathyanarayanan, SRMIST
		THE NAME OF THE PARTY OF THE PA



Course	Code	USY23D07T	Course Name	APPLIED PSYCHOLOG	GY	Course Category	٠.	Е			Profes	sional	Core	Cour	se		L 4	T 0	P 0	2		C 4	_
Pre-req	uisite Cou	rses	Nil	Co-requisite Courses	Nil	Prog	gressiv	eCou	rses							Nil	1						
С	Course Offe	ring Department		Psychology	Data Book / Codes/Standar	ds	٠,			Nil													
Cours	se Learnin	g Rationale (CI	LR):	The purpose of learning this of	course is to:	~44.7	Lea	rnin	g				Pro	ogran	Lear	rning	Outcor	nes (1	PLO)				
CLR-1:	Create aw	areness of relation	onship between psyc	chology and society			1	2	3	1	2	3	4	5	6	7	8	9	10 11	12	13	14	15
			ender psychology						$\widehat{}$													$\Box$	
			of psychology in th				4	>	)t(%	10			dge	ion					Skills	e e			
			gy in the field of for	rensic	Mar. 175	ng	Drofficianov	ien	ımeı			eq	wle	lizat	e.	g II	ret	SIIIs	g SI	S			
		role of psycholog		A Y	2007 100 100	ii. ki	j.		ttain	च •	of	elat	Kno	ecia	filiz e	odeli	terp	e Sk	Solving	Skill Skill			
CLR-6:	Understan	d the foundations	s of psychology in	va <mark>rious app</mark> lied settings	2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Ę		ร ว	Υ p	edo	ttion stc	th R	ıral	ı Sp	to U	W U	, II	ativ	1 So	cal			
					A 1.00 May 171	Level of Thinking	(Bloom) Expected	Expected (%)	Expected Attainment(%)	Fundamental Knowledge	Application of	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	nvestigative Skills	Problem Solving Skills	Analytical Skills	PSO -1	J -2	PSO. 3
		ng Outcomes (C		At the end of this course, learner	rs will be able to:								Pro	Ski	Ab Kn	Ski	An Da	Inv	Pro	An	PSC	PSO.	b
CLO-1:	Understan	d the scope of ap	pplied psychology					75	60	Н	Н	Н	-	-	-	-	-	-		-	-	-	_
CLO-2:	Appreciat	e the gender from	n psychological per	spective	K. 17. 130, Hu			80	70 65	-	Н		H H	-	-	-	-	-		-	-	-	-
		the criminal be	gy in sports perform	iance				70 70	70	H	-	- Н	Н	- Н	-	-	-	-	- H	-	-	<u> </u>	-
			ychology in defense	a nerconnel	All and the second			80	70	-	Н	-	Н	П	-	-	-	-	- 11	-	-	<u> </u>	H
				various applied settings	His The Wall			75	70		11		11			-	-	-		-		H	F
	on (hour)	12	s of psychology in	12	12		2	13	70	•	12		-				-	12	-   -		_	ـــــــــــــــــــــــــــــــــــــــ	
	SLO-1		applied psychology	Gender Psychology	Sports Psychology		٠.		F	orensic	Develo	logy				Dot	fanca D		logy				
S-1	3LO-1		applied psychology	Gender 1 sychology	Sports I sychology	77.00	_	-	17	ndersta	ndina fa	ronsic	nas	t and	racai	nt nt	ence 1 s	усног	ogy				
	SLO-2	Definition		Differentiate sex and gender	Meaning	dille			U	пистыш	uing je	nensic	– pus	і инир	nesei	Sca	ре						
	SLO-1	Significance		Gender congruence	Definition				N	ature							nifican						
	SLO-2	Importance		Gender and sexual orientation	Nature					cope							chologi						
6.3	SLO-1	Geriatric psycho		Gender-role attitude	Scope					sycholog						-	chologi						
	SLO-2	Geriatric psycho	ology	Gender-role attitude	Recent perspectives – i.	ssues of race,	,			sycholog							sonnel .	select	ion				
	SLO-1	Meaning		Attitude toward mens' and women's role	0					etermin		crımın	al beh	iaviou	r		aining						
	SLO-2 SLO-1		riatric psychology	Affective component	sexual orientation					iologic sycholo		_					unselli		111				
	SLO-1 SLO-2	Nature Scope		Tr <mark>aditional v</mark> s modern sexism Attitude towards LGBT	Role of sports psycholo Personality traits	gist				sycnoic europs		aiaal					chosoci aling wi						
	SLO-2	Factors that imp	vaet aging	Cognitive compoenent	Trait theories and men	tal toughness	,	H		europs <sub>.</sub> ocial	усною	gicui					aling wi						
0 4	SLO-1	Factors that imp		Stereotyping Stereotyping	Trait theories and men					sycholog	pical pr	ofiling					aling wi						
	SLO-1	Cognitive factor		Personality developmen learning theory			ial		sycholog sycholog		a F					rking w			person	ınel			
	SLO-2	Memory change	s	Altering gender-role stereotypes	Personality developmen learning theory	nt and sports	– soci	ial	P	sycholog	gical pr	ofiling				Pro	moting	posit	ive hea	lth			
S-8	SLO-1	Decision making	3	Friendship	Personality developmen learning theory	nt and sports	– soci	al	A	reas of j	forensic	psych	ology			Pro	moting	posit	ive hea	lth			
	SLO-2	Cognitive interv	entions	Personality developmen learning theory	nt and sports	- soci	ial		ole of fo	-						Promoting positive health							
6 0	SLO-1	Social factors		Attitude to sports					ole of fo							moting							
3-7	SLO-2	Control beliefs f	for health and aging	Attitude to sports				P	sycholog	gy of te	rrorisn	ı			Pro	moting	posit	ive hea	lth				

S-10	SLO-1	Relationship between adults andtheir aging parents	Self disclosure	Motivation and sports	Scope
	SLO-2	Inter generational communication	Barriers to closeness	Theories of motivation	Theories of terrorism
0 11	SLO-1	Age stereotypes	Competition	Intrinsic and extrinsic motivation	Theories of terrorism
S-11	SLO-2	Health factors	Emotional inexpressiveness	Self efficacy	Personality and terrorism
G 13	SLO-1	Role of Geriatric psychologist	Conflict in fr <mark>iendship</mark>	Group aspects in sports	Personality and terrorism
S-12	SLO-2	Role of Geriatric psychologist	Relational aggression	Group aspects in sports - aggression	Dealing with terrorism
	•	Schaie, W& Willis, S. L. (2011). F	Hand Book Of the Psychology of Aging. New	York :Elsevier Publication.	
Lear	ning	Helgeson, V. S. (2016). Psycho-	logy of gender. Routledge.		
Resor	urces •	Gregory, W.L& Burroughs, W.J.	(1989). Introduction to Applied Psychology.	Scott, Foresman and Company	

	Bloom's Level of Thinking	/:	Continuous	s Learning Assessm	ent (50% weightage	e)		67		
		CLA -	1 (10%)	CLA -	2 (10%)	CLA -	3 (20%)	CLA - 4		
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory
Level 1	Remember Understand	40%	87	40%	11. 15	40%	10	40%		40%
Level 2	Apply Analyze	40%	90	40%	11	40%		40%	-	40%
Level 3	Evaluate Create	20%		20%		20%	1964. d	20%	-	20%
	Total	100 %		100 %	200	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, D <mark>ept of Psy</mark> chology, SRMIST
		Dr SR Sathyanaray <mark>anan, Scho</mark> ol of Law, SRMIST
	S TIDE	Dr N Prema, Dept of Education, SRMIST

Course Code	USY23G02T	Course Name	REHABILITAT	ION PSYCHOLOGY	Course Category	G	Professional Core Course	L T 3 0	P 2	O 2	C 4
Pre-requisite Courses	Nil		Co-requisite Courses	Nil	Progressive Courses	Nil					
Course Offer	ing Department		Psyc <mark>hology</mark>	Data Book / Codes/Standards	CAx.		Nil				
				China China							

Course Learning Rationale	The purpose of learning this course is to:	I	earning	g	Program Learning Outcomes (PLO)													
(CLR):		u Mari				1												
CLR-1: To understand the origin	and develop <mark>ment of</mark> 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 disa	bility and <mark>psychos</mark> ocial theories	1-52594				W						t						
CLR-3: To understand psychosoc	ial issue <mark>s in disa</mark> bility	ing	(%)	9			ted			ze		interpret		ing	n	IIs		
CLR-4: Understand the principles	s of com <mark>munity</mark> based rehabilitation	iż	%)	%)	al	Jo t	ela			utilize		ıter	ķ	lvi		ski		
CLR-5: Explain community based	l rehab <mark>ilitation</mark>	f th	ted	od Jen1	lent dge	rtion S	th 1	ıral		to t dge	, ,	.H	gative	m sc	ınic	cal		
		el of	sect6 ficie	ecte	dan	lica ept	ık wi cipli	edu	s in	ity Ne	s in	lyz(	stig	O)	Ħ	ΣŢ.	7	3 4
Course Learning Outcomes	At the end of this course, learners will be able to:	Level (bloor	Expe	xp(	nov	Appli	ink	Proc	Skills	Abilit knowl	Skills	Analy:	Inve	robl	Johnn	nal	SO	SOS
(CLO):		L C	E d	E	H A	<b>₹</b> 5	L	Ь	S	K A	S	A d	Ir	Ь	0	A	Ь	Ь
CLO-1: Know the origin and deve	elopm <mark>ent of r</mark> ehabilitation psychology	2	75	60	H	Н	Н	-	-	-	-	-	-	-	-	-	-	-   -
CLO-2: Understand the models of	Freha <mark>bilitatio</mark> n	2	80	70	4 - 3	Н	-	H	-	-	-	-	-	-	-	-	-	-   -
CLO-3: analysis psychosocial issu	ues of disabled	2	70	65	Н	-	-	H	-	-	-	-	-	-	-	-	-	
CLO-4: Learn about the issues of	CLO-4: Learn about the issues of family of disabled			70	Н	-	H	H	Н	-	-	-	-	-	Н	-	-	
<b>CLO-5</b> : Change the negative attitude	O-5: Change the negative attitude towards the disabled			70	_	H	-	H	-	-	_	-	-	-	-	-	-	

	ration 10ur)	12	12	12	12	12
S-1	<u> </u>	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 Definitions	Threat to life	Problems of family	Goals
5-2	SLO-2	Historical perspective	Classifications	Physical wellbeing	Family of disabled adults	Objectives
S-3	SLO-1	Historical perspective	Classifications	Physical wellbeing	Children	Key principles
5-3	SLO-2	Historical perspective	Models of disability and rehabilitation	Body image	Impact of disability on family	equality
6.4	SLO-1	Scope	Models of disability and rehabilitation	Body image	Impact of disability on family	Social justice
S-4	SLO-2	Methods	Models of disability and rehabilitation	Independency	Family burden	Solidarity
	SLO-1	Methods	Enabling-disabling process	Autonomy	Needs of family	Integration
S-5		Functions of rehabilitation psychology	Enabling-disabling process	Control	Models of family	Dignity
G (	SLO-1	General functions	Impact on enabling-disabling process	Self concept	Adaptation	Components of CBR
S-6	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
5-7	SLO-2	Objectives of rehabilitation	Psychological environment	Future plan	<i>Intervention</i>	Rehabilitation services
S-8	SLO-1	Multidisciplinary approach to rehabilitation	Psychological environment		I <mark>nterve</mark> ntion to strengthen family	Provision of rehabilitation services
5-0	SLO-2	Biological model	Psychosocial theories of adjustment	THVISIDIE AISADIIIIES	Str <mark>engthen fam</mark> ily support to disabled	Education opportunities
6.0	SLO-1	Psychological models	Psychosocial theories of adjustment	<i>y</i> 1 8	Social attit <mark>ude towards</mark> disability	Training opportunities
S-9	SLO-2	Psychological models	Psychosocial theories of adjustment	21 3 1 8	Social attitude to <mark>wards</mark> disability	Income generation

Learning Resources		Encyclopedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P.Marinelli  (Eds.), MacMillan Reference Books, 1995  Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging  Practice, Karen Whalley Hammell, Churchill Livingstone, 2006  Mary Ann Bruce and Barbara Borg (2001). Overview - Psychosocial Frames of  Reference, SLACK,	Dunn, D. S. (2000). Social psychological issues in disability. In R. G. Frank & T. R. Elliott (Eds.), Handbook of Rehabilitation Psychology. Washington, D.C.: American Psychological Association.  Wright, B. A. (1983). Physical Disability: A Psychosocial Approach, 2nd ed. New York: Harper and Row.
	Ц		

			2		Learning A	ssessment		723	7 : 1		
	Bloom'sLevel of	1		Continuo	us Learning Ass	Final Examina weighta					
	Thinking	CLA-	<mark>1 (10%</mark> )	CLA –	2 (10%)	CLA-	3 (20%)	CLA – 4	<mark>4 (10%</mark> )#	- weightu	<b>5</b> °)
		Theory	<b>Practice</b>	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%		40%	ULTITA .	40%	TEAD	40%		40%	
Level I	Understand	40%		40%	-	40%		40%	-	4070	•
Level 2	Apply	40%		40%		40%		40%		40%	
Level 2	Analyze	40%		40%	-	40%	-	40%	-	4070	•
I1 2	Evaluate	200/		200/		200/		200/		200/	
Level 3	Create	20%	-	20%	-	20%		20%	-	20%	-
	Total	100	) %	100	) %	10	00 %	10	0 %	100	) %

<sup>#</sup> 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 Sath <mark>yanarayana</mark> n, School of Law, SRMIST
		Dr N Prem <mark>a, Dept of E</mark> ducation, SRMIST



Course Co		3D08T Course Name	BASICS OF ANY	THROPOLOGY		Ca	ourse tegory		D		Profe	ssional	l Cor	e Coui	rse		L T 4 0	P 0	2		4	<u>3</u>
Pre-requisi Courses		Nil	Co-requisite Cour		Nil		rogressi Course									1	Nil					
Cour	se Offering	g Department	Psycholo	gy	Data Book / Codes/Standards						Nil											
	SYLLA	BUS				ш,	Learni	ing						Pı	ogram	Learn	ing O	utcom	es (PLO)	)		
,					opology, and emphasis wil and structural principles.	1 1	2	3	1	2	3	4	5	6	7 8	9	10	11 12	r	13	3 1	14 15
						Level of Thinking(Bloom)	Expected Proficiency(%)	Expected Attainment(%)	FundamentalKnowledge	Application of Concepts	Link with RelatedDisciplines	Procedural Knowledge	Skills in Specialization	ABILITY TO CHILDCANNIA WEAGO	Skills in Modeling Analyze, InterpretData	Investigative Skills	Problem Solving Skills	Communication Skills Analytical Skills	Allu juvai baasa	- C & &	PSO -1	PSO -2 PSO-3
						2 2 2 2	75 80 70 70	70 65 70	H - H H	H H -	H H	H H H	-	-	 	-	-			-		  
						2	80 75	70 70	-	H -	5	H -	-				-			-		
Duration	(hour)	12		12	12				12		/-					┰┷		12				
		asic Concepts	Conce	pt- Family	Marriage		- 1	Kinship		- 7						Belia			Politice	ıl Instituti	ion	
S-1	SLO-2 B	asic Concepts	Definit		Concept			Concept			7					Conc						
	SLO-1 li	ntroduction	Featu		Definition	41		Concep		7 10							nition		-			
		ntroduction	Typol	ogy	Characters	- 11		Definition						1		Elem	ents		-			
G 2	SLO-1 li	ntroduction	Descer		Ways of Acquiring a Spouse			Termino		_						Forn	ns Ma	ıgic		-		
	SLO-2		Unilir	near Descent	Preferential marriage		7	Termino	ology							Relig	ion &	Science	e			
	SLO-1			e Des <mark>cent</mark>	Prescribed Marriage			Criteria						L						ıg Origin o	of Re	ligion
		cope of Social Anthropol		atic Desc <mark>ent Groups</mark>	Endogamy			Criteria										l Profan				
		cope of Social Anthropol		ral Groups	Exogamy			Criteria											Myths-Syn			
		cope of Social Anthropol		ed-Rules regarding <mark>Inheritan</mark>				Typolog								Clan	& its	Socio-C	Zultural S	Significano	ce _	
S-6	SLO-1 S	cope of Social Anthropol	ogy Kindre	ed-Rules regarding Inherit <mark>an</mark>				Typolog												cept & de	2finit	tion
	SLO-2 R	elationship with Psychol	ogy Kindre	ed-Rules regarding Inheritan				Typolog			ystem	S						t Types				
S-7	SLO-1 R	elationship with Psychol	ogy Matria	ırchal	Variant Forms			Social St						<u> </u>		Youth	ı Orgo	ınizatio	ns amon	g Indian T	'ribes	S
		elationship with Psychol			Marriage Rules			Social St						<u> </u>						tural Gro	oups	
		elationship with Psychol		archal systems	Dowry			Social St						<u> </u>				trol & I	Law-Rew	ards		
	SLO-2 R	Celationship with other	social Sciences Patri	archal systems	Bride price	Social-Cultural Significance Crime					e ishment in different societies											
	SLO-1 Relationship with other social Sciences Social Cultural Significance Other forms of Exchange								Duni	<b>1</b>	1	ccc .	:									
			social Sciences Social Social		Other forms of Exchange Social-Cultural Significance									4					ufferent . I Signific			

## Social-Cultural Significance

	Good Caltara eight	induned .
Learning	1. Beals, A. R. and Hoijer, H. (2002). Introduction to Anthropology	4. Murdock, G.P. (1960). Social Structure in SouthEast Asia. California: Ethnographic Arts
D		Publications
Resources	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	~ (1 / X
	Publications	

					Learning A	ssessment		<b>&gt;</b>			
			Final Examina	tion(50%							
	Bloom'sLevel of Thinking	CLA – 1	(10%)	CLA - 2	2 (10%)	CLA -	3 (20%)	CLA -	4 (10%)#	weighta	ge)
	9	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
T 11	Remember	400/		400/	E 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	400/		100/		400/	
Level 1	Understand	40%		40%		40%	-	40%		40%	-
Level 2	Apply	400/		400/	7 7 7 7	400/	1	400/		40%	
Level 2	Analyze	40%		40%	20 1 TO 1	40%		40%		40%	-
Level 3	Evaluate	20%	700	20%	7 . 3	20%	* ** W7 .	20%		20%	
Level 3	Create		2.0	1000 600	17.45	Profession and	100				-
	Total	100 %	7/ 1	100 %	786	100 %	1400-15	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.,

	Cour	rse 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 <mark>Psycholog</mark> y, SRMIST
		Dr SR Sathyanarayanan, Sc <mark>hool of La</mark> w, SRMIST
		Dr N Prema, Dept of <mark>Education</mark> , SRMIST

Course		SY23603T Course Name	RESEARCH METHODOLO	OGY	Cou Cate			C		Profes	sional	l Co	re Cou	ırse		]	L T 3 0	P 3		0 2	$\equiv$
Pre-req Cour	eses		requisite Courses	Nil		gressiv ourses			٠, ١					Nil							_
Co	ourse Offe	ering Department	Psychology D	ata Book / Codes/Standards	74			Nil													
Cour	se Learnii	ng Rationale (CLR):	The purpose of learning this cour	se is to:	L	earni	ng	1			Pro	gran	n Lear	ning	Outco	mes	(PLO)				
CLR-1:	Understar	nd different stages of research			1	2	3	1	2	3	4	5	6	7	8	9	10 1	1 12	13	14	15
		ght into review of literature									e se	n					lls	s			
		nd apply appropriate sampling techniques			50	ncy	ent		Α.		ledg	zatic		5n	ţ	<u>s</u>	Ski	Z			
		nd different types of research methods		The state of the s	king	icie	in	. 10		ated	JOW	ializ		elin	pre.	NEI I	ing.	Skills			
		nd scientific writing and presenting		The Author & Commission	Thinking	Prof	√tta	tal	n o	Rel	3 3	bec		Tode	nter	Ve	olv				
CLR-6:	Acquire ti	he skills scientific investigation and <mark>reportin</mark> g	a lie	EL STABLE DE	of T	ed ]	ed /	nen	atio	with Related	ural	n S	to	n N	e, I	gati	n S	ical			~
			677	CONTRACTOR OF THE	Level of 7 (Bloom)	Expected Proficiency	Expected Attainment (%)	Fundamental Knowledge	Application of	Concepts Link with Re	Procedural Knowledge	Skills in Specialization	Ability to	Skills in Modeling	Analyze, Interpret	Data Investigative Skills	Problem Solving Skills	Communication Skills Analytical Skills	PSO -1	PSO -2	PSO-3
		ng Outcomes (CLO):	At the end of this course, learners w	ill be able to:			SEX S	Fur	Apj	Link	Pro	Ski	Abj	Ski	Analy	li v	Pro	Ang	PS(	PS(	PS
		nd meaning and stages of research		5 1 N. N. P. C.	2	75	00	Н	Н	Н	-	-	-	-	-	-		-	-	-	-
		do review of literature		STATE OF THE PARTY	2	80	70		Н	-	Н	-	-	-	-	-		-   -	-	-	-
		te the different types of sampling		in all the second	2	70	65	Н	-	-	Н	-	-	-	-	-		-	-	-	_
		nd different research methods	22 WO AV		2	70	70	Н	-	Н	Н	Н	-	-	-	-		I -	-	-	_
		entific writing	- Dinging	1917 7 5 1	2	80	70	-	Н	-	Н	-	-	-	-	-		· H	-	-	_
		skills in preparation of research report	- N. 25.21	A STREET	2	75	70		-	-	-	-	Н	-	H	-	-   -	-	-	-	-
Duratio	on (hour)	12	12	12	ET U.			12							12						
S-1		Research meaning	Review of literature	Sampling meaning	11.00		Research		_						repor						_
<b>/-1</b>		Objectives	Sources of review of literature	Theoretical basis			Iormativ								тапис						_
S-2		Types of research	Importance	Theoretical basis			Iormativ								manua						
-	SLO-2	Types of research	Purpose	Factors affecting inference		Ŀ	Experime	ntal res	earch				For	mat o	f the r	eseai	rch repo	rt			_
S-3	SLO-1	Stages of research	Steps in searching for review of literature	Different types of sampling		ľ	<sup>7</sup> ariable	?s	1				For	mat o	f the r	esear	rch repo	rt			
	SLO-2	0 0	Planning the review	Characteristics of probability . non probability sampling	samplinga	1	Types of								writin	_					
	SLO-1	Process of research	Research problem	Probability sampling		1	ypes of	variable	S				Scie	entific	writin	ıg					
S-4	SLO-2	Process of research	Characteristics good researchproble	Probability sampling		E	Experime	ntal con	trol				Scie	entific	writin	ıg					
S-5	SLO-1	Research approaches	Sources of research problem	Non probability sampling			Experime								writing						
)-J	SLO-2	Research approaches	Stating research problem	Non probability sampling		E	Experime	ntal des	ign		-		Styl	es of	writinį	g		-			
S-6		Significance of research	Steps in <mark>formulation of rese</mark> arch problem	Sample size		E	Experime	ntal des	ign						e form						
	SLO-2	Research method vs research methodology	Research objectives	Sample frame		P	re expe	imental	desigr	ı			Ref	erence	e form						$\Box$
		Scientific method and research	Hypothesis	Calculation of sample size			rue expe							giari							
S-7		Scientific method and research	Sources of hypothesis	Calculation of sample size			тие ехре							giari							
. 0		Characteristics of good research	Forms of hypothesis	Tools of research			тие ехре								ıd figu						
S-8		Motivation for research	Forms of hypothesis	Tools of research			Juasi exp										ch repoi				
. 0		Problems of researchers in India	Functions of hypothesis	criteria selecting tools			Juasi exp										ch repor				
5-9		Problems of researchers in India	Types of hypothesis	Data collection methods		I	ypes of	quasi ex	perime	ental de	sign		Eva	luatin	ıg a re	esearo	ch repor	t			
5-10	SLO-1	Ethics of research	Types of hypothesis	Observation		7	vpes of	auasi ex	nerime	ental de	sign		Res	earch	propo	osal					

SRM Institute of Science & Technology—LOCF Academic Curriculam (Psychology) – Regulation 2023

Duratio	n (hour)	12		12		12		12		12			
	SLO-2	Ethical principles of res	earch	Types of hypot	hesis	Interview , group	o discussion	Single subjec	t experimental desigr	. Form	at of research proposal		
C 11	SLO-1	Conduct of animal resec	ırch	Testing of hypo	othesis	Survey methods		Single subjec	<mark>t experi</mark> mental desigr	. Intro	duction		
S-11	SLO-2	Conduct of animal resea		Testing of hypo	othesis	Checklist, Rating	g scales	Ex post facto	design	Main	Main section		
C 12	SLO-1	Research with human po		Errors in testir	ig a hypothesis	Merits	THE PARTY NAMED IN		<mark>emerits of vari</mark> ous de.				
S-12	SLO-2	Research with human po	articipants	Errors in testir	ig a hypothesis	Limitations		Merits and d	e <mark>merits of various</mark> de	sign Bibli	ography		
Learni Resouro	U	Beginners, Fourth Delhi.	edition. Sage Text	odology - A step by s, Sage publications ods and Statistics, 5	India Pvt Ltd, New		Himalaya Books P	vt Ltd, Mumbai. Garg (2014), Resea	rch Methodology - M		ll sciences 2nd revised eniques, Third edition, N		
		bitetii vaeksoii (2	o13) Research mean	ods and Statistics, 2	Eu	Learning A		,					
				Continuou	Learning Assessm	ent (50% weightage					Final Examina	tion(50%	
	Rlo	om'sLevel of Thinking	CLA -	1 (10%)		2 (10%)	CLA -	3 (20%)	CLA – 4	(10%)#	weighta	`	
	Bio	om secret of rimining	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Leve	el 1	Remember Understand	40%		40%	-1 No.	40%		40%		40%		
		Understand				A STATE OF THE STA	4070		4070	_	40%	-	
Leve	el 2	Apply Analyze	40%	00	40%		40%		40%		40%	-	
		Apply		NS.			Elle 7					-	

# 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,	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of P <mark>sychology</mark> , SRMIST
Government of India		1436
		Dr Senthil Kum <mark>aran J, S</mark> RMIST

Course Code	USY23P04L	Course	MINI	Course	IAPC	Professional Core Course	L	T	P	0	C
Course Code	US123FU4L	Name		Category	IAFC	Professional Core Course	0	0	4	2	2
		1101110	PROJECT	curegory				- 1	-	-	

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	4	Progre Cou	essive urses		٠.					Nil						
Course Offering Department		<u>Psychology</u>	Data Book / Codes/Standards			1777					Ni	l							
Course Learning Rationale (CLR):	1	The purpose of learning	this course is to:		Lean	rning	1					Prog	gram	Learn	ing (	Outcon	es (PLO	)	
CLR-1: Explore areas of interest in res			. with the	1	2	3	1	2	3	4	5	6	7	8	9	10	1 12 1	3   14	15
CLR-2: Gain hands-on experience in c			3, 12 T. T. T. T. T. T. T. T. T. T. T. T. T.				7			e e	n n					ls	×		
<b>CLR-3</b> : Learn to follow appropriate me			4.340.17		ncy	ent	V 10			Knowledge	zation				S	Skills	SKIIIS		
CLR-4: Learn to write scientific report	ting in APA format		10 A St. 3 (2) - 10.	ing	icie	L III			ited	OW]	ializ		ling	pret	Skills	en'	- 0		
CLR-5:			A RESERVED TO SERVE	Thinking	Proficienc	Attainment	- e e	Jo 1	with Related	Kn	8		Modeling	Interpret	e S	Solving	Skills		
CLR-6:			STATE OF THE STATE	Ė		d A	ent	tion	in F	ra La	Sp	9	Σ		ativ	. يۆ	la lic		
Course Learning Outcomes (CLO)		At the end of this course, le	earners will be able to:		Expected	Expected (%)	Fundamental Knowledge	Application of Concents	Link with R Disciplines	Procedural	Skills in	Ability to Utilize	Skills in	Analyze, Data	Investigative	Problem		PSO -1 PSO -2	
CLO-1: Learn to form research problem	m		BOOK TO THE PART OF THE PART O	2	75	5 60	H	Н	Н	-	-	-	-	-	-	-		-	-
CLO-2: Learn to conduct survey				2	80	70		Н	-	Н	-	-	-	-	-	-		-	-
CLO-3: Know to write a scientific rese	earch article		AND THE RESERVE OF THE PERSON	2	70	0 65	Н	-	-	Н	-	-	-	-	-	-		-	-
CLO-4:			7 4 7 7 7 7 7 7 7	2	70	70	Н	-	Н	Н	Н	-	-	-	-	- 1	H	-	-
CLO-5:		V2	Service de Nation	2	-80	70	-	Н	-	Н	-	-	-	-	-	-	- H -	-	-
CLO-6:			200	2	75	5 70	-	- 1		-	-	Н	-	Н	-	-		-	1 -

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.

	Continuous Lear	ning Assessment (50% weightage)	Fir	al Evaluation (50% weightage)
Project Work	Review – 1	Review – 2	Project Report	Viva-Voce
. <b>.</b>	20%	30 %	30 %	20 %

	Course De	esigners
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 APPRAOCH TO BEHAVI			urse egory		С			Pro	ofessio	onal	Core (	Cours	se	3	0	P O 2 2	4	
Pre-requisite C		Nil		Co-requisite Courses	Nil	VC.	B	Progres								Nil						
	ffering Departmen		P	s <mark>ychology</mark>	Data Book / Codes/Sta	ndards	-	4/	175					Ni	l							
	ning Rationale (C	LR):		The purpose of learning	this course is to:			Lear	ning						Prog	gram	Learn	ing Ou	ıtcom	es (PLO)		
CLR-1: Explor							1	2	3	1	2	3	4	5	6	7	8	9 1	10 1	1 12 13	3 14	15
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	standing Intercultur			- 8 Y 4	7,000	1.11	50	suc	ent	1		_	Knowledge	zati		ac	ب	SI .	Skills			
	standing Indian pers	spectives on p			250 1 244	1995 T. a	Thinking	ficie	iii l		<u>.</u>	atec	10 W	iali		elin	Interpret	Skills	50	Skills		
CLR-5:			Knowing emi	nent Indian Psychologi	sts	1-14-7	hin	Prod	Attta	tal ge	n of	Rel es	K	bec		lod	nte		Olv.	SK		
CLR-6:					Print Star Sections	1750	of T	eq	eq '	nen	atio	ifi ifi	ura	n S	to	in Modeling	e, I	gati	n S	ical		
						100	Level of 7 (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application Concepts	Link with Related Disciplines	Procedural	Skills in Specialization	Ability to Utilize	lls i	Analyze, Data	Investigative	Problem Solving	Analytical	0-7	
	rning Outcomes (O			At the end of this course, l	earners will be able to:	. 181	Lev			F. Y.	Apl	Lin Dis	Pro	Ski	Abj Uti	Skills	Analy Data	Inv	Pro	Ang	PSO	PS
	to address cultural			2.7		No.	2	75		H	Н	Н	-	-	-	-	-	-	-		-	-
	to understand indig			(J)	BONDEY TO SERVE THE	The !	2	80		-	Н	-	Н	-	-	-	-	-	-		-	-
	standing Indian psy			- N. A.	1. A. S. S. S. S. S. S. S. S. S. S. S. S. S.		2		65	H	- [	-	Н	-	-	-	-	-	-		-	-
CLO-4: Know	ing eminent Ind	dian Psycho	ologists	ELY.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		2	70	70	Н	-	Н	Н	Н	-	-	-	-	- h	I	-	-
CLO-5:				- Ku \	13.5 367 27	A	2	80	70	-	Н	-	Н	-	-	-	-	-	-	- H -	-	-
CLO-6:				17.0	See you was the N		2	75	70	-	- 7		-	-	Н	-	Н	-	-		-	-

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

Duration	n (hour) 2	75	60	12	12
0.1	SLO-1 History of Indian Psychology	Cross Cultural differences	Intercultural Contacts	Indigenous Psychology	Indian Psychology Movement
S-1	SLO-2 History of Indian Psychology	Cross Cultural differences	Intercultural Contacts	Indigenous Psychology	Indian Psychology Movement
G 2	SLO-1 Ayurvedic approach to behavior	Culture and behaviour	Nature	Indigenous Psychology	Indian Psychology Movement
S-2	SLO-2 Ayurvedic approach to behavior	Culture and behaviour	Nature	Indian Psychology	Manifesto on Indian Psychology
G 2	SLO-1 Ayurvedic approach to behavior	Culture and behaviour	Psychological Benefits	Indian Psychology	Manifesto on Indian Psychology
S-3	SLO-2 Cultures	Culture and Architecture	Psychological Benefits	Indian Psychology	Ramakrishna Rao
0.4	SLO-1 Psychic Unity	Representation	Costs of Cultural Competence	Implications	Ramakrishna Rao
S-4	SLO-2 Psychic Unity	Person	Costs of Cultural Competence	Implications	Sudir Kakar
9.5	SLO-1 Psychic Unity	Other people	Migration	Applications	Sudir Kakar
S-5	SLO-2 Cultural Relativity	Self	Migration	Applications	V.S Ramachandran
0.6	SLO-1 Cultural Relativity	Groups	Migration	Indian Perspectives on Emotions	V.S Ramachandran
S-6	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

6.0	SLO-1 Methods of Studying Cultural Psychology	Self Construal	Management of Multicultural Identities Indegenization of Psychology in India	Aurobindo Psychology
S-9	SLO-2 Methods of Studying Cultural Psychology	Developmental Pathways	Management of Multicultural Identities Indegenization of Psychology in India	Aurobindo Psychology
Learnir	Foundations and Applications	ion, K. Ramak <mark>rishna Rao &amp; A</mark> nan of Indian Psychology, K.M Matthi	nd C Paranpe ijis Cornelissen, Girishwar Mishra, Suneet Varma	
Resourc	es			

			- / 2		Learning As						
			Continuous		ent (50% weightage		N. Y.			Final Examina	ntion(50%
	Bloom'sLevel of Thinking	CLA -	1 (10%)	CLA -	2 (10%)	CLA -	3 (20%)	CLA -	4 (10%)#	weighta	ge)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%		40%	STATES Y	40%	_	40%	_	40%	-
	Understand	.,,,,			CO. B. A. S. S. S.						
Level 2	Apply	40%		40%	Land Marine	40%		40%		40%	
Level 2	Analyze	4070		4070	C. C. S. S.	4070	A 10 (a)	40 / 0		4070	-
т 12	Evaluate	200/		200/	C + 17 . 200"	200/	7 77 77 1	200/		200/	
Level 3	Create	20%		20%	Section of the second	20%	S. 16 S.	20%	-	20%	-
	Total	100 %		100 %	781 F	100 %	121	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 Design	ners	
Expert from Higher Technical Institutions	Internal Experts	
Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psych <mark>ology, SR</mark> MIST	
A 17 D A AM		
	Dr Senthil Kuma <mark>ran J, SR</mark> MIST	
		Dr A Madalaimuthu, Christ University  Dr Saranya TS Dept of Psychology, SRMIST

Course	Code	USY23S09T	Course		School C	Counseling		Cou	rse	-	D		Dec	inline	Specific	Flectiv	Į <b>ρ</b>		]	L 1	P	(	)	C
		05125071	Name		School	Junsching		Cate	<u> </u>				Dsc	pinic	эрссии	Electiv	, t			4 (	0	2		4
Pre-red Cou		Nil		Co-requ	isite Courses		Ni	ITNO	Progres	siveC	ourses						Ni	l						
Cou		Offering Departme	ent	•	Psychology		Data Book	/ Codes/Standards	#			Nil												
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		erstand the Indian I		Juman and educ		iearning inis c	course is io:		1	2		1	2	3	4 5		7	<u> </u>	omes 9			2   13	1/	15
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		ain the characterist						de Vite		Expected Proficiency	(%) Expected Attainment				Procedural Knowledge Skills in Specialization	THE STATE OF THE S	Skills in Modeling		Investigative Skills	Problem Solving Skills	Communication Skills	4		
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							Tr. 48	479 1 778	level of	bec	xpe	nda	plic	ık w Dis	ecc ille	Abj	Skil	alyz	nve	oble	umc	7		
		rning Outcomes (			At the end of this			e to:	Ę.			돌조	ΑP	5			1	An		Pr	<u>ರ</u>			
					evelopment during ch		olescence.	Walley Co.	2	75	60	Н	Н	Н		-	-	-	-	-		-	-	-
					ods of educational psy etors affecting learning		2-15-	1000	2	80 70		- Н	Н _	4	Н - Н -		-	-	-	-		-	-	-
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		nt learners with the				y on tearning.			2	80		-	Н	-	H -	-	+-	-	-	-		-	+-	<del>-</del>
CEO C	· Hequan	ti tearners with the	сопсері ини рі	occiss of group c	tynamics.				2	75			-	_		_	١.	-	_	-		-	_	-
Duration	on (hour)	12			12			12				12						1	12					
	SLO-1	Concept of educa	tional Psycholog	gy	The concept of Learn	ing	7	Factors affecting led	rning		The	Mental p	rocess	of Lear	ning		Co.	ncept o	fintel	ligenc	e and	creativ	ity	
S-1	SLO-2	Introducing Educ	ational Psycholo		Understanding the pr		ng	Factors affecting lea	rning		The	Mental p	rocess	of Lear	ning			derstan Educati		he In	elliger	ce and	lcreat	ivity
6.2		Concept of educa			The concept of Learn	ing		Attention				cept of th		7			Co.	ncept o	f crea					
S-2		Introducing Educ			Understanding the pr	ocess of learnir	ng	educational implicat	ions of atte	ention		Mental p		of Lear	ning			eativity			nal Ps	vcholo,	gy	
S-3		Scope of education			Theories of learning			Attention				es of thin						ncept oj						
3-3		Defining scope of			Various learning theo	ories		educational implicat	ions of atte	ention		Mental p		of Lear	ning			eativity			nal Ps	vcholo,	gy	
S-4	SLO-1	Scope of education	onal Psychology	1.1	Theories of learning			Attention		,.		ergent thi		CI				ltiple ir						
-		Defining scope of Functions of psyc		ycnology	Various learning theo Learning curve	ories	+D	educational implicat Perception	ions oj aite	ention		Mental p vergent t			ning			ltiple in ltiple in						
S-5		Understanding the			Analysing the learnin	a outcome		Ferception Educational Implica	tions of Pa	rcanti		Mental p			nina			ltiple ir						
S-6 & 7		Functions of psyc		1	Learning curve	ig outcome		Perception	iions oj i e	гсери		tical	rocess	ој пеш	ning			rdner's			fultinle	intell	gence	
5-0 & 1	SLO-2	Understanding the			Analysing the learnin	12 outcome		Educational Implica	tions of Pe	rcepti		Mental p	rocess	of Lear	ning			rdner's						
S-8 &9	SLO-1	Methods of Study	ing Behavior		Educational Implicat			Perception	,	- F		ective an			0			otional					J	
	SLO-2	Methods of Study	ing Behavior		Process of transfer e	<mark>education</mark> into k	nowledge	Educational Implica	tions of Pe	rcepti	ion The	Mental p	rocess	of Lear	ning		Ет	otions (	on edi	ıcatio	n and	Learni	ng	
S-10	SLO-1	Methods of Study	ing Behavior		Educational Implicat	ions		Motivation			Ме	mory						e conce <sub>l</sub>						
& 11	SLO-2	Methods of Study	ing Behavior		Process of transfer e	education into k	nowledge	Educational Implica	tions of Mo	otivati	ion Fac	tors affec	ting me	mory			Cre	eativity	in edi	ıcatio	n and	earnin	gproc	ess
0 13	SLO-1				Learning curve			Distraction of Attent	ion		Cor	cept forn	ation					eativity						
S-12	SLO-2	Study of concept j	formation		Transfer of learning			Division of Attentior	!		Late	eral think	ing				Cre	eativity	and S	ociom	etry			
Learn Resour	9 2	. Bhatia I		Textbook of Edu	nal Psychology, Vikas acational Psychology, logy.			4. Mathur S.S. 5. Sharma, P.N						ational	Psycho	logy, Sı	ırjeet	Publica	ations	, Delh	i.			

					Learning As	ssessment					
			Continuous		ent (50% weightage					Final Examina	ation(50%
	Bloom's Level of Thinking	CLA - 1	1 (10%)	CLA -	2 (10%)	CLA -	- 3 (20%)	CLA -	4 (10%)#	weighta	ige)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
T 11	Remember	400/		400/		400/	KI A V	400/		400/	
Level 1	Understand	40%		40%	-	40%	14 1/ X	40%	-	40%	-
I1 2	Apply	400/		400/		400/	- 71	400/		400/	
Level 2	Analyze	40%	- A	40%	-	40%		40%	-	40%	-
т 12	Evaluate	200/		200/	A TABLE	200/		200/		200/	
Level 3	Create	20%	. 4.	20%	1000	20%	-	20%	-	20%	-
	Total	100 %		100 %	E12.1 19	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 De	signers	
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	
·	27 (6) 325 375 3	Dr Senthil Kumaran J, SRMIST	

Course C	ode I	JSY23D10T	Course Name		CHOLOGICAL TEST STRUCTION		Ca	Cours ategor	ry	D			Di	sciplii	ne speci	fic elec	tive		L 4	T 0	P (	2	<u>C</u>
Pre-requis		Nil		Co-requisite Courses	Λ	lil		rogres Cou								Nil							
		ering Departme		Psychology	Data Book / C	odes/Standards		Coul	1868						Nil								
		ng Rationale (			f learning this course is		77	Le	earnir	19						rograi	n Lea	rning (	Outcor	nes (P	LO)		_
			als of measurement	The part of	8		1			3	1	2	3	4		- 0	7 8				13	14	15
CLR-2:	Learn the	principles of ps	sychological tests		~						-			o	п								
CLR-3:	To unders	and the process	s of test construction			and an Africa		ncy	, lent		M.			ledg	atio	,		S	Skills				
			stablishing reliability a <mark>nd va</mark>	lidity			king	Proficiency	11.				Related	10W	ializ	1.1	in to	Kill	ing .	SIIIs			
CLR-5:	Evaluate of	lifferent psycho	ological tests		4	- 1	hin	Proj	Atta		ge	0 10	Rel	7	pec Util	eg P	Inter	ive	vlo	Sk			
						SH-1177-W-	Sevel of Thinking		fed	(%)	Fundamental Knowledge	Application of Concepts	Link with	Procedural Knowledge	Skills in Specialization Ability to Utilize	Knowledge	Analyze, Interpret	Investigative Skills	Problem Solving Skills	Analytical Skills	_	7	Ġ
	, ,	0.4	(CLO)	4.1 1.6.1	1 .11.1		- seel	(Bloom) Expected	%) Fxner	0	ında	pplic	nk 1	oce	ills	non iii	naly	vest	oble	naly	PSO -1	PSO -2	PSO-3
		ng Outcomes (	of measurements	At the end of this o	course, learners will be c	able to:	3 8		<u>ව</u> යි 75	60	로 <u>보</u>	₹Ö H	H	. Pr	N S	× 5	Z Z	Ä	Ł Ċ	Z = Z	<u>8</u> 2	<u>8</u>	ř
			psychological tests			The state of the s	2			70	-	Н	- 11	Н		_		-		-		-	-
			em writing and item analysis	CA	- 1 A 2 C C C	125 6 Sec. 1	2			65	Н	-		Н				-					÷
			ralidity of a tool		UTT POSITION OF		2		70	70	Н		Н	Н	Н	_		-	- I	<i>I</i> -	-	-	-
		tandardize a tes		Z E"	W11 VV: 1	70 10	2	ij÷.	80	70	-	Н	-	Н	-	-		-		-	-	-	-
					S 15 15 7 15		2		75	70	-	-	-	-	-	-		-		-	-	-	-
Duratio	n (hour)		12		12	12								12						12			
S-1		Psychological 1		Planning the test	- 77 Carl 1	Semi-structured inter	rview sc	chedu	ıle	Inven	tories								dardiz				
9-1		Measurement a		Planning the test		Semi-structured inter	rview s	chedi	ule	Inven	tories							Mean	ing of	norms			
S-2		Levels of meas		Planning the test		Semi-structured inter					tories	٧	2						refere				
~ -		Levels of meas		Planning the test		Semi-structured inter					tories							_	refere				
S-3			cales of measurem <mark>ent</mark>	Item writing		Semi-structured inter					tories	- 74							rion rej		ng		
		Properties of so Functions of m	cales of measurement	Item analysis Item analysis		Semi-structured inter Neuropsychological as.			ule	Scale:									of nor		z norm:	10	
S-4		Psychological		Item analysis		Neuropsychological as.				Scale	_								oping i	, ,	, norm.	3	
		Psychological		Purpose of item analy.	sis	Neuropsychological as.				Scale									oping r Iopmen		ms		
S-5		Problems of me		Power test		Neuropsychological as.			A.1	Scale								Age n					_
0.4		Errors in meas		Power test	1	Neuropsychological as.			M	Batte									e norm	S			_
S-6			ors in measurement	Power test		Neuropsychological as.				Batte			at l					Ordin	al scal	es			
S-7		Testing and ass		Item difficulty		Intelligence tests				Batte	ies							Ordin	al scal	es			
S-1			ecedents of modern testing	Index of discrimination	n	Intelligence tests				Batte									n group		S		
S-8			ntal psychology	Distractor analysis		Intelligence tests				Batte									ntile re				
5.0			of Francis Galton	Speed test		Intelligence tests					Manua								ard sco				
S-9			rly Mental tests	Index of difficulty		Constructing projective					Manua								tion IQ	)			
-			of intelligence tests	Index of discrimination		Constructing projective				_	Manua							Z sco					
S-10		Group testing	of intelligence tests	Factors influencing in Factors influencing in		Constructing projective Constructing projective					Manua Manua							Stan s	ept of 1	aw sco	ire		
S-11		Group testing  Group tests		Factors influencing in		Constructing projective					ructing		ıl							interni	reting s	scores	_
5 11			est vs performance test	Factors influencing in	J .	Test construction using					ructing							_	-		dard so		_
			est vs performance test	Problems of item anal		Test construction using					ructing								erting i				

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
5-14	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
5-15	SLO-2	Personality tests	Item response theory	Challenges with AI	Different scales, batteries and inventories	Computer use in interpreting

Learnin Resource	Frank S. Freem	nan (1962), the <mark>ory ar</mark>	7), Psychological testi ad practice of psychol			i i	Robert. M. Kaplan, de ssues (5thed), Austra Singh A.K (1997), Tes BharathiBhavan publis	lia, Wadsworth public t measurements and p	cation. research methods in		
				2.53	Learning Ass	sessment					
				Contin	uous Learning Asse	essment (50% weig	htage)				<b>xamination</b>
	Bloom'sLevel of Thinking	CI	LA - 1 (10%)	Cl	LA - 2 (10%)	C	LA – 3 (20%)	CLA	<del>1 - 4 (10%)</del> #	(50% v	weightage)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	3	40%		40%	0.4 3	40%		40%	-
Level 2	Apply Analyze	40%		40%	300.0	40%	The st	40%	-	40%	-
Level 3	Evaluate	20%		20%	10 mm	20%		20%	1.2.	20%	-

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

100 %

100 %

100 %

100 %

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

100 %

Create

Total

Course Code	USY23G	03T	Course Name	CONSUM	MER BEHAVIOUR	Catego		G			1	Profes	sional	Core	Cours	se	1 4	T 0	P 0		2	
Pre-requisite (	Courses		Nil	Co-requisite Courses	Nil			gressive Courses							Nil							
Course (	Offering Depart	ment		Psychology	Data Book / Codes/Standards	S							Λ	Til 💮								
	rning Rational			The purpose of learning th	nis course is to:		Lea	rning						Pı	ogran	Leari						
CLR-1:	Know the factor	ors and f	facets of consum	er behavior	W-0		1	2 3	1	2	3	4	5	6	7 8	3 9	10	11	12	13	14	15
<b>CLR-2</b> :	Understand the	consun	ner motivation a	nd personality	3							e e	ш				ls.	SQ.				ı
				nd communication processes			20 20	nent lent				'led	zatio		oo →	<u>-S</u>	Ski	Skills				ı
			personality and n		بعائبة سائد	:	King			J	atec	now	iali	ııze	elin	, Skil	ing	on 5	ills			ı
CLR-5:	Analyze the de	cision n	naking process o behavior in real	f consumer				Atta	ıtal	o uo	Rel es	1 K	bec	Utı. İge	And	ı.e	Solv	cati	Sk			ı
CLR-6:	Understand con	nsumer	benavior in real	life context	والأراب والمراجع		o (II)	ted E	mer	catic	vith plin	dura	ii.	y to vled	in Ze,	igat	in S	iun:	tica	_	7	٦,
C I		··· (CI C	n.	4.4 1.64: 1	111 114		Level of 1 hinking (Bloom)	36 36	Fundamental	olide	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	Analytical Skills	PSO -1	PSO -2	PSO-3
CI O-1 ·	rning Outcome	es (CLC	tors influencing	At the end of this course, leace consumer behavior	arners will be able to:		2 E	25 (%) Expected Attainment	<u>民</u> ; <i>H</i>	4 <del>4</del> 7			Š	K M	ž Z	E D	푭	<u> </u>	Ā	2	- 5	مَ
				nd brand personality		***	2 8	80 70	- 11	Н	Н			-				+	-		-	_
				s to change attitude of consumers				70 65	H	-	H		-				_	-	-	-	-	<u>-</u>
				sumer behaviour	CALLERY OF LIGHT WINES.			70 70	Н	1-	Н		Н	_				Н	_	-	-	
				ner decision making		-		80 70		Н	-	Н	Н	_			_	-	_	-	-	
			personality and b		1979 James 200 C	711		75 70	Н	-	-	-	-	-			-	-	-	-	-	-
	1			0.0	7 A 7 7 E F 7 P			1-1-2	30							,						
Duration (hou	,	12		12	12			100		12								12				
	·1 Consumer p	sycholo	gy	Consumer motivation	Attitude	100		mer in th								er deci						
SLO-	2 Scope			Dynamics of motivation	Consumer attitude			mer in th								n consu		ecisio	n mak	ing		
6.7	1 Consumer ro			Dynamics of motivation	Attitude object			mer in th								nal infl						
SLU-	2 Consumer ro			types of need	Learned predisposition			mer in th		al setti	ngs					recogn						
S-3 SLO-	History of c History of c	onsume	r behaviour	Systems of needs Systems of needs	Learned predisposition		Referen	nce grou	, , , ,		<u> </u>					tion sea						
			i ochaviour		Consistency in attitude		1			•												
	1 Marketing c 2 Marketing c			Ethics and consumer motivation  Ethics and consumer motivation	Consistency in attitude Attitude formation			and influ and influ								on of a						
SLO-	·1 Contributing		ines	Ethics and consumer motivation	Structural models of attitude			life cycl		onsun	ers					on and election		1011				
	•2 Contributing			Ethics and consumer motivation	Structural models of attitude	m	,	life cycl		a de la companya della companya della companya de la companya dell						election		nircha	Se			
SLO-	1 Application	of consi	umer behavior	Personality Personality	Tricomponent attitude model			life cycl								chase a		, ui ciia	50			_
	2 Application			Personality	Katz's model of attitude			of house		chase						ational						
SLO	1 Marketing s			Understanding consumer diversity	Katz's model of attitude			hold purc							lature							
S-7 SLO-	2 Marketing s	egmenta	ntion	Brand personality	Attitude change		Housel	hold purc	hase and	family	decisio	n mal	cing			structui	e					_
CLO	1 Need	-		Brand personality	Post purchase attitude change			decision						P	attern o	of dema	ınd					_
	2 Type – geog	raphic		Perception and consumer behaviour	Cognitive dissonance theory		Consur	mer beha		social	status					teristic						
	1 Product pos	itioning		Perception and consumer behaviour	Attribution theory		Social	class						D	ecision	appro	aches	and th	eories			
	2 Need and st			Dynamics of perception																		

Course Co	de USY23G	G04T	Course Name	POSITIVE PSYCHOLO	OGY				Course Category		G		F	rofess	ional Co	re Cou	irse		L T	P 0		2	_
Pre-requisi Course		Nil	Co-re	equisite Courses		Nil			Progress Cours							Nil	,			"			
Cour	se Offering De	epartme	ent P	sychology	Data E	Book / Codes/Standa	ards								Nil								
Course Leari	ing Rationale	(CLR):		he purpose of learning this cou	urse is to	o:			Lear	ning						Progra	m Lear	ning	Outco	mes (P	LO)		
			positive aspects of psychology	P P J S				1	2	3	1	2	3	4	5 6	7	8	9		11 12		14	15
CLR-2: I	earn role of ps	sycholo	gy in wellbeing																				
CLR-3: 7	o explain the c	concept	of resilience and flow	43.					Proficiency	Expected Attainment (%)	100			Procedural Knowledge	Skills in Specialization Ability to	50		S	Problem Solving Skills	Communication Skills Analytical Skills			
CLR-4: 7	o understand v	various	methods of Mindfulness			Latin Will	Trans.	Level of Thinking	icie	inm			Concepts Link with Related Disciplines	[wol	alız	Utilize Skills in Modeling	Analyze, Interpret	investigative Skills	ng	n S			
CLR-5: 7	o know the the	eories in	n developing positive reso <mark>urces</mark>				·	hinl	Joe	\tta	tal a	Application of	Rel <sub>s</sub>	Kr	beci	lode	nter	Ş.	olvi	ation Skills			
CLR-6: 7	o gain insight	into na	ture of positive psycholo <mark>gy</mark>		-	KL - ELDK		I Ju	Expected F (%)	ed /	Fundamental Knowledge	atio	ink with Disciplina	ural	to to	n	e, I	gati	n S	Communic			
				2~		1.4500,370	100	Level of	) sect	) ect	ndar	plic	k w	ced	Ability to	lize Ils i	alyz ta	esti	bleı	lum ty	PSO -1	PSO -2	PSO-3
	Learning Outc			At the end of this course, learners v	will be a	ble to:	THE .	1		SET S	Fur		ËË C	Pro	Ski Ab	Ski	Analy Data	Inv	Pro	CoJ	PSC	PS(	PS
	Inow the conce			- 12	62.7	BANK AND	4.0	2	/3	00	Н	H	Н	-		-	-	-	-		-	-	-
	Inhance positiv				2 - 1	1. No. 11.	-177	2	80		-	Н	- 1	Н		-	-	-	-		-	-	-
			t of flow and resili <mark>enc</mark> e	5.7		<u> 11 11 11 11 11 11 11 11 11 11 11 11 11</u>		2	70	65	H	-	/ 4-	Н		-	-	-	-		-	-	-
	Practice mindfu				60.	10 July 343	ter /	2	70	70	H	-	Н			-	-	-	-	Н -	-	-	<u> </u>
			the positive resou <mark>rces</mark>			331 Y.		2	80	70	-	Н	-	Н	-   -	-	-	-	-		-	-	-
<b>CLO-6</b> : A	Ipply the conce	epts of p	positive psycholog <mark>y in real</mark> life		100			2	75	70	-	-	-	-	- !! -	-	-	-	-	-  -	-	-	-
Duration			12	12	1	12 10 11	2					12							12				
S-1	SLO-1 Intro	duction	to positive psychology	Enhancing happiness	Re	esilience and flow			Λ	1indfuli	iess				(	reativ	rity						
5-1	SLO-2 Defin	nition o	f positive psychology	Pursuit of meaningfulness in life	M	leaning			Λ	1eaning	7				A	daptiv	e funct	ioning	7				
S-2	SLO-1 Need	for po	sitive psychology	Humor	Se	ource			Λ	lature					A	daptiv	e funct	ioning	7				
3-2	SLO-2 Life	above z	ero happiness	Humor	Pi	rotective factors			Λ	lature					F	ositive	evalu	ition					
S-3	SLO-1 Mea			Positive cognitive states	Ci	reating flow in relati	onship		Λ	1indfuli	iess				(	ptimi	sm						
3-3	SLO-2 Two		ns	Process		hild			Λ	Iindless	sness	4			H	lope th	eory						
S-4	SLO-1 Hed			Seeing future through self efficacy	y = Fe	amily				ttributes		ireness				lope th							
5-4	SLO-2 Hedo			Wisdom	C	ommunity			Λ	Ion judg	ing					elf effi							
S-5	SLO-1 Euda	aimoinc	happiness	Theories of wisdom		esilience			В	Reginner	s mind	-			F	roblen	ı solvin	g app	raisal	'			
5-5	SLO-2 Emo			Implicit theory		haracterising resilier	ісе			rust		1					ı solvin						
S-6	SLO-1 Scien			Explicit theory		ognitive skills			Λ	lon						•	ogical						
5-0	SLO-2 Posit		otional states	Developing wisdom		roblems solving abili	ty			lcceptai	nce						ogical						
S-7	SLO-1 Proc			Spirituality and positive psycholog		elf regulation				et go							goals fe	or life					
5 /	SLO-2 Princ			In search of optimal experience		ources of resilience				Benefits						Іаррін							
S-8			ing positive affect	Meditation		dividual protective f	actors			elations		nectio	n				ed app		es				
			otions and wellbeing	Gratitude journal		ositive self image				Compas					F	eality	negotic	ıtion					
S-9			tential of coping	Practicing optimism		ositive outlook				Compas						uthen							
5-7	SLO-2 Emoi	tional a	pproach	Practicing optimism	Bı	uilding resilience			F	orgiver	iess				U	Inique	ness se	eking					
Learning Resources	• C		tmihalyi, M. (2015). Flow and th	ogy, (1st ed.), Pearson publication. e Foundations of Positive Psycholog	gy. USA	x:	•	Bon	iwell, I.		Positive		. Handbo									١.	

					Learning Ass	essment	1 .				
				Continu	ous Learning Asse	ssment (50% weigh	ntage)				amination
	Bloom'sLevel of Thinking	C	LA – 1 (10%)	CL	A – 2 (10%)	CI	A - 3(20%)	CLA	. − 4 (10%)#	(50% v	veightage)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%		40%	4	40%		40%	-	40%	-
Level 2	Apply Analyze	40%	7.0	40%	400	40%	- \	40%		40%	-
Level 3	Evaluate Create	20%		20%		20%		20%		20%	-
	Total	100	%	100 %	6	100	%	100 %	%	100	%

	Course Designers	
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr. Nigesh K, Kerala	Dr. A Madalaimuthu	Dr Saranya TS, Dept of Psych <mark>ology, SRM</mark> IST
	The state of the s	Dr Senthilkumaran J, S <mark>RMIST</mark>

Course Code	USY23P03L	Course Name	INTERNSHIP – 3		Course Category	I	APC			Pro	ofessi	onal	Core	Cour	rse		L 0	T 0	P O 0		<u>C</u>
Pre-requisite C		Nil	Co-requisite Courses	Nil	77	Progre	ssive							Nii	l						
	Offering Department		Psy <mark>chology</mark>	Data Book / Codes/Standards	-		4					N									
	ning Rationale (CL		The purpose of learning			Lear	rning	h.					Pr	ograr	n Lea	rning	Outco	omes	(PLO	)	
			ed in <mark>solving m</mark> athematical cond		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12 1	3 14	15
CLR-2: Deve	lop interest and a	awareness in stud	lent <mark>s regardin</mark> g profit/ loss, inter	rest calculations and averae																	
	cally evaluate bas		concepts related to mixtures an	d alligations, permutation and	(mo			1	6												
	de students with listance and bloo		to generate and interpret data a	nd concepts related to time, spec	d (Bloo	iency(%)	Attainment(%)	1			Knowledge	zation			Data	s	Skills	Skills			
CLR-5: Enabl	e students to und	lerstand reasonin	g skills	ENGLISH MICHELL IN	ing	cie	Ü		-	ted	[wo	aliz	Ze	ling	ret	Skills			ls		
CLR-6: Create		udents regard <mark>ing</mark>		ative aptitude and reasoning ski	ls lo Think	ted Profici	xpected Attai	mental vledge	cation of	with Related		in Sp	y to Utilize	viedge in Modeling	ze,	vestigative S	em Solving	nunication	tical Skills	- 6	1 W
Course Lear	rning Outcomes (C	LO):	At the end of this course, le	earners will be able to:	Level	Expected	Ехрес	Funda	Appli	Cink Disci	Proce	Skills	Ability	Kills ir	Analy	Invest	Problem	Communi	Analytica	PSO -	PSO-

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:

80 70

70 70

80 70

75 70

2

2

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Н

Н

Н

Н Н -

1. Counseling Psychology (Visit a Counseling Centre or a hospital offering Counseling services)

CLO-1: Understand, analyze and solve questions based on numbers, logarithms.

work and to approach questions in a simpler and innovative method

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

- 2. Non-profit organization (Visit a NGO)
- 3. Clinical Psychology (Visit a Clinic or a hospital offering Clinical Psychology services)

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

- 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 %

				V /	Learning Asse			). \			
				Continu	ous Learning Assess	sment (50% weight	tage)				amination
	Bloom'sLevel of Thinking	CL	A – 1 (10%)	CL	A – 2 (10%)	CL	A - 3 (20%)	CLA	<u>-4 (10%)#</u>	(50% w	eightage)
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
I1 1	Remember		400/	a legge	400/	7787	400/	- A	400/	•	400/
Level 1	Understand		40%	5.76	40%	F	40%	400	40%		40%
Level 2	Apply		40%		40%	12	40%		40%		40%
Level 2	Analyze		40%	10.7		State of the	40%	1/4	40%		40%
Level 3	Evaluate		20%	1,00	20%	They I will	20%		20%		20%
Level 5	Create		20%	A 19 6 7 11 11 11 11 11 11 11 11 11 11 11 11 1	20%	100	20%		20%		20%
	Total	100 9	6	100 9	6	100 9	%	100 9	6	100 %	6

# 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 <mark>of Psychol</mark> ogy, SRMIST
		Dr SR Sathyanarayanan <mark>, School of</mark> Law, SRMIST
		Dr N Prema, Dep <mark>t of Educat</mark> ion, SRMIST

Course Code ISV22D051	urse ame	Project Phase-		Cou Cate	ırse gory	IA	APC			Pr	ofessio	onal	Core	Cours	se	]		P (	)	<u>C</u>
Pre-requisite Courses	Nil	Co-requisite Courses	Nil			Progres Cou								Nil						
Course Offering Department		Psychology	Data Book / Codes/Standard	ls	T							Ni	il							
Course Learning Rationale (CLR):		The purpose of learning th	is course is to:		47	Lear	ning						Pro	gram	Lear	ning (	Outcom	es (PLC	))	
CLR-1: Explore areas of interest in resea	rch				1	2	3	1	2	3	4	5	6	7	8	9	10 1	1 12 1	13 14	4 15
CLR-2: Gain hands-on experience in con	ducting survey								1		e	n					sl .			
CLR-3: Learn to follow appropriate meth	odology					ıcy	sut				edg	atio				~	Skills			
CLR-4: Learn to write scientific reporting	g in APA format		1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1		inking (1	cie	H			ted	lwc	aliza		ling	ıret	Skills		<u>s</u>		
CLR-5:			28 5 5 7 7 7 7 7		n jirk	Proficiency	Attainment	- e	Jo	Related	Knowledge	eci		Modeling	Interpro	ve SI	olving	Skills		
CLR-6:					of Thin	ed P	ed A	nental ledge	ation	ith Re	ural	n Spe	to	n Mc	e, In	gativ	m Sol			

			ecte	idam	ncep k wit	cedu	lls in	lity t ize	lls in	ta ta	blem	nmu	alytic )-1	2-5	0-3
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Fe	Exp (%)	F Z	Cin Co	F 5	Ski	Abi Uti	Ski	Dai	Pro	Col	Ang PS(	PS(	PS
CLO-1: Learn to form research problem		2	75 60	Н	H	-	-	- 1	-		-	-		-	-
CLO-2: Learn to conduct survey		2	80 70	-	Н -	Н	-	-	-		-	-		-	-
CLO-3: Know to write a scientific research article	CA STATE OF THE ST	2	70 65	Н	- 1	Н	-	I -	-		-	-		-	-
CLO-4:		2	70 70	H	- H	Н	Н	-	-		-	Н		-	-
CLO-5:	1777/71, 20th 1991 Hard	2	80 70		Н -	Н	-	-	-		-	-	Н -	-	-
CLO-6:		2	75 70	-			-	Н	-	Н -	-	-		-	-

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		
	Continuous Lea	arning Assessment (50% weightage)	Fina	Evaluation (50% weightage)
Project Work	Review – 1	Review – 2	Project Report	Viva-Voce
ů	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 Madala <mark>imuthu, Dep</mark> t of Psychology, SRMIST
		Dr SR Sathyanarayanan, School of Law, SRMIST
		D <mark>r N Prema, D</mark> ept of Education, SRMIST

Course Code	USY23801T Coun Nam	PST	chotherapy	(	Course Categor	y	С		P	rofessi	onal Co	ore Co	urse		1 3	T 0	P 2	$\overline{\pm}$	0		C 4
Pre-requisite Courses	Nil	Co-requisite Courses	Theories of Personality		rogressi Course								Nil								
Course Offer	ring Department	Psychology	Data Book / Codes/Standards				N	il													
Course Learning	g Rationale (CLR):	The purpose of learning to	nis course is to:		earni	19					Progra	m Lea	rning	Outc	omes	(PLC	<u>))</u>				
	nd the meaning of guidance and			1	2	3			2	3	4 5		7	8				2 13	14	15	
	basic process of counseling	, and the second				(%	h T	4			1) -										-
CLR-3: Acquire th	ne knowledge of psychotherapy				cy	out(	1				edge					Ķ	SIIs				
CLR-4: Learn diff	erent approaches to psychother	тару		ing.	cien	ıme		N.		eq	owle li zo	. e	ing	ret	cills	$^{50}$	Š	S			
CLR-5: Understan	d various psychotherapy techni	iques		evel of Thinking	Proficiency	Attainment(%)	-	ه و	5	elat S	Knc		e odel	terp	e SI	lvin	utior	SKIII			-
			0.000	L L		d A	enta	adgi-	ts	th R	ral		Mc	, In	ativ	So	nica .	ਫ਼			
			5 2 E. 7 2 C.	of of	cte	Sce	lam	Wle	cep	iv i	edu	ity 1	w. S in	lyze	stig	lem	al :	<u>ک</u> ا	7-	-3	
Course Learnin	g Outcomes (CLO):	At the end of this course, lea	rners will be able to:	Level of 7	Expected (%)	Expected 4	-undamental	Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Ability to Utilize	Knowledge Skills in Modeling	Analyze, Interpret	Data Investigative Skills	Problem Solving Skills	Communication Skills	Analytical PSO -1	PSO -2	PSO-3	
	difference between guidance, c	coun <mark>seling and</mark> therapy	EST THE PUBLIC OF	2	75	60	1		H	H		-	-	- L	-	-			-	-	
CLO-2: Understan	nd difference process and stage.	s of therapyg and establish rapport	The state of the state of	2	80	70			Н	-	Н -	-	-	-	-	-			-	-	
CLO-3: Acquire th	ne skills of a therapist			2	70	65	1	I	- 1	7-	Н -	-	-	-	-	-			-	-	
	d the dynamics of approaches		BOTH TO LINE TO THE	2	70	70	1	I	-	Н	H H		-	-	-	-	Н -	.   -	-	-	
CLO-5: Learn the	relationship between behavior	a <mark>nd family</mark> environment and society	THE RESERVE AND THE PERSON OF	2	80	70	- 7		Н	-	Н -	-	-	-	-	-	-   -		-	-	
		1 2 27 77	14 AAA 15 AAA 4	2	75	70			-			-	-	-	-	-			-	-	
<b>Duration (hour)</b>	12	12	12				12							12							
SLO-1	Introduction	Process of psychotherapy	Psychotherapy process			Human	istic app	roach	ı			Aci	tion-O	rienta	ted Ap	proac	ch :				
SLO-2	Definition Psychotherapy	Assessment in psychotherapy	Building the relationship	4		Human	istic app	roacl	ı			Bri	ef ther	apies	•	•					
SLO-1	Psychotherapy	Assessment in psychotherapy	Relationship establishment	г		Human	istic app	roach	ı			Bri	ef ther	apies							
S-2 SLO-2	Guidance movement	Assessment in psychotherapy	Stages of relationship establishme			Human	istic app	roacl	ı			Bei	haviou	ral co	ounsell	ing					
SLO-1	Significance of Psychotherap		Stages of relationship establishme	ent		Human	istic app	roacl	ı			Ор	erant (	condit	tioning						
S-3 SLO-2	Difference between psychoth counselling	Assessment in psycholnerapy	Stages of relationship establishme	ent		Human	istic app	roacl	ı			Rei	inforce	ment	strateg	gies					
SLO-1	Difference between psychothe counselling	erapy and Assessment in psychotherapy	Techniques of relationship establ	ishment		Human	istic app	roach	ı	1	: /	Rei	inforce	ment	strateg	gies					
SLO-2	Difference between psychothe counseling	erapye and <mark>Approaches</mark> to Psychotherapy	Techniques	n			istic app					Sys	stemati	c dese	ensitize	ation					
SLO-1	Counselling and psychothera		Techniques	Щ.		Human	istic app	roach	1			Sys	temati	c dese	ensitiza	ation					
SLU-2	Counselling and psychothera		Techniques			Qualiti						- / -			ensitiza						
SLO-1	Scope of psychotherapy	Approach <mark>es to Psychoth</mark> erapy	Behaviour Approach to psychothe			Techni						-			ensitiza	ation					
-6 SLO-2	Scope of psychotherapy	Psychoanalytic approach	Behaviour Approach to psychoth			Techni							oding								-
-7 SLO-1	Scope of psychotherapy	Psychoanalytic approach	Behaviour Approach to psychoth			Challe							oding								
SLU-2	Scope of psychotherapy	Psychoanalytic approach	Behaviour Approach to psychoth			Rogeria			tered	therap:	y		ooding								
-8 SLO-1	Scope of psychotherapy	Psychoanalytic approach	Behaviour Approach to psychothe	erapy			ssumpti						oding								
SLU-2	Scope of psychotherapy	Psychoanalytic approach	CBT				t of pers						incipl								
-9 SLO-1	Scope of psychotherapy	Psychodynamic approach	CBT				of perso						hemes								
SLU-2	Scope of psychotherapy	Psychodynamic approach	Features of CBT				ons of w	orth					ationa		J						
-10 SLO-1	Psychotherapy as helping pr		Features of CBT			Empat	-						rors in	U							
SLO-2	Goals of Psychotherapy	Psychodynamic approach	Theories of CBT			Role of	therapi	t				Ca	se forn	nulati	on						

C 44	SLO-1	Basic principles of psychotherapy	Psychodynamic approach	Theories of CBT	Role of therapist	Case formulation
5-11	SLO-1 SLO-2	Basic principles of Psychotherapy	Psychodynamic approach	Theories of CBT	Evaluation	Therapeutic monitoring
C 42	SLO-1 SLO-2	Qualities of therapist	Psychodynamic approach	Theories of CBT	Criticism of client centered therapy	Behavioural activation in CBT
		Effective therapist	Psychodynamic approach	Theories of CBT	Criticism of client centered therapy	Behavioural activation in CBT
C 42	SLO-1 SLO-2	Status of counseling in India	Freud's talking cure	Treating disorders with CBT	Gestalt approach to therapy	Identification of thought
		Status of psychotherapy in India	Freud's talking cure	Treating disorders with CBT	Gestalt approach to therapy	Identification of thought
C 4 4	SLO-1	Trends in psychotherapy	Evidence based practice	Treating disorders with CBT	Existential therapy	Challenges of thought
5-14	SLO-1	Trends in psychotherapy	Evidence based practice	Treating disorders with CBT	Existential therapy	REBT
C 4 E	SLO-1 SLO-2	Ethical issues	Psychotherapist as researcher	Treating disorders with CBT	Existential therapy	REBT
3-13	SLO-2	legal issues	Psychotherapist as researcher	Treating disorders with CBT	Existential therapy	REBT
			- In the state of		Kottler, J.A. and Brown, R.W. (2000), Introduction	on to Therapeutic Counselling. New York: Brooks /
	•	Nelson-Jones, R. (2008). Basic	Counselling Skills: A Helper's Ma	nual. Sage Publications.	C 1	Total Brooms

Gladding, S.T. (2009). Counselling: A comprehensive profession(6th ed.). New Delhi: Pearson Learning Resources

Antony, D. John, (2003) Psychotherapies in Counselling, Nochiodaipatti, Dindigul, Anugraha Publications.

Gibson, R.L. and Mitchell, M.H. (2010). Introduction to Counselling and Guidance. New Delhi: PHI Learning Private Limited.

Individual Psychotherapy and the Sciences of Psychodynamics – Malan D.H., Butter worth & Co. Ltd., London, 1979.

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

	C	Course Designers
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
Dr Nigesh K, Ministry of Labor and Employment,	Dr A Madalaimuthu, Christ University	Dr Saranya TS Dept of Psychology, SRMIST
Government of India		Dr Senthi <mark>l Kumara</mark> n J, SRMIST

Course	e Code	USY23G05T	Course Name	RESEARCH RESOU	RCES	Course Category		S			G	eneral	Electi	ve Co	ourse			L 4		P 0	0 2		C 4
Pre-re	quisite C	Olltses	Nil	Co-requisite Courses	Nil		gressi	veCou	rses							Nil			-		1		
		Offering Department		Psychology	Data Book / Codes/Standa	arde				Nil						1411							
		ning Rationale (Cl		The purpose of learning t		arus	т	oo wat		IVII			Duo	~ wo w	Loon		Outco	<b></b>	DT (A)				
			ce problem and their		nus course is io:		1	Learni 2	3	1	2	3	4	gram 5	6	7 7	8			1   12	13	14	15
		lerstand the ethnics		solution			-	H				3	e e	•	•	-					10	17	10
		lerstand these and d					<b>b</b> 0	ency	nent				/ledg	zatic		ling		kills	Ski	Skil			
		lerstand the style a			-0 - 44		Level of Thinking	Expected Proficiency	Expected Attainment (%)	1	¥.	Link with Related	Procedural Knowledge	Skills in Specialization		Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills Analytical Skills	-	-5	~
CLR-5	<i>: To exp</i>	lain the research to	ools		AT [2,35]	<u> </u>	[hin	Pro	1 Att	Fundamental	Application of	- Sel	al K	Spec	Ability to	n M	e, Inte Data	gativ	Solv	nicat tical	PSO -1	PSO	PSO-3
						1111	of Thir	cted	cted	Fundamental	catic	with .	dur	ii.	bility Hiliz	ils i	/ze, Da	estig	em	mun	, ~	Ь	Д
Cor	irco I oo	rning Outcomes (C	J ()).	At the end of this course, led	amore will be able to:		evel	xpe	xpe	m	ig S	当	roce	kills	Ał I	Ski	naly	Inv	robl	Jom A			
			ncepts of resources	At the end of this course, tec	imers will be uble to.	750	2	75	60	H	H	Н	-	~	_	-	₹ .	_			-	-	-
		derstand abstra				15.00	2	80	70	-	Н	-	Н	-	-	-	-	-	-		-	-	-
CLO-3	: Identif	y theses and disse			The second second		2	70	65	Н	-	7-	Н	-	-	-	-	-	-		-	-	-
		ne style and coding			William Come to S	Si	2	70	70	H	- 4	Н		Н	-	-	-	-		Н -	-	-	-
CLO-5	: Ident	ify research tool	ls and apply t <mark>est</mark>	and measurements		75 61 -	2	80	70	-	Н	-	Н	-	-	-	-	-	-		-	-	-
		. 1		Z 832 (/).	Alle Alle Ma	- D-2	2	75	70	-	- 1	-	-	-	-	-	-	-	-	-   -	-	-	-
	on (hour			12	12				C41.	12		1				D	12						
S-1	SLO-1	solutions	blems and the <mark>ir</mark>	Test and measure	Theses and dissertation be	100		searcn								Kesea	rch too	is					
9	SLO-2	solutions	blems and thei <mark>r</mark>	Test and measure	Theses and dissertation be researches	, and the second			Style			Ŭ	?S			Resea	rch too	ls					
S-2	SLO-1	solutions	blems and their	introduction	Theses and dissertation be researches				Style ar	ıd codii	ıg guia	les				Resea	irch to	ols					
	SLO-2	Research prob solutions	blems and their	Introduction	Identification and ac and dissertation				APA	Ι,	4					Resea	rch too	ls					
S-3	SLO-1	introduction		introduction	Identification and ac and dissertation	•			APA	-1						SPSS							
~ -	SLO-2	Introduction		Commercial and research test	Identification and ac and dissertation	equisition o	f thes	ses	APA	1	>	/				SPSS	7						
5	LO-1	Introduction		Commercial and research test	Institutional products	AP.		17.7	Paper	types	and	forma	!t			SPSS							
S-4	SLO-2	Primary resource	25	Comm <mark>ercial and re</mark> search test	Institutional products		ш		Paper t	ypes an	d form	at				SPSS	3						
	LO-1	Primary resource		Ethnics and testing	Institutional products				Writin	ig styl	e and	Gra	nmer			R - to	ıbleaı	ı					
S-5	SLO-2	Primary resource	es .	Ethnics and testing	Index's/abstracts					ıg styl			nmer			R - ta	ıbleaı	ı					
9	SLO-1	Primary resource	?s	Ethnics and testing	Index's/abstracts					er and						R-t	ablea	и					
S-6	SLO-2	Secondary resour	rces	Resources and information	Index's/abstracts				Numb	er and	l stati	stics				R-t	ablea	<u> </u>					
	SLO-1	Secondary resour	rces	Resources and information	Discipline specific the	nesis and di	issert	tation	Tables	and fi	gures					R-t	ablea	и					
9	SLO-2	Tertiary resource	es .	Resources and information	Discipline specific the database	nesis and di	issert	tation	Tables	and fig	ures					Psyci Shud	hcopy dhi	plag	giari	sm: si	hodh		
S-8	SLO-1	Tertiary resource	P.S.	assessment	Open access and the	sis portal			Work	s cred	ited						hcopy	plag	giari	sm: si	hodh		
9	SLO-2	Dictionary an	d encyclopedias	assessment	Open access and the	sis portal			Works	s cred	its						hcopy	plag	giari	sm: s	hodh		

S-9	SLO-1	Dictionary and encycloped		sessment			ttional thesis depositori			Sh	ychcopy plagiarisi uddhi	
	SLO-2	Handbooks-books	Fu	ll text test		National and interna	ttional thesis deposit <mark>ori</mark>	es Reference	s DSM' 5	Ps Sh	ychcopy plagiarisı uddhi	m: shodh
S-10	SLO-1	Handbooks-books	Fu	ll text test	. 6	National and intern depositories	ational thesis	Basics		Ps	ychcopy plagiaris	m: shodh Shuddh
	SLO-2	Handbooks-books	Fu	ll text test	At i	E-shodh Sindhu		Basics			ychcopy plagiaris	
a 11	SLO-1	Journal articles-NLIST	Ab	stracting test me	easure	E-shodh Sindhu		Basics		Ps	ychcopy plagiaris	m: shodh Shuddh
S-11	SLO-2	Journal articles-NLIST		<mark>stracting t</mark> est measur		Shoshana		Diagno	stic crite <mark>ria and c</mark>	codes Ps	ychcopy plagiaris	m: shodh Shuddh
	SLO-1	Journal articles-NLIST	Ab	stracting test me	easure	Shoshana	Title .	Diagno	stic criteria and o	codes Ps	ychcopy plagiaris	m: shodh Shuddh
S-12	SLO-2	Journal articles-NLIST	Ab	stracting test me	easure	Vidwan	111111111111111111111111111111111111111	Diagno	stic criteria a <mark>nd c</mark>		ychcopy plagiaris	
	earning esources	<ul> <li>Concise guide</li> </ul>		icial APA style guide		·c (2016)		• Buil	ding experiments	in psychopy. U	Inited Kingdom SA	GE publication
	-	<ul> <li>Concise guide</li> </ul>	to APAstyle: the offes: American psy	icial APA style guide chological associ	iation. DSM-5 class s Learning Assessment	Learn ent (50% weightag	ning Assessment		12		Final Examir	nation(50%
	esources	<ul> <li>Concise guide</li> </ul>	to APAstyle: the offes: American psy	icial APA style guide vchological associ  Continuou 1 (10%)	s Learning Assessment CLA –	Learn ent (50% weightag 2 (10%)	ning Assessment (e) CLA – 3	(20%)	CLA - 4	· (10%) #	Final Examir weight	nation(50%
	esources	Concise guide     United state  Bloom'sLevel of Thinking	to APAstyle: the offes: American psy	icial APA style guide chological associ	iation. DSM-5 class s Learning Assessment	Learn ent (50% weightag	ning Assessment		12		Final Examir	nation(50%
Re	esources	Concise guide United state  Bloom'sLevel of Thinking  Remember Understand	to APAstyle: the offes: American psy	icial APA style guide vchological associ  Continuou 1 (10%)	s Learning Assessment CLA –	Learn ent (50% weightag 2 (10%)	ning Assessment (e) CLA – 3	(20%)	CLA - 4	· (10%) #	Final Examir weight	nation(50%
Lev	esources	Concise guide United state  Bloom's Level of Thinking  Remember Understand Apply Analyze	to APAstyle: the offess: American psy  CLA -  Theory	icial APA style guide vchological associ  Continuou 1 (10%)	s Learning Assessm CLA - Theory	Learn ent (50% weightag 2 (10%)	ning Assessment (e)  CLA - 3  Theory	(20%)	CLA - 4 Theory	· (10%) #	Final Examir weight Theory	nation(50%
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# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc

Cours	e Code	USY23G06T Course Name	Youth Gender	and Identity	Cours	se Cate	egory	G			Profess	ional	l Core	e Cou	ırse	I	1 (	P 0	2	)	<u>C</u>
	equisite ourses	Nil	Co-requisite Courses	Nil	P	rogress								Nil							
		ering Department Psy	chology Data B	ook / Codes/Standards								Nil									
Cours	e Learnir	ng Rationale (CLR):	The purpose of learning this course is to:	MENT AND A		Lear	ning		4				Pros	gram	Lear	ning C	utco	mes (P	LO)		
CLR-1	: To und	lerstand the concept of youth, gender and identity a	nd their interface	C 1 1 3 145 17 3	1	2	3	1	2	3	4	5	6	7		9				14	15
		ine youth in the Indian Context-socio cultural, econ		A.B. 7777	u F									gu		IIs	50	с _s			
CLR-3	To intr	oduce theories of development: physiological,	cognitive, emotional, social and moral	1. 为别的"一种"的		1_8	(%		Ψ.		ਫ਼	0		delii		Ski	lvin	atio k:11			
		sent gender and identity issues: discrimination, sexu	•	Transfer of the	Jo	ctec	cted ent(	ıt	0	ith	mpa	lls ii	0	Mo	S, E	tive	S:	inic	PSO -1	PSO -2	PSO-3
CLR-	: To disc	cuss the impact of globalization and y <mark>outh iden</mark> tity a	and culture	1 Mary 11 15 1	Level of	Expected Droficianov(%)	Expected Attainment(%)	Fundament	Applicatio	Link with Related	Procedural	Skills in	Ability to	Skills in Modeling	Analyze,	Investigative Skills	Problem Solving	Communication Analytical Skills	PSC	PS(	PS
-		0 (010)	4.4. 1.64: 1. :1111	1. 33.0	_ 2 5		FIOT E Atta	ında	ildd	Link	<u></u>		Abil Lie	ikill	An	ıves	Prof	Cor			
CLO	e Learnin	ag Outcomes (CLO):	At the end of this course, learners will be ab	le to:	2	75	100	<u>로</u> H	A					<i>S</i> <sub>1</sub>	-	-				_	
		uce theories of development: physiological, co		THE PART OF THE PA	1 76	/3	00	- 11									-		<u> </u>	-	_
		ze the problems of youth.	gintive, emotional, social and moral	1 2 4 5 Y	7.5			H						-		-	-		-	-	<u> </u>
		ss the challenges in developing gender identity		17 E 16 19 19 19		3.5			-				_	-	-	-	-	-	-	-	
		ng the theories of development to explain youth de	velopment	2 1 1 7 7				-				-	_	-	-	-			-	-	_
	11.				H WY			-	-		-	-	-	-	-	-			-	-	-
Duration	on (hour)	12	12	12									12	2							
S-1		Youth: Concept and Identity	Youth and Identity	Gender and Identity		I.s				, Gender	r and Ia	lentit	y								
5-1		Concept of Youth	Social and Psychological Perspectives on Identity	Gender Socialization and G	Gender R		Youth, G		1	T											
S-2	SLO-1	Sociocultural perspective	Concept Of Identity	Changing Gender Roles		Ì	Nature a	and Def	ìnition	of Aggre	ession										
5-2		Economic Perspective	Youth and Identity Development	Gender Stereotyping and So		_			_	es on Ag	gressic	on an	d Viol	ence							
S-3		Legal Perspective	Social Bases of Identity	Gender Stereotyping and So			Biologic														
		Identity of Youth: Concept and Definition	Social Psychological Processes on Identity	Gender Stereotyping and So																	
S-4	SLO-1	Theories of identity	Symbolic Interactionism, Social Identity theory, Eriksonian Perspective	Sexuality- Self and Body Aw	vareness	I	Modern	Theorie	es of A	ggressio	n										
	SLO-2	Erikson's Theory of Psychosocial Development	Family	Sexuality, Adolescence		7	Social L	earning	g Theor	y											
	SLO-1	James Marcia's Theory of Identity Status	Functions of Family	Healthy Sexuality		(	General	Aggres	sion M	lodel											
S-5	SLO-2	Indicators of Identity	Parenting Styles	Culture and Sexuality		1	Factors	determ	ining a	ggressio	n and v	riolen	ice								
S-6		Multiplicity of Identity	Parent- Youth Conflict	Body Image		i	Persona	l, socio	culture	ıl, situatı	ional fa	ctors	7								-
5-0	SLO-2	Concepts of Gender: Gender Identity, Sexual Orientation, Gender Roles	Sibling Relationship	Body Image		İ	Dealing	with Ag	ggressi	on and V	iolence	2									
S-7	SLO-1	Developmental Tasks of Adolescence	Intergenerational Gap: Family model of interdependence, independence, psychological interdependence	Issues of Sexuality in Youth		i	Promoti	on of M	lental l	Health in	Youth										

		Physiological Development:		Impact of Educati Development		Issues of Sexua			Vork-life balance			
	SLO-1	Cognitive Development: Ado	lescence	Peer Group ident		Gender Discri	mination	Spill over , c	ompensation, segment	ation, instrumental m	odel, border theory	
S-8	SLO-2	Emotional and Social Develo	opment of Youth	Friendships and I	Romantic Relationships	Gender Discri	mination	Work-life bai	<mark>lance and</mark> its Consequ	ences		
S-9	SLO-1	Body Image, Peer Relations,	Parent-child Relations	Socializing Mecha	anisms in Peer Group	Gender Discrii	mination	Psychologica	al Consequences			
		Moral Development of Adole		Peer Dynamics	M. D.	Identity	lobalization on Youth	Societal Con	sequences			
		Developmental Tasks of Earl		Significance of Pe Development		Identity	lobalization on Youth		al Consequ <mark>ences</mark>			
		Physiological Development of		Social Competence		Identity	lobalization on Youth	Physical Outo		<b>N</b>		
S-11	SLO-1	Cognitive Development of Ed	arly Adultho <mark>od</mark>	Workplace identit	y and relationships	Globalization,	Technology and Youth	Addressing to	he Challenges of <mark>Work</mark>	Life Balance		
	SLO-2	Emotional Development of E	Carly Adul <mark>thood</mark>	Career Choice an	d Orientations	Globalization, Culture	Youth and Changing	Encouraging	g Non- gender stereoty	<mark>ped attitu</mark> des in youth		
		Social Development of Early		Youth Culture		Globalization, Culture	Youth and Changing		Equity and Equality			
	SLO-2	Moral Development of Early	Adulth <mark>ood                                   </mark>	Youth Identity and	d Identity crisis	Globalization, Youth	Gender Identity and	Promotion of	f Equity and Equality			
		Understanding	the <mark>person-</mark> in-cor	itext. Journal oj	f adolescence, 19(5)	), 429-442 <b>Learning Ass</b>	essment	Wiley In	nter Science ( <u>www</u>	interscience.wile	<u>ry.com</u> ) DOI: 10	1002/job.618
					Continuous	Learning Asses	sment (50% weighta	ge)			Final Exa	amination
	Blo	oom'sLevel of Thinking	CLA -	- 1 (10%)	CLA – 2	2 (10%)	CLA	<b>-3 (20%)</b>	CL	A - 4 (10%)#	(50% w	eightage)
		ŭ 📕	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practic
Level	1	Remember Understand	40%	U	40%	-4	40%		40%	7 -	40%	-
Level	2	Apply Analyze	40%	. 7	40%	N - 1	40%	nin	40%	-	40%	-
Level	3	Evaluate Create	20%	. /	20%		20%	EAD	20%	-	20%	-
		Total	100 %		100 %		100 %		100	%	100 %	/ <sub>0</sub>
						Course Desi	GD ONG			•		
							gners					
		Experts from Indu	stry E	xpert from Higher	· Technical Institutions		guers		Internal Exper	ts		
		Experts from Indu	stry E	xpert from Higher	· Technical Institutions		gners		Internal Exper	ts		

Cours	se Code	USY23G07T	Course Name	ENTREP	PRENEURIA	L PSYCHOLOGY	Cor	urse	Categ	gory	С		F	rofess	ional	Core	Cou	rse	1 4	T I 0	P 0	2	) !	C 4
	equisite ourses	Nil		Co-requisite Courses	-1	Nil			gressi Course								Nil							
C	ourse Offe	ering Department		Psychology	Data B	ook / Codes/Standards	T				14,				Nil									
		g Rationale (CLR):		The purpose of learning this	course is to:		٠,		Leari	ning						Prog	gram	Learn						
CLR-	1: To und	erstand entrepreneurial	psychology and its im	pact on behavior and outcomes				1	2	3	1	2	3	4	5	6	7	8			11 1	2 13	14	15
CLR-	3 : Explor 4 : Analyz	key theories and models e psychological traits and the cognitive processes and tize the significance of of	nd their influence on end decision making in	ntrepreneurship entrepreneurship			Level of	Thinking	Expected Proficiency (%)	Expected Attainment	Fundamenta	Application of Concents	Link with Related	Procedural Knowledge	Skills in Specialization	Ability to	Skills in Modeling	Analyze, InternretData	nvestigative Skills	Problem Solving Skills	Communication Skills Analytical Skills	yticat Onins -1	-2	1-3
		g Outcomes (CLO):		At the end of this course, learn					Expe (%)	Expe (%)		Appl of Co	Link	Proc	Skill	Abil Hiii	Skill	Anal Inter	Inve	Prob	Com	PSO -1	PSO	PSO-3
				nd its significance in comprehending		ial behavior and outcomes		2	/3	00	Н	H	Н	-	-	-	-	-	-		-	-	-	-
				that contribute to entrepreneurial suc		1. No. 11 12.		2	80	70	-	Н		Н	-	-	-	-	-		-	-	-	<u> </u>
CLO-	4: Evalua	te the influence of socia	and decision- making I and cultural factors	strategies to make informed decisions on entrepreneurial opportunities and o	s in entreprenchallenges	eurial contexts		2	70 70	65 70	H	-	- Н	H	- Н	-	- - 1	- Hhg9 7-	-		- H -	-	-	-
CLO-	5: Apply	theoretical knowledge o	of entrepren <mark>eurial psy</mark> c	chology to real- world entrepreneurial	l situations	7111 Table 1 100	3 3	2	80	70	-	Н	-	Н	-	-	-	-	-		-	-	-	-
Durati	on (hour)		12	12		12				17.5	7	12	2							12	,			
S-1		Introduction to Entrepr		Personality Traits and Entre	preneurship	Cognitive Processes and De Making in Entrepreneurship	)		E	motiona Intrepre	neursh	ip				En	trepi	and C eneu	rship	)				
		Psychology's Role in E		Big Five Personality Traits		Cognitive Biases in Decisio			_	ignifica								ance o						
S-2		Key Psychological Tra Entrepreneurs		Extraversion and Entreprene		Judgments				Compone				Ü	е			Capital		•				i
		Passion and Entrepren		Openness to Experience and Entrepreneurship		Confirmation Bias and Dec		Mak	Ü			A.						g and I		0 0				
S-3	SLO-1	Self- Confidence and B	Belief in Ability	Conscientiousness and Entre Performance	preneurial	Availability Heuristic and R Assessment	Risk		E	motiona	ıl Regi	ılation d	ınd Cor	itrol		Inj	fluenc	e of S	ocial l	Vetwo	rks on	Орро	ortuni	ties
		Persistence and Grit		Agreeableness and Entrepren Relationships	neurial	Overconfidence Bias and Entrepreneurial Actions				1otivatio							ıltura ehavio	l Influ or	ences	on En	trepre	neuri	al	
	SLO-1	Risk Tolerance and Ris	k Management	Neuroticism and Emotional		Sunk Cost Fallacy and Deci								<mark>lat</mark> ions	hips			l Norn					Minds	set
S-4		Proactivity and Initiati		Self-Efficacy in Entrepreneur	•	Effectuation Approach to D Making				ocial Sk								l Dive	•					
S-5	SLO-1	Flexibility and Adaptat	•	Self Confidence and Entrepr Success	eneurial	Bird-in-Hand Principle and Making	l Deci	ision	Е	motiona	ıl Intel	ligence	and De	cision	Makin		ıltura aking	l Value	es and	Entre	prene	urial I	Decisi	ion
	SLO-2	Resilience and Coping		Self-Efficacy and Self Confid Action		Affordable Loss Principle a Management				Ianagin,			•	•				l Cont						
S-6		Creativity and Innovati		Locus of Control and Entrep orientation		Casual Reasoning and Reso Acquisition				oping w				•				Consi				•	•	,
		Psychological Theories Entrepreneurship		Internal Locus of Control an		Market Analysis and Decisi			S	vercom etbacks	Ü							espons			•		hip	
S-7	SLO-1	Achievement Motivatio	n Theory	external Locus of Control an Adaptability	ıd	Creativity and Entrepreneur	rial T	Think	ing D	)evelopi	ng Res	ilience (	as an E	ntrepre	neur			ate Soc eneuri			sibility	and		
	SLO-2	Social Cognitive Theor	y	Risk- Taking propensity and		Divergent Thinking and Ide	a Gei	nera	tion E	motiona	ıl Resi	lience a	nd Adaj	otabilit	У	St	akeh	older	Enga	geme	nt an	d Rel	ation	ship

SLO-1   Self Determination Theory   Calculated Risk-taking and emergeneous and experimental control of the perimental co					entrepreneurship							building		
Signature   Signat	S-8	SLO-1	Self Determination Theory	,		O	U	hinking and Idea	Growth Min	dset and Resilience	2	Social Innovati	on and Entrepr	eneurship
SLO-2   Psychological Models of Entrepreneurship   Trait combinations and success Factors   Cognitive Flexibility and Adaptability   Developing coping mechanisms   Cultural Adaptation and International Entrepreneurship   Decision-Making Styles in   Entrepreneurship   Entrepreneurship   Decision-Making and Gut Feel   Building Emotional Resilience in Teams   Conditional Collaboration and   Collaboration and   Entrepreneurship   Decision Making and Gut Feel   Building Emotional Resilience in Teams   Collaboration and   Collaboration and   Entrepreneurship   Decision Making and Gut Feel   Building Emotional Resilience in Teams   Collaboration and   Entrepreneurship   Decision Making and Gut Feel   Building Emotional Resilience in Teams   Gender and Entrepreneurship   Decision Making and Data-driving approaches   St.O-2   Cognitive Adaptability Theory   Personality education and entrepreneurial growth   Entrepreneurship and Inclusive Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Entrepreneurship   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Entrepreneurship   Decision Making and Data-driving approaches   Entrepreneurship   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving approaches   Decision Making and Data-driving		SLO-2	Goal Setting Theory		Impulsive Risk-to	aking and Innovation		d Entrepreneurial	Overcoming	Adversity in Entrepre	eneurship S	Social Network	s for resource o	acquisition
Since   Entrepreneurial Event Mode   Unique profiles and entrepreneurial   Decision-Making Styles in   Entrepreneurial Resilience in Teams   Entrepreneurial Personality System   Personality adaptation and   Intuitive Decision Making and Gut Feel   Building Emotional Resilience in Teams   Gender and Entrepreneurship	S-9	SLO-1	Theory of Planned Behavio	or	Risk- taking and	learning from failure	Design Thinki	ing and Problem-Solvi	ing Learning fro	om Failure and Feedb				ss to
SLO-1 Entrepreneurial Personality System Personality development and entrepreneurial challenges  SLO-1 Cognitive Adaptability Theory Personality development and entrepreneurial growth driving approaches  SLO-2 Cognitive Adaptability Theory Personality development and entrepreneurial growth driving approaches  SLO-1 Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty Emotional Intelligence and Ethical Decision Making and Data-driving approaches  SLO-1 Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty Emotional Intelligence and Ethical Decision Making and Data-driving approaches  Making Emotional Intelligence and Ethical Decision Making and Data-driving approaches  Making Emotional Intelligence and Ethical Decision Making and Data-driving approaches  Making Emotional Intelligence and Ethical Decision Making and Data-driving approaches  Making Emotional Intelligence and Ethical Decision Making and Data-driving approaches  Making Emotional Intelligence and Ethical Decision Making and Data-driving approaches  Making Emotional Intelligence and Ethical Decision Making and Data-driving approaches  Making Emotional Intelligence and Ethical Decision Making and Data-driving approaches  Making Emotional Intelligence and Ethical Decision Making and Data-driving approaches  Cultural Intelligence and Ethical Decision Making and Data-driving approaches  Making Emotional Intelligence and Ethical Decision Making and Data-driving approaches  Cultural Intelligence and Ethical Decision Making and Data-driving approaches  Cultural Intelligence and Ethical Decision Making and Data-driving approaches  Cultural Intelligence and Ethical Decision Making and Data-driving approaches  Cultural Intelligence and Ethical Decision Making and Data-driving approaches  Cultural Intelligence and Ethical Decision Making and Data-driving approaches  Cultural Intelligence and Ethical Decision Making and Data-driving approaches  Cultural Inte		SLO-2	Psychological Models of E	Entrepreneurship			Cognitive Flex	xibility and Adaptabili	ity Developing	coping mechanisms				national
SLO-1   Cognitive Adaptability Theory   Personality development and entrepreneurial growth entrepreneurial for the proportion of the pro	S-10		*			and entrepreneurial			Building Em	notional Resili <mark>ence</mark> in			Communicatio	n and
St.O-2   Cognitive Adaptability Theory   Personality-environment fit   Analytical Decision Making and Data-driving approaches   Analytical Decision Making and Data-driving approaches   Analytical Decision Making and Data-driving approaches   Analytical Decision Making and Data-driving approaches   Analytical Decision Making and Data-driving approaches   Analytical Decision making under uncertainty   Emotional Intelligence and Ethical Decision   Cultural Differences in Opportunity   Emotional Intelligence and Team Dynamics   Cultural Differences in Opportunity   Emotional Intelligence and Negotiations   Cultural Differences in Opportunity   Emotional Intelligence and Negotiations   Cultural Influence on Entrepreneurial Mindset: Strategies for Continuously Creating   Opportunity in an Age of Uncertainty: Harvard Business Review Press.   Baron, R. A. (2007). Entrepreneurship: A Process Perspective. South-Western College Pub.   Shane, S., & Venkataraman, S. (2017). Entrepreneurship: A Process Perspective. Cengage Learning   Nasessment   Shane, S., & Venkataraman, S. (2017). Entrepreneurship: A Process Perspective. Cengage Learning   Nasessment   Shane, S., & Venkataraman, S. (2017). Entrepreneurship: A Process Perspective. Cengage Learning   Nasessment   Shane, S., & Venkataraman, S. (2017). Entrepreneurship: A Process Perspective. Cengage Learning   Nasessment   Shane, S., & Venkataraman, S. (2017). Entrepreneurship: A Process Perspective. Cengage Learning   Nasessment   Shane, S., & Venkataraman, S. (2017). Entrepreneurship: A Process Perspective. Cengage Learning   Nasessment   Shane, S., & Venkataraman, S. (2017). Entrepreneurship: A Process Perspective. Cengage Learning   Nasessment   Shane, S., & Venkataraman, S. (2017). Entrepreneurship: A Process Perspective. Cengage Learning   Nasessment   Shane, S., & Venkataraman, S. (2017). Entrepreneurship: A Process Perspective. Cengage Learning   Nasessment   Shane, S., & Venkataraman, S. (2017). Entrepreneurship: A Process Perspective. Cengage Learning   Nasessment		SLO-2	Entrepreneurial Personali	ty System	, , , , , , , , , , , , , , , , , , ,		Intuitive Decis	sion Making and Gut I	Feel Building Em	otional Resilience in	Teams (	Gender and En	trepreneurship	
SLO-1 Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty  Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty  Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty  Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty  Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty  Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty  Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty  Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty  Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty  Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty  Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty  Entrepreneurial Self- Efficacy Model Role of Context in Trait Expression Decision making under uncertainty  Emotional Intelligence and Negotiations  Cultural Influence on Entrepreneurial Process Perspective.  Cardon, M.S., & Stevens, C.E. (2018). Entrepreneurship: A Process Perspective.  Shane, S., & Venkataraman, S. (2017). Entrepreneurship: A Process Perspective.  Nelson Education  Evaluate  CLA - 1 (10%) CLA - 2 (10%) CLA - 3 (20%) CLA - 3 (20%) CLA - 4 (10%)#  Final Examinal (50% weights)  Final Examinal (50% weights)  Cultural Influence on Entrepreneurial Process Perspective.  Nelson Education  Final Examinal (50% weights)  Final Examinal (50% weights)  Final Examinal (50% weights)  CLA - 4 (10%) - 40%  Theory Practice Theory Practice Theory Practice Theory Practice Theory  Apply Analyze  Apply - 40% - 40% - 40%  Theory Analyze  Apply	S-11	SLO-1						0	ta- Navigating S	Stressful situations	Λ	Ainority Entrep	oreneurship and	d Inclusion
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 Model   Role of Context in Trait Expression   Decision making under uncertainty   Emotional Intelligence and Negotiations   Cultural Influence on Entrepreneurial Market: Strategies for Continuously Creating   Opportunity in an Age of Uncertainty. Harvard Business Review Press.   Baron, R. A. (2007). Entrepreneuriship: A Process Perspective. South-Western College Pub.   Opportunity in an Age of Uncertainty. Harvard Business Review Press.   Shane, S., & Venkataraman, S. (2017). Entrepreneurship: A Process Perspective. Nelson Education   Nelson Education						10,000				telligence and Ethica	l Decision S	ocial Network	s and Mentorsh	nip
Cardon, M.S., & Stevens, C.E. (2018). Entrepreneurship: A Process Perspective.   Continuous Learning   Practice   Bloom's Level of Thinking   CLA - 1 (10%)   CLA - 2 (10%)   CLA - 3 (20%)   CLA - 4 (10%)	0.10	SLO-1	Entrepreneurial Self- Effic	acy Mo <mark>del</mark>	Role of Context i	n Trait Expression			Emotional In	ntelligence and Team	Dyn <mark>amics (</mark>	Cultural Differe	ences in Oppor	tunity Recognition
Comparison   Com	S-12	SLO-2	Opportunity Recognition N	Model	Role of Context i	n Trait Expression	Decision maki	ing under uncertainty	Emotional In	ntelligence and Negoti	iations (	Cultural Influer	ice on Entrepre	eneurial Strategies
Bloom's Level of Thinking   CLA - 1 (10%)   CLA - 2 (10%)   CLA - 3 (20%)   CLA - 4 (10%)#   (50% weights of the content of		0	Opportunity in a Baron, R. A. (20	an Age o <mark>f Uncert</mark> aint 107). Ent <mark>repreneu</mark> rsh	y. Harvard Business Re ip: A Process Perspect	eview Press. ive. South- Western Collo rocess Perspective. Ceng	ege Pub. gage Learning Learning Ass	• sessment	Cengage Shane, S., Nelson E	Learning. , & Venkataraman, S.		•	l Process Persp	pective.
Theory   Practice   Theory   Theory								· · ·	0 /					
Level 1         Remember Understand         40%         -         20%         -         2		Bl	oom's Level of Thinking		_ ` /		` '				, ,			
Level 1         Understand         40%         -         20%         -         20%			D1	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Prac	tice	Theory	Practice
Level 3	Leve	:11		40%	· \ · <	40%		40%	-	40%	<u> </u>		40%	-
Level 3 Create 20% - 20% - 20% - 20%	Leve	:12		40%		40%	$(T_A \cdot T)$	40%	FAD	40%	-		40%	-
Total 100 % 100 % 100 % 100 %	Leve	13		20%		20%	-	20%		20%	-		20%	-
			Total	100	) %	100 %		100 %	6	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	C 6

	,			- A									•					
Pre-requisite Courses	Nil	Co-requisite Courses	Nil		Progressive Courses						Nil							
Course Offering I	Department	Psychology —	Data Book / Codes/Standards	3						Nil								
Course Learning Rat		The purpose of learning	g this course is to:		Learning	1 3				P	rogram	Learn	ing C	)utco1	mes (P	LO)		
CLR-1: Explore areas of	f interest in research			1	2 3	1	2	3	4	5 6	7	8	9	10	11 1	2 13	14	15
	experience in conducting sur	rvey	70 10 10 10 10 10						e e	u				ls	S			
CLR-3: Learn to follow	appropriate methodology		21. (J. 1991) A		ncy ent				Knowledge	alization	50		S	Skills	Skills			
	scientific reporting in APA for	or <mark>mat</mark>	1 ( CAMADA	king	inm			ıted	MOI	aliz	ling	pret	Skills	50		3		
CLR-5:				Thinking	Proficiency Attainment	न्न श	Jo u	Rela	Z.	Specie	Modeling	Interpret	e v	Solving	ation Serille			
CLR-6:				of T	pg / pg	eds	ation pts	ith ]	ıral	n S <sub>j</sub>	ii.	e, I	gati	n S	nic les	3		
				ਾ ਫ	Expected Proficiency (%) Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	k w	Procedural	Skills in S Ability to	ize Ils ii	Analyze, Data	Investigative	Problem	Communication Analytical Skills	-1	) -2	PSO-3
Course Learning Ou		At the end of this course,	learners will be able to:	E Fe	Exp (%)	E Z	App	Lin	Pro	Abi	Utilize Skills	Analy Data	Inve	Pro	Cor	PSO	PSO	PS(
CLO-1: Learn to form r			M. Carlotte and the Control of the C	2	75 60	H	H	Н	-		-	,	-	-	-		-	-
CLO-2: Learn to conduc		7 (4 14.7)	COST WILL A	2	80 70	-	H		Н		-		-	-	-		-	-
	a scientific research article		21 11 21 2 4 4 6	2	70 65	Н	- 1	-	Н		-	-	-	-	-		-	-
CLO-4:			START THE WAY AND	2	70 70	Н	- 1	Н	Н	Н -	-	-	-	-	Н	-   -	-	-
CLO-5:		- 370	The state of the s	2	80 70	-	Н		Н	-	-	-	-	-	- I	<i>I</i> -	-	-
CLO-6:			7 "	2	75 70	-	- 1	-	-	- H	-	Н	-	-	-		-	-

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.

	Continuous Learn	ning Assessment (50% weightage)	Fina	l Evaluation (50% weightage
Project Work	Review – 1	Review – 2	Project Report	Viva-Voce
110Jeec World	20%	30 %	30 %	20 %

	Course Des	signers
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 <mark>Madalaimuthu,</mark> Dept of Psychology, SRMIST
		Dr SR Sathyanarayanan, School of Law, SRMIST
		Dr N Prema, Dept of Education, SRMIST

# Courses for earning Additional Credits

### SEMESTER - II

Course Code UCD23P01L Course	Name Internship Report- I	Course Category	12	PC		Inte			hppre mun				rojed	ct/		<b>L</b>	T 0	<i>P</i>	_	_
Pre-requisite Courses Nil	Co-requisite Courses Nil			Progr	essiv	re C	ours	es							Nil					
Course Offering Department Psychological Psy	Data Book / Code	s/Standards					2				٨	lil								
Course Learning Rationale (CLR):	e of learning this course is to,	36	earnii	ng		Ţ	1		Pr	ogra	m Le	arnir	ng Oı	utcor	nes	(PLO	)			
CLR-1 : Demonstrate skills learnt in the rea	time environment.	1	2	3		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-5 : Applying the skills in problem solvi  Course Learning Outcomes (CLO):  At the state of the skills in problem solvi  At the state of the skills in problem solvi  At the state of the skills in problem solvi  At the s	nnections with the knowledge learnt ng he end of this course, learners will be able to:	evel of Thinking (Bloom)	Expected Proficie			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	Н	М	Н	L	М	L	L	L	L	L	Н	М	L	L
CLO-2 : To gain valuable skills and knowled	dge	3	85	75		M	Н	H	М	L	М	L	L	M	L	L	Н	М	L	L
CLO-3 : To make professional connections	a <mark>nd enhan</mark> ce networking	3	75	70		М	Н	М	Н	L	М	М	L	М	L	М	Н	М	L	L
CLO-4: To get experience in a field to allow	the student to make a career transition	T E 4 1 3	85	80		М	Н	М	Н	L	М	М	L	М	L	М	Н	М	L	L
CLO-5 : To get an inside view of workplace	of psychologists	3	85	75	71	Н	Н	М	Н	L	М	М	M	M	L	М	М	М	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				
	Continuous Learning Ass	essment (50% weightage)	Final Evaluation (50% weigh	ghtage)
Internship	Review – 1	Review – 2	Internship Report	Viva-Voce
smp	20%	30 %	30 %	20 %

Course	Code UCD23P02L Coul	rse Name	Project	Nork – I	Cou Categ		IA	PC		Inte				ntice ity O			rojed	ct/		<b>L</b>	T 0	<i>P</i> 8	O 2	C 4
	site Courses Nil  Offering Department Psych		uisite Courses	Nil Data Book / Co	des/Standards			Progr	essiv	e Co	urs	es			N	il			Nil					
Course Lo (CLR):	earning Rationale The pur	rpose of learning this	course is to,	11		Lea	arnin	g		1			Pr	ograr	n Lea	arnir	ng O	utcoi	mes (	(PLO	)			
CLR-1:	Demonstrate skills learnt in the	real time environment.			7	1	2	3		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2: CLR-3: CLR-4: CLR-5:	Explore the different areas whe Enhance the skills in active list Understanding the professiona Applying the skills in problem searning Outcomes (CLO):	ening I connections with the k		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 Leaming
CLO-1:	To get an inside view of workpl	ace of psychologists				3	80	70		L	Н	М	Н	L	М	L	L	L	L	L	Н	М	L	L
CLO-2:	To gain valuable skills and kno	wledge				3	85	75		М	Н	Н	М	L	М	L	L	М	L	L	Н	М	L	L
CLO-3:	To make professional connection	ons a <mark>nd enhan</mark> ce netwo	orking			3	75	70		И	н/	М	Н	L	М	M	L	М	L	М	Н	М	L	L
CLO-4:	To get experience in a field to a	allow the student to mak	e a career transit	ion	LEAT	3	85	80		М	н	М	Н	L	M	М	L	М	L	М	Н	М	L	L
CLO-5 :	To get an inside view of workpl	ace of psychologists				3	85	75	71	н	Н	М	Н	L	М	М	М	М	L	М	М	М	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				
	Continuous Learning Asse	essment (50% weightage)	Final Evaluation (50% weig	ıhtage)
Project	Review – 1	Review – 2	Project Report	Viva-Voce
i iojest	20%	30 %	30 %	20 %

Course	Code UCD23P03L	Course Name	Apprenticeship – I	Cours		IAP	С	In			Appre				roje	ct/		L	T	P	+-	С
			65011	Catego	ory	74			1	Com	mun	ity O	utre	acn				0	0	8	2	4
Pre-requis	site Courses Nil		Co-requisite Courses Nil			P	rogre	ssive (	Cour	ses						-	Vil					
Course O	ffering Department	Psychology	Data Book / Code	es/Standards					1				٨	Vil								
Course Le (CLR):	earning Rationale	he purpose <mark>of lear</mark>	ning this course is to,		Lea	rning			4		Pi	ogra	m Le	earni	ng O	utcor	nes (	(PLO	)			
CLR-1:	Demonstrate skills learn	t in the r <mark>eal time e</mark> n	vironment.	1.77	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2: CLR-3: CLR-4: CLR-5:	Explore the different are Enhance the skills in act Understanding the profe Applying the skills in pro	ive listening ssional connections blem solving	with the knowledge learnt  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 Leaming
CLO-1:	To get an inside view of	workplace of psych	ologists	17/16	3	80	70	L	Н	М	Н	L	М	L	L	L	L	L	Н	М	L	L
CLO-2:	To gain valuable skills a	nd knowl <mark>edge</mark>	5		3	85	75	М	Н	Н	М	L	M	L	L	М	L	L	Н	М	L	L
CLO-3:	To make professional co	onnections a <mark>nd enh</mark>	ance networking	133	3	75	70	М	Н	М	Н	L	М	M	L	М	L	М	Н	М	L	L
CLO-4:	To get experience in a fi	eld to allow the stud	ent to make a career transition	LEAD	3	85	80	М	Н	М	Н	L	М	М	L	М	L	М	Н	М	L	L
CLO-5 :	To get an inside view of	workplace of psych	ologists		3	85	75	H	Н	М	Н	L	М	М	М	М	L	М	М	М	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				
	Continuous Learning Asse	ssment (50% weightage)	Final Evaluation (50% weight	ghtage)
Apprenticeship	Review – 1	Review – 2	Apprenticeship Report	Viva-Voce
у фринцовонир	20%	30 %	30 %	20 %

### SEMESTER - IV

Pre-requisite Courses   Nil   Co-requisite Courses   Nil	ning 2 3	essive (				y Outr	Nil			Nil			8		
Course Offering Department	ning 2 3		S	2	Des		Nil								
CLR-1: Demonstrate skills learnt in the real time environment.  CLR-2: Explore the different areas where psychologists work	2 3		7	2	Due										_
CLR-2 : Explore the different areas where psychologists work		4			Pro(	gram l	Learn	ing O	utco	mes	(PLO	)			
		1	2	3	4	5 6	7	8	9	10	11	12	13	14	15
Course Learning Outcomes (CLO):  At the end of this course, learners will be able to:	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		ICT Skills	Leadership Skills	Life Long Learning
CLO-1: To get an inside view of workplace of psychologists 3 80	30 70	L	Н	М	Н	L M	L	L	L	L	L	Н	М	L	L
CLO-2: To gain valuable skills and knowledge 3 88	35 75	М	Н	Н	М	LM	L	L	М	L	L	Н	М	L	L
CLO-3: To make professional connections and enhance networking 3 75	75 70	М	H	М	Н	L M	М	L	М	L	М	Н	М	L	L
CLO-4: To get experience in a field to allow the student to make a career transition 3 85	85 80	М	Н	М	Н	L M	М	L	М	L	М	Н	М	L	L
CLO-5: To get an inside view of workplace of psychologists 3 88	35 75	H	Н	М	Н	L M	М	М	М	L	М	М	М	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	****			
	Continuous Learning Ass	essment (50% weightage)	Final Evaluation (50% wei	ghtage)
Internship	Review – 1	Review – 2	Internship Report	Viva-Voce
interrioring	20%	30 %	30 %	20 %

Course	Code UCD23P05L	Courses Nil Co-requisite Courses Nil ing Department Psychology Data Book /		/ork – II	Cour Categ		IAI	PC	ı	nteri	ship/ Con	Appr nmun				roje	ct/		L 0	<i>T</i>	<i>P</i> 8	0 2	C 4
		Psychology	Co-requisite Courses		odes/Standards			Progr	essive	Сог	rses				Vil			Nil					
	earning Rationale		rning this course is to,	Adi		Lea	arnin	g	Ĺ	7	2	Р	rogra			ng O	utcor	mes (	(PLO	)			
CLR-1:					100 PM	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2: CLR-3: CLR-4: CLR-5:	Enhance the skills in Understanding the pro-	active listening ofessional connections problem solving	s with the knowledge learnt	be able to:		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	ospolwod V vacailaiosi	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 psych	ologists			3	80	70	L	H	М	Н	L	М	L	L	L	L	L	Н	М	L	L
CLO-2:	To gain valuable skills	s and knowledge	21	THE	W	3	85	75	N	I F	Н	М	L	М	L	L	М	L	L	Н	М	L	L
CLO-3 :	To make professional	connections and enha	ance networking			3	75	70	N	H	М	Н	L	М	M	L	М	L	М	Н	М	L	L
CLO-4 :	To get experience in	a field to allow the stud	d <mark>ent to make a career transition</mark>	on	15.75	3	85	80	N	Н	М	Н	L	М	M	L	М	L	М	Н	М	L	L
CLO-5 :	To get an inside view	of workplace of psych	ologists	EAKIV	· LEAF	3	85	75	A.E	F	M	Н	L	М	М	М	М	L	М	М	М	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				
	Continuous Learning Asse	ssment (50% weightage)	Final Evaluation (50% weig	htage)
Project	Review – 1	Review – 2	Project Report	Viva-Voce
i reject	20%	30 %	30 %	20 %

Course Co	ode U	ICD23P06L	Course Name	Apprenticeship – II	Course Category	, 1.	APC	In			Appro					ct/		<b>L</b>	Т 0	<i>P</i>	2	C 4
Pre-requisit	te Course	es Nil		Co-requisite Courses Nil		Ħ.	Progr	essive (	Cour	ses							Nil					
Course Offe	ering Dep	partment	Psychology	Data Book / Code	es/Standards		4/	1/2			٠,		ı	Nil								
Course Lead (CLR):	rning Ra	tionale	The purpose of le	arning this course is to,	L	earn	ing	E	2	_	P	rogra	am Le	earni	ng O	utco	mes	(PLO	)			
CLR-1:	Demonstr	ate skills lear	nt in the real time e	nvironment.	1	2	2 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-3: ECLR-4: UCLR-5: //	Enhance tunderstar Applying tunderstar Applying tunderstar	the skills in and the profession of the skills in profession of the skills in profession of the skills in profession of the skills in profession of the skills in an architecture.	Oblem solving  At the end	of this course, learners will be able to:	Level of Thinking (Bloom)			- Disciplinary Knowledge		Problem Solving	- Analytical Reasoning	- Research Skills		- 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 o	f workp <mark>lace of p</mark> syc	hologists	3	80	0 70	L	Н	М	Н	L	М	L	L	L	L	L	Н	М	L	_L
CLO-2:	To gain va	aluable skills	and know <mark>ledge</mark>		3	88	5 75	М	Н	Н	М	L	M	L	L	М	L	L	Н	М	L	L
CLO-3:	To make <sub>l</sub>	professional o	3	78	5 70	М	Н	М	Н	L	М	М	L	М	L	М	Н	М	L	L		
CLO-4:	To get exp	perience in a	field to allow the stu	udent to make a career transition	3	88	5 80	М	Н	М	Н	L	M	М	L	М	L	М	Н	М	L	L
CLO-5:	To get an	inside view o	f workplace of psyc	hologists	LEA 103	88	5 75	ΛТΉ	Н	М	Н	_	М	М	М	М	L	М	М	М	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				
	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
Apprenticeship	Review – 1	Review – 2	Apprenticeship Report	Viva-Voce
	20%	30 %	30 %	20 %

