

ACADEMIC CURRICULA

UNDERGRADUATE DEGREE PROGRAMME

Bachelor of Science

(B.Sc.Psychology)

Three Years

Learning Outcomes Based Curriculum Framework (LOCF)

Academic Year

2022 - 2023



SRM INSTITUTE OF SCIENCE AND TECHNOLOGY

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

SRM IST Delhi NCR Campus

Ghaziabad

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1. Department Vision Statement	
Stmt - 1	To enable students to understand the methods of psychology, basic psychological processes and to appreciate different approaches to psychological processes.
Stmt - 2	To contribute to a psychologist through teaching (with classrooms, labs, case studies
Stmt - 3	To value a collaborative, collegial, and cooperative teaching and learning community composed of diverse students

2. Department Mission Statement	
Stmt - 1	To be the core of excellence in the realm of psychology
Stmt - 2	To produce genuine psychologist and valuable critiques in the field of psychology
Stmt - 3	Implementing global standards and encouraging the students through innovation and quality education.
Stmt - 4	Cultivating the career to counseling and guidance to effectively contribute to the society with integrity and commitment.
Stmt - 5	Developing the student on the innovative side and making them a society friendly professional.

3. Program Education Objectives (PEO)	
PEO - 1	Graduates will have skills and knowledge to excel in their professional career in the field of psychology and its related disciplines.
PEO - 2	Graduates will contribute and communicate effectively within the team to grow into leaders.
PEO - 3	Graduate will practice lifelong learning for continuing professional development.
PEO - 4	Graduates will have the capability to continue their formal education and successfully complete an advance degree.
PEO - 5	Graduates will contribute to the nation and the growth of the society by applying acquired knowledge in technical, computing and managerial skills

4. Program Specific Outcomes (PSO)	
PSO - 1	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives
PSO - 2	Develop skills of psychological assessment in employment areas, and to enhance performance and quality of relationships. Administer counseling and practice psychotherapeutic techniques.
PSO - 3	Ethics: Recognize different value systems including your own, understand the creativity of your designs, and accept responsibility for them.

5. Consistency of PEO's with Mission of the Department					
	Mission Stmt. - 1	Mission Stmt. - 2	Mission Stmt. - 3	Mission Stmt. - 4	Mission Stmt. - 5
PEO - 1	H	M	H	L	M
PEO - 2	H	H	H	M	M
PEO - 3	H	M	H	H	H
PEO - 4	H	L	H	M	H
PEO - 5	H	M	H	H	H

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

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

7. Programme Structure

1. Professional Core Courses (C) (16 Courses)					
Course Code	Course Title	Hours/Week			
		L	T	P	C
USY21101T	General Psychology I	4	1	0	5
USY21102T	Biological Psychology I	3	1	0	4
USY21103T	Development Psychology I	4	1	0	5
USY21201T	General Psychology II	4	1	0	5
USY21202T	Biological Psychology II	3	1	0	4
USY21203T	Development Psychology II	4	1	0	5
USY21301T	Social Psychology I	3	1	0	4
USY21302T	Health Psychology	3	1	0	4
USY21303T	Theories of Personality	3	1	0	4
USY21401T	Abnormal Psychology I	4	1	0	5
USY21402T	Social Psychology II	3	1	0	4
USY21403T	Statistics for Psychology	3	1	0	4
USY21501T	Abnormal Psychology II	4	1	0	5
USY21502T	Guidance and Counselling	4	1	0	5
USY21503T	Research Methodology	4	0	0	4
USY21601T	Psychometrics	4	1	0	5
Total Learning Credits					72

4. Ability Enhancement Courses (A) (Any 2 Courses)					
Course Code	Course Title	Hours/Week			
		L	T	P	C
ULE20AE1T	English	4	0	0	4
UES20AE1T	Environmental Studies	3	0	0	3
Total Learning Credits					7

5. Skill Enhancement Courses (S) (6 Courses)					
Course Code	Course Title	Hours/Week			
		L	T	P	C
USY21S01L	Basic Skills in Counselling	0	0	5	2
USY21S02L	Experimental Psychology I	0	0	8	4
USY21S03L	Experimental Psychology II	0	0	8	4
UCD20S01L	Soft Skills	0	0	2	1
UCD20S02L	Quantitative Aptitude and Reasoning	0	0	2	1
UMI20S01L	My India Project	0	0	0	1
Total Learning Credits					13

2. Discipline Specific Elective Courses (E) (5 Courses)					
Course Code	Course Title	Hours/Week			
		L	T	P	C
USY21D01T	Principles of Sociology	3	1	0	4
USY21D02T	Educational Psychology				
USY21D03T	Environmental Psychology				
USY21D04T	Organizational Behaviour				
USY21D05T	Cross Cultural Psychology				
USY21D06T	Applied Psychology	3	1	0	4
USY21D07L	Internship	0	0	0	2
USY21D08L	Project work/Dissertation	0	0	12	6
Total Learning Credits					20

3. Generic Elective Courses (G) (2 Courses)					
Course Code	Course Title	Hours/Week			
		L	T	P	C
ULT20G01J	Tamil – I	2	0	2	3
ULH20G01J	Hindi – I				
ULF20G01J	French – I				
ULT20G02J	Tamil – II				
ULH20G02J	Hindi – II				
ULF20G02J	French – II				
USY21G01T	Life Skill Development	0	3	0	3
USY21G02T	Rehabilitation Psychology	3	0	0	3
USY21G03T	Consumer Behaviour	3	0	0	3
USY21G04T	Positive Psychology	3	0	0	3
Total Learning Credits					18

6. Extension Activity (NS/NC/NO/YG) (4 Courses)					
Course Code	Course Title	Hours/Week			
		L	T	P	C
UNS20201L	NSS	0	0	0	0
UNC20201L	NCC				
UNO20201L	NSO				
UYG20201L	YOGA				
Total Learning Credits					0

7. Life Skill Courses (JK)

(4 Courses)					
Course Code	Course Title	Hours/Week			C
		L	T	P	
UJK20201L	<i>Communication Skills</i>	0	0	4	2
UJK20301T	<i>Universal Human Values</i>	2	0	0	2
UJK20401T	<i>Professional Skills</i>	2	0	0	2
UJK20501T	<i>Leadership and Management Skills</i>	2	0	0	2
Total Learning Credits					8

8. Implementation Plan

Semester – I					
Course Code	Course Title	Hours/ Week			C
		L	T	P	
ULT20G01J	Tamil – I	2	0	2	3
ULH20G01J	Hindi – I				
ULF20G01J	French – I				
ULE20AE1T	English	4	0	0	4
USY21101T	General Psychology I	4	1	0	5
USY21102T	Biological Psychology I	3	1	0	4
USY21103T	Development Psychology I	4	1	0	5
USY21G01T	Life Skill Development	0	3	0	3
UCD20S01L	Soft Skills	0	0	2	1
Total Learning Credits					25
Total number of hrs/week					27

Semester – II					
Course Code	Course Title	Hours/ Week			C
		L	T	P	
ULT20G02J	Tamil – II	2	0	2	3
ULH20G02J	Hindi – II				
ULF20G02J	French – II				
USY21201T	General Psychology II	4	1	0	5
USY21202T	Biological Psychology II	3	1	0	4
USY21203T	Development Psychology II	4	1	0	5
USY21D01T	Principles of Sociology	3	1	0	4
USY21D02T	Educational Psychology				
UCD20S02L	Quantitative Aptitude and Reasoning	0	0	2	1
UJK20201L	Communication Skills	0	0	4	2
UNS20201L	NSS	0	0	0	0
UNC20201L	NCC				
UNO20201L	NSO				
UYG20201L	YOGA				
Total Learning Credits					24
Total number of hrs/ week					28

Semester – III					
Code	Course Title	Hours/ Week			C
		L	T	P	
USY21301T	Social Psychology I	3	1	0	4
USY21302T	Health Psychology	3	1	0	4
USY21303T	Theories of Personality	3	1	0	4
USY21D03T	Environmental Psychology	3	1	0	4
USY21D04T	Organizational Behaviour				
USY21G02T	Rehabilitation Psychology	3	0	0	3
USY21S01L	Basic Skills in Counselling	0	0	5	2
UMI20S01L	My India Project	0	0	0	1
UJK20301T	Universal Human Values	2	0	0	2
Total Learning Credits					24
Total number of hrs/ week					26

Semester – IV					
Code	Course Title	Hours/ Week			C
		L	T	P	
USY21401T	Abnormal Psychology I	4	1	0	5
USY21402T	Social Psychology II	3	1	0	4
USY21403T	Statistics for Psychology	3	1	0	4
USY21D05T	Cross Cultural Psychology	3	1	0	4
USY21D06T	Applied Psychology				
USY21G03T	Consumer Behaviour	3	0	0	3
USY21S02L	Experimental Psychology I	0	0	8	4
UJK20401T	Professional Skills	2	0	0	2
Total Learning Credits					26
Total number of hrs/ week					30

Semester – V					
Code	Course Title	Hours/ Week			C
		L	T	P	
USY21501T	Abnormal Psychology II	4	1	0	5
USY21502T	Guidance and Counselling	4	1	0	5
USY21503T	Research Methodology	4	0	0	4
USY21S03L	Experimental Psychology II	0	0	8	4
USY21D07L	Internship	0	0	0	2
UES20AE1T	Environmental Studies	3	0	0	3
UJK20501T	Leadership and Management Skills	2	0	0	2
Total Learning Credits					25
Total number of hrs/ week					27

Semester – VI					
Code	Course Title	Hours/ Week			C
		L	T	P	
USY21601T	Psychometrics	4	1	0	5
USY21G04T	Positive Psychology	3	0	0	3
USY21D08L	Project Work/Dissertation	0	0	12	6
Total Learning Credits					14
Total number of hrs/ week					20

Total Learning Credits 138

As SRMIST strongly encourages the use of SWAYAM (Study Web of Active Learning by Learning by Young and Aspiring Minds) platform, the students are encouraged to choose at least one core/ elective course from SWAYAM on the recommendation of the faculty advisor and the credits will be transferred

1. Program Articulation Matrix

Course Code	Course Title															
		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
ULT20G01J	Tamil – I	H	H	M	M	M	L	L	L	L	L	L	H	M	H	M
ULH20G01J	Hindi – I	H	H	M	M	M	L	M	M	L	M	L	H	M	H	L
ULF20G01J	French – I	H	M	M	M	M	L	M	L	M	M	L	H	H	H	H
ULE20AE1T	English	H	H	M	M	L	L	L	L	L	L	L	H	M	H	M
USY21101T	General psychology I	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
USY21102T	Biological psychology I	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
USY21103T	Development Psychology- I	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
USY21G01T	Life Skill Development	H	H	H	H	M	L	L	L	M	M	M	M	L	H	L
UCD20S01L	Soft Skills	H	H	M	H	M	L	L	L	M	M	M	H	M	H	M
ULT20G02J	Tamil – II	H	M	M	M	M	L	M	L	M	M	M	H	H	H	H
ULH20G02J	Hindi – II	H	H	M	M	M	L	L	L	M	M	M	M	M	H	M
ULF20G02J	French – II	H	H	H	H	M	L	L	L	M	L	M	H	L	H	L
USY21201T	General Psychology II	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
USY21202T	Biological Psychology II	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
USY21203T	Development Psychology II	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
USY21D01T	Principles of Sociology	H	H	H	H	M	L	L	L	M	M	M	M	L	H	L
USY21D02T	Educational Psychology	H	H	H	H	M	L	L	L	M	M	M	M	L	H	L
UCD20S02L	Quantitative Aptitude and Reasoning	H	H	M	M	H	H	H	M	M	M	L	H	H	H	M
UJK20201L	Communication Skills	H	H	H	H	M	L	L	L	M	L	M	H	L	H	L
UNS20201L	NSS	H	H	M	M	L	L	L	L	L	L	L	H	M	H	M
UNC20201L	NCC	H	H	M	M	L	L	L	L	L	L	L	H	M	H	M
UNO20201L	NSO	H	H	M	M	L	L	L	L	L	L	L	H	M	H	M
UYG20201L	YOGA	H	H	M	M	L	L	L	L	L	L	L	H	M	H	M
USY21301T	Social Psychology I	H	H	M	M	M	L	L	L	L	L	L	H	M	H	M
USY21302T	Health Psychology	H	H	M	M	M	L	M	M	L	M	L	H	M	H	L
USY21303T	Theories of Personality	H	M	M	M	M	L	M	L	M	M	L	H	H	H	H
USY21D03T	Environmental Psychology	H	H	M	M	L	L	L	L	L	L	L	H	M	H	M
USY21D04T	Organizational Behaviour	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
USY21G02T	Rehabilitation Psychology	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
USY21S01L	Basic Skills in Counselling	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
UMI20S01L	My India Project	H	H	H	H	M	L	L	L	M	M	M	M	L	H	L
USY21401T	Abnormal Psychology I	H	H	M	H	M	L	L	L	M	M	M	H	M	H	M
USY21402T	Social Psychology II	H	M	M	M	M	L	M	L	M	M	M	H	H	H	H
USY21403T	Statistics for Psychology	H	H	M	M	M	L	L	L	M	M	M	M	M	H	M
USY21D05T	Cross Cultural Psychology	H	H	H	H	M	L	L	L	M	L	M	H	L	H	L
USY21D06T	Applied Psychology	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
USY21G03T	Consumer Behaviour	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
USY21S02L	Experimental Psychology I	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
UJK20401T	Professional Skills	H	H	H	H	M	L	L	L	M	M	M	M	L	H	L
USY21501T	Abnormal Psychology II	H	H	M	M	M	L	L	L	L	L	L	H	M	H	M
USY21502T	Guidance and Counselling	H	H	M	M	M	L	M	M	L	M	L	H	M	H	L
USY21503T	Research Methodology	H	M	M	M	M	L	M	L	M	M	L	H	H	H	H
USY21S03L	Experimental Psychology II	H	H	M	M	L	L	L	L	L	L	L	H	M	H	M
USY21D07L	Internship	H	H	H	M	H	M	M	L	H	L	L	H	L	H	H
UES20AE1T	Environmental Studies	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
UJK20501T	Leadership and Management Skills	H	H	M	H	H	H	L	L	L	H	L	H	M	H	M
USY21601T	Psychometrics	H	H	M	H	M	L	L	L	M	M	M	H	M	H	M
USY21G04T	Positive Psychology	H	H	M	M	L	M	L	L	L	L	L	L	M	M	M
USY21D08L	Project work	H	M	M	M	M	L	M	L	M	M	M	H	H	H	H
	Program Average	H	H	M	M	L	L	L	L	L	L	L	H	M	H	M

Structure of UG Courses in Psychology
Distribution of different Courses in each semester with their credits for B.Sc. Psychology

Semester	Compulsory Core Courses (CC) with 77 credit (Total no. of Papers 16)	Discipline Specific Elective (DSE) With 24 credit (Total no. of Papers 5)	Ability Enhancement Compulsory Courses (AECC) With 04 credit (Total no. of Papers 2)	Life skills (Jeevan Kaushal)	Skill Enhancement Course (SEC) With 02 credit (Total no. of Papers 4)	Generic Elective (GEC) With 06 credit (T + P) & 04 credit (T) (Total no. of Papers 4)	Extension activity	Total Credits
Sem I	CC-1 (5) CC-2 (4) CC-3 (5) (14)		AECC-1 (English) (4)	-	(Soft Skills) (1) (1)	GE-1 (Language-I) (3) GE-2 (3) (6)	-	25
Sem II	CC-4 (5) CC-5 (4) CC-6 (5) (14)	DSE-1 (4) (4)		(Communication Skills) (2)	SEC-1 (QALR) (1)	GE-3 (Language-I) (3) (3)	NCC/NSO/NSS/YOGA (0)	24
Sem III	CC-7 (4) CC-8 (4) CC-9 (4) (12)	- DSE-2 (4) (4)	-	(Universal Human Values) (2)	SEC-4 MI (1) FI-2 (2) (3)	GE-4(FD) (4)	-	25
Sem IV	CC- 10 (5) CC-11 (4) CC-12 (5) (14)	DSE-2 (4) (4)	-	- (Professional Skills) (2)	SEC-4 FI-3 (2)	- GE-5(FD) (5)	-	27
Sem V	CC-13 (4) CC-14 (5) CC-15 (4) (13)		AECC-3 (EVS) (3)	Leadership and Management Skills (2)	C.P.T (2)- (2)		-	20
Sem VI	CC-16 (5) (5)	DSE- 5 (12) (12)	-	-		-	-	17
Total Credits	72	24	7	8	9	18	0	138

SEMESTER – I

Course Code	ULT20G01J	Course Name	Tamil-I	Course Category	G	Generic Elective Course	L	T	P	C														
							2	0	2	3														
Pre-requisite Courses	Nil		Co-requisite Courses	Nil		Progressive Courses	Nil																	
Course Offering Department	Tamil		Data Book / Codes/Standards	Nil																				
Course Learning Rationale (CLR):	The purpose of learning this course is to:					Learning	Program Learning Outcomes (PLO)																	
CLR-1 :	To enable them to learn the nuances of modern poetry in Tamil					1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 :	To explore New historicism through the works of art written in Tamil to enlighten the students to understand the changes in the modern society					Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning	
CLR-3 :	Inculcate Ways of life, moralities and ethical factors as an essential part of learning Tamil literature																							
CLR-4 :	Develop strategies of comprehension of texts of different origin																							
CLR-5 :	Strengthen the language of the students both in oral and written																							
CLR-6 :	Express their sentiments, emotions and opinions, reacting to information, situations																							
CLR-6 :	Express their sentiments, emotions and opinions, reacting to information, situations																							
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																							
CLO-1 :	Extend and expand their savoir-faire through the acquisition of skills to cater the needs of the modern era.					2	75	60	H	H	H	-	H	H	M	H	H	-	H	H	H	H	H	H
CLO-2 :	Enable the students to appreciate their mother tongue and to Enhance their thinking capacity					2	80	70	H	H	-	H	-	-	H	-	-	H	H	-	H	H	H	H
CLO-3 :	Make them learn the basic rules of Language and make them communicate better					2	70	65	H	H	H	M	-	-	H	-	-	H	H	-	H	H	H	H
CLO-4 :	Develop strategies of comprehension of texts based on different culture and life styles					2	70	70	H	-	H	H	H	-	M	-	-	H	H	-	H	H	H	H
CLO-5 :	Strengthen spoken and written skills of the student					2	80	70	-	H	-	M	-	H	H	-	-	H	H	-	H	H	H	H
CLO-6 :	Will be able to clear government examinations					2	75	70	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
Duration (hour)	12		12		12		12		12															
SLO-1	தமிழ்இலக்கியப்போக்குகள்		நவீனகவிதைதோற்றம்		தமிழரின்வீரமரபு		சிறுநிலக்கியத்தோற்றம்		மொழிவரலாறு															
SLO-2	இலக்கியநுட்பங்கள்		நவீனகவிதைவரலாறு		போர்விழுமியங்கள்		சிறுநிலக்கியவகைமை		மொழிப்பயிற்சி															
SLO-1	தமிழ்க்கவிதைமரபு		நவீனகவிதைசெல்நெறிகள்		பரணிஅறிமுகம்		சிறுநிலக்கியங்கள்		தமிழும்அகராதியியலும்															
SLO-2	காலந்தோறும்கவிதைஉள்ளடக்கம்		செல்நெறிகளில்கோட்பாடுகள்		பரணிஇலக்கியங்கள்		முதன்மைச்சிறுநிலக்கியங்கள்		அகரவரிசைப்படுத்தல்															

S	SL	காலந்தோறும் கவிதைவடிவம் -	கவிதைமொழி	கலிங்கத்துப்பரணி (484)	புதுக்கவிதையும் இதழ்களும்	கலைச்சொல் அறிமுகம்
3	SL	தற்கால இலக்கியம்	நவீன கவிமொழியின் ரூபங்கள்	தலைவனின் வீரம்	மணிக்கொடி இதழ்	கலைச்சொல் உருவாக்க ரூபங்கள்
S	SL	புதுக்கவிதை உருவாக்கம்	நவீன கவி ஆளுமைகள்	தமிழ் இலக்கிய மரபில் தூது	எழுத்து இதழ்	தமிழில் கலைச்சொற்கள்
4	SL	புதுக்கவிதை செல்நெறிகள்	நவீன கவி ஆளுமைகளின் கவித்துவம்	தூது இலக்கியங்கள்	வானம்பாடி இதழ்	நிலைபெற்ற கலைச்சொற்கள்
S	SL	பாரதியார் - காலத்தின் அடையாளம்	விளிம்புநிலை மனிதர்கள்	அழகர்கள் என்ன விடுதூது (கண்ணிகள்)	சிறுகதை தோற்றம்	மரபுத்தொடர்
5	SL	பாரதியார் - பன்முக ஆளுமை	விளிம்புநிலை இலக்கியம்	தூது மரபில் கிளியும் பாராட்டும்	சிறுகதை வளர்ச்சி	தமிழில் மரபுத்தொடர்கள்
S	SL	பாரதியார் - கண்ணன் என் சேவகன்	ராஜாசந்திர சேகரரின் கைவிடப்பட்ட குழந்தை	செய்யுள் மரபில் கலம்பகம்	சிறுகதை - வரலாறு	நாட்டார் வழக்காறுகள்
6	SL	கண்ணன் என் சேவகன் கவிதை சொல்லும் வாழ்வியல்	புறக்கணிப்பு வாழ்வியலும்	கலம்பக இலக்கியங்கள்	சிறுகதை ஆசிரியர்கள்	பழமொழி அறிமுகம்
S	SL	20 ஆம் நூற்றாண்டுக்கவிதை மரபில் பாரதிதாசன்	புலம்பெயர்தல்	நந்திக்கலம்பகம் (77)	புதினம் தோற்றம்	தமிழில் பழமொழிகள்
7	SL	பாரதிதாசனும் தமிழும்	புலம்பெயர் வாழ்வியல்	மகள் மறுத்தலில் வீரம்	புதினம் வளர்ச்சி	பழமொழியும் பயன்பாடும்
S	SL	பாரதிதாசன் - தமிழினி இனிமை,	அனார் - மேலும் சில இரத்தக்குறிப்புகள்	குறவஞ்சி அறிமுகம்	புதினத்தின் வகைமை	தமிழ் இலக்கண ரூபங்கள்
8	SL	தமிழின் பெருமையும் வளமையும்	உள்நாட்டுப்போர்ச் சூழலும் பெண் உளவியலும்	குறவஞ்சி இலக்கியங்கள்	புதின ஆசிரியர்கள்	இலக்கணமும் பயன்பாடும்
S	SL	வானம்பாடியில் அப்துல் ரகுமான்	காலந்தோறும் பெண்	குற்றாலக் குறவஞ்சி (9)	அச்சு ஊடக வரலாறு	தமிழில் சொல்வகைகள்
9	SL	அப்துல் ரகுமான் கவிதையின் தனித்தன்மைகள்	பெண் இலக்கியம்	மலையும் வாழ்வும்	அச்சு ஊடகமும் தமிழும்	சொல்லும் பயன்பாடும்
S	SL	அப்துல் ரகுமான் -	சுகிர்தராணியின் அம்மா	காப்பிய இலக்கணம்	அச்சு ஊடகமும் உரைநடை	பெயர்ச்சொற்கள்

10	1	அவதாரம்			ளர்ச்சியும்	
	SL	அவதாரம் - நம்பிக்கையும் வெற்றியின்பா தைகளும்	பெண்மையும் தாய்மையும்	காப்பியவகைமைகள்	தமிழில் உரைநடை	பெயர்ச்சொற்கள் அறிதல்
S	0-	சுற்றுச்சூழலியல்	சமத்துவம்	தமிழில் பௌத்த இலக்கியங்கள்	சுவடிகள்	வினைச்சொற்கள்
1	SL	தமிழ்க்கவிதையில் சுற்றுச்சூழலியல்	பாலியல் சமத்துவம்	மணிமேகலை	சிவதருமோத்திரச் சுவடிபெற்றவரலாறு	வினைச்சொற்கள் அறிதல்
S	0-	நரசிம்மன் - மகனே என்னை மன்னித்து விடு	நா. முத்துக்குமாரின்தார்கவிதை	பெண்சாபமும் காயசண்டிகையும்	புழங்கு பொருள் பண்பாடும் தமிழர் வாழ்வியலும்	தமிழில் பெயரடை, வினையடை
1	SL	நவீன வாழ்வுச் சுற்றுச்சூழலியல் அறிதலும்	தூர்கவிதை முன்வைக்கும் பெண் சமத்துவம்	பெண்வரலாற்றில் சாபங்களின்கதைகள்	கூஜாவின்கோபம்	பெயரடை, வினையடை அறிதல்

Learning Resources	<ol style="list-style-type: none"> குறிஞ்சித்தேன், தொகுப்பும் பதிப்பும் - தமிழ்த்துறை ஆசிரியர்கள், எஸ்.ஆர்.எம். அறிவியல் மற்றும் தொழில் நுட்பக்கல்வி நிறுவனம், காட்டாங்குளத்தூர், 603203, 2020 வல்லிக்கண்ணன், புதுக்கவிதை தோற்றமும் வளர்ச்சியும், ஆழிபதிப்பகம், சென்னை, 2018 கா. சிவத்தம்பி, தமிழில் சிறுகதை தோற்றமும் வளர்ச்சியும், என்.சி.பி.எச்., சென்னை, 2013 தமிழ் இணையக்கல்விக்கழகம் - http://www.tamilvu.org/ மதுரை தமிழ் இலக்கியமின் தொகுப்புத்திட்டம் - https://www.projectmadurai.org/
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Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA - 1 (10%)		CLA - 2 (10%)		CLA - 3 (20%)		CLA - 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	30%	30%	30%	30%	30%	30%	30%	30%	30%	-
Level 2	Apply Analyze	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
Level 3	Evaluate Create	30%	30%	20%	20%	20%	20%	20%	20%	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

Course Designers

Expert from Higher Technical Institutions	Internal Experts
1. Dr. R..Srinivasan Associate Professor, Department of Tamil, Presidency College, Chennai,	1. B.Jaiganesh, Assistant Professor & Head, FSH, SRMIST
	2. T.R.Hebzibah Beulah Suganthi, Assistant Professor, FSH, SRMIST
	3.S.Saraswathy, Assistant Professor, FSH, SRMIST

course Code	ULH20G01J	Course Name	HINDI-I	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 : To be able to converse well in the Hindi Language	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
CLR-2 : To read and write and clarity	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning			
CLR-3 : To be willing listeners and translators –where need be				H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLR-4 : To acquire the values/thought contents of the writers and practice in it in life.				-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLR-5 : To find motivation through the various forms of literature and learn to overcome any challenges of life.				H	-	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLR-6 : To discover the importance of the language in making education as a means of growth in life and not mere literacy.				H	-	H	H	H	-	-	-	-	-	-	-	H	-	-	-	-	-
				-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLO-1 : To appreciate the Hindi language in its various forms.		2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 : To understand the philosophy of life and living through stories.		2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 : To help the students learn and develop the fundamentals of life, through One-Act plays.		2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 : To share the richness of thought and content presented in the Hindi language, into other languages so that the readers would stand to gain.		2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5 : To guide the students in the learning of the technical aspect of the Hindi language, this would help them in the field of administration.		2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-6 : To encourage the students to communicate with the public, on a large scale with the medium of Main stream and Documentary films.		2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Duration (hour)	12	12	12	12	12	12
SLO-1	Kahani kya Hai	Ekanki aur Natak kya hai	Patrakarita ka arambh	Film Samiksha	Takniki Shabdavali	
SLO-2	Jivan ka anubhav	Vidhyarthiyon dono ke antar ko smajhkar apne dwara use prastut kar sakta hai	Vidhyarthiyon ka apne samaj ke prtj jagrukta	Film ka prabhav ko smajhna	Vaignik tarike se bhashaon ka avishkaar karna	

S-2	SLO-1	Kahani ke Tatva	EKANKI KA ARTH	Aazdi aur Patrkarita ka daiytava	SAMIKSHA KYA HAI	ARTH
	SLO-2	Vishleshan karne ki Kshmta	Vidhyarthi ke bhitar vishkleshan ki kshamta jagrit	Vidhyarthiyon ko patrkarita ka itihās smajkar samaj nirman ke liye sahyog dena	Tarkik vishleshan kshmta paida karta hai	Vidhyarthi uske arth dwara hi uske mahtav smjhenge
S-3	SLO-1	Vo Tera Ghar Ye Mera Ghar Parivar me Buzargon ke Mahtav ko Samjhana	PARIBHASHA	PATRKARITA KA MAHTAVA	SAMIKSHA KE PRAKAR	PARIBHASHA
	SLO-2	Bhartiya Sanskriti Se Vidhyarthiyon ko Jodna	Vidvano ke mat se parichay	Patrkarita se bhut se sawal ka smadhan ho jata hai	Vidhyarthiyon ka un prkaro ka adhyaan karna jisse vidhyarthi us samiksha ko tayaar kar payenge	Vibhinn vidwano dwara di gai paribhasha se us baat ko smjhenge vidhyathi
S-4	SLO-1	Mithaiwala Pyar Bantne se dukh kam hota hai	SWAROOP	PTRAKARITA KA ARTH	SAMIKSHA KA UDDESHYA	SHABDAVALI KI AVSHYAKTA
	SLO-2	Manavata ka Path	Vidhyarthiyon me iski samajh se lekhan kshmta badegi	Vibhinn vidhvono ko padhne se vidhyarthiyon ki tarkik kshmta badhti hai ,	Vidhyarthi ke andar smaj ke prati Kartavya bodh paida hoga	Vaignikon ka awiskar kitna mahtavpur
S-5	SLO-1	Bechadri Pal Chatro me Utsah Vardhan Karna	PATHYA VACHAN	PTRAKARITA KI PARIBHASHA	FILM KA SAMAJIK MAHTAVA	BHASHA VAIGYANIK
	SLO-2	Beta-beti ek saman ke mahtav ko smjhana.	Vidhyarthiyon ka path kaushal bdhega	K vidhvaono ki ukti ek smadhan bhi hota hai	Samajik uttar daiytav ko smjhana	Bhasha vaignikon ki jankari
S-6	SLO-1	Nadi aur Jeevan Paryavaran ke mahtav se awagat karana.	PRASTUTI	PRAMUKH SAMACHAR PATR	FILM KA VISHLESHAN	KARYALYIN SHABD
	SLO-2	Manav Jeevan me nadi ki upyogita aur Mahtav.	Natak khelne par bahut si takniki bate samajhenge	Vidhyarthiyon ki jankari badhegi	Vidhyarthi tarkik vishleshan sikhega	Shabd kaise tayar kiye jate hain vidhyarthiyon ko jankari
S-7	SLO-1	Pachees chauka Ded Sau Jamindari Pratha se awagat karana	MAHTVA	TV.PATRKARITA	DRISTIKON NIRMAN	ANGREZI SE HINDI ANUVAD
	SLO-2	Asprishya Vicharao ke Prati Sakaratamak Bnana.	Natak ka mahtav ko smajhkr samaj ke hito ke sath judna.	TV patrkar ke daiytav ko smajkar vidhyarthi ise apne rozgar se jod sakta hai	Vidhyarthi ka drishtikon nirmmit hoga	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna
S-8	SLO-1	Kahani ka Uddeshya	PRASHAN-ABHYAS	PHOTO PATRKARITA	DOCUMENTRY FILM	HINDI SE ANGREZI ANUVAD
	SLO-2	Vidhyarthiyon ko Samaj se Jode rakhna	Vidhyarthiyon ka lekhan kshmta Badhna	Vidhyarthiyon me photo patrkarita ke mahtav ka smajh paida hona	Vidhyarthi samajik dharatal ki kathinai ko smajhkar desh se judega	Hindi adhikari aur anuvadak ke pad ke liye tayaar karna.
S-9	SLO-1	Kahani Lekhan	UDDESHYA	PRASTUTIKARAN	MAIN STREAM FILM	EK DIN EK SHABD
	SLO-2	Vidhyarthi Ko likhne ki aur Prerit karna	Vidhyarthi ko smaj upyog hito ki jankari dena	Vidhyarthi apni baat rakhne ki kshmta vikstait karta hai	Vidhyarthion ko jivan ke anchue pahluon se bhi sakshaktkar	Vidhyarthiyon ko rozgaar se jodna
S-10	SLO-1	Seminar	PARICHARCHA	BHASHA-SHAILI	FILM KE DARSHAK	ATI MAHTVAPURN SHABD
	SLO-2	Vidhyarthiyon dwara Prastuti	Vidhyarthi me vak-kaushal bdhana	Vidhyarthi ko apni report me	Vidhyarthiyon ka samajik gyan	Shabdon ke mahtav ko smajhkar

		karan		bhasha-shaili ko sikh kar ek badhiya reporter ban sakta hai		use yaad karna
S-11	SLO-1	Prashan Abhyas	BHASHA SHAILI	PATRKARITA KE NIYAM	FILM AUR BAZAAR	SAMANYA SHABD AUR PARIBHASHIK SHABDAVALI ME ANTAAR
	SLO-2	Vidhyarthiyon me Lekhn Kaushal ki kshmat Viksit karna.	Vidhyarthiyon ko bhasha ka mahtav smjhna	Vidhyarthi ise sikh kar ek nyay priya patrkar ban sakta hai	Vidhyarthiyon ko rozgaar se jodna	Vidhyarthiyon ko vaighniko dwara tayaar ki gai bhasha ki samaj
S-12	SLO-1	Path-Punravarti	EKANKI AUR RANGMANCH	PATRKAR KA DAIYTV	FILM DARSHAK KA MAHTAVA	PARIBHASHIK SHABDAVALI KA MAHTAV
	SLO-2	Pariksha ke liye Saksham	Vidhyarthi isse rangmanch ke mahtav ko smajhenge	Vidhyarthiyon ko patrkar ka daiyva sikhkar smaj ke uttar daiyva ko nibhana hai	Vidhyarthiyon ko darshak ki ruchiyon se awagat karvana	Rozgaar se vidhyarthiyon ko jodna

Learning Resources	<i>The Prescribe Text Book Compiled and Edited by Department of Hindi</i> www.gadyakosh.com www.shabdkosh.com
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Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	30%	30%	30%	30%	30%	30%	30%	30%	30%	-
Level 2	Apply Analyze	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
Level 3	Evaluate Create	30%	30%	20%	20%	20%	20%	20%	20%	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

Course Designers	
Expert from Higher Technical Institutions	Internal Experts
1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi,CUTN, Tamilnadu	1. Dr.S Preeti. Associate Professor & Head, SRMIST
	2. Dr. Md.S. Islam Assistant Professor, SRMIST
	3 Dr. S. Razia Begum, Assistant Professor, SRM IST

Course Code	ULF20G01J	Course Name	<i>French-I</i>	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

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

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	<i>Extend and expand their savoir-faire through the acquisition of current scenario</i>
CLR-2 :	<i>Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French</i>
CLR-3 :	<i>Make them learn the basic rules of French Grammar.</i>
CLR-4 :	<i>Develop strategies of comprehension of texts of different origin</i>
CLR-5 :	<i>Strengthen the language of the students both in oral and written</i>
CLR-6 :	<i>Express their sentiments, emotions and opinions, reacting to information, situations</i>

	1	2	3
	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
	2	75	60
	2	80	70
	2	85	75
	2	70	80
	2	80	70

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related 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
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	H	-	-	-	-	M	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	H	-	-	-	-

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>
CLO-1 :	<i>To acquire knowledge about French language</i>
CLO-2 :	<i>To strengthen the knowledge on concept, culture, civilization and translation of French</i>
CLO-3 :	<i>To develop content using the features in French language</i>
CLO-4 :	<i>To interpret the French language into other language</i>
CLO-5 :	<i>To improve the communication, intercultural elements in French language</i>

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Bonjour, ça va ?	Salut ! Je m'appelle Agnès	Qui est –ce ?	Dans mon sac, j'ai...	Il est comment ?
	SLO-2 Salut	Paul, Valérie, Manish	Les exemples	Da ns ton sac	Les objectifs
S-2	SLO-1 Les pays	Les pronoms personnels sujets	Les professions	La formation du féminin (3)	L'aspect physique
	SLO-2 Les nationalités	Je, Tu, Il/Elle Nous, vous, Ils/Elles	Les exemples	Les féminins	Le corps
S-3	SLO-1 Les animaux domestiques	Les verbes être et avoir	Quelques objets	La phrase interrogative	Le caractère
	SLO-2 Les animaux	Les verbes auxiliaires	Objets	Les interrogatives	Les exemples
S-4	SLO-1 Les jours de la semaine	Les articles définis et indéfinis	La fiche d'identité	<i>qu'est – ce que.. ?</i>	Les prépositions de lieu (1)
	SLO-2 Les mois de l'année	Les exemples	La carte d'identité	<i>Les exemples</i>	Dans, sur, sous etc.,
S-5	SLO-1 Les nombres de 0 à 69	La formation du féminine (1)	La liaison	<i>Qu'est – ce que C'est</i>	Les nombre à partir de 70
	SLO-2 Les nombres	Les féminins	Les activités	<i>Les objets</i>	Les exemples

S-6	SLO-1	La famille (1)	La formation du pluriel (1)	L'élision	<i>Qui est – ce ?</i>	Allo ?
	SLO-2	Ses parents	Les exemples	Les activités	<i>Les personnes</i>	Portable
S-7	SLO-1	L'accent	Les adjectifs possessifs	Intonation descendre	<i>la phrase négative</i>	La formation du féminin(3)
	SLO-2	L'accent tonique	Les exemples	Les descendre	<i>La négation</i>	Les exemples
S-8	SLO-1	Les articles définis	Entrer en contact : salut	Intonation montante	<i>C'est</i>	Les articles contractés
	SLO-2	Les articles indéfinis	Entrer en contact : demander	Les montantes	<i>Il est</i>	Les articles partitifs
S-9	SLO-1	Bonjour, - Salut !	Dire comment ça va	Dans mon sac	<i>Les verbes du premier group</i>	Les pronoms personnels toniques
	SLO-2	Ca va	Comment allez-vous ?	Des objets	<i>Les exemples</i>	Les pronoms
S-10	SLO-1	Je m'appelle Agnès	Se présenter	Les Mots	<i>Les verbes aller</i>	Les adverbes interrogatifs
	SLO-2	Quel est votre nom	Présenter quelqu'un	Les expressions	Le verbe venir	Les interrogatifs
S-11	SLO-1	Les Mots	<i>Demander</i>	Demander poliment	Demander et répondre poliment	Les verbes du deuxième group
	SLO-2	Les Expressions	<i>Demander le temps</i>	Répondre poliment	Les exemples	Les exemples
S-12	SLO-1	Entrer en contact	Demander la date	Demander des informations personnelles	Demander des informations personnelles	Décrire l'aspect physique
	SLO-2	Se présenter.	Dire la date	Les exemples	Les activités	Décrire le caractère

Learning Resources	Theory:
	1. "Génération-AI" Méthode de français, Marie-Noëlle COCTON, P.DAUDA, L.GIACHINO, C.BARACCO, Les éditions Didier, Paris, 2018. 2. Cahier d'activités avec deux discs compacts.

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

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

Course Designers	
Expert from Higher Technical Institutions	Internal Experts
1. <i>Dr. C.Thirumurugan Associate Professor, Department of French, Pondicherry University</i>	1. <i>Kumaravel K. Assistant Professor & Head, SRMIST</i>
	2. <i>Ponrajadurai M Assistant Professor, SRMIST</i>

Course Code	ULE20AE1T	Course Name	English	Course Category	AE	Ability Enhancement Course	L	T	P	C
							4	0	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Extend and expand the integrity in an individual which shall never allow him/her to compromise upon a noble way of living	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 :	Enable the students to overcome the fear of speaking a foreign language and enable them to think through a foreign language.	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning	
CLR-3 :	Make them communicate an unbiased way of thinking in a better manner																			
CLR-4 :	Develop strategies of comprehension of texts based on different culture and life styles																			
CLR-5 :	Strengthen spoken and written skills of the student in English																			
CLR-6 :	Help them express their sentiments, emotions and opinions, and reactions to information and situations in a civilized, cultured and humane manner.																			

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLO-1 :	To acquire knowledge of becoming better beings through the tools of Language and Literature	2	75	60	H	H	H	-	-	H	-	H	-	H	H	H	-	-	-
CLO-2 :	To acquire a strong knowledge on concept, culture, civilization through English Literature	2	80	70	-	H	-	H	-	H	-	H	-	-	H	H	-	-	-
CLO-3 :	To develop own content and to be able to translate using the features in English Language	2	70	65	H	-	-	H	-	H	-	H	-	-	H	H	-	-	-
CLO-4 :	To interpret the contents in the texts presented in English Language	2	70	70	H	-	H	H	H	H	-	H	-	-	H	-	-	-	-
CLO-5 :	To present an improved and healthier communication and intercultural elements acquired through English Literature	2	80	70	-	H	-	H	-	H	-	H	-	-	H	-	-	-	-
CLO-6 :	To participate in any level of conversation and discussion presented in English with both proficiency in the language and positive caliber in the content of speech	2	75	70	H	H	-	H	M	H	M	H	H	H	H	H	H	H	H

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Introduction to the art of poetry writing will be done	Post-colonial impacts in India as observed in their language and culture will be discussed.	Story through images is explained to the students	The definition and purpose of monologue is explained	Homophones and Homonyms are to be explained in the class along with examples of usage.
	SLO-2	The rationale behind this unit will be discussed.	The students will be encouraged to impart their views	The students are asked to create their own stories from those images	the sample monologues are to be provided to the learners	How where and when these as vocabulary can be used is to be explained

S-2	SLO-1	Feminism through Kamaladas' poem 'In Kindergarten' is explained	Mathraboothan and the mother tongue influence in English – a discussion	Every day the students are made to bring their own cartoons to tell stories related to social issues and political issues.	The learners are made to create their own monologue contents.	Cross word puzzles are to be given to the students to make them understand the differences and usage of homophones and homonyms
	SLO-2	feminist critique's stand through poets like Meena Kandasamy is discussed	Students from different regions are asked to talk. The peculiarity in their pronunciation is to be identified by them	How to identify irony and sarcasm is taught	The contents are assessed and the lacuna is informed	The students are evaluated by making them use homophones and homonyms on their own
S-3	SLO-1	The writer Meena Kandasamy is invited to read her poems on women.	Enjoy within limits, says Mr Mathrabootham is taught and discussed	International Political memes to be created in the class	Discuss the contents created by the students and reiterate the idea that a monologue should mimic a story and has to have a proper beginning middle and an end.	How exactly to decide a proper word at a given situation is to be practically explained in the class.
	SLO-2	Questions on her perspectives are to be posed by the students	Every mistake found in the text is analysed	Memes on popular issues to be created in the class	The created monologues are to be assessed by the students themselves	Mundane situations are to be given to the students to check their ability to use those words
S-4	SLO-1	Gender inequality is discussed through A K Ramanujam and his poetry	The structure of sentence in English and the distortion of the sentence is verified	Autobiography and biography differences are explained	To ask the students to bring newspaper to class and make them select a column and read it loudly.	To give all the parts of speech not according to the grammar book order but according to a method which would easily make one understand correlation of one with the other. For instance – Noun, Pronoun, Adjective, Verb, Adverb... will have to be the order
	SLO-2	Different legal situations where both the genders suffer is explained in the class	Different sentences are given and tested	Certain Classic autobiographies and biographies are presented	No meanings to be explained. Just the flow is to be checked.	The students are made to use as many adjectives as possible for describing their friends
S-5	SLO-1	Kalki the poet is invited to conduct a guest lecture on her own poem.	Nobel? What Nobel, asks Mr Mathrabootham is discussed	How to give voice to an inanimate object.	Another reading loud session of the same passages are to be conducted along with dictionary checking for meanings are to be done.	The parts of speech must be used in different sentences
	SLO-2	Questions on her perspectives are to be posed by the students	The attitudes of people in a ludicrous manner is discussed	Different objects are given to the students and they are asked to give autobiographical notes to	The new meanings that the students get must be compared with the given word	the teacher ought to use the board to draw a situation to make one understand each part's usage.

				<i>them</i>	<i>and the distance between the meanings are to be explained</i>	
S-6	SLO-1	<i>Seminar to generate discussion to enhance gender sensitivity is conducted</i>	<i>The Text is analyzed in detail</i>	<i>Practically test the students in class by giving them different concrete objects.</i>	<i>To make them compare and realize how they had overcome their fear for English</i>	<i>Along with parts of speech particularly when Verb is being taught Tenses ought to be taught with same methodology mentioned above.</i>
	SLO-2	<i>Case studies are to be incorporated by the students in their seminar</i>	<i>More insights into Indian English is given</i>	<i>Ask the students to evaluate each other's autobiography on concrete objects</i>	<i>The comprehensive techniques are taught</i>	<i>The students are asked to create a lighter vein situation and asked to use all the tenses</i>
S-7	SLO-1	<i>Human interest columns in news papers - tragedies on women men and transgender documented is read aloud and discussed in the class room.</i>	<i>Neutral accent is taught along with right pronunciation</i>	<i>Caption writing is taught</i>	<i>To develop the ability to pick up a conversation istaugh</i>	<i>The rules of Tenses are taught with live examples in the classes.</i>
	SLO-2	<i>. how much are the students able to relate with or able to feel emotionally for those situations is to be checked and analysed</i>	<i>Test is to be conducted to check how far a student is able to understand neutral accent</i>	<i>The purpose of the caption writing is to be instilled</i>	<i>to engage in conversations and be able to interupt and end conversation appropriatelywilllbetaught</i>	<i>Ability to use all the rules in tenses is taught.</i>
S-8	SLO-1	<i>Case studies to be given to the students to document their reactions</i>	<i>Mr Mathruboothamisfullysupporting all new technologies – discussion</i>	<i>Different examples for captions are given</i>	<i>Different situations to be given to the students to engage in a conversation.</i>	<i>The basic way to pick an error is by already knowing the rules of grammar thoroughly.</i>
	SLO-2	<i>Find out if there is any student finding it hard to emote or is insensitive toward the moment</i>	<i>Humor and sarcasmis skimmedfrom the text</i>	<i>The studenst are asked to create captions similar to the ones shown in the class</i>	<i>The students are asked to find errors in each others' monologue</i>	<i>Hence all the rules are to be brushed up</i>
S-9	SLO-1	<i>Students are to made to createtheirownenactable content on the prevailinggenderinequalities</i>	<i>How to write a statement and question is to be taught with reference to the text.</i>	<i>The students are made to give captions different news articles, products and situations</i>	<i>To test how much one is able to use ironyhumor and sarcasm in one's conversation</i>	<i>Excercises on all sorts of possible errors are given to the students and asked to rectify.</i>
	SLO-2	<i>The students are asked to improvise on dialogue on theirown</i>	<i>The way sentences are constructed according to the regional impact is discussed</i>	<i>The best is appreciated for its qualities of being best</i>	<i>Natural usage of punisexplained</i>	<i>Mathrabootham's passages are given to the studentsagain to check the errors.</i>
S-10	SLO-1	<i>Feminism vs Gender inequality a test for the students to chart out the existing gulf</i>	<i>Pizza maavu : Welcome to Mr Mathruboothamfoodrecipiewebsit eisdiscussed</i>	<i>Public Speakingexamplence since Julius Caesar to Martin Luther isgiven</i>	<i>To teachdifferentkinds of reading. -skimming scanning and intensive reading extensive reading is taught</i>	<i>Definesynonym and antonym. Ask the sudents to identifysynonyms and antonyms in text.</i>

	SLO-2	<i>False allegations and Legal situations sometimes created by women to corner men only degrades the freedom struggle of women – discuss</i>	<i>The students are made to explain the text themselves</i>	<i>The techniques used by different leaders since ages is discussed</i>	<i>The students are practically asked to use those methodology to understand a text</i>	<i>Demonstrate their understanding of synonyms and antonyms in active learning. Introduce thesaurus reference.</i>
S-11	SLO-1	<i>A detailed discussion on the 4 poets is done in the class through comparative method</i>	<i>Identify the errors and make students to rewrite first two texts</i>	<i>The Ted X talks are played in the class, different political leader's canvassing is presented</i>	<i>The students are made to read the passages loudly</i>	<i>Demonstrate understanding of words by relating them to their opposites (antonyms)</i>
	SLO-2	<i>While comparison the students are able to get a deeper analytical way of thinking and are able to present an all encompassed points</i>	<i>Check if they are able to retain the humor in the text after correcting the sentences</i>	<i>What makes a talk impressive is identified and discussed</i>	<i>The students are asked questions from the passages to check their retention capacity</i>	<i>Demonstrate understanding of words with similar but not identical meanings (synonyms)</i>
S-12	SLO-1	<i>The comprehension and retention and application of all the acquired knowledge of the student is checked by initiating an informal discussion in the class.</i>	<i>Identify the errors and make the students to rewrite the last two texts</i>	<i>The students are given different topics to give impromptu</i>	<i>The learner is made to select phrases and words from the given passages and is asked to use it in own sentences</i>	<i>With the students brainstorm shortlist of commonly used words</i>
	SLO-2	<i>The overall development in the student's EQ pertaining to gender oriented issues will be sensible and objective.</i>	<i>Check if they are able to retain the humor in the text after correcting the sentences. Explain the result to them</i>	<i>The best talk is recorded and made available for other's references</i>	<i>The ability to converse with humor sarcasm or deep thoughts and with the capacity to evoke the desired emotion in the other is checked</i>	<i>Ask them to rapidly give synonyms and antonyms to those words</i>

Learning Resources	Theory:
	<ol style="list-style-type: none"> 1. Horizon- English Text Book – Compiled and Edited by the Faculty of English Department, FSH, SRMIST, 2020 2. English Grammar in Use by Raymond Murphy

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

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

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
	1. Prof. Daniel David, Prof & Head, Department of English, MCC, Chennai	1. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH, SRMIST
		2. Dr K B Geetha, Assistant Professor, Department of English, FSH, SRMIST

Course Code	USY21101T	Course Name	GENERAL PSYCHOLOGY I	Course Category	C	Professional Core Course	L	T	P	C
							4	1	0	5

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To understand the nature of Psychology
CLR-2 :	Learn the role of the nervous system, endocrine systems and consciousness
CLR-3 :	To Understand the basic anatomy and functions of sensation and perception
CLR-4 :	Understand different models of human behavior based on science
CLR-5 :	Know the fundamental principles and features of personality and motivation
CLR-6 :	Describe the cognition and problem-solving strategies

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1 :	understand different models of human behavior based on science	2	75	60
CLO-2 :	analysis major components of biological systems studied in psychology	2	80	70
CLO-3 :	Evaluate the methods to improve memory and problem solving	2	70	65
CLO-4 :	Design, conduct, or evaluate basic psychological techniques to improve personality	2	70	70
CLO-5 :	Apply psychological principles to everyday life	2	80	70
CLO-6 :		2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Introduction & Definition of Psychology	Sensation and Perception	Defining awareness	Concept of classical conditioning	Concept of memory
	SLO-2	Introducing psychology	Introducing oerception	Different states of min	Elements and Principles of generalisations	Various types of memories
S-2	SLO-1	history of psychology	Sensation: Basic concepts	Nature of conciousness	Explaining second order conditioning	Various Stages in mories
	SLO-2	Explaining evolution of psychology	Conceptualizing the sensation	Nature of conciousness	Illustrations of conditioning	Various Stages in mories
S-3	SLO-1	Psychology as a science	processes in sensation	Various functions of conciousness	Applcations of illustrations	Explaining the models of memory

	SLO-2	Explaore the psychology as science	Various proces involved in sesation	Various functions of consciousness	Trial and error of illustrations	Explaining the models of memory
S-4	SLO-1	Research methods of Psychology	Types of senses	Stes of sleep and dream	Learnimng through illustrations	Short term memmoy
	SLO-2	Discuss the various research methods in Psychology	Explaining various types of ssenses	Various forms of dreams	Concept of oparent conditoning	Problems of short term memmory
S-5	SLO-1	Research methods of Psychology	Types of senses	Exploring Cicardian rythm	Reinforcement process	Long term memory
	SLO-2	Discuss the various research methods in Psychology	Explaining various types of senses	cycles of sleep	Reinforcement process	Long term memory
S-6	SLO-1	Different schools of Psychology	Sensory adaptation	Various stages of sleep	Postive Effects of reinforcements	Process of encoding
	SLO-2	Synthesis the various chool of sthoughts	Adaption of sesnory organs	Variety of Altered states	Side effects of reinforcemen	
S-7	SLO-1	Different schools of Psychology	integration of senses	Variety of Altered states	Explaining types of learning	Process of storing
	SLO-2	Synthesis the various chool of sthoughts	Defining the integrity of senses	Concept of Lucid Dreaimg	Explaining types of learning	Issues in storing
S-8	SLO-1	modern perspectives of Psychology	Perception- basic concepts	Introduction to hypnosis	Concept of Verbal learning	Forgetting
	SLO-2	Discuss the psychology in modern perspectives	Introducing the basic concepts of senses	Various myths of hypnosis	Concept of Verbal learning	Various types of forgetting
S-9	SLO-1	modern perspectives of Psychology	motivation and emotion	Concept of meditation	Social and cognitive learning	Process of retrival from long term memory
	SLO-2	Discuss the psychology in modern perspectives	Discuss on motive and Emotion	Concept of meditation	Social and cognitive learning	Process of retrival from long term memory
S-10	SLO-1	Scope of Psychology	figure ground separation	Introduccing Hallucinations	Process of observational learning	Concept of interference
	SLO-2	Defining the scope of psychology and its application	laws of organization	Discuss the types of Hallucinations	Principles of observational learning	Concept of interference
S-11	SLO-1	Scope of Psychology	Different processes of perception	Concept of religious ecstasy	Concept of cognitive mapping	Memory techniques
	SLO-2	Defining the scope of psychology and its application	depth perception	Concept of religious ecstasy	Concept of cognitive mapping	Memory improving techniques
S-12	SLO-1	branches of Psychology	perception of movement	Drug induced states	Prospects of Insight learning	Concept of amnesia
	SLO-2	Discuss the brances in Psychology	constancy of perception	Problems of using drugs	Prospects of Insight learning	Problems of amnesi

Learning Resources	<ul style="list-style-type: none"> • <i>Baron, R.A. (2002). Psychology (5th ed.). India: Prentice Hall. Hilgard, E.R.,</i> • <i>Atkinson, R.L., Atkinson, R.C. (2009). Introduction to Psychology (14th ed).</i> • <i>Wordsworth Pub. Co. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2007). Introduction to Psychology (7th ed). Singapore: McGraw-Hill.</i> • <i>Santrock, J.W. (2006). Psychology Essentials (Updated 2nd ed.). New Delhi: Tata McGraw Hill.</i> • <i>Coon, D., & Mitterer, J.O. (2007). Introduction to Psychology (11th ed.). New Delhi: Cengage Learning India Pvt Ltd.</i>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21102T	Course Name	BIOLOGICAL PSYCHOLOGY I	Course Category	C	Professional Core Course			
						L	T	P	C
						3	1	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1:	To understand the nature of Psychology
CLR-2:	To understand the relationship between the body, mind and the brain.
CLR-3:	To explain the biological foundations of behavior, including theories, history, and research methods
CLR-4:	Understand the evolution and development of the nervous system.
CLR-5:	To learn the structures and functions that underlie sensation, perception, and motor control
CLR-6:	Describe the biological underpinnings of cognition and socioemotional functioning

	1	2	3
	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
CLO-1:	2	75	60
CLO-2:	2	80	70
CLO-3:	2	70	65
CLO-4:	2	70	70
CLO-5:	2	80	70
CLO-6:	2	75	70

	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	PSO -1	PSO -2	PSO-3
CLO-1:	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2:	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3:	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4:	H	-	H	H	H	-	-	-	-	H	-	-	-	-	-
CLO-5:	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-6:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:
CLO-1:	Able to evaluate basic brain structures and functional neural systems
CLO-2:	To remember process of signalling between nerve cells including chemical neurotransmitters
CLO-3:	To analysis the role of neurotransmitters in human functioning
CLO-4:	To understand the functional organization of the sensory systems
CLO-5:	To apply the bio-psycho premises to predict, enhance human emotions
CLO-6:	

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Introduction to Bio Psychology	Introducing Neuro anatomy	Concept of nervous system	Neural Impulse	Neurtransmitters
	SLO-2	Relationship between psychology and human body	Understanding the neuron	Functioning of nervous system	Functioning of neural Impulse	Understanding the process of Neurtransmitters
S-2	SLO-1	Different methods of study	The structure of neuron	Nervous system and human Body	Problems with neural impulse	Neurtransmitters and Nervous system
	SLO-2	Different methods of study	The functioning of neuron	Nervous system and human Body	Problems with neural impulse	Neurtransmitters and Nervous system
S-3	SLO-1	Approaches to Bio	Types of neuron	Nervous system and its	Neural impulse cycle	acetylcholine

		Psychology		functioning		
	SLO-2	Approaches to bio Psychology	Types of neuron	Nervous system and its functioning	Functioning of Neural impulse cycle	Understanding of acetylcholine
S-4	SLO-1	Concept of Ablation	The concept of peripheral nervous system	Nervous system and various parts	Membrane potential	dopamine
	SLO-2	Understanding of Ablation	The concept of peripheral nervous system	Nervous system and various parts	Understanding the functioning of membrane	Emotional control
S-5	SLO-1	Concept of Electronic stimulation	Structure of Peripheral nervous system	The Spinal Cord	Resting potential	norepinephrine
	SLO-2	Process of electronic stimulation	Structure of Peripheral nervous system	Spinal cord and human body	Understanding resting potential	Signal Transmission in norepinephrine
S-6	SLO-1	Chemical Stimulation	Functioning of Peripheral nervous system	Spinal cord and nervous system	Concept of action potential	GABA
	SLO-2	Process of chemical stimulation	Functioning of Peripheral nervous system	Spinal cord and nervous system	Concept of action potential	GABA and Central nervous system
S-7	SLO-1	Concept of Stereotaxic surgery	The skeletal nervous system	Spinal cord and functioning of various parts	Understanding the process of action potential	Hormones
	SLO-2	Risk and Problems of Surgery	The skeletal nervous system	Spinal cord and functioning of various parts	Understanding the process of action potential	Formation and functioning of Hormones
S-8	SLO-1	Concept of Neuro Imaging	The structure of skeletal nervous system	Brain and Spinal Cord	Conduction of Neuron	Main endocrine glands
	SLO-2	Concept of Neuro Imaging	The structure of skeletal nervous system	Brain and Spinal Cord	Conduction of Neuron	Main endocrine glands
S-9	SLO-1	CT Scans	Functioning of skeletal nervous system	The Human Brain	Understanding the Neuron	hormone products
	SLO-2	Process of CT scans	Functioning of skeletal nervous system	Function of human brain	Understanding the Neuron	hormone products
S-10	SLO-1	PET Scans	Automatic nervous system	Hind brain	Obstacles of conduction of neuron	principal effects of hormones
	SLO-2	Benefits of PET scans	Automatic nervous system	Functioning of hind brain	Obstacles of conduction of neuron	principal effects of hormones
S-11	SLO-1	MRI and fMRI	Structure of automatic nervous system	Mid brain	Conduction across Synapse	principal effects of hormones
	SLO-2	Understanding of MRI and fMRI	Structure of automatic nervous system	Functioning of mid brain	Process of Conduction across synapse	principal effects of hormones
S-12	SLO-1	Explanation of Behaviour	Functioning of Automatic nervous system,	Forebrain	Barriers of conduction	principal effects of hormones
	SLO-2	Explanation of Behaviour	Functioning of Automatic nervous system,	Functioning of fore brain	Barriers of conduction	principal effects of hormones

Learning Resources	<ul style="list-style-type: none"> • <i>Carlson, N. R. (2007). Foundations of Physiological Psychology (6th ed).New Delhi: Pearson Education.</i> • <i>Kalat, J. W. (2012). Biological Psychology (11th ed). USA:</i> • <i>Wadworth,Belmont,2013.</i>
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21103T	Course Name	DEVELOPMENTAL PSYCHOLOGY I	Course Category	C	Professional Core Course			
						L	T	P	C
						4	1	0	5

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1:	To understand the nature of Psychology
CLR-2:	To explain how theories are used to understand child behavior and development
CLR-3:	To learn the role of major theories of child development
CLR-4:	To analyze the interdependence of the cognitive, psychosocial and physical domains of development
CLR-5:	To know the current research findings as they apply to child development
CLR-6:	Know the effect of biological, environmental and cultural influences on development

	1	2	3
	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
	2	75	60
	2	80	70
	2	70	65
	2	70	70
	2	80	70
	2	75	70

	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	PSO -1	PSO -2	PSO-3
	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:
CLO-1:	To remember the basic concepts of human lifespan under various periods
CLO-2:	To analyze major components of human life transitions across different ages.
CLO-3:	Evaluate the different stages of life and its impact on health and well-being
CLO-4:	Understand the characteristics of each life span stage through empirical findings
CLO-5:	Apply psychological principles in the developmental process
CLO-6:	Understand the effect of biological, environmental and cultural influences on development

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Human development	Characteristics of infancy	Concept of Cognitive development	Characteristics of adolescence
	SLO-2	Understanding Human Development	Characteristics of infancy	Stages of cognitive development	Characteristics of adolescence
S-2	SLO-1	Period of Life span	early childhood	Piaget sensory motor stage	developmental tasks of adolescence
	SLO-2	Stages in life span	early childhood	Piaget sensory motor stage	developmental tasks of adolescence
S-3	SLO-1	Issues in different stages	physical development	Piaget preoperational stage	developmental tasks of
					theoretical perception in adolescence

					adolescence	
	SLO-2	Issues in different stages	physical development	Piaget preoperational stage	developmental tasks of adolescence	theoretical perception in adolescence
S-4	SLO-1	Stage of conception	Concept of health	Piaget stage of concrete operations	physical changes	identity formation
	SLO-2	Conception through birth	Issues in Health	Piaget stage of concrete operations	physical changes	Understanding approved sex roles
S-5	SLO-1	Concept of Fertilization	Concept of motor	moral development	maturation in adolescence	family relationships
	SLO-2	Problems of Fertilization	Obstacles of Motor sensory	moral development	maturation in adolescence	family relationships
S-6	SLO-1	Concept of Herdity	sensory	personality in late childhood	maturation in adolescence	relationship with peers
	SLO-2	Concept of Herdity	Issues of Sensory	personality in late childhood	maturation in adolescence	relationship with peers
S-7	SLO-1	Environment	emotional	development of self-concept	psychological impact of physical changes	personality changes
	SLO-2	Importance of environment	emotional	development of self-concept	psychological impact of physical changes	personality changes
S-8	SLO-1	Parental development	perceptual development	Freud's latency period	psychological impact of physical changes	hazards of adolescence
	SLO-2	Various stages in parental development	perceptual development	Freud's latency period	psychological impact of physical changes	hazards of adolescence
S-9	SLO-1	Process involved	characteristics of late childhood	Erickson's industry versus inferiority	health concerns of adolescence,	problems of adolescence
	SLO-2	Barriers in parental developments	characteristics of late childhood	Erickson's industry versus inferiority	health concerns of adolescence,	problems of adolescence
S-10	SLO-1	Stages in birth	developmental tasks	social learning theory	health concerns of adolescence,	teenage pregnancy
	SLO-2	Stages in birth	developmental tasks	social learning theory	health concerns of adolescence,	teenage pregnancy
S-11	SLO-1	Methods of birth	physical development	Piaget stage of formal operations	aspects of intellectual development	Juvenile delinquency
	SLO-2	Various Methods of birth	physical development	Piaget stage of formal operations	aspects of intellectual development	Juvenile delinquency
S-12	SLO-1	Settings of child birth	cognition and language	moral development	aspects of intellectual development	positive view of adolescence
	SLO-2	Settings of child birth	cognition and language	moral development	aspects of intellectual development	positive view of adolescence

Learning Resources	<ol style="list-style-type: none"> 1. Papilia, Diane E., Sally Wendos Olds (2005). Human Development. 9th Edition. Tata McGraw Hill Publishing Co. 2. Hurlock, E. (1980). Developmental Psychology. Tata McGraw Hill Publishing. 3. Shaffer, David R. (1993). Developmental Psychology. IV Edition Brooks / Cole Publishing Company. 4. Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company. 5. Santrock, John W. (2007). Adolescence. 11th edition. Tata McGraw Hill Publishing Company. 6. Santrock, John W. (2007). Child Development. 11th edition. Tata McGraw Hill Publishing Company.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21G01T	Course Name	Life Skill Development	Course Category	G	Generic Elective	L	T	P	C
							0	3	0	3

Course Learning Rationale (CLR):		Learning			Program Learning Outcomes (PLO)															
CLR-1:		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
The purpose of learning this course is to:																				
To Impart Life skill among Learners on Psychology perspectives																				
To make them technically competent enough to life skills																				
To Make the leasners to inculcate the Presentation and communication skills																				
To Leran the concepts of Performance anexity																				
To Impart listening and understanding skills of the learners																				
To understand and apply the skills for anger management																				
Course Learning Outcomes (CLO):		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disiplinary Knowledge or English Literature and Literacy Studies															
At the end of this course, learners will be able to:																				
CLO-1:	Understand and apply the psychological knowledge in life skills development	3	30	80	H	M	-	M	M	-	H	M	M	-	-	-	M	H	M	M
CLO-2:	Competent towards various aspects of life skills	3	20	80	H	-	-	M	L	-	M	M	M	-	M	-	M	H	H	M
CLO-3:	Understand and demonstrate the presentation and communication skills	3	30	80	H	-	-	M	L	-	M	M	M	-	M	-	M	M	H	M
CLO-4:	Overcome the problem of performance anexity	3	20	85	H	M	-	H	M	-	M	M	H	-	-	-	M	L	M	H
CLO-5:	Enhance their listening and understanding skills	3	20	85	H	L	L	H	M	-	H	M	H	-	-	M	M	M	M	H
CLO-6:	Imbibe and apply the skills of anger management	3	20	80	H	L	-	H	M	-	M	M	H	-	-	L	M	M	M	L

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Introduction to life skills	Presentation skills	Managing Performance Anexity	Introduction to relationship skills
	SLO-2	Contemporary importance of life skills	Requisites of a good presentation	Managing Performance Anexity	Importance of relationship skills
S-2	SLO-1	Life skills on psychological perspective	Planning of presentation	Understanding of relaxation techniques	Skills for listening
	SLO-2	Life skills on psychological perspective	Planning of presentation	Understanding of relaxation techniques	Skills for listening
S 3-4	SLO-1	Understanding the life skills	Structuring of Presentation	Interviews	Requisites of effective listening
	SLO-2	Understanding the life skills	Structuring of Presentation	Importance of Interviews	Requisites of effective listening
S 5	SLO-1	Application of life skills	Effective use of language	Types of interviews	Barriers to listening
	SLO-2	Application of life skills	Effective use of language	Types of interviews	Barriers to listening

S-6	SLO-1	Various life skills	<i>Use of Audio Visual</i>	Requisites for effective interview	Oversome of barriers to listening	Coping with Emotions Assignment
	SLO-2	Various life skills	<i>Use of Audio Visual</i>	Activity based Learning	Oversome of barriers to listening	Coping with Emotions Assignment
S 7-8	SLO-1	Various stage of life skill development	Usage pof ICT in Presentation	Activity based Learning	Understaning	Stress management
	SLO-2	Various stage of life skill development	Usage pof ICT in Presentation	Activity based Learning	Stages in understanding	Stress management
S-9	SLO-1	Various stage of life skill development	Types of presentation	Activity based Learning	Choosing skills	Stress management Activity
	SLO-2	Various stage of life skill development	Types of presentation	Group discussion	Choosing skills	Stress management Activity
S-10	SLO-1	<i>Prospects of life skills</i>	Barriers in effective presentation	Group discussion	<i>Relationship skills</i>	<i>Leadership skills</i>
	SLO-2	<i>Prospects of life skills</i>	Barriers in effective presentation	Group discussion	<i>Relationship skills Activity</i>	<i>Leadership skills</i>
S 11-12	SLO-1	Barriers to life skill development	<i>Overcoming strategies for effectiove presentation</i>	Group discussion	<i>Relationship skills Activity</i>	<i>Leadership skills Activity</i>
	SLO-2	Barriers to life skill development	<i>Overcoming strategies for effectiove presentation</i>	Group discussion	<i>Relationship skills Activity</i>	<i>Leadership skills Activity</i>

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

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

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
		Dr S R SATHYANARAYANAN SRMIST

Course Code	UCD20S01L	Course Name	Soft Skills	Course Category	S	Skill Enhancement Course	L	T	P	C
							0	0	2	1

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

Course Learning Rationale (CLR):		Learning			Program Learning Outcomes (PLO)																	
CLR-1 :		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
The purpose of learning this course is to:		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning			
Expose students to right attitudinal and behavioral aspects and to build the same through activities					M	M	M	-	M	H	M	-	-	H	H	H	H	H	M	H	H	
Develop and nurture interpersonal skills of the students through individual and group activities.					M	M	M	-	M	H	M	-	-	H	H	H	H	H	M	H	H	
Increase efficiency and leadership skills and to improve team results.					M	M	M	-	M	H	M	-	-	H	H	H	H	H	M	H	H	
Acquire time management skills and develop creative skills					M	M	M	-	M	H	M	-	-	H	H	H	H	H	M	H	H	
Understand intercultural communication and etiquettes required in a professional environment					M	M	M	-	M	H	M	-	-	H	H	H	H	H	M	H	H	
Instill confidence in students and develop skills necessary to face the challenges of competitive exams and placements					M	M	M	-	M	H	M	-	-	H	H	H	H	H	M	H	H	
Course Learning Outcomes (CLO):		Learning			Program Learning Outcomes (PLO)																	
CLO-1 :		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
At the end of this course, learners will be able to:		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning			
Re-engineer their attitude and understand its influence on behavior					3	80	70	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
Acquire inter personal skills and be an effective goal oriented team player					3	80	70	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
Understand the importance of time management and creativity					3	85	75	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
Build confidence during any presentation					3	85	75	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
Develop interpretation skills and intercultural communication					3	85	75	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
Help the students succeed in competitive exams and placements					3	80	70	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H

Duration (hour)	6	6	6	6	6	
S-1	SLO-1	IKIGAI	Interpersonal Skills	Creating brands – activity (posters, flyers, business cards)	Value of Time	Intercultural communication – beliefs, customs and attitude of people in different countries (US, UK, Japan, West Asia, China, Russia)
	SLO-2	IKIGAI	Emotional Intelligence	Creating brands – activity (posters, flyers, business cards)	Diagnosing Time Management	Social and cultural etiquettes
S-2	SLO-1	Attitude	Importance of Team Work	Causes of Stress and Its Impact	Weekly Planner, To do list,	Communication etiquettes

					Prioritizing work	
	SLO-2	Factors influencing Attitude	<i>Team Building Activity</i>	<i>How to Manage Stress and Distress?</i>	Time management activity	Telephone etiquettes
S-3	SLO-1	SWOT Analysis	<i>Leadership skills</i>	<i>Understanding the Circle of Control</i>	Creativity – think out of the box	Dinning etiquettes
	SLO-2	Individual SWOT Analysis - activity	<i>Leadership skills based Activity</i>	<i>Stress Busters</i>	Creativity Activity	Grooming etiquettes
S-4	SLO-1	Extempore Practice Session	Networking skills	<i>Conflicts in Human Relations – reasons</i>	Creativity Assessment Activity	Ice breaking
	SLO-2	Extempore Practice Session	Networking skills based Activity	<i>Approaches to conflict resolution</i>	Creativity Assessment Activity	Designing ice breaker games
S-5	SLO-1	Extempore Practice Session	Negotiation skills	<i>Conflict resolution – case studies</i>	Brainstorming, use of groups and individual brainstorming techniques to promote idea generation	Ice breaker activity
	SLO-2	Extempore Practice Session	Negotiation skills based Activity	<i>Conflict resolution – case studies</i>	Brainstorming session activities	Ice breaker activity
S-6	SLO-1	Extempore Practice Session	Entrepreneurial Skills	Importance and necessity of Decision Making	Brainstorming session	Introduction to resume building
	SLO-2	Extempore Practice Session	Entrepreneurial knowledge, Focus, Investment, Risk tolerance, Resilience, Negotiation, Ethics, Networking	Process of Decision Making, Practical Way of Decision Making, Weighing Positives and Negatives	Brainstorming session	Introduction to resume building

Learning Resources	<ol style="list-style-type: none"> 1. Jeff Butterfield, <i>Soft Skills for Everyone</i>, CENGAGE, India, 2015 2. Dr. K. Alex, <i>Soft Skills</i>, S.Chand Publishing & Company, India, 2014 3. Covey Sean, <i>Seven habits of highly effective teens</i>, Simon & Schuster, New York, 2014 	<ol style="list-style-type: none"> 4. Carnegie Dale, <i>How to win friends and influence people</i>, Simon and Schuster, New York, 2016 5. Thomas A Harris, <i>I am ok, you are ok</i>, Arrow, London, 2012 6. Daniel Coleman, <i>Emotional Intelligence</i>, Bloomsbury, India, 2016
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Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%)##
		Practice	Practice	Practice	Practice
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
Total		100 %	100 %	100 %	100 %

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

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

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ajay Zener, Director, Career Launcher	-	1. Mr Priyanand, Assistant Professor, CDC, E&T, SRMIST
		2. Ms Sindhu Thomas, Head in charge, CDC, FSH, SRMIST
		3. Ms Mahalakshmi, Assistant Professor, CDC, FSH, SRMIST

SEMESTER II

Course Code	ULT20G02J	Course Name	Tamil-II	Course Category	G	Generic Elective Course	L	T	P	C	
							2	0	2	3	
Pre-requisite Courses	Nil		Co-requisite Courses	Nil		Progressive Courses	Nil				
Course Offering Department	Tamil		Data Book / Codes/Standards	Nil							

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To generate in students a sensitivity to gender marginalization and Eco sensitivity.
CLR-2 :	An evolved consciousness in the minds to accommodate all is developed
CLR-3 :	The ability to accept all and to co-exist is initiated
CLR-4 :	To create community connectivity and interdependence is initiated
CLR-5 :	To instill language skills
CLR-6 :	To give them all the historical insights

	1	2	3
Level of Thinking (Bloom)			
Expected Proficiency (%)			
Expected Attainment (%)			

	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															

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1 :	To acquire knowledge about Tamil Language	2	75	60
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of Tamil	2	80	70
CLO-3 :	To develop content using the features in Tamil language	2	70	65
CLO-4 :	To use Tamil Language and Literature to enhance their creativity	2	70	70
CLO-5 :	To improve communication and creative expression in Tamil language	2	80	70
CLO-6 :	To enable the students to speak and write in chaste Tamil	2	75	70

Duration (hour)		12	12	12	12	12
S-1	SLO-1	தமிழில் காலந்தோறும் அகமரபு	களப்பிரர்காலம்	பல்லவர்காலம்	சங்ககாலவரலாறு	தமிழ்ச்சிறுகதைப்போக்குகள்
	SLO-2	அகஇலக்கியப்போக்குகள்	அறமும் வாழ்வியலும்	பல்லவர்காலஇலக்கியம்	சங்ககாலமக்களின் வாழ்வியல்	தமிழ்ச்சிறுகதையும் தமிழ்ச்சமூகவாழ்வியலும்
S-2	SLO-1	எட்டுத்தொகைநூல்களும் பெயர்களும்	திருக்குறள் உலகப்பொதுமறை	பக்தியும் தமிழும்	முச்சங்கம் - அறிமுகம்	புதுமைப்பித்தன் - அகல்யை
	SLO-2	எட்டுத்தொகையில் அகநூல்கள்	திருக்குறள்கட்டமைப்பு	பக்திஇலக்கியங்கள்	முச்சங்கவரலாறு	தொன்மம் - கட்டுடைப்பு
S-3	SLO-1	ஐங்குறுநூறு (203)	தமிழில் வினை	சைவசமயஇலக்கியங்கள்	செம்மொழிஇலக்கியங்கள்	அகிலன் ஒருவேளைச்சோறு
	SLO-2	தலைவனின் நாட்டுப்பெரு	திருக்குறள் - வினைத்திட்டம் (67)	தேவாரமூவர்	பாட்டும் தொகையும்	தொழிற்புரட்சியும் விவசாய

		மை				மும்
S-4	SLO-1	குறுந்தொகை (130)	உழவும்தமிழர்வாழ்வும்	தேவாரம் திருஞானசம்பந்தர்பாடல்	- எட்டுத்தொகைஉருவாக்கப் பின்புலம்	ஆண்டாள்பிரியதர்ஷினி - மாத்திரை
	SLO-2	அகவாழ்வில்நம்பிக்கைவே ர்கள்	திருக்குறள் - உழவு (104)	தேவாரம் திருநாவுக்கரசர்பாடல்	- எட்டுத்தொகையும்தமிழர் வாழ்வியலும்	குடும்பம் - கட்டமைப்பு
S-5	SLO-1	பண்டைத்தமிழரின்வாழ்வி யல்	சமணசமயஇலக்கியங்கள்	திருவாசகம்அறிமுகம்	பத்துப்பாட்டுஉருவாக்கப்பி ன்புலம்	பாரததேவி மாப்பிள்ளைவிருந்து
	SLO-2	பண்டைத்தமிழர்உணர்விய ல்	நாலடியார்	மாணிக்கவாசகர்பாடல்	பத்துப்பாட்டும்தமிழர்வாழ் வியலும்	எளியமனிதர்களின்கதை
S-6	SLO-1	அகநானூறு (44)	இலக்கியங்களில்நட்பு	வைணவசமயவளர்ச்சிப் போக்கு	பதினெண்கீழ்க்கணக்குநூ ல்கள்	சிங்காரவடிவேலு - தவிப்பு
	SLO-2	புறவாழ்வோடுகூடியஅகம்	நட்பில்பிழைபொறுத்தல் (221)	வைணவசமயஇலக்கியங்க ள்	பதினெண்கீழ்க்கணக்கும் தமிழர்அறமரபும்	புறக்கணிப்பின்வலி
S-7	SLO-1	கற்றறிந்தார்ஏத்தும்கலி	தமிழர்மருத்துவம்	நாலாயிரத்திவ்யப்பிரபந்த ம்	நீதிஇலக்கியங்கள்	செய்திஅறிக்கைஅறிமுகம்
	SLO-2	கலித்தொகைகட்டமைப்பு	நீதிஇலக்கியத்தில்திருத்து வநூல்கள்	பெரியாழ்வார்பாடல்	நீதிஇலக்கியங்களின்பன்மு கத்தன்மைகள்	செய்திஅறிக்கைதயாரித்த ல்
S-8	SLO-1	கலித்தொகை (149)	திரிகடுகம்	ஆண்டாள்பாடல்	காப்பியஇலக்கணம்	விமர்சனம்
	SLO-2	வாழ்வியல்அறமும்அகமும்	செங்கோல்அரசு	தொண்டரடிப்பொடிஆழ் வார்பாடல்	காப்பியப்போக்குகள்	இலக்கியம், கலைவிமர்சனம்
S-9	SLO-1	தமிழர்புறமரபு	இனியவைநாற்பதுஅறிமுக ம்	தமிழில்இஸ்லாமியஇலக்கி யங்கள்	ஐம்பெருங்காப்பியங்கள்	நேர்காணல்அறிமுகம்
	SLO-2	புறஇலக்கியங்கள்	இனியவைநாற்பதின்மன்தனித் தன்மைகள்	இஸ்லாமியஇலக்கியங்களி ன்கொடை	ஐம்பெருங்காப்பியங்களின் சிறப்புகள்	நேர்காணல் - நுட்பங்கள்
S-10	SLO-1	புறநானூறு (235)	இனியவைநாற்பது (14)	சீறாப்புராணம்	தமிழ்ச்சமூகமும்சமயத்தத் துவங்களும்	நேர்காணல்கேள்விதயாரிப் பு
	SLO-2	கையறுநிலை	இனிமையும்அழகும்	மானுக்குப்பிணைநின்றபட லம் (5 பாடல்கள்)	சமயத்தத்துவங்களும்வாழ் வியல்விழுமியங்களும்	நேர்காணல்பதிவும்எழுதுமு றையும்
S-11	SLO-1	ஆற்றுப்படைஅறிமுகம்	பண்டைக்காலப்போரும்வா ழ்வும்	கிறித்தவசமயஇலக்கியங்க ள்	பன்னிருதிருமுறை அறிமுகம்	- பேச்சுக்கலைஅறிமுகம்
	SLO-2	ஆற்றுப்படைமரபுகள்	போர்இலக்கியங்கள்	கிறித்தவஇலக்கியங்களின் கொடை	பன்னிருதிருமுறை வரலாறு	- தமிழரின்பேச்சுக்கலை
S-12	SLO-1	சிறுபாணாற்றுப்படை	களவழிநாற்பது (14)	ஆதிநந்தாவனப்பிரளயம்	நாலாயிரத்திவ்யப்பிரபந்த ம் - அறிமுகம்	பேச்சுக்கலையின்வகைகள்
	SLO-2	நல்லியக்கோடனும்பாணர் வாழ்வியலும்	தமிழர்வீரம்	ஏதேன்தோட்டவருணனை	பன்னிருஆழ்வார்கள்வரலா று	பேச்சுப்பயிற்சி

Learning Resources	1. மௌவல், தொகுப்பும்பதிப்பும் - தமிழ்த்துறைஆசிரியர்கள், தமிழ்த்துறை, எஸ்.ஆர்.எம். அறிவியல்மற்றும்தொழில்நுட்பக்கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2020.
	2. தமிழண்ணல், புதியநோக்கில் தமிழ்இலக்கியவரலாறு, மீனாட்சிபுத்தகநிலையம், மதுரை, 2017
	3. மு. அருணாசலம், தமிழ்இலக்கியவரலாறு, நூற்றாண்டுமுறை (9ஆம்நூ. முதல் 16 வரை), திபார்க்கர், சென்னை, 2005
	4. தமிழ்இணையக்கல்விக்கழகம் - http://www.tamilvu.org/
	5. மதுரைதமிழ்இலக்கியமின்தொகுப்புத்திட்டம் - https://www.projectmadurai.org/

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

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

Course Designers	
Expert from Higher Technical Institutions	Internal Experts
1. Dr. R..Srinivasan, Associate Professor, Department of Tamil, Presidency College, Chennai.	1. B.Jaiganesh, Assistant Professor & Head, FSH, SRMIST
	2. T.R.Hezbibah Beulah Suganthi, Assistant Professor, FSH, SRMIST
	3.S.Saraswathy, Assistant Professor, FSH, SRMIST

Course Code	ULH20G02J	Course Name	HINDI-II	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 : To be able to converse well in the Hindi Language	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
CLR-2 : To read and write and clarity	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning			
CLR-3 : To be willing listeners and translators –where need be				H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLR-4 : To acquire the values/thought contents of the writers and practice in it in life.				-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLR-5 : To find motivation through the various forms of literature and learn to overcome any challenges of life.				H	-	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLR-6 : To discover the importance of the language in making education as a means of growth in life and not mere literacy.				H	-	H	H	H	-	-	-	-	-	-	-	H	-	-	-	-	-
				-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLO-1 : To acquire knowledge about Medieval and Modern Poetry.		2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 : To consider the relevance of the present trends in Hindi and their contemporary relevance.		2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 : To help develop better understanding of the Hindi language by studying the stories with reference to current reality.		2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 : To understand the usage of the present Advertising trends and its creative angles with the varied skills of Hindi Language.		2	70	70	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5 : To make translation of good literature and any relevant document from the Hindi Language to English and Vice-versa.		2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-6 : To help the learner to tackle Administrative terminologies, help them use Idioms and Phrases in their daily life, with ease.		2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Kavye ke guno se awagat karana – Jaysi	Kahani Idkiyan	VIGYAPAN	ANUVAD	Takniki Shabdavali
	SLO-2	Ishk hakiki evam moksh bhava se awagat karana	Nari Shakti ki sarthakata	Srijnatamak kshmata jagrit karna	Vidhyarthiyon ko sikhaya jayega anuvad kitna upyogi hai	Vaignik tarike se bhashaon ka avishkaar karna

S-2	SLO-1	Surdas – Vatsalya ras se awagat karana	Kahani gunda Prem ki prakashtha se awagat karvana	VIGYAPAN KYA HAI	ARTH	ARTH
	SLO-2	Bhakti Bhavna se vidhyarthiyon ko jodna	Prtantr bharat ki samajik vyavstha se awagat karvana	Shabdavali evam chitratamakta se awagat karvana	Vidhyarthiyon dwara arth smajkar samaj ke liye mahtavpun karya kar payenge	vidhyarthi uske arth dwara hi uske mahtav smjhenge
S-3	SLO-1	Tulsidas-Manav mulyon ki prabal bhavna jagrit karna	KAHANI KE TATVA	VIGYAPAN KI BHASHA	PARIBHASHA	PARIBHASHA
	SLO-2	Dharmik Parvati se awagat karana	Kahani ke tatva ki mahatta se awagat karvana	Bhasha ki abhivyakti ke pryog ko smjhana	Vibhinn vidwano dwara di gai paribhasha se us baat ko smjhenge vidhyathi	Vibhinn vidwano dwara di gai paribhasha se us baat ko smjhenge vidhyathi
S-4	SLO-1	Tiruvalluvar – naitik mulyon ko jagrit karna	KAHANI KE AAYAM	VIGYAPAN KA PRBHAV	MAHATVA	SHABDAVALI KI AVSHYAKTA
	SLO-2	Vidhyarthiyon ko nitivaan bnana	Vidhyarthiyon ko kahani ke vidhinn ayam se awagat karvana	Shravaya-drishya samgri ke prbhav ki upyogita	Samijik jan-jeevan ke liye anuvad ke mahtav ko smjhana.	Vaignikon ka awiskar kitna mahtavpun
S-5	SLO-1	Desh prem ki bhavna bharna	LEKHAK PARICHAY	VIGYAPAN AUR BAZAR	UDDESHYA	BHASHA VAIGYANIK
	SLO-2	Krantikari vicharon se Awagat karana	Lekhako ke jivan se awagat karvana	Vidhyarthiyon ko vigyapan se bazar me kaise sthapit kiya ja skata hai batana	Vidhyarthi anuvad ke uddeshya ko smajhkar samaj upyogi karya krne me apni sarthak bhumika nibhayenge	Bhasha vaignikon ki jankari
S-6	SLO-1	Badal Raag- Desh prem ki bhavna bharna	KAHANI PATH	VIGYAPAN AUR ROZGAR	HINDI-ENGLISH	KARYALYIN SHABD
	SLO-2	Krantikari vicharo se awagat karana	Vidhyarthiyon ko kahani path ke dwara unka vak kausal majbut karna	Vidhyarthi savam ka ad-agency bhi bna paye	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna	Shabd kaise tayar kiye jate hain vidhyarthiyon ko jankari
S-7	SLO-1	Pret ka Byaan -Bhukhmari evam akaal se awagat karana	KAHANI KA SARANSH	VIGYAPAN KI NIYAM	ENGLISH-HINDI	ANGREZI SE HINDI ANUVAD
	SLO-2	Samajik samanta banaye rkhne ki pravarti jagana	Lekhan kshmatata ka vikas hona	Vigyapan ka ek hi niyam bhasha ka kashav jo vidhyarthiyon me viksit kiya jayega	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna
S-8	SLO-1	Lahro se dark a nauka paar nhi hoti –chatro ko sahashi bnana	KAHANI KA UDDESHYA	VIGYAPAN KA MAHTVA	ANUVAD KI UPYOGITA	HINDI SE ANGREZI ANUVAD
	SLO-2	Karmaththa purn bhavna ko jagrit karna	Kahani ke uddeshy unke jivan ke mahtav ko smjhne me sahayk banna	Vartman me uski prasangikta vidhyarthiyon ko smjhana	Vidhyarthiyon ko vibhin karyalalon me hindi adhikari pad ki jankari prapt	Hindi adhikari aur anuvadak ke pad ke liye tayaar karna.
S-9	SLO-1	Javani –rashttr prem ki bhavna jagrit karna	KAHANI KA VISHELESHAN	PRINT VIGYAPAN	ANUVADK KI BHUMIKA	EK DIN EK SHABD
	SLO-2	Vir ras evam virta ki pravati se awagat karana	Vishleshan kshmatata viksit hota	Vidhyarthi iski bhasha sikhenge	Vidhyarthiyon ko anuvadak ki bhumika ka mahtav smajh aayega jiske adhar par vo kaam	vidhyarthiyon ko rozgaar se jodna

S-10	SLO-1	Dhool- saman vyavhar ki pravarti jagana	KAHANI PARICHARCHA	RADIO, TV.VIGYAPAN	kareng SAHITYIK ANUVAD	PRYOJANMULAK SHABD KA MAHTAVA
	SLO-2	Satah se jude rahne ke prerna dena.	Vaad-vivad se vidhyarthiyon me apni baat ko rkhe ki yogyata banna	Vidhyarthiyon ko abhyas karvaya jayega	Vibhinn bhashaon ke sahitya ka anuvad kaise kiya jane ki chunouti ko samjajh payenge	Vidhyarthiyon ko vaighniko dwara tayaar ki gai bhasha ki samaj
S-11	SLO-1	KAVYA BIBM	KAHANI ANDOLAN	Ad agency	ANUVAD KE NIYAM	VIBHINN KSHETRO ME PRYOJANMULAK SHABDO KA MAHATAV
	SLO-2	Vidhyarthiyon ko naye-naye bibm ki jankari prapt hona	Vibhinn kahani andolan se bhi awagat karana	Ad agency aur swarozgaar se jodna	Anuvad ke niyamo ko vidhyarthi smajh payenge	Hindi adhikari pad par karyarat
S-12	SLO-1	SAMUHIK PARICHARCHA	KAHANI KA BADLTA SWAROOP	VIGYAPAN KA SWARUP	SHABDO KA MAHATAV	VAIGYANIK SHABDAVALI KI AVSHYAKATA
	SLO-2	Vidhyarthiyon ki bolne ki kaushal kshamta ko bdhana	Smay ke sath unke swarup ke bdlav ka bhi vidyarthi me samajh paida hona	Vidhyarthiyon ko vigyapan lekha ki barikayon ki samajh utpann hona	Shabda anuvad ke mahtva ko vidhyarthi smajhenge	Vidhyarthiyon ko shabdo ki vaighnikta se jodna

Learning Resources	<i>The Prescribe Text Book Compiled and Edited by Department of Hindi</i> www.kavitakosh.org www.shabdkosh.com
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	30%	30%	30%	30%	20%	20%	20%	20%	30%	-
Level 2	Apply Analyze	40%	40%	50%	50%	50%	50%	50%	50%	50%	-
Level 3	Evaluate Create	30%	30%	20%	20%	30%	30%	30%	30%	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

Course Designers	
Expert from Higher Technical Institutions	Internal Experts
1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi,CUTN, Tamilnadu	1. Dr.S Preeti. Associate Professor & Head, SRMIST
	2. Dr. Md.S. Islam Assistant Professor, SRMIST
	3 Dr. S. Razia Begum, Assistant Professor, SRM IST

Course Code	ULF20G02J	Course Name	French-II	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

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

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Strengthen the language of the students both in oral and written
CLR-2 :	Express their sentiments, emotions and opinions, reacting to information, situations
CLR-3 :	Make them learn the basic rules of French Grammar.
CLR-4 :	Develop strategies of comprehension of texts of different origin
CLR-5 :	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French
CLR-6 :	<i>Extend and expand their savoir-faire through the acquisition of current scenario</i>

	1	2	3
Level of Thinking (Bloom)			
Expected Proficiency (%)			
Expected Attainment (%)			

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

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>
CLO-1 :	<i>To acquire knowledge about French language</i>
CLO-2 :	<i>To strengthen the knowledge on concept, culture, civilization and translation of French</i>
CLO-3 :	<i>To develop content using the features in French language</i>
CLO-4 :	<i>To interpret the French language into other language</i>
CLO-5 :	<i>To improve the communication, intercultural elements in French language</i>
CLO-6 :	<i>To enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French</i>

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Les loisirs	La routine	Où faire ses courses ?	Découvrez et dégustez	Tout le monde s’amuse
	SLO-2 Les activités	Les exemples	Les courses	Dégustez	Le monde
S-2	SLO-1 Les activités quotidiennes	Les adjectifs interrogatifs	Les aliments	Les articles partitifs	Les sorties
	SLO-2 Les quotidiennes	Les trois formes	Les exemples	Du, De la, De l’, Des	Les exemples
S-3	SLO-1 Les matières	Les nombres ordinaux	Les quantités	Le pronom en (la quantité)	Situer dans le temps
	SLO-2 Les exemples	Les nombres	Les exemples	Le bon quantité	Les activités

S-4	SLO-1	Le temps	L'heure	Les commerces	Très ?	Les vêtements
	SLO-2	L'heure	Quelle heure est-il ?	Les activités	Beaucoup ?	Les accessoires
S-5	SLO-1	Les fréquences	Le pronom personnel COD	Les commerçants	La phrase négative (2)	Les ados au quotidien
	SLO-2	Les activités	Les exemples	Les exemples	Les négations	La vie quotidienne
S-6	SLO-1	Les sons [u]	Les pronominaux	Demander le prix	C'est // est	Les adjectifs démonstratifs
	SLO-2	Les sons [y]	Se promener, se coucher etc...,	Dire le prix	Les activités	Ce, Cet, Cette, Ces
S-7	SLO-1	Les loisirs	Les verbes du premier groupe	Les services	L'impératif	La formation du féminin
	SLO-2	Les exemples	Parler, Demander, Poser	Les exemples	Les exemples	Les exemples
S-8	SLO-1	La routine	groupe en -e_er,é_er,-eler,-eter	Les moyens de paiement	Les verbes devoir, pouvoir	Le pronom indéfini on
	SLO-2	Les activités	Appeler, Jeter etc.,	La carte de crédits	Les verbes savoir, vouloir	Les activités
S-9	SLO-1	Les Mots	Le verbe prendre	les sons [ã]	Il faut	Le futur proche
	SLO-2	Les expressions	Les exemples	Les sons [an]	Le verbe impersonnel	S+Aller+Infinitif du verbe
S-10	SLO-1	Exprimer ses goûts	Parler de ses goûts	Découvrez !	Au restaurant : Commander et commenter	Le passe composé
	SLO-2	Les exemples	Des goûter	Dégustez !	Les restaurant	Les exemples
S-11	SLO-1	Exprimer ses préférences	Parler de ses préférences	Au restaurant : commander	Inviter à une invitation	Les verbes voir et sortir
	SLO-2	Les activités	Les exemples	Au restaurant : commenter	Répondre à une invitation	Décrire une tenue
S-12	SLO-1	Décrire sa journée	Décrire sa journée	Inviter à une invitation	Les Mots	écrire un message amical
	SLO-2	Les exemples	Les activités	Répondre à une invitation	Les expressions	Lire un message

Learning Resources	Theory:
	1. "Génération-AI" Méthode de français, Marie-Noëlle COCTON, P.DAUDA, L.GIACHINO, C.BARACCO, Les éditions Didier, Paris, 2018. 2. <i>Cahier d'activités avec deux discs compacts.</i>

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

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

Course Designers	
Expert from Higher Technical Institutions	Internal Experts
<i>1. Dr. C.Thirumurugan Associate Professor, Department of French, Pondicherry University</i>	<i>1. Kumaravel K. Assistant Professor & Head, SRMIST</i>
	<i>2. Ponrajadurai M Assistant Professor, SRMIST</i>

Course Code	USY21201T	Course Name	GENERAL PSYCHOLOGY II	Course Category	C	Professional Core Course	L	T	P	C
							4	1	0	5

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To understand the nature of Psychology
CLR-2 :	To explain the importance of memory in everyday life
CLR-3 :	To discuss the thinking, language and the processes of problem solving
CLR-4 :	The ways to improve the creativity and knowledge enhancement.
CLR-5 :	To explain the concept of Intelligent Quotient.
CLR-6 :	To facilitating the students to understand the dynamics seen in the human personality

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1 :	To remember the basic concepts of human lifespan under various periods	2	75	60
CLO-2 :	Define the fundamental concepts of psychology	2	80	70
CLO-3 :	Evaluate the different stages of life and its impact on health and well-being	2	70	65
CLO-4 :	Understand the characteristics of each lifespan stage through empirical findings	2	70	70
CLO-5 :	Apply psychological principles in the developmental process	2	80	70
CLO-6 :	Understand the effect of biological, environmental and cultural influences on development	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Working memory	Thinking and language	Motivational concepts	Concept of Intelligence	Concept of personality
	SLO-2	Levels of processing	Relationship between thinking and language	Incentives and motives	Process of intelligence	Self Concept of personality
S-2	SLO-1	Organizing information	Components of thought	Motivation of hunger and thirst	Piaget	Determinants of Personality
	SLO-2	Organizing information	Understanding of creation of thoughts	Motivation of sexuality	Concept of intelligence	Determinants of Personality
S-3	SLO-1	Chunking	Images and Concepts	Levels of arousal:	Structure of intelligence	Early approaches to personality
	SLO-2	Hierarchies	Images and Concepts	Yerke's - Dodson law	Structure of intelligence	Early approaches to Personality
S-4	SLO-1	Information processing	Structure of language	Learned motives	Approaches of Spearman	Brief descriptions of ancient Indian typology

	SLO-2	Information processing	Grammar and Language	affiliation	Approaches of Spearman	Brief descriptions of ancient Indian typology
S-5	SLO-1	model of memory	Thought of language	achievement	Triarchic approach	Greek typology on Humours
	SLO-2	Working memory	Thought of language	Power motive	Triarchic approach	Greek typology on Humours
S-6	SLO-1	Levels of processing	Reasoning:	Hierarchy of motives	Multiple intelligences	Phrenology
	SLO-2	Levels of processing	Deductive and inductive	Hierarchy of motives	PASS model	Phrenology
S-7	SLO-1	Implicit and explicit memory	Problem solving	Elements of emotional experience	Relationship of intelligence	Somatotypes
	SLO-2	Implicit and explicit memory	Barriers to effective problem solving	Elements of emotional experience	Relationship of intelligence	Somatotypes
S-8	SLO-1	Eyewitness testimony	Strategies of problem solving	Physiological correlates of emotion	Concept of IQ	Limitations of somatotypes
	SLO-2	Eyewitness testimony	Strategies of problem solving	Physiological correlates of emotion	Evolution of intelligence testing	Limitations of Phrenology
S-9	SLO-1	Measuring memory	Culture	Theories of emotion	Stanford-Binet	Psychodynamic approaches
	SLO-2	Recall	Culture and cognition	James-Lange theory	Wechsler scales	Psychodynamic approaches
S-10	SLO-1	recognition	problem solving	Cannon-Bard theory	Extremes of intelligence	Freud's theory
	SLO-2	relearning	Creativity	Schachter-Singer theory	Mental retardation	Appraising Freud's Theories
S-11	SLO-1	integration	Convergent and divergent thinking	Appraisal Theory	Giftedness	Neo Freudian Approaches
	SLO-2	integration	Stages in creativity	Evolutionary theory	Determiners of intelligence	Jung, Adler
S-12	SLO-1	Strategies for improving memory	Concept of Decision making	Opponent process theory	heredity and environment	Trait theories
	SLO-2	Rehearsel and good sleep	Process involved in decision making	Cognition and emotion.	Emotional intelligence	The social-cognitive perspective.

Learning Resources	<p>Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education.</p> <p>Myers, D.G.(2010). Psychology 9thedition.New York, Worth publishers</p> <p>Bootzin, R., & Bower, G.H. (1991). <i>Psychology today-An Introduction</i>, 7th ed. New York: McGraw HillInc.</p> <p>Coon, D. (1983). Introduction to psychology: Exploration and application. New York: West Publishing Co.</p> <p>Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall of India.</p>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
Total		100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21202T	Course Name	BIOLOGICAL PSYCHOLOGY II	Course Category	C	Professional Core Course			
						L	T	P	C
						3	1	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To understand the nature of Psychology
CLR-2 :	To understand the importance of physiology of emotion
CLR-3 :	To explain the physiology basis of learning
CLR-4 :	To understand the physiology basis of memory
CLR-5 :	To explain the influence of stress, drug – intake on the brain functioning
CLR-6 :	To understand the concept of cerebral lateralization.

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1 :	To remember the basic concepts of human life span under various periods	2	75	60
CLO-2 :	Recall the influence of brain over various physiological human motives	2	80	70
CLO-3 :	Identify the importance of brain damage and various disorders related to human brain	2	70	65
CLO-4 :	Examine the role of limbic system in managing human emotions	2	70	70
CLO-5 :	Illustrate the role of left cerebral hemisphere in decision making	2	80	70
CLO-6 :	Analyze the impact of neural degeneration in an individual	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Physiology of Emotions	Physiology of learning	Physiology of Memory	Physiology of Reproductive Behaviour	Neurological Disorders
	SLO-2	Physiology of Emotions	Physiological basis of Learning	Physiological basis of Memory	Physiology of Reproductive Behaviour	Understanding Neurological Disorders
S-2	SLO-1	Emotion quotient	Learning - nature	Relational learning	Hormonal control of sexual behavior	Tumors
	SLO-2	Emotion as response patterns	Understanding the nature of learning	Understanding the Relational learning	Hormonal control of sexual behavior	Causes and Effects of Tumors
S-3	SLO-1	Fear	synaptic plasticity	Human anterograde amnesia	female reproductive cycles	Seizure disorders

	SLO-2	Causes and consequences of fear	Learning on synaptic plasticity	Understanding basic concept of Human anterograde amnesia	female reproductive cycles	Causes and impact of Seizure disorders
S-4	SLO-1	Anger	Induction	Human anterograde amnesia	Hormonal control of sexual behavior	Cerebrovascular accidents
	SLO-2	Causes and consequences of Anger	Induction of long term potentiation	Advanced Conditions of Human anterograde amnesia	sexual behavior of laboratory animals	Cerebrovascular accidents
S-5	SLO-1	Aggression	Role of NMDA Perceptors	Spared learning abilities	Hormonal control of sexual behavior	Disorders of development
	SLO-2	Causes and consequences of of aggression	Role of NMDA Perceptors	Spared learning abilities	sexual behavior of laboratory animals	Disorders of development
S-6	SLO-1	Hormonal control	synaptic plasticity	Declarative Memories	Androgens	Degenerative disorders
	SLO-2	Hormonal control of aggressive behaviour	Machanism of synaptic plasticity	Declarative Memories	Relationship of Androgens with behaviour	Degenerative disorders
S-7	SLO-1	Emotions	Depression	nondeclarative memories	Androgens	Transmissible spongiform
	SLO-2	Communication of emotions	Causes and impact of depression	nondeclarative memories	Relationship of Androgens with behaviour	Transmissible spongiform
S-8	SLO-1	Facial expression	Long term depression	Anatomy of anterograde amnesia	Concept of Masculinization	encephalopathies
	SLO-2	Emotion as facial expression	Long term depression	Anatomy of anterograde amnesia	Understand Masculinization	Encephalopathies in degenerative disorder.
S-9	SLO-1	Neural basis of the communication	Long term depression	Failure of relational learning	Concept of defeminization.	Parkinson's disease
	SLO-2	Basis of Communication	Long term depression	Failure of relational learning	Understand defeminization.	Causes of Parkinson's disease
S-10	SLO-1	Neural basis of the communication	Perceptual learning	Role of hippocampal formation in spatial memory	Effects of pheromones	Huntington's disease
	SLO-2	Basis of Communication	Perceptual learning	Role of hippocampal formation in spatial memory	Effects of pheromones	Causes of Huntington's disease
S-11	SLO-1	Neural basis of the communication	Physiology of Classical conditioning	Role of hippocampal formation in spatial	Human sexual behavior	Alzheimer's disease
	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
	SLO-2	Feeling of Emotion	Physiology of instrumental conditioning	Relational learning in laboratory animals	Parental behaviour	Disorders caused by infectious diseases

Learning Resources	<p>Carlson.R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc.</p> <p>Pineal, J. P. J. (2006). Biopsychology (6th Ed.), India, Dorling Kindersley.</p> <p>Kalat, J. W. (2004). Biological basis of human behavior (8th Ed.). New York: Brooks/Cole</p> <p>Schneider, A.M. & Tarshis, B. (1986). An Introduction to Physiological Psychology. (3rd Ed.). New York: Random House, Inc.</p> <p>Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson Education.</p> <p>Gerrig, R. J & Zimbardo, P. G. (2002). Psychology and life (16th Ed). USA: Allyn & Bacon publishers</p> <p>Myers, D.G. (2010). Psychology 9th edition. New York, Worth publishers.</p>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21203T	Course Name	DEVELOPMENTAL PSYCHOLOGY II	Course Category	C	Professional Core Course	L	T	P	C
							3	2	0	5

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To understand the nature of Psychology
CLR-2 :	To understand the various periods of human life span
CLR-3 :	To explain the characteristics of various stages of life span
CLR-4 :	To understand the social and emotional behavior of children
CLR-5 :	To explain the physiological and psychological changes
CLR-6 :	To understand the hazards witnessed from puberty till the old age period

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1 :	To remember the basic concepts of human life span under various periods	2	75	60
CLO-2 :	Recognize the physiological and psychological changes occurring in the adolescent years	2	80	70
CLO-3 :	Express the importance of developing the life skills in the adulthood	2	70	65
CLO-4 :	Interpret compassionate behavior seen towards fellow individuals in old age	2	70	70
CLO-5 :	Predict the difficulties witnessed in making decisions upon middle age	2	80	70
CLO-6 :	Analyze the interest seen in adolescents towards eradicating myths in psychology	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	The concept of child hood	Introduction to Adolescence	Adulthood	Concept of Middle Age	Concept of old age
	SLO-2	Introduction to childhood	Features of adolescence	Prospects of Adulthood	Features of Middle Age	Features of old Age
S-2	SLO-1	Various aspects of childhood	Characteristics of Adolescence	Characteristics of Early Adulthood	Problems of middle age	Problems of Old Age
	SLO-2	Various aspects of childhood	Characteristics of Adolescence	Characteristics of Early Adulthood	Problems of middle age	Problems of Old Age
S-3	SLO-1	Early childhood	Development Tasks of Adolescence	Characteristics of Late Adulthood	Developmental Tasks of Middle Age	Physical adjustments in Old Age
	SLO-2	Early childhood	Development Tasks of	Characteristics of Late	Developmental Tasks of Middle	Physical adjustments in Old Age

			Adolescence	Adulthood	Age	
S-4	SLO-1	Late childhood	Physical change in Adolescence	Developmental Tasks of Early Adulthood	Adjustment to Mental Changes	Adjustment to motor ability
	SLO-2	Late childhood	Physical change in Adolescence	Developmental Tasks of Early Adulthood	Adjustment to Mental Changes	Adjustment to motor ability
S-5	SLO-1	Speech Improvement	Social change	Late Adulthood	Adjustment to Social Changes	Mental adjustments on old age
	SLO-2	Speech Improvement in childhood	Social change in Adoloscence	Late Adulthood	Adjustment to Social Changes	Mental adjustments on old age
S-6	SLO-1	Speech Improvement in childhood	Morality Change	Personal Hazards Early Adulthood	Adjustment to Social Changes	Vocational Adjustments in Old Age
	SLO-2	Speech Improvement in childhood	Morality Change in Adoloscence	Personal Hazards Early Adulthood	Adjustment to Social Changes	Vocational Adjustments in Old Age
S-7	SLO-1	Emotional expression	Sex- Role typing in Adolescence	Social Hazards Early Adulthood	Vocational Adjustment in Middle Age	Adjustments to retirement
	SLO-2	Emotional expression in childhood	Sex- Role typing in Adolescence	Social Hazards Early Adulthood	Vocational Adjustment in Middle Age	Adjustements of post retirement
S-8	SLO-1	Emotional expression in childhood	Family Relationships in Adolescence	Vocational adjustment in Adulthood	Vocational Adjustment in Middle Age	Coping with family in Old Age
	SLO-2	Emotional expression in childhood	Family Relationships in Adolescence	Vocational adjustment in Adulthood	Vocational Adjustment in Middle Age	Coping with family in Old Age
S-9	SLO-1	Social Behavior in Childhood	Physical Hazards of Adolescence	Family Constraints in adulthood	Family Adjustment. Hazards of Middle Age	Coping strategies
	SLO-2	Social Behavior in Childhood	Hazards of Adolescence	Family Constraints in adulthood	Family Adjustment. Hazards of Middle Age	Coping strategies
S-10	SLO-1	Moral development in Childhood	Physical Hazards of Adolescence	Naritial Adjustments	Family Adjustment. Hazards of Middle Age	Issues with coping in old age
	SLO-2	Moral development in Childhood	Physical Hazards of Adolescence	Naritial Adjustments	Family Adjustment. Hazards of Middle Age	Issues with coping in old age
S-11	SLO-1	Hazards of Childhood	Psychological Hazards of Adolescence	Hazards of Adulthood	Hazards of t Middle age	Hazards of old Age
	SLO-2	Causes of Hazards of Childhood	Psychological Hazards of Adolescence	Hazards of Adulthood – causes of Hazards	Causes of of Hazards of t Middle age	Causes of Hazards of old Age
S-12	SLO-1	Hazards of Childhood	Psychological Hazards of Adolescence	Impact of Hazards of Adulthood	Impact of Hazards of t Middle age	Impact of Hazards of old Age
	SLO-2	Consequences of Hazards of Childhood	Psychological Hazards of Adolescence	Impact of Hazards of Adulthood	Impact of Hazards of t Middle age	Impact of Hazards of old Age

Learning Resources	<p>Hurlock, E.B (1978) Child Development (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</p>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21D01T	Course Name	PRINCIPLES OF SOCIOLOGY	Course Category	D	Discipline Specific Elective			
						L	T	P	C
						3	1	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To Understand the basic social processes of society, social institutions and patterns of social behavior.
CLR-2 :	To understand Social Institutions and social structure
CLR-3 :	To understand knowledge in socialization, social process and agencies.
CLR-4 :	To identify the means of social control and apply the knowledge in social change
CLR-5 :	To create foundational knowledge in sociology
CLR-6 :	Develop socially and ethically responsible citizen.

	1	2	3
	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

	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	PSO -1	PSO -2	PSO-3
	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1 :	Explain the basic concepts of sociology, culture and civilization.	2	75	60
CLO-2 :	Demonstrate knowledge about the roles and functions of Socialization	2	80	70
CLO-3 :	Analyze institutions and social structure	2	70	65
CLO-4 :	Explain processes of socialization, and how socialization operates in different societies and cultures	2	70	70
CLO-5 :	Apply sociological concepts to observable events and social issues	2	80	70
CLO-6 :	Demonstrate knowledge about the roles and functions of Socialization	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Origin of sociology	Individual and society	Social institutions	Groups and society	Socialization
	SLO-2	Emergence of sociology	Understanding the role of individual in the society	Understanding functions of various social institutions	Understanding the various groups	Understanding the concept of socialisation
S-2	SLO-1	Definition of Sociology	Definition of society	Marriage and society	Groups and its types	Definitions of socialisation
	SLO-2	Meaning and generalisation related to sociology	Meaning and generalisation related to sociology	Marriage in sociological perspectives.	Understanding the various types of groups	Understanding the socioloization through various definitions
S-3	SLO-1	Scope of Sociology	Theories of origin of society	Types of marriages	Formal groups	Theories of socioloizations
	SLO-2	Applied areas of sociology	Application of sociological	Understanding the types of	The characteristics of formal	Understanding the various theories

			theories	marriage process	groups	of socialisation
S-4	SLO-1	Sociology and other disciplines	Theories of origin of society	Polygyny	Informal groups	Theories of socializations
	SLO-2	Sociology amnd other applied areas	Application of sociological theories	Understanding pros and cons of Polygyny	Understanding the process of group forming	Understanding the various theories of socialisation
S-5	SLO-1	Sociology and Psychology	Theories of origin of society	Polyandry	Group forming norms	Theories of socializations
	SLO-2	Sociology in psychological perspectives	Application of sociological theories	Understanding pros and cons of Polyandry	Various conditions of group forming	Understanding the various theories of socialisation
S-6	SLO-1	Sociology and anthropolgy	Theories of origin of society	Monogamy	Group forming norms	Types of socialisation
	SLO-2	Sociology in anthropological perspectives	Application of sociological theories	Understanding the pros and cons of Monogamy	Various conditions of group forming	Understanding various classifications of socialisation
S-7	SLO-1	Sociology and economics	Theories of origin of society	Functions of marriages	Characteristics of primary groups	Types of socialisation
	SLO-2	Sociology under the light of economics	Application of sociological theories	Understanding the functions of marriage in society	Understanding various characters of primary groups	Understanding various classifications of socialisation
S-8	SLO-1	Sociology and history	Relationship between individual and society	Theories of families	Characteristics of primary groups	Various agencies of socialisation
	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 roles in socialisation
S-9	SLO-1	Uses of Sociology	Individual and groups	Types of family	Characteristics of secondary groups	Various agencies of socialisation
	SLO-2	Understanding the rationale of sociology	Understanding the individual behaviour in group	Understanding the various family structures in nation and international perspectives	Understanding various characters of secondary groups	Understanding various players and their roles in socialisation
S-10	SLO-1	Uses of Sociology	Individual and groups	Functions of families	Characteristics of secondary groups	Family setup and socialisation
	SLO-2	Understanding the rationale of sociology	Understanding the individual behaviour in group	Understanding the role of families in societal setup	Understanding various characters of secondary groups	Role of various families in socialisation
S-11	SLO-1	Theories of sociology	Individual and groups	Religions and its roles	Characteristics of reference groups	peers and socialisation
	SLO-2	Application of sociological theories	Understanding the individual behaviour in group	Synthesis the role of religion ion society building	Understanding various characters of reference groups	Role of various peers in socialisation
S-12	SLO-1	Theories of sociology	Individual and groups	Social functions of religion	Characteristics of reference groups	Mass media and socialisation
	SLO-2	Application of sociological theories	Understanding the individual behaviour in group	Understanding the various functions of religion on society building	Understanding various characters of reference groups	Role of mass media in socialisation

Learning Resources	<p>Bottomore, T.B (1972), Sociology: A Guide to Problems and Literature, George Allen and Unwin, Bombay.</p> <p>Gisbert, Pascal.(1973), Fundamental of Sociology, Orient Longman, New Delhi.</p> <p>Thomson, Harry. M (1995), Sociology: A Systematic Introduction, Allied Publishers, India.</p> <p>Applebaum, Richard. P.,and William J. Chambliss (1997), Sociology, Addison Welsley Educational Publishers Inc, New York.</p> <p>Giddens, Anthony (2001), Sociology, Fourth Edition, Polity Press, U.K.</p> <p>Inkeles, Alex, (1982), Foundations of Modern Sociology, Prentice Hall, Inc. New Jersey.</p> <p>Jayaram, N.(1998) Introductory Sociology, Macmillan, India.</p>
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21E01T	Course Name	EDUCATIONAL PSYCHOLOGY	Course Category	D	Discipline Specific Elective			
						L	T	P	C
						3	1	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To understand the Indian Perspective on Human and education
CLR-2 :	To understand the various aspects of learning and change in human
CLR-3 :	To explain the characteristics of various stages of learning
CLR-4 :	To understand the education as reinforcer of human mind
CLR-5 :	To explain the psychological changes
CLR-6 :	To understand the various stages of learning and its impact

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1 :	acquire knowledge of the characteristics of growth and development during childhood and adolescence.	2	75	60
CLO-2 :	develop an understanding of the nature, scope and methods of educational psychology.	2	80	70
CLO-3 :	develop an understanding of the nature, concept and factors affecting learning.	2	70	65
CLO-4 :	develop and awareness of the influence of intelligence, creativity and personality on learning.	2	70	70
CLO-5 :	acquaint learners with the concept and process or group dynamics.	2	80	70
CLO-6 :	understand the various stages of learning and its impact	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Concept of educational Psychology	The nconcept of Learning	Factors affecting learning	The Mental process of Learning	Concept of inteelligence and creativity
	SLO-2	Introducing Educational Psychology	Understnading the process of learnmiiong	Factors affecting learning	The Mental process of Learning	Understanding the Intel;ligence and creativity in Education
S-2	SLO-1	Concept of educational Psychology	The nconcept of Learning	Attention	Concept of thinking	Concept of creativity
	SLO-2	Introducing Educational Psychology	Understnading the process of learnmiiong	educational implications of attention	The Mental process of Learning	Creativity in educational Psychology
S-3	SLO-1	Scope of educational	Theories of learning	Attention	Types of thinking	Concept of creativity

		Psychoology				
	SLO-2	Defining scope of educational Psychology	Various learning theories	educational implications of attention	The Mental process of Learning	Creativity in educational Psychology
S-4	SLO-1	Scope of educational Psychology	Theories of learning	Attention	Divergent thinking	Multiple intelligence
	SLO-2	Defining scope of educational Psychology	Various learning theories	educational implications of attention	The Mental process of Learning	Multiple intelligence
S-5	SLO-1	Functions of psychology	Learning curve	Perception	Convergent thinking	Multiple intelligence
	SLO-2	Understanding the functions	Analysing the learning outcome	Educational Implications of Perception	The Mental process of Learning	Multiple intelligence
S-6 & 7	SLO-1	Functions of psychology	Learning curve	Perception	Critical	Gardners theory of Multiple intelligence
	SLO-2	Understanding the functions	Analysing the learning outcome	Educational Implications of Perception	The Mental process of Learning	Gardners theory of Multiple intelligence
S-8 & 9	SLO-1	Methods of Studying Behavior	Educational Implications	Perception	Reflective and lateral	Emotional Intelligence
	SLO-2	Methods of Studying Behavior	Process of transfer education into knowledge	Educational Implications of Perception	The Mental process of Learning	Emotions on education and Learning
S-10 & 11	SLO-1	Methods of Studying Behavior	Educational Implications	Motivation	Memory	The concept of creativity
	SLO-2	Methods of Studying Behavior	Process of transfer education into knowledge	Educational Implications of Motivation	Factors affecting memory	Creativity in education and learning process
S-12	SLO-1	Activity	Learning curve	Distraction of Attention	Concept formation	Creativity and Sociometry
	SLO-2	Study of concept formation	Transfer of learning	Division of Attention	Lateral thinking	Creativity and Sociometry

Learning Resources	Aggarwal J. C., Essentials of Educational Psychology, Vikas Publishing House. Bhatia H. R. (1997) A Textbook of Educational Psychology, MacMillan, New Delhi. Cros L.D. & Crow Educational Psychology. Mathur S.S. Advanced Educational Psychology Sharma, P.N. & R. K. Sharma (1996) Advanced Educational Psychology, Surjeet Publications, Delhi.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	UCD20S02L	Course Name	Quantitative Aptitude and Reasoning	Course Category	S	Skill Enhancement Course	L	T	P	C
							0	0	2	1

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

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																
CLR-1:	CLR-2:	CLR-3:	CLR-4:	CLR-5:	CLR-6:	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Demonstrate various principles involved in solving mathematical concepts	Develop interest and awareness in students regarding profit/ loss, interest calculations and average	Critically evaluate basic mathematical concepts related to mixtures and alligations, permutation and combination, time and work	Provide students with skills necessary to generate and interpret data and concepts related to time, speed and distance and blood relation.	Enable students to understand reasoning skills	Create awareness in students regarding the various concepts in quantitative aptitude and reasoning skills and also its importance in various competitive exams																			
						Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning	

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

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

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

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

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

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

Course Code	UJK20201L	Course Name	Communication Skills	Course Category	JK	Life Skill Course	L	T	P	C
							0	0	4	2

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To make the students learn the native speakers' accent.
CLR-2 :	To educate them about word stress of English
CLR-3 :	The enable them to participate in group discussion and debates
CLR-4 :	To improve their participation and participation skills
CLR-5 :	To improve the listening and speaking abilities in English
CLR-6 :	LSRW skills all together is developed in every student

	1	2	3
Level of Thinking (Bloom)			
Expected Proficiency (%)			
Expected Attainment (%)			

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

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1 :	Understand the native speakers' exact pronunciation	2	75	60
CLO-2 :	Master the sound systems of English	2	80	70
CLO-3 :	Have a better Word stress, Rhythm and Intonation	2	70	65
CLO-4 :	Develop Neutral Accent	2	70	70
CLO-5 :	Participate in any conversation with any native speaker	2	80	70
CLO-6 :	Clear any standardized tests conducted to measure the English language ability like IELTS and TOEFL	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Introduction to Digital language lab - helps in the listening skills by providing an interactive environment to the students	Learners are enabled to record their speech and listen to it in order to correct their lacuna	Reading software is used to facilitate reading exercises for the students	To enable the students to familiarize with word processor blogging	Students are enabled to learn and pronounce stressed and unstressed words
	SLO-2	The students will be able to converse fluently	One will know himself where he/ she has gone wrong	Flow in reading will be improved	online publishing. Will be learnt by the students	The practice will lead them to acquire neutral accent and understand foreign accent
S-2	SLO-1	Students are exposed to functional language	Fluency and Pronunciation to be evaluated	The usage of phonetics will be	Enable the students in learning situational language	Common topics in IELTS speaking test and TOEFL will

				mandated.		be provided to assess the students.
	SLO- 2	<i>This exposure will help them pick up fluency</i>	<i>Their standard will be measured</i>	<i>reading will be done in the class</i>	Create imaginary situations and students are allowed to engage in conversations	Assessments will be provided for self scrutiny
S-3 - S-4	SLO-1	<i>Lab 1 In the wall of Pink Floyd to be played for the students</i>	<i>Lab 4 Students are given a situation, they need to write a response for it by writing a letter requesting information or explaining the situation</i>	<i>Lab 7 Introduction to the conversation of a native speaker/ interview of a native speaker</i>	<i>Lab 10 learners are asked to describe some visual information(table/charts/nature) in their own word</i>	<i>Lab 13 students will listen to a passage and they need to give a suitable title</i>
	SLO- 2	<i>The students will be able to understand the isolation of a wall. It helps them to enhance their pronunciation</i>	<i>This will lead to understand the English letter conventions</i>	<i>Learners will prove the fluency by listening</i>	<i>They need to have a well organized thought of it using language accurately in a academic style.</i>	Assessment on their language competency and vocabulary
S-5	SLO-1	<i>They get familiarized with pronunciation styles</i>	<i>Learners to record and repeat new words again and again</i>	<i>New words are to be referred in the reading passages and checked with the help of dictionaries</i>	<i>Familiarize the students with e-journals , e-guidance, e-magazines, e-Books, e-Library</i>	Listening topics in the IELTS listening test and TOFEL will be provided
	SLO- 2	<i>American and British styles are differentiated</i>	<i>Until right pronunciation is achieved is not allowed to go to the Next session</i>	<i>Those new words are to be used in different contexts and sentences</i>	<i>Help students to access them as much as possible</i>	Assessment on their listening capacity is to be provided
S-6	SLO-1	<i>Listening to news bulletins and songs will be enabled to help them to understand use of vocabulary</i>	<i>Learners can speak English and compare the notes and exchange ideas</i>	<i>Comprehensive skills are enhanced and checked the level</i>	Enable the students to versatile writing	Reading topics in the IELTS reading test and TOFEL will be provided to assess the students.
	SLO- 2	<i>Will be enabled to imitate the exact accent and pronunciation</i>	<i>From the exchanged ideas comprehensive questions will be asked by the other students</i>	<i>The levels are informed to the students and how it is explained</i>	Difference in writing and reading is explained	Assessment on their capacity is explained
S-7 - S-8	SLO-1	<i>Lab 2 TedX will be played for the student</i>	<i>Lab 5 introduction to semi-formal/ neutral discursive essay will be taught.</i>	<i>Lab 8 television news will be broadcasted to them</i>	<i>Lab 11 learners are given with a set of images where they need to write a story from it</i>	<i>Lab 14 students will listen to the great monologues of the time</i>
	SLO- 2	<i>It will help them to improve their fluency</i>	<i>It will teach them to write coherently and cohesively.</i>	<i>It will help them to understand the usage of words and the fluency of speaker</i>	<i>It helps them to keen on observation as well as to know their creativity.</i>	They will learn the importance of pronunciation, stress and pause in a speech
S-9	SLO-1	<i>To enable to listen to authentic sounds of the target language</i>	<i>Give different topics to debate to enable them talk fluently</i>	<i>The right pronunciation is checked with an access to articles fiction verses and</i>	<i>Focus on writing is done</i>	writing topics in the IELTS writing test and TOFEL will be provided to assess the

				speeches		students.
	SLO-2	To enable them imitate the different sounds and accents and make them repeat it	To check the pace of their speech	Minute details and differences are marked and rectified	Conversational skills are enhanced	Writing skills are assessed and tested
S-10	SLO-1	To enable to practice different accents focusing on intonation and voice modulation	Dialogue delivery be checked by asking them to prepare for their own e- learning materials	Read and repeat passages	Help in professional writing	Model IELTS and TOFEL test will be conducted for the students
	SLO-2	The differences between intonation stress and modulations are explained	Make the students speak and record	Check the ability to repeat the exact pronunciation	Check and assess their writings	Assessment will be provided to the learners
S 11	SLO-1	Lab3 After listening to TedX, students need to jot down set of question.	Lab 6 learners will be taught to write a review for a film after watching	Lab 9 conversation between two people in every day context will be played for the students	Lab 12 students will listen to the writers note on publishing a novel/ short story	Lab 15 they will listen to grammar usage in the form of visual image and song
S 12	SLO-2	This will help them to identify the key information in listening text.	Learner will need to think for the apt word. Through this language competency will be evaluated	It Will help them to understand the target language	It will helps them to enhance their creativity also the language compétence	They will the foreign language easily and it enhances their competency of it

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

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

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
	1. Prof. Daniel David, Prof & Head, Department of English, MCC, Chennai	1. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH, SRMIST
		2. Dr K B Geetha, Assistant Professor, Department of English, FSH, SRMIST

SEMESTER III

Course Code	USY21301T	Course Name	SOCIAL PSYCHOLOGY I	Course Category	C	<i>Professional Core Course</i>			
						L	T	P	C
						3	1	0	4

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

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To understand the origin and development of social psychology
CLR-2 :	Learn how social cognition and social perception is formed
CLR-3 :	To Understand formation and change in attitude
CLR-4 :	Understand the aspects of social identity
CLR-5 :	Analyze the differences in prejudice and discrimination
CLR-6 :	Develop insight into social behavior

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	H	H	-	-	-	-	H	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
CLO-1 :	Know the origin and development of social psychology	2	75	60
CLO-2 :	Understand the causes of social behavior	2	80	70
CLO-3 :	Analysis major components of social perception	2	70	65
CLO-4 :	Evaluate the methods to change attitude, persuasive techniques	2	70	70
CLO-5 :	Learn techniques to reduce prejudice and discrimination	2	80	70
CLO-6 :	Understand the individual behavior in social context	2	75	70

Duration (hour)	12		12		12		12		12	
S-1	SLO-1	Introduction to social psychology	Social Perception	Self concept	Attitudes	Perception of inequality				
	SLO-2	Nature of social psychology	Non verbal communication	Self concept	Component of attitude	Perception of inequality				
S-2	SLO-1	History of social psychology	Channels of non verbal communication	Self presentation	Functions of attitude	Nature of stereotype				
	SLO-2	History of social psychology	Body language, gesture, posture	Managing self in different social context	Attitude Formation: Classical conditioning	Origins of stereotype				
S-3	SLO-1	Focus on the individual	Non verbal cues in social life	Self presentation tactics	Attitude Formation: Instrumental	Stereotyping				

		behaviour			Conditioning	
	SLO-2	Social psychology in the new millennium	Non verbal cues in social life	Self presentation tactics	Attitude Formation: Observation learning	Stereotyping
S-4	SLO-1	Role of research in Social Psychology	Deception	Self knowledge	Link between attitude and behaviour	Why do people form stereotype
	SLO-2	Ethical issues in social psychology	Recognizing deception	Self knowledge – discovering cause of our behaviour	Link between attitude and behaviour	Why do people use stereotype
S-5	SLO-1	Research methods and social psychology	Understanding the causes of behaviour	Self knowledge from others perspective	Strength of attitude	Victims of stereotyping
	SLO-2	Research methods and social psychology	Understanding the causes of behaviour	Self knowledge from others perspective	Attitude extremity	Gender stereotyping
S-6	SLO-1	Research methods and social psychology	Theories of Attribution	Personal identity vs social identity	How attitude guide behaviour	Prejudice- meaning
	SLO-2	Social Cognition: Meaning and concepts	Theories of Attribution	Achieving self control	How attitude guide behaviour	Origin of prejudice
S-7	SLO-1	Types of Heuristics	Theories of correspondence	Self comparison	Attitude change	Theories of prejudice
	SLO-2	Understanding Schemas	Theories of correspondence	Self serving bias	Attitude change – persuasion-traditional model	Theories of prejudice
S-8	SLO-1	Influence of Schema on thought and behavior	Causal attribution	Self serving bias	Types of persuasive techniques	Theories of prejudice
	SLO-2	Social Thought	Basic sources of errors in attribution	Concept of self esteem	Types of persuasive techniques	Theories of prejudice
S-9	SLO-1	Processing of social thought	Basic sources of errors in attribution	How migration affects self esteem	Cognitive model process underlying persuasion	Theories of prejudice
	SLO-2	Processing of social thought	Basic sources of errors in attribution	Gender difference in self esteem	Resisting persuasion	Discrimination
S-10	SLO-1	Social cognition	Attribution and terrorism	Measurement of self esteem	Cognitive dissonance	Discrimination and Modern racism
	SLO-2	Errors in Social cognition	Impression Formation	Self as a target of prejudice	Theories of dissonance	Countering prejudice
S-11	SLO-1	Sources of errors in social cognition	Impression Formation	Concealing of our identity	Theories of dissonance	Techniques to reduce prejudice
	SLO-2	Affect and Cognition	Impression Formation	Stereotype threats	Dissonance and attitude change	Techniques to reduce prejudice
S-12	SLO-1	How feelings shape thought	Impression Management	Overcoming the effects of stereotype	Strategies for resolving dissonance	Stereotyping and biased attributions
	SLO-2	How thought shapes feelings	Impression Management	Overcoming the effects of stereotype	Strategies for resolving dissonance	Social influence as means of reducing prejudice

Learning Resources	<ul style="list-style-type: none"> • Baron, R. A., & Branscombe, N.R. (2016), Social Psychology, Pearson India Education services Private Limited. • Taylor, S.E., Peplau, L. A., & Sears, D. O. (2006) Social Psychology, (12th ed.), New Delhi:Pearson/Prentice Hall.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21302T	Course Name	HEALTH PSYCHOLOGY	Course Category	C	Professional Core Course			
						L	T	P	C
						3	1	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	To make an awareness of the link between Psychology and Health
CLR-2:	To explore stress and psycho physiological disorders
CLR-3:	To explain belief and health behaviour
CLR-4:	To explain health and wellbeing
CLR-5:	To understand health promoting behaviour
CLR-6:	To understand the link between health related behaviour and health promotion

	1	2	3
Level of Thinking (Bloom)			
Expected Proficiency (%)			
Expected Attainment (%)			

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

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Know the basic concepts of health psychology	2	75	60
CLO-2:	Learn source stress and how it affects health	2	80	70
CLO-3:	Understand health behavior	2	70	65
CLO-4:	Learn the link between positive emotion and health	2	70	70
CLO-5:	Understand the health promoting behaviour	2	80	70
CLO-6:	Acquire the knowledge of belief and health	2	75	70

Duration (hour)	12		12	12	12	
S-1	SLO-1	Definition of health	Concept of Stress	Overview of health behaviour	Health and Well-being	Health promoting behavior
	SLO-2	Dimensions of health	Sources of stress	Health behavior and health habits	Concept of wellbeing	Exercise: determinants and benefits
S-2	SLO-1	Aims of health psychology	Responses to stress	Barriers to modifying health poor health behaviour	Positive emotions (PE)	Developing a healthy diet
	SLO-2	Foundations of health psychology	Responses to stress	Health promotion and older adults	Role of PE in well-being	Intervention to modify diet

S-3	SLO-1	Foundations of health psychology	Physiological mechanism of stress	Changing health habits	Psychological capitals and wellbeing	Sleep and health
	SLO-2	Foundations of health psychology	Physiological mechanism of stress	Attitude change health behavior	Psychological capitals and wellbeing	Sleep and health
S-4	SLO-1	Foundations of health psychology	Psychosocial modifiers of stress	Attitude change and health behavior	Resilience	Health compromising behavior
	SLO-2	Historical viewpoints of disease and the mind	Psychosocial modifiers of stress	Health belief model	Resilience as protective factors	Characteristics of health compromising behavior
S-5	SLO-1	Historical viewpoints of disease and the mind	Psychophysiological disorders	Theory of planned behavior	Role of resilience in health and wellbeing	Obesity
	SLO-2	Current perspectives on health and illness	Psychophysiological disorders	Theory of planned behavior	Role of resilience in health and wellbeing	Stress and eating
S-6	SLO-1	Concept of biomedical model	Psychophysiological disorders	Self determination theory	Pain management	Stress and eating, intervention
	SLO-2	Principles and Characteristics biomedical model	Psychophysiological disorders	Self determination theory	Psychology of pain management	Weight-loss techniques
S-7	SLO-1	Assumptions of biomedical model	Stress and cardiovascular disorder	Health behaviour change and the brain	Theories of pain management	Eating disorders
	SLO-2	Biopsychosocial model and health	Stress and cardiovascular disorder	Cognitive behaviour approach to health behaviour change	Theories of pain management	Eating disorders
S-8	SLO-1	Biopsychosocial model and health	Stress related damages to neurological aspects of the body	Cognitive behaviour approach to health behaviour change	Theories of pain management	Alcoholism and drinking
	SLO-2	Cognition model of health	Stress related damages to neurological aspects of the body	Stimulus control	Theories of pain management	Alcoholism and drinking
S-9	SLO-1	Socio cognition model of health	Coping with stress	Self control behaviour	Theories of pain management	Treatment of alcoholism
	SLO-2	Illness cognition	Coping with stress	Social skills and relaxation training	Pain management strategies	Treatment of alcoholism
S-10	SLO-1	Self regulatory model	Coping interventions	Trans-theoretical model of behavior change	Pain management strategies	Preventive approach alcohol abuse
	SLO-2	Self regulatory model of illness	Coping interventions	Changing health behavior through social engineering	Pain management techniques	Smoking
S-11	SLO-1	Research methods in health psychology	Stress management techniques	Venues for health-habit modification	Pain management techniques	Synergistic effect of smoking
	SLO-2	Research methods in health psychology	Stress management techniques	Venues for health-habit modification	Meditation	Why do people smoke
S-12	SLO-1	Research methods in health	Stress management	Community based	Meditation types	Nicotine addiction and smoking

	psychology	techniques	interventions	
SLO-2	Research methods in health psychology	Stress management techniques	Community based interventions	Intervention to reduce smoking

Learning Resources	<ul style="list-style-type: none"> • Allen, F. (2011). <i>Health Psychology and Behaviour</i>. Tata McGraw Hills • Taylor, S. E. (2006). <i>Health psychology</i>, New Delhi: McGraw Hills Inc • Sarafino, E. P. (1998). <i>Health Psychology: Bio-psychosocial interactions (2nd and 3rd ed.)</i>, John Wiley & Sons Inc. • Marks, (2008). <i>Health Psychology: Theory and Practice</i>. Delhi: Sage. • Marks, D., Murray, M., Evans, B., Willig, C. Woodwall, C. & Syskes, C. (2008). <i>Health Psychology</i>, New Delhi: Sage • Mohan, J. & Sehgal, M. (2006). <i>Health Psychology: Recent Perspectives</i> • Roberts, R., Towell, T., & Golding, J. F. (2001). <i>Foundations of Health Psychology</i>. New York PalgraveHoundmills
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21303T	Course Name	THEORIES OF PERSONALITY	Course Category	C	Professional Core Course	L	T	P	C
							3	1	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1 :	To understand basics of theories of personality
CLR-2 :	To explain the human personality from psychodynamic perspective
CLR-3 :	To understand trait theories of personality
CLR-4 :	To understand humanistic theories of personality
CLR-5 :	To understand behavioural learning theories of personality
CLR-6 :	Gain knowledge of concepts major theories explaining human personality

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1 :	To understand why each person is unique	2	75	60
CLO-2 :	Compare and contrast personality theories on the basis of scientific criteria	2	80	70
CLO-3 :	Apply different approaches to personality and understand human behaviour from various perspective	2	70	65
CLO-4 :	Understand the humanistic view of personality	2	70	70
CLO-5 :	Understand how the environment shapes personality	2	80	70
CLO-6 :	Apply the concepts in understanding persona and study psychotherapy	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Introduction to personality	Psychodynamic perspective	Trait approach	Humanistic perspective	Behavioral perspective
	SLO-2	Introduction to personality	Classical psychoanalysis	Allport	Nature of human	Classical conditioning
S-2	SLO-1	Study of personality	Levels of mind	Motivation	Phenomenology	Shaping
	SLO-2	Study of personality	Levels of mind	Personality	Phenomenology	Chaining
S-3	SLO-1	History	Topography of mind	Proprium	Abraham maslow	Successive approximation

	SLO-2	History	Topography of mind	Adult personality	Abraham maslow	Successive approximation
S-4	SLO-1	Definition	Structure of mind	RB Cattell	Needs	Skinner
	SLO-2	Definitions	Psychosexual stages	16 factors	Hierarchy	Reinforcement theory
S-5	SLO-1	Assessment	Defense mechanism	16 factors	Self actualization	Types of reinforcement
	SLO-2	Personality assessment	Defense mechanism	16 factors	Carl Rogers	Types of reinforcement
S-6	SLO-1	Techniques	Analytical psychology	16 factors	Person centered theory	Schedules of reinforcement
	SLO-2	Reliability	Analytical psychology	Dynamic motives	Nature of organism	Schedules of reinforcement
S-7	SLO-1	Validity	Carl Jung	Erg	Concept of self	Premakc principle
	SLO-2	Paper pencil	Carl Jung	Erg	Concept of self	Reinforcement vs punishment
S-8	SLO-1	Self report	Alfred adler	Eysenck	Concept of self	Reinforcement vs punishment
	SLO-2	Self report	Individual psychology	Eysenck	Concept of self	Bandura
S-9	SLO-1	Projective techniques	Individual psychology	PEN	Self actualizing person	Social learning
	SLO-2	Projective techniques	Birth order	PEN	Self actualizing person	Social learning
S-10	SLO-1	Clinical interviews	Birth order and personality development	PEN	Cognitive approach to personality	Vicarious reinforcement
	SLO-2	Clinical interviews	Concept of superiority	BIG Five	Kelly	System of self
S-11	SLO-1	Research	Karen horney	BIG Five	Personal construct theory	System of self
	SLO-2	Theory	Karen horney	BIG Five	Personal construct theory	Concept of self regulation
S-12	SLO-1	Questions about human nature	Neurotic needs	Comparison between type and trait theories	Personal construct theory	Concept of self regulation
	SLO-2	Questions about human nature	Trends	Comparison between type and trait theories	Personal construct theory	Self regulation and personality

Learning Resources

- Schultz, D.P. and Schultz, S.E. (2013). Theories of Personality (10th Ed). Delhi
- Friedman, H. S. &Schustack, M. W. (2003).Personality: Classic Theories and Modern Research, 2nd ed.. Delhi: Pearson Education
- Aleem, S. (2012).Theories of Personality. Dorling Kindersly India Pvt. Ltd

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

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

Course Designers		
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<i>Dr. Ravi Samuel, Psychotherapist, Chennai</i>	<i>Dr. S. Sasikala, Dept of Psychology, University of Madras</i>	<i>Dr A Madalaimuthu, Dept of Psychology, SRMIST</i>
		<i>Dr SR Sathyanarayanan, School of Law, SRMIST</i>
		<i>Dr N Prema, Dept of Education, SRMIST</i>

Course Code	USY21D03T	Course Name	ENVIRONMENTAL PSYCHOLOGY	Course Category	E	Professional Core Course	L	T	P	C
							4	0	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1 :	To understand basics of environmental psychology
CLR-2 :	To explore human-environment relationship
CLR-3 :	To explain models of environmental behaviour
CLR-4 :	To understand the environmental influence on human behavior and wellbeing
CLR-5 :	To understand environmental stress
CLR-6 :	To understand environment and quality of life

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1 :	To remember the basic concepts of environmental psychology	2	75	60
CLO-2 :	To identify psychological reasons environmental behaviour	2	80	70
CLO-3 :	Examine the concept of environmental stress and health benefits of nature	2	70	65
CLO-4 :	Analyze social dilemmas in human-environment relationship	2	70	70
CLO-5 :	Identify social norms and pro environmental behaviour	2	80	70
CLO-6 :	Formulate strategies to encourage pro environmental behavior	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Introduction to environmental psychology	Environmental perception	Introduction to environmental stress	Environment and privacy	Urban public space Meaning
	SLO-2	Concept of environmental psychology	Mental map	Conceptualizing stress	Privacy and place	Use of urban space definition
S-2	SLO-1	Man and environment	Environmental situation	Effects of environmental stress	Privacy and emotional release	Generating urban space
	SLO-2	Man and environment	Man built environment	Effects of environmental stress	Stimulating intellectual growth	Types of urban space
S-3	SLO-1	Significance	Perception and environmental situation	Noise	Stimulation	Public space

	SLO-2	Significance	Perception and environmental situation	Noise	Developing a sense of belongingness	Public space design
S-4	SLO-1	Environmental psychology and application	Environment perception in different settings	Concept of territoriality	Developing a sense of belongingness	Characteristics of public space
	SLO-2	Description of environmental psychology	Environment perception and its functional areas	Personal factors	Personal identity	Traits
S-5	SLO-1	Relationship with other discipline	Cognitive map	Social factors	Enhancing competence	Types of urban public space
	SLO-2	Relationship with other discipline	Environmental preference	Culture and ethnic factors	Security	Types of urban public space
S-6	SLO-1	Architectural psychology	Human influence	Territoriality and human behavior	Accommodating privacy needs	Functions of public space
	SLO-2	Green psychology	Understanding the environment	Personalization and marking	Freedom of choice	Functions of public space
S-7	SLO-1	Current scope of environmental psychology	Environmental risks	Aggression and territorial defence	Freedom of choice	Importance of public space
	SLO-2	Interactive approach	Subjective risk judgements	Aggression and territorial defence	Issues of privacy	Common benefits
S-8	SLO-1	Interdisciplinary approach	Heuristics and biases in risk judgements	Dominance and control	Issues of privacy	Ecological benefits
	SLO-2	Problem focused approach	Heuristics and biases in risk judgements	Dominance and control	Privacy and human rights	Ecological benefits
S-9	SLO-1	Research methods in environmental psychology	Temporal discounting	Theories of territoriality	Human rights and environment	Social benefits
	SLO-2	Research methods in environmental psychology	Temporal discounting	Role of gene and evolution	Human rights and environment	Social benefits
S-10	SLO-1	Research methods in environmental psychology	Psychometric paradigm	Interaction organizer	Concept of crowding	Social interaction in urban public space
	SLO-2	Research methods in environmental psychology	Risk, value and morality	Behavior setting theory	Crowding as psychological phenomenon	Regulatory approaches
S-11	SLO-1	Concept of sustainability	Risk, value and morality	Behavior setting theory	Crowding as individual perception	Use of public spaces
	SLO-2	Sustainable development	Emotional reactions to environmental risks	Territoriality and community design	Crowding and density	Developing public space
S-12	SLO-1	Sustainable development goals	Emotional reactions to environmental risks	Neighborhood	Psychology of crowding	Designing public space
	SLO-2	Sustainable development goals	Emotional reactions to environmental risks	Hospitals	Effects of crowding on motivation	Regenerating public space

Learning Resources	<ul style="list-style-type: none"> • Steg, Linda Ed, Agnes E. Van Den Berg, and Judith IM De Groot. Environmental psychology: An introduction. BPS Blackwell, 2013. • Gifford, R., Steg, L., & Reser, J. P. (2011). Environmental psychology. Wiley Blackwell. • Bell, PA., Greene, T.C., Fisher, J.D. and Baum, A. (2001). Environmental Psychology, Fifth Edition, Harcourt College Publishers. • Gifford R (1997) Environmental Psychology Principle and Practice, Allyn and Bacon • Bell A B, Greene C.T., Fisher D. J Baum A., (2001) The city in Environmental Psychology, 5th Edition Harcourt College Publisher
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21D04T	Course Name	ORGANIZATIONAL BEHAVIOUR	Course Category	D	Professional Core Course			
						L	T	P	C
						3	1	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	To understand the origin and development organization behavior
CLR-2:	Learn various theories of organization
CLR-3:	To understand theories of motivation
CLR-4:	To explain communication process in organization
CLR-5:	To examine theories of leadership
CLR-6:	To understand the dynamics of organization

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Know the origin and development of organization behavior	2	75	60
CLO-2:	Understand the structure and forms of organization	2	80	70
CLO-3:	Analysis what motivates in work environment	2	70	65
CLO-4:	Evaluate the communication process and its impact	2	70	70
CLO-5:	Learn characteristics of leadership	2	80	70
CLO-6:	Apply the concepts in real life settings	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Organization behaviour	Introduction to Classical organizational theory	Work motivation meaning	Communication in organization	Leadership
	SLO-2	Organization behavior	Classical organizational theory	Definition	Importance	Definition
S-2	SLO-1	Why individual differences are important	Classical organizational theory	Theories of motivation	Process	Characteristics
	SLO-2	Why individual differences are important	Classical organizational theory	Content theories	Process	Characteristics
S-3	SLO-1	Different	Classical organizational	Content theories	Communication within	Skills

		Organizational structures.	theory		organization	
	SLO-2	Different Organizational structures.	Classical organizational theory	Manifest need theory	Internal communication	Leadership skills
S-4	SLO-1	Individual differences influencing work behaviour	Bureaucratic model	Learned need theory	Types of communication	Roles
	SLO-2	Individual differences influencing work behavior	Bureaucratic model	Hierarchy of need theory	Downward upward	Leadership process
S-5	SLO-1	History of OB	Bureaucratic model	Hierarchy of need theory	Lateral	Leadership process
	SLO-2	Industrial revolution	Bureaucratic model	Two factor theory	Interpersonal communication	Trait approaches
S-6	SLO-1	Scientific management	Modern view of bureaucracy	Two factor theory	Formal vs informal	Trait approaches
	SLO-2	Scientific management	Modern view of bureaucracy	Self determination theory	Formal vs informal	Trait approaches
S-7	SLO-1	Principles of scientific management	Centralization	Process theory	Communication channels	Behavioural approaches
	SLO-2	Taylor's contribution	Decentralization	Vroom expectancy theory	Communication channels	Behavioural approaches
S-8	SLO-1	Behavioural school of management	Flat and tall structure	Vroom expectancy theory	Communication media	Situational approaches
	SLO-2	Behavioural school of management	Departmentation	Porter lawler model	Technology	Situational approaches
S-9	SLO-1	Behavioural school of management	Departmentation	Porter lawler model	Non verbal communication	Others perspectives
	SLO-2	Early contributions	Line/staff concept	Porter lawler model	Non verbal communication	Concepts of leadership
S-10	SLO-1	Human relations	Modern organization theory	Contemporary theories	Barriers to effective communication	Issues of leadership
	SLO-2	Mayo	Modern organization theory	Contemporary theory	Organizational	Theories of leadership
S-11	SLO-1	Studies of Mayo	Organization as open system	Cognitive evaluative theory	Individual	Theories of leadership
	SLO-2	Experiments of Mayo	Information processing view	Cognitive evaluative theory	Overcoming barriers	Theories of leadership
S-12	SLO-1	Criticism of Human Relations	Information process view	Equity theory	Overcoming barriers	Contingency theories
	SLO-2	Cognitive schools	Ecological theory	Equity theory	Overcoming barriers	Contingency theories
S-13	SLO-1	Cognitive schools	Ecological theory	Equity theory	Overcoming barriers	Fiedler model
	SLO-2	Evaluation of cognitive schools		Equity theory	Overcoming barriers	Fiedler model
S-14	SLO-1	Framework of organizational behavior	Ecological theory	Attribution theory	Communication audits	Situational leadership
	SLO-2	Framework of organizational behavior	Ecological theory	Attribution theory	Communication audits	Situational leadership
S-15	SLO-1	Framework of organizational behavior	Ecological theory	Attribution theory	Communication culture	Application of contingency leadership
	SLO-2	Framework of organizational behavior	Ecological theory	Attribution theory	Individual actions	Application of contingency leadership

Learning Resources	<ul style="list-style-type: none"> • Judge, T. A., & Robbins, S. P. (2017). <i>Essentials of organizational behavior</i>. Pearson Education (us). • Singh, K (2013). <i>Organization Behaviour</i>. India: Dorling Kindersley Pvt. Ltd • Sinha, J. B. P. (2008). <i>cultural and Organizational Behaviour</i>. New Delhi: Sage
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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		<i>Dr SR Sathyanarayanan, School of Law, SRMIST</i>
		<i>Dr N Prema, Dept of Education, SRMIST</i>

Course Code	USY21G02T	Course Name	REHABILITATION PSYCHOLOGY	Course Category	G	Professional Core Course			
						L	T	P	C
						3	0	0	3

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	To understand the origin and development of rehabilitation psychology
CLR-2:	Learn the concept of disability and psychosocial theories
CLR-3:	To understand psychosocial issues in disability
CLR-4:	Understand the principles of community based rehabilitation
CLR-5:	Explain community based rehabilitation
CLR-6:	To exposure into rehabilitation psychology

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Know the origin and development of rehabilitation psychology	2	75	60
CLO-2:	Understand the models of rehabilitation	2	80	70
CLO-3:	analysis psychosocial issues of disabled	2	70	65
CLO-4:	Learn about the issues of family of disabled	2	70	70
CLO-5:	Change the negative attitude towards the disabled	2	80	70
CLO-6:	Apply the concepts of rehabilitation psychology in the field	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Introduction to Rehabilitation Psychology	Disabilities	Psychosocial issues in disability	Relationship issues	Community based rehabilitation
	SLO-2	What is rehabilitation	Concepts	Stress due to disability	Issues with family	Definition
S-2	SLO-1	Definition	Definitions	Threat to life	Problems of family	Goals
	SLO-2	Historical perspective	Classifications	Physical wellbeing	Family of disabled adults	Objectives
S-3	SLO-1	Historical perspective	Classifications	Physical wellbeing	Children	Key principles
	SLO-2	Historical perspective	Models of disability and	Body image	Impact of disability on family	equality

			rehabilitation			
S-4	SLO-1	Scope	Models of disability and rehabilitation	Body image	Impact of disability on family	Social justice
	SLO-2	Methods	Models of disability and rehabilitation	Independency	Family burden	Solidarity
S-5	SLO-1	Methods	Enabling-disabling process	Autonomy	Needs of family	Integration
	SLO-2	Functions of rehabilitation psychology	Enabling-disabling process	Control	Models of family	Dignity
S-6	SLO-1	General functions	Impact on enabling-disabling process	Self concept	Adaptation	Components of CBR
	SLO-2	Special functions	Physical	Self esteem	Adaptation model	Creation of positive attitude
S-7	SLO-1	Goals of rehabilitation	Social	Life goals	Adaption model	Creation of positive attitude
	SLO-2	Objectives of rehabilitation	Psychological environment	Future plan	Intervention	Rehabilitation services
S-8	SLO-1	Multidisciplinary approach to rehabilitation	Psychological environment	Invisible disabilities	Intervention to strengthen family	Provision of rehabilitation services
	SLO-2	Biological model	Psychosocial theories of adjustment	Invisible disabilities	Strengthen family support to disabled	Education opportunities
S-9	SLO-1	Psychological models	Psychosocial theories of adjustment	Theories of coping	Social attitude towards disability	Training opportunities
	SLO-2	Psychological models	Psychosocial theories of adjustment	Types of coping	Social attitude towards disability	Income generation

Learning Resources	<ul style="list-style-type: none"> • 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, Incorporated, 2001 • 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.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
Total		100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21S03L	Course Name	BASIC SKILLS IN COUNSELLING	Course Category	S	Professional Core Course	L	T	P	C
							0	0	5	2

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Gain self awareness
CLR-2 :	Learn generic skills in counseling session
CLR-3 :	Demonstrate counseling skills in applied settings
CLR-4 :	Integrate both micro and macro skills in counseling settings
CLR-5 :	Develop a treatment plan for the client
CLR-6 :	Acquires skills to work with client and bring change

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1 :	Learn the methods of self reflection	2	75	60
CLO-2 :	Establish rapport with clients	2	80	70
CLO-3 :	Demonstrate attending skills	2	70	65
CLO-4 :	Determine personal style in counseling	2	70	70
CLO-5 :	Design a treatment plan for the client	2	80	70
CLO-6 :	Conceptualize a case along with treatment plan	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Pre training assessment	Generic skills	Micro and macro skills	Skills integrated counselling interview	Developing treatment plan
	SLO-2	Enhancing self understanding	Establishing contact with clients	Listening	Question skills	Problem identification
S-2	SLO-1	Self awareness	Establishing contact with clients	Listening	Using mind skills	Making contract
	SLO-2	Self awareness	Establishing contact with clients	Identifying	Using mind skills	Evaluate

S-3	SLO-1	Personal growth	Ensuring structured settings	Identifying	Understanding context	Evaluate
	SLO-2	Personal growth	Ensuring structured settings	Experiencing	Understanding context	Evaluate
S-4	SLO-1	Assessment of belief, attitude and values	Ensuring structured settings	Exercising	Understanding context	Evaluate
	SLO-2	Assessment of belief, attitude and values	Ensuring structured settings	Responding	Understanding context	Decision making
S-5	SLO-1	Self exploratory assessment of personality	Developing relationships	Facilitating responses	Referral skills	Planning for Sessions
	SLO-2	Personal interest	Developing relationships	Immediacy	Referral skills	Designing intervention
S-6	SLO-1	Assessment of interpersonal orientation of feelings	Developing relationships	Encouraging	Crisis counselling skills	Monitoring
	SLO-2	Behavior	Developing relationships	Acceptance	Crisis counselling skills	Feedback

Learning Resources	<p>Ivey, A.E., & Ivey, M.B.(2007). Intentional Interviewing and Counselling, Thomson: Brooks/Cole.</p> <p>Nelson-Jones, R. (2008). Basic Counselling Skills: A Helper’s Manual. Sage Publications.</p> <p>Gladding, S.T. (2009). Counselling: A comprehensive profession(6th ed.). New Delhi: Pearson India.</p> <p>Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counselling. New York: Brooks / Cole.</p> <p>Gibson,R.L. and Mitchell,M.H. (2010). Introduction to Counselling and Guidance. New Delhi: PHI Learning Private Limited.</p>
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Learning Assessment											
	Bloom’sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	-	40%	-	40%	-	40%	-	40%	-	40%
Level 2	Apply Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate Create	-	20%	-	20%	-	20%	-	20%	-	20%
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	UMI20S01L	Course Name	My India Project	Course Category	S	Skill Enhancement course	L	T	P	C
							0	0	0	1

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

(Assessment Method – Fully Internal)

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

Course Code	UJK20301T	Course Name	UNIVERSAL HUMAN VALUES	Course Category	JK	Life Skill Course	L	T	P	C
							2	0	0	2

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To generate in students a sensitivity to current regional and national issues such as gender marginalization Eco sensitivity, vision for the Nation and general humanness	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	An expanded consciousness with a mind to accommodate all is developed	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3 :	The ability to accept all and to co- exist is initiated																		
CLR-4 :	To create community connectivity and interdependence																		
CLR-5 :	To instill intrinsic link between freedom and responsibility for both individuals and communities																		
CLR-6 :	Make them learn the basic nature of human beings																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLO-1 :	Become sensitive toward every living life and be able to respect every religion recognizing the universal values	2	75	60	H	H	H	H	-	-	-	H	H	H	H	H	-	H	H
CLO-2 :	Every way of life and culture will kindle the curiosity in them to know them and will be able appreciate the beauty in it	2	80	70	H	H	H	H	-	-	-	H	H	H	H	H	-	H	H
CLO-3 :	The presumptuous or prejudiced mentality will be overcome by them	2	70	65	H	H	H	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 :	Critical thinking and accommodative nature will become so natural way of thinking for them	2	70	70	H	H	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5 :	They will become aware of the social inequalities and justice	2	80	70	H	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-6 :	Will be able to explore their own emotions, hopes & fear and be able to describe them verbally	2	75	70	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H

Duration (hour)	06	06	06	06	06
S-1	SLO-1 What is love? Forms of love. For self, parents, family, friends, spouse, community, nation, humanity and other beings, both for living and non living	Love compassion empathy sympathy and non violence	Narratives and anecdotes from history, literature including local folklore	What will learners lose if they don't practice love and compassion?	Sharing learners' individual and/ or group experiences
	SLO-2 Love and Compassion inter relatedness	Individuals who are remembered in history for practicing compassion and love	Practicing Love and Compassion: what will they gain if they practice compassion?	Simulated situations	Case studies

S-2	SLO-1	What is Truth ?	Universal truth, truth as value, as fact,	Veracity, sincerity, honesty among others	Individuals who are remembered in the history who have practiced these values	Practicing truths
	SLO-2	: what will they gain if they practice truth	What will learners lose if they don't practice truth?	Sharing learners' individual and/ or group experiences	Simulated situations	Case studies
S-3	SLO-1	What is non violence – its need, love compassion,	empathy sympathy for others as pre- requisites for non- violence	Ahimsa as non violence and non killing	Individuals and their organizations which are known for their commitment for non violence	Narratives and anecdotes about non violence from history and literature including local folklore
	SLO-2	Practicing non violence	What will they gain if they practice non violence	What will learners lose if they don't practice non violence?	Simulated situations	Case studies
S-4	SLO-1	What is righteousness ?	Righteousness and Dharma	Righteousness and priority	Individuals who are remembered in the history who have practicing righteousness.	Narratives and anecdotes about Righteousness from history and literature including local folklore
	SLO-2	Practicing Righteousness	: Sharing learners' individual and/ or group experiences	what will learners lose if they don't practice Righteousness	Simulated situations	Case studies
S-5	SLO-1	What is peace?	Need of peace in Relation with harmony and balance	Narratives and anecdotes about peace from history and literature including local folklore	Individuals who are remembered in the history who have practicing peace	Practicing peace
	SLO-2	What will they gain if they practice peace	what will learners lose if they don't practice peace	Sharing learners' individual and/ or group experiences	Simulated situations	Case studies
S-6	SLO-1	What is service and renunciation	Forms of service , & renunciation Individuals who have recommended service in history	Practicing service and renunciation	Narratives and anecdotes about Service & renunciation from history and literature including local folklore	Individuals who are remembered in the history who have practicing renunciation
	SLO-2	Sharing learners' individual and/ or group experiences on renunciation	Sharing learners' individual and/ or group experiences on service	what will learners lose or gain if they do/don't practice Renunciation and service	Simulated situations	Case studies

Learning Resources	Theory: 1. "Universal Human Values: Text Book"– Compiled and Edited by the Faculty of Science and Humanites, SRMIST, 2020.
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Learning Assessment									
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)							
		CLA – 1 (20%)		CLA – 2 (20%)		CLA – 3 (30%)		CLA – 4 (30%) #	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-
	Understand								
Level 2	Apply	40%	-	40%	-	40%	-	40%	-
	Analyze								
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-
	Create								
	Total	100 %		100 %		100 %		100 %	

CLA – 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. Prof. Daniel David, Prof & Head, Department of English, MCC, Chennai	1. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH, SRMIST
		2. Dr K B Geetha, Assistant Professor, Department of English, FSH, SRMIST

SEMESTER IV

Course Code	USY21401T	Course Name	ABNORMAL PSYCHOLOGY I	Course Category	C	Professional Core Course	L	T	P	C
							4	1	0	5

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1:	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-6:	To understand diagnostic methods of various disorders

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	H	-	-	-
-	H	-	H	-	-	-	-	-	-	-	H	-	-	-
H	-	H	H	H	-	-	-	-	-	H	H	-	-	-
-	H	-	H	-	-	-	-	-	-	-	H	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Know the historical roots of psychopathology	2	75	60
CLO-2:	Understand the classification system	2	80	70
CLO-3:	Learn diagnosis of anxiety disorders	2	70	65
CLO-4:	Know clinical features of somatoform and dissociative disorders	2	70	70
CLO-5:	Understand the causes of eating and sleeping disorders	2	80	70
CLO-6:	Apply the concepts in clinical settings	2	75	70

Duration (hour)	12	12	12	12	12
S-1	SLO-1 History of abnormal psychology	Assessment	Anxiety disorders	Somatoform disorders	Eating and sleeping disorders
	SLO-2 History of abnormal psychology	Basic elements in assessment	Anxiety, fear and panic	Hypochondriasis	Major types of eating disorders
S-2	SLO-1 Need for the theory	Key concepts in assessment	Causes of anxiety disorders	Clinical description	Bulimia nervosa
	SLO-2 Framework for viewing Human functioning and	Clinical interview	Generalized anxiety disorder	causes	Anorexia nervosa

		disorder				
S-3	SLO-1	Models of abnormal behaviour	Physical examination	Clinical description	Treatment	Binge eating
	SLO-2	Demonology, magic	Mental Status Examination	Causes and treatment	Somatisation disorder	Causes of eating disorders
S-4	SLO-1	Hippocrates early concepts	Mental Status Examination	Panic disorder	Description, causes	Social dimension
	SLO-2	Biological model	Clinical format of MSE	Clinical description	Treatment	Biological dimension
S-5	SLO-1	Behavioural Model	Behavioural assessment	Causes	Pain disorder	Psychological dimension
	SLO-2	Behavioural Model	ABC of observation	Treatment	Description, causes and treatment	Psychological dimension
S-6	SLO-1	Behavioural Model	Psychological testing	Specific phobia	Conversion disorder	Integrative model
	SLO-2	Behavioural Model	Projective testing	Clinical description	Description, causes	Treatment of eating disorders
S-7	SLO-1	Psychodynamic Model	Personality inventories	Causes	Treatment	Drug treatments
	SLO-2	Psychodynamic Model	Intelligence testing	Treatment	Body dysmorphic disorder	Psychological treatments
S-8	SLO-1	Stages of psychosexual development	Neurological testing	Social phobia	Description, causes	Preventing eating disorders
	SLO-2	Stages of psychosexual development	Neuro imaging	Causes and treatment	Treatment	Obesity
S-9	SLO-1	Stages of psychosexual development	Images of brain functioning	Posttraumatic stress disorder	Dissociative disorders	Clinical description
	SLO-2	Defense mechanism	Psychophysiological assessment	Clinical description	Depersonalisation disorder	Features
S-10	SLO-1	Defense mechanism	Psychophysiological assessment	Features	Causes and treatment	Causes
	SLO-2	Cognitive model	Diagnosis	Causes	Dissociative amnesia	Treatment
S-11	SLO-1	Humanistic model	Diagnosis and prognosis	Treatment	Causes and treatment	Sleep disorders
	SLO-2	Humanistic model	Diagnosis and prognosis	Treatment	Dissociative disorder	Types of Sleep disorders
S-12	SLO-1	Existential model	Classification issues	Obsessive compulsive disorder	Dissociative trance disorder	Diagnostic criteria
	SLO-2	Existential model	Categorical approach	Clinical description	Clinical description	Primary insomnia
S-13	SLO-1	Existential model	Categorical approach	Diagnostic criteria	Features	Hypersomnia
	SLO-2	Genetic contribution to psychopathology	Dimensional approach	Diagnostic criteria	Diagnostic criteria	Narcolepsy, breathing related sleeping disorders
S-14	SLO-1	Genetic contribution to psychopathology	Diagnosis before 1980	Types – causes	Causes	Treatment of sleep disorders
	SLO-2	Neuroscience and its contribution	Multiaxial format in DSM	Biological model	Approches	Medical treatment
S-15	SLO-1	Neuroscience and its contribution	DSM V	Psychosocial model	Treatment	Preventing sleep disorder
	SLO-2	Neuroscience and its contribution	DMS vs ICD	Treatment	Treatment	Preventing sleep disorder

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

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

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

Course Code	USY21402T	Course Name	SOCIAL PSYCHOLOGY II	Course Category	C	Professional Core Course			
						L	T	P	C
						3	1	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	To understand interpersonal attraction and its importance
CLR-2:	Know the issues in relationships
CLR-3:	To gain insight into social norms
CLR-4:	To explain prosocial behavior
CLR-5:	Understand aggression
CLR-6:	Application of social psychology in real life context

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO-1	PSO-2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Understand the factors in making relationship	2	75	60
CLO-2:	Understand the causes of social relationships and norms	2	80	70
CLO-3:	Relate the factors of social influence in group settings	2	70	65
CLO-4:	Design, conduct, or evaluate techniques to reduce aggressive behavior	2	70	70
CLO-5:	Learn the application of social psychology in health and environment	2	80	70
CLO-6:	Apply the concepts of social psychology in various fields	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Interpersonal relationship	Joy and sorrow in relationship	Conformity	Groups and individual behaviour	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
	SLO-2	Meeting strangers	Close relatives	Factors affecting conformity	Stages of group formation	Environmental stress
S-3	SLO-1	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	Emotional and physiological effects

					performance	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 relationsions	Reaction to unfairness	Attitude about work
	SLO-2	Effect of proximity	Love	Prosocial behaviour	Decision making by groups	Organization citizenship behaviour
S-8	SLO-1	Familiarity	Theories of love	Stages of prosocial behaviour	Process	Organization citizenship behaviour
	SLO-2	Physical beauty	Theories of love	Responding to emergency	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	SLO-1	Social skills	Satisfaction in close relationship	Social determinants of aggression	Conflicts, nature	Legal system
	SLO-2	Gender difference in liking	Commitment in relationship	Social determinants of aggression	Causes and effect of conflict	Business
S-12	SLO-1	Personality and liking	Investment model	Biological determinants of aggression	Resolving conflict	Business
	SLO-2	Personality and liking	Investment model	Catharsis	Resolving conflict	Business

Learning Resources	<ul style="list-style-type: none"> • Baron, R. A., & Branscombe, N.R. (2016), Social Psychology, Pearson India Education services Private Limited. • Taylor, S.E., Peplau, L. A., & Sears, D. O. (2006) Social Psychology, (12th ed.), New Delhi: Pearson/Prentice Hall.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21403T	Course Name	STATISTICS FOR PSYCHOLOGY	Course Category	C	Professional Core Course			
						L	T	P	C
						3	1	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	To introduce the basic concepts of statistics
CLR-2:	To learn measures of central tendency
CLR-3:	To understand variability
CLR-4:	To explain the concept of normal distribution and correlation
CLR-5:	To familiarize hypothesis testing process
CLR-6:	Understand the relevance of statistics in psychology

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Know levels of measurement	2	75	60
CLO-2:	Analyze data using measures of central tendency	2	80	70
CLO-3:	Analyze data using different statistical techniques – standard deviation	2	70	65
CLO-4:	Calculate correlation	2	70	70
CLO-5:	Understand the hypothesis testing process	2	80	70
CLO-6:	Acquire skills to analyze psychological data	2	75	70

Duration (hour)	12		12		12		12		12	
S-1	SLO-1	Introduction to statistics	Central tendency	Variability	Normal distribution		Hypothesis testing			
	SLO-2	Need	Characteristics of central tendency	Range	Properties of normal distribution		Core logic of hypothesis testing			
S-2	SLO-1	Importance of statistics in psychology	Measures of central tendency	Calculation of range	Areas under normal curve		Level of significance			
	SLO-2	Variables	Mean	Average deviation	Importance of normal distribution		Decision criteria			
S-3	SLO-1	Attributes	Mean	Average deviation	Skewness		One tailed			
	SLO-2	Constants	Calculation of mean from frequency	Calculation of average deviation	Kurtosis		Two tailed			

S-4	SLO-1	Determinants of size of the sample	Calculation of mean from frequency	Semi interquartile range	Types of kurtosis	Decision errors
	SLO-2	Determinants of size of the sample	Calculation of mean from frequency	Calculation of Q1, Q3	Importance of measures of skewness and kurtosis	Type i
S-5	SLO-1	Scales of measurement	Calculation of mean by assumed method	Calculation of Q1, Q3	Correlation	Type ii
	SLO-2	Scales of measurement	Calculation of mean by assumed method	Calculation of Q1, Q3	Concept of correlation	Parametric and non parametric test
S-6	SLO-1	Frequency tables	Properties of mean	Quartile deviation	Scatter plot	Assumptions
	SLO-2	Making a frequency table	Properties of mean	Standard deviation	Product moment correlation	Use of parametric tests
S-7	SLO-1	Nominal data	Median	Methods of calculating the variance	Calculation of moment correlation	Concept of degrees of freedom
	SLO-2	Grouped frequency table	Calculation of median form ungrouped data	Standard deviation from ungrouped data	Calculation of moment correlation	"t" test
S-8	SLO-1	Graphical representation	Calculation of median form ungrouped data	Standard deviation from ungrouped data	Spearman's rank	ANOVA
	SLO-2	Frequency graphs	Calculation of median from a frequency distribution	Standard deviation from ungrouped data	Calculation of Spearman's rank	Difference between "t" and ANOVA
S-9	SLO-1	Histogram	Calculation of median from a frequency distribution	Calculation of standard deviation from grouped data	Calculation of Spearman's rank	Use of non-parametric test
	SLO-2	Histogram	Calculation of median from a frequency distribution	Calculation of standard deviation from grouped data	Calculation of Spearman's rank	Chi-square
S-10	SLO-1	Barchart	Application of median	Calculation of standard deviation from grouped data	Properties of correlation coefficient	Test of association
	SLO-2	Barchart	The mode	Calculation of standard deviation from grouped data	Properties of correlation coefficient	Wilcoxon signed rank
S-11	SLO-1	Frequency polygon	Calculation of mode in a frequency distribution	Calculation of standard deviation from grouped data	Properties of correlation coefficient	Mann-Whitney U test
	SLO-2	Frequency polygon	Comparison of mean, median and mode	Calculation of standard deviation from assumed mean	Difference between pearson correlation and spearman's rank	Software for statistical Analysis
S-12	SLO-1	Ogive	Guidelines for use of central tendencies	Calculation of standard deviation from assumed mean	Application	Software for statistical Analysis
	SLO-2	Ogive	Guidelines for use of central tendencies	Application of standard deviation in psychology	Application	Software for statistical Analysis

Learning Resources	<ul style="list-style-type: none"> • Arthur Aron, Elaine N. Aron, & Elliot J. Coups. (2019). 'Statistics for Psychology'. 6th Edition Pearson Education, New Delhi. • Aron, A., & Aron, E. N. (2002). <i>Statistics for the behavioral and social sciences</i>. Prentice Hall Press.
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<ul style="list-style-type: none"> • David Howell (2012). Statistical method for psychology (8th Edition).Cengage Learning. • Gordon Bear, Bruce M. King, & Edward W. Minium(2008).Statistical Reasoning in Psychology and Education.Wiley India Pvt. Limited. • Gupta, S.P.(1999), Statistical Methods, Educational publication.(3rd ed), New Delhi.
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21D05T	Course Name	CROSS CULTURAL PSYCHOLOGY	Course Category	D	Professional Core Course			
						L	T	P	C
						3	1	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	To understand the different cultures and cultural psychology
CLR-2:	Learn cultural competence and behavior patterns
CLR-3:	To understand the link between culture and human development
CLR-4:	To analyze the concepts of culture and cognition
CLR-5:	To understand the relationship between culture and language
CLR-6:	To apply cross cultural psychology in the real life context

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Know the key concepts and themes in cross cultural psychology	2	75	60
CLO-2:	Make connections between culture and socialization	2	80	70
CLO-3:	Identify and critique the influence of culture on developmental process	2	70	65
CLO-4:	Evaluate the influence of culture on cognition	2	70	70
CLO-5:	To understand influence of culture on language	2	80	70
CLO-6:	Appreciate the cross cultural differences in human development	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Introduction to culture	Cultural learning	Culture and developmental process	Culture and cognition	Culture and language
	SLO-2	Psychology with cultural perspective	Cultural learning	Culture and temperament	Culture and attention	Influence of culture on language
S-2	SLO-1	What is culture	Enculturation	Temperament	Sensation and perception	Coevolution
	SLO-2	Difference between culture and society	Socialization	Goodness of fit	Perception and physical reality	Structure of language
S-3	SLO-1	Contents of culture	Parenting	Cross cultural studies in	Cultural influence on visual	Language acquisition

				temperament	perception	
	SLO-2	Culture and mental processes	Parenting goals	Learning culture	Attention	Linguistic differences
S-4	SLO-1	What is cross culture	Parenting styles	Temperament and learning culture	Culture and thinking	Language and thought
	SLO-2	Goals of cross cultural psychology	Global parenting styles	Dimensions of temperament	Categorization	Sapir-whorf hypothesis
S-5	SLO-1	Goals of cross cultural psychology	Parenting behaviour	Behavioural inhibition	Memory	Sapir-whorf hypothesis
	SLO-2	Relationship with other disciplines	Strategies	Temperamental differences	Math abilities	Culture and communication
S-6	SLO-1	Ethnocentrism	Domain specific approach	Sources	Problem solving	Culture and non verbal communication
	SLO-2	Ethnocentrism	Domain specific approach	Culture and attachment	Creativity	Culture and gestures
S-7	SLO-1	Ethnocentrism in psychology	Siblings	Bowlby attachment theory	Dialectical thinking	Culture and gaze
	SLO-2	Frame work for cross cultural psychology	Extended family	Attachment types	Culture and regrets	Culture and voice
S-8	SLO-1	Cross cultural research methods	Multigenerational families	Ainsworth	Counterfactual thinking	Interpersonal space
	SLO-2	Indigenous cultural studies	Multigenerational families	Classification	Dreams	Interpersonal space
S-9	SLO-1	Cross cultural comparisons	Culture and peer	Ainsworth experiment	Culture and dreams	Touch
	SLO-2	Types of cross cultural comparisons	Exposure to peers	Cognitive development	Time	Intracultural communication
S-10	SLO-1	Structure	Exposure to peers	Piaget	Perception of pain	Intercultural communication
	SLO-2	Level oriented	Peers and bullying	Other theorist	Culture and intelligence	Encoding
S-11	SLO-1	Individual level	Culture and education	Piaget – cross cultural perspective	Culture and intelligence	Decoding
	SLO-2	Ecological level	National difference	Moral reasoning	Concept of intelligence in other culture	Process of intraculture
S-12	SLO-1	Bias and equivalence	Social factors	Kohlberg's theory of morality	Intelligence in contemporary psychology	Process of interculture
	SLO-2	Response bias	Cultural factors	Kohlberg's theory of morality	Intelligence in contemporary psychology	Improving intercultural communication

Learning Resources	<ul style="list-style-type: none"> • Matsumoto, D. (2000). Culture and psychology: People around the world. Wadsworth/Thomson Learning. • Berry, J. W., Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2002). Cross-cultural psychology: Research and applications. Cambridge University Press. • Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21D06T	Course Name	APPLIED PSYCHOLOGY	Course Category	D	Professional Core Course	L	T	P	C
							4	0	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	Create awareness of relationship between psychology and society
CLR-2:	Familiarize students with gender psychology
CLR-3:	Understand the application of psychology in the field of sports
CLR-4:	Know the role of psychology in the field of forensic
CLR-5:	Learn the role of psychology in Defense
CLR-6:	Understand the foundations of psychology in various applied settings

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Understand the scope of applied psychology	2	75	60
CLO-2:	Appreciate the gender from psychological perspective	2	80	70
CLO-3:	Learn the role of psychology in sports performance	2	70	65
CLO-4:	Understand the criminal behavior	2	70	70
CLO-5:	Learn the application of psychology in defense personnel	2	80	70
CLO-6:	Understand the foundations of psychology in various applied settings	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Introduction to applied psychology	Gender Psychology	Sports Psychology	Forensic Psychology	Defence Psychology
	SLO-2	Definition	Differentiate sex and gender	Meaning	Understanding forensic – past and present	Scope
S-2	SLO-1	Significance	Gender congruence	Definition	Nature	Significance
	SLO-2	Importance	Gender and sexual orientation	Nature	Scope	Psychological tests
S-3	SLO-1	Geriatric psychology	Gender-role attitude	Scope	Psychology of crime	Psychological tests

	SLO-2	Geriatric psychology	Gender-role attitude	Recent perspectives – issues of race,	Psychology of crime	Personnel selection
S-4	SLO-1	Meaning	Attitude toward mens' and women's role	gender	Determinants of criminal behaviour	Training
	SLO-2	Definition of geriatric psychology	Affective component	sexual orientation	Biological	Counselling
S-5	SLO-1	Nature	Traditional vs modern sexism	Role of sports psychologist	Psychological	Psychosocial wellbeing
	SLO-2	Scope	Attitude towards LGBT	Personality traits	Neuropsychological	Dealing with anxiety
S-6	SLO-1	Factors that impact aging	Cognitive component	Trait theories and mental toughness	Social	Dealing with PTSD
	SLO-2	Factors that impact aging	Stereotyping	Trait theories and mental toughness	Psychological profiling	Dealing with PTSD
S-7	SLO-1	Cognitive factors	Components are gender-role stereotypes	Personality development and sports – social learning theory	Psychological profiling	Working with defence personnel
	SLO-2	Memory changes	Altering gender-role stereotypes	Personality development and sports – social learning theory	Psychological profiling	Promoting positive health
S-8	SLO-1	Decision making	Friendship	Personality development and sports – social learning theory	Areas of forensic psychology	Promoting positive health
	SLO-2	Cognitive interventions	Network size	Personality development and sports – social learning theory	Role of forensic psychologist	Promoting positive health
S-9	SLO-1	Social factors	Nature of friendship	Attitude to sports	Role of forensic psychologist	Promoting positive health
	SLO-2	Control beliefs for health and aging	Closeness of friendship	Attitude to sports	Psychology of terrorism	Promoting positive health
S-10	SLO-1	Relationship between adults and their aging parents	Self disclosure	Motivation and sports	Scope	Promoting positive health
	SLO-2	Inter generational communication	Barriers to closeness	Theories of motivation	Theories of terrorism	Concept of Human engineering
S-11	SLO-1	Age stereotypes	Competition	Intrinsic and extrinsic motivation	Theories of terrorism	Concept of Human engineering
	SLO-2	Health factors	Emotional inexpressiveness	Self efficacy	Personality and terrorism	Human engineering and defence
S-12	SLO-1	Role of Geriatric psychologist	Conflict in friendship	Group aspects in sports	Personality and terrorism	Human engineering and defence
	SLO-2	Role of Geriatric psychologist	Relational aggression	Group aspects in sports - aggression	Dealing with terrorism	Human engineering and defence

Learning Resources	<ul style="list-style-type: none"> • Schaie,W& Willis,S. L.(2011).Hand Book Of the Psychology of Aging. NewYork :Elsevier Publication. • Helgeson, V. S. (2016). Psychology of gender. Routledge. • Gregory,W.L& Burroughs,W.J. (1989). Introduction to Applied Psychology. Scott, Foresman and Company • Bartol,R.C. (2012). Forensic Psychology. New Delhi: Sage Publications
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- Sharma, R. (2004). Advanced Applied Psychology. Atlantic. New Delhi.
- Maheshwari, N., & Kumar, V. V. (Eds.). (2016). Military Psychology: Concepts, Trends and Interventions. SAGE Publications India.

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

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

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

Course Code	USY21G03T	Course Name	CONSUMER BEHAVIOUR	Course Category	G	Professional Core Course			
						L	T	P	C
						3	0	0	3

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
----------------------------------	--

Learning

Program Learning Outcomes (PLO)

CLR-1:	Know the factors and facets of consumer behavior
CLR-2:	Understand the consumer motivation and personality
CLR-3:	Understand the attitude of consumers and communication processes
CLR-4:	Understand the brand personality and marketing
CLR-5:	Analyze the decision making process of consumer
CLR-6:	Understand consumer behavior in real life context

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	H	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	-	-	-	-	-	-	H	-	-	-	-
-	H	-	H	H	-	-	-	-	-	-	-	-	-	-
H	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Know the personal factors influencing consumer behavior	2	75	60
CLO-2:	Understand the consumer motivation and brand personality	2	80	70
CLO-3:	Design, conduct, or evaluate techniques to change attitude of consumers	2	70	65
CLO-4:	Evaluate social factors influencing consumer behaviour	2	70	70
CLO-5:	Develop basic understanding of consumer decision making	2	80	70
CLO-6:	Understand consumer personality and buying behavior	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Consumer psychology	Consumer motivation	Attitude	Consumer in their social settings	Consumer decision making
	SLO-2	Scope	Dynamics of motivation	Consumer attitude	Consumer in their social settings	Stages in consumer decision making
S-2	SLO-1	Consumer roles	Dynamics of motivation	Attitude object	Consumer in their cultural settings	Situational influence
	SLO-2	Consumer roles	types of need	Learned predisposition	Consumer in their cultural settings	Problem recognition
S-3	SLO-1	History of consumer	Systems of needs	Learned predisposition	Reference group	Information search

		behaviour				
	SLO-2	History of consumer behaviour	Systems of needs	Consistency in attitude	Nature of reference group	Information search
S-4	SLO-1	Marketing concept	Ethics and consumer motivation	Consistency in attitude	Types and influence on consumers	Evaluation of alternatives
	SLO-2	Marketing concept	Ethics and consumer motivation	Attitude formation	Types and influence on consumers	Evaluation and selection
S-5	SLO-1	Contributing disciplines	Ethics and consumer motivation	Structural models of attitude	Family life cycles	Outlet selection
	SLO-2	Contributing disciplines	Ethics and consumer motivation	Structural models of attitude	Family life cycles stages	Outlet selection and purchase
S-6	SLO-1	Application of consumer behavior	Personality	Tricomponent attitude model	Family life cycles stages	Post purchase action
	SLO-2	Application of consumer behavior	Personality	Katz's model of attitude	Nature of household purchase	Organizational buyer
S-7	SLO-1	Marketing segmentation	Understanding consumer diversity	Katz's model of attitude	Household purchases	Nature
	SLO-2	Marketing segmentation	Brand personality	Attitude change	Household purchase and family decision making	Market structure
S-8	SLO-1	Need	Brand personality	Post purchase attitude change	Family decision making	Pattern of demand
	SLO-2	Type – geographic	Perception and consumer behaviour	Cognitive dissonance theory	Consumer behaviour and social status	Characteristics
S-9	SLO-1	Product positioning	Perception and consumer behaviour	Attribution theory	Social class	Decision approaches and theories
	SLO-2	Need and strategies	Dynamics of perception	Attribution theory	Symbols of status	Purchase patterns

Learning Resources	<ul style="list-style-type: none"> • Schiffman, L. G., & Kanuk, L. L. (2008). Consumer behavior (9th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. • Kotler. P., Keller. K.L, Koshy.A, Jha.M., (2009), Marketing Management-A South Asian Perspective, 13th edition, Pearson Publication House. • Kumar, A and Singh, K. (2013). Consumer Behaviour and Marketing Communication: An Indian Perspective 1st Edition. Dreamtech Press, New Delhi.
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Learning Assessment		
Bloom's Level of	Continuous Learning Assessment (50% weightage)	Final Examination

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

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

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

Course Code	USY21S02L	Course Name	EXPERIMENTAL PSYCHOLOGY I	Course Category	S	Professional Core Course			
						L	T	P	C
						0	0	8	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	To understand the concept of psychological assessment
CLR-2:	To Learn how to administer personality and workplace test
CLR-3:	To Understand the scoring and interpretation
CLR-4:	To conduct the experiments efficiently
CLR-5:	To acquire knowledge on experiments in the areas of positive psychology
CLR-6:	

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	H	H	-	-	-
-	H	-	H	-	-	-	-	-	-	H	H	-	-	-
H	-	-	H	-	-	-	-	-	-	H	H	-	-	-
H	-	H	H	H	-	-	-	-	-	H	H	-	-	-
-	-	-	-	-	-	-	-	-	-	H	H	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Know different personality tests	2	75	60
CLO-2:	Understand test administration	2	80	70
CLO-3:	Learn the scoring and interpretation	2	70	65
CLO-4:	Prepare the psychological test report	2	70	70
CLO-5:		2	80	70
CLO-6:		2	75	70

Any 10 – at least 1 from each category

- 16PF
- MMPI
- CPI
- BIG-FIVE Personality Locator
- Occupational Interest Inventory
- 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 Resources	<ul style="list-style-type: none"> • Myers, A., & Hansen, C. (2016). <i>Experimental Psychology</i> (7th ed.). Belmont, CA, US: Thomson Wadsworth. • Parameswaran & Ravichandra (2003) <i>Experimental Psychology</i>. Neel Kamal Publications.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	-	40%	-	40%	-	40%	-	40%	-	40%
	Understand	-	40%	-	40%	-	40%	-	40%	-	40%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	20%	-	20%	-	20%	-	20%	-	20%
	Create	-	20%	-	20%	-	20%	-	20%	-	20%
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	UJK20401T	Course Name	PROFESSIONAL SKILLS	Course Category	JK	Life Skill Course	L	T	P	C
							2	0	0	2

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)																
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CLR-1:	expose students to the requirements of job market	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning		
CLR-2:	develop resume building practice				M	M	L	L	M	H	-	-	-	M	H	L	H	H	H	H	H
CLR-3:	increase efficiency in speaking during group discussions				M	M	L	L	M	H	-	-	-	M	H	L	H	H	H	H	H
CLR-4:	prepare students for job interviews				M	M	L	L	M	H	-	-	-	M	H	L	H	H	H	H	H
CLR-5:	instill confidence in students and develop skills necessary to face audience				M	M	L	L	M	H	-	-	-	M	H	L	H	H	H	H	H
CLR-6:	develop speaking and presentation skills in students				M	M	L	L	M	H	-	-	-	M	H	L	H	H	H	H	H
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:																				
CLO-1:	understand the importance of resume preparation and build resume	3	80	70																	
CLO-2:	acquire group discussion skills	3	85	75																	
CLO-3:	face interviews confidently	3	85	80																	
CLO-4:	Ask appropriate questions during an interview	3	85	80																	
CLO-5:	understand various types of presentation and use presentation skills in projects	3	85	80																	
CLO-6:	build confidence during any presentation	3	85	80																	

Duration (hour)	6	6	6	6	6	
S-1	SLO-1	Introduction of resume and its importance	Meaning and methods of group discussion	Meaning and types of interview (face to face, telephonic, video)	Types - Informative, Instructional, Arousing, Persuasive, Decision-making	PowerPoint presentation-body language and stage etiquettes
	SLO-2	Difference between a CV, Resume and Bio Data	Procedure of group discussion	Dress code, background research	Structure of a presentation - Introduction of the event, Introducing the speaker, vote of thanks	PowerPoint presentation-body language and stage etiquettes
S-2	SLO-1	Essential components of a good resume, common errors people make while preparing a resume	Group discussion – simulation	STAR Technique (situation, task, approach and response) for facing an interview	Working with audience - ice-breaking, Creating a 'Plan B',	PowerPoint presentation-practice session
	SLO-2	Resume building format	Group discussion – common errors	Interview procedure (opening, listening skills, closure, asking questions)	Getting the audience in the mood, working with emotions,	PowerPoint presentation-practice session

S-3	SLO-1	Resume building using templates	Group discussion - types - Topic based	<i>Important questions generally asked in an interview</i>	Improvisation and unprepared presentations, man-woman view, feedback - appreciation and critique	PowerPoint presentation-practice session
	SLO-2	Resume building using templates	Group discussion - types - Case study based	<i>Important questions generally asked in an interview</i>	Improvisation and unprepared presentations, man-woman view, feedback - appreciation and critique	PowerPoint presentation-practice session
S-4	SLO-1	Resume building activity	Group discussion - practice session- Topic based	<i>Mock interview – face to face</i>	Power point presentation, skit, drama, dance, mime, short films and documentary - Dos and Don'ts	PowerPoint presentation-practice session
	SLO-2	Resume building activity - Feedback	Group discussion - Feedback	<i>Mock interview- Feedback</i>	Power point presentation, skit, drama, dance, mime, short films and documentary - Dos and Don'ts	PowerPoint presentation-practice session
S-5	SLO-1	Video resume - Tips and tricks	Group discussion - practice session- Topic based	<i>Mock interview - face to face</i>	PowerPoint presentation - content preparation	PowerPoint presentation-practice session
	SLO-2	Video resume - Do's and Don'ts	Group discussion - Feedback	<i>Mock interview - Feedback</i>	PowerPoint presentation-logical arrangement of content	PowerPoint presentation-practice session
S-6	SLO-1	Video resume - Templates	Group discussion - practice session- Case study based	<i>Mock interview - face to face</i>	PowerPoint presentation-using internet source, citations, bibliography	PowerPoint presentation-practice session
	SLO-2	Video resume - Templates	Group discussion - Feedback	<i>Mock interview- Feedback</i>	PowerPoint presentation-using internet source, citations, bibliography	PowerPoint presentation-practice session

Learning Resources	<ol style="list-style-type: none"> 1. Scott Bennett, <i>The Elements of Resume Style: Essential Rules for Writing Resumes and Cover Letters That Work</i>, AMACOM, 2014 2. David John, <i>Tricks and Techniques of Group Discussions</i>, Arihant, 2012 3. Singh O.P., <i>Art of Effective Communication in Group Discussion and Interview</i>, S Chand & Company, 2014 	<ol style="list-style-type: none"> 4. Paul Newton, <i>How to deliver a presentation</i> ; e-book 5. Eric Garner, <i>A-Z of Presentation</i>, Eric Garner and Ventus Publishing ApS, 2012, bookboon.com
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Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%) ##
		Theory	Theory	Theory	Theory
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	Total	100 %	100 %	100 %	100 %

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

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

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ajay Zener, Director, Career Launcher	-	1. Mr Priyanand, Assistant Professor, CDC, E&T, SRMIST 2. Ms Sindhu Thomas, Head in charge, CDC, FSH, SRMIST 3. Ms Mahalakshmi, Assistant Professor, CDC, FSH, SRMIST

SEMESTER V

Course Code	USY21501T	Course Name	ABNORMAL PSYCHOLOGY II	Course Category	C	Professional Core Course			
						L	T	P	C
						4	1	0	5

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To explain types and multiple causes of personality disorders
CLR-2 :	Learn substance related disorders
CLR-3 :	To elucidate psychotic disorders
CLR-4 :	To explain developmental disorders
CLR-5 :	To understand various cognitive disorders
CLR-6 :	Learn to diagnose various disorders

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1 :	Distinguish between various personality disorders	2	75	60
CLO-2 :	Understand the causes of substance related disorders	2	80	70
CLO-3 :	Learn the diagnosis of psychotic disorders	2	70	65
CLO-4 :	Understand developmental disorders	2	70	70
CLO-5 :	Familiarize with cognitive disorders	2	80	70
CLO-6 :	Acquire diagnosis skills of various disorders in clinical settings	2	75	70

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Personality disorders	Substance related disorders	Psychotic disorders	Developmental Disorders	Cognitive disorders
	SLO-2 Clinical features of personality disorder	Perspectives on Substance related disorders	Neurosis	Common developmental disorders	Perspectives
S-2	SLO-1 Types of personal disorders	Level of involvement	Psychosis	ADHD	Delirium
	SLO-2 Cluster A: Paranoid	Substance abuse	Difference between neurosis and psychosis	ADHD	Description
S-3	SLO-1 Schizoid	Diagnostics criteria substance abuse	Perspectives on schizophrenia	Diagnosis criteria	Causes

	SLO-2	Schizotype	Intoxication	Early figures in diagnosing schizophrenia	Diagnosis criteria	Treatment
S-4	SLO-1	Causes	Diagnostics criteria for substance intoxication	Identifying symptoms	Causes	Prevention
	SLO-2	Treatment	Substance dependence	Clinical description symptoms and subtypes	Treatment of ADHD	Dementia
S-5	SLO-1	Cluster B	Diagnostic criteria for substance dependence	Positive Symptoms	Innovative approaches	Description
	SLO-2	Features/clinical description	Diagnostic issues	Negative Symptoms	Designer drug	Dementia of alzheimer type
S-6	SLO-1	Diagnosis	Depressant	Factors	Learning disorder	Clinical description
	SLO-2	Histrionic	Alcohol use	Vulnerability	Clinical description	Causes
S-7	SLO-1	Narcissistic	Diagnostic criteria for alcohol intoxication	Schizo affective disorders	Causes	Vascular dementia
	SLO-2	Antisocial	Sedative	Schizo affective disorders	Treatment	Parkinson disease
S-8	SLO-1	Borderline	Anxiolytic substance use	Delusional disorders	Pervasive developmental disorders	Huntington
	SLO-2	Causes	Stimulants	Shared psychotic disorders	Autistic spectrum disorder	Causes
S-9	SLO-1	Causes and treatment	Amphetamine use disorders	Schizophrenia	Description	Substance induced persisting dementia
	SLO-2	Treatment	Cocaine, nicotine	Meaning	Causes	Clinical description
S-10	SLO-1	Cluster c	Caffeine	Subtypes	Treatment	Diagnosis criteria
	SLO-2	Avoidant personality	Opioids	Diagnosis	Asperger's disorder	Causes
S-11	SLO-1	Diagnosis and causes	Hallucinogens	Diagnosis	Diagnosis criteria	Biological causes
	SLO-2	Dependent	Marijuana	Causes	Causes	Psychosocial causes
S-12	SLO-1	Diagnosis criteria	LSD	Cultural factors	Treatment	Biological Treatment
	SLO-2	Obsessive compulsive	Causes of substance related disorders	Genetic influence	Intellectual disability	Biological treatment
S-13	SLO-1	Inclusion and exclusion criteria	Causes of substance related disorders	Neurobiological influence	Description	Psychosocial treatment
	SLO-2	Passive aggressive	Biological dimensions	Psychological and social influence	Diagnosis criteria	Prevention
S-14	SLO-1	Depressive personality	Psychological dimensions	Treatment of schizophrenia	Causes	Amnesic disorder
	SLO-2	Diagnosis	Psychological dimensions	Biological interventions	Treatment	Diagnosis criteria
S-15	SLO-1	Causes and treatment	Cognitive dimensions	Psychosocial interventions	Prevention of developmental disorders	Causes
	SLO-2	Causes and treatment	treatment	Prevention	Prevention of developmental disorders	Treatment

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

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

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

Course Code	USY21D03T	Course Name	RESEARCH METHODOLOGY	Course Category	D	Professional Core Course			
						L	T	P	C
						3	1	0	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	Understand different stages of research
CLR-2:	Give insight into review of literature
CLR-3:	Identify and apply appropriate sampling techniques
CLR-4:	Understand different types of research methods
CLR-5:	Understand scientific writing and presenting
CLR-6:	Acquire the skills scientific investigation and reporting

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	H	-	-	-
H	-	H	H	H	-	-	-	-	-	-	H	-	-	-
-	H	-	H	-	-	-	-	-	-	-	H	-	-	-
-	-	-	-	-	H	-	H	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Understand meaning and stages of research	2	75	60
CLO-2:	Learn to do review of literature	2	80	70
CLO-3:	Appreciate the different types of sampling	2	70	65
CLO-4:	Understand different research methods	2	70	70
CLO-5:	Know scientific writing	2	80	70
CLO-6:	Apply the skills in preparation of research report	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Research meaning	Review of literature	Sampling meaning	Research methods	Research reporting
	SLO-2	Objectives	Sources of review of literature	Theoretical basis	Normative survey	Styles of manual
S-2	SLO-1	Types of research	Importance	Theoretical basis	Normative survey	Styles of manual
	SLO-2	Types of research	Purpose	Factors affecting inference	Experimental research	Format of the research report
S-3	SLO-1	Stages of research	Steps in searching for review of literature	Different types of sampling	Variables	Format of the research report

	SLO-2	Stages of research	Planning the review	Characteristics of probability sampling and non probability sampling	Types of variables	Scientific writing
S-4	SLO-1	Process of research	Research problem	Probability sampling	Types of variables	Scientific writing
	SLO-2	Process of research	Characteristics good research problem	Probability sampling	Experimental control	Scientific writing
S-5	SLO-1	Research approaches	Sources of research problem	Non probability sampling	Experimental control	Styles of writing
	SLO-2	Research approaches	Stating research problem	Non probability sampling	Experimental design	Styles of writing
S-6	SLO-1	Significance of research	Steps in formulation of research problem	Sample size	Experimental design	Reference form
	SLO-2	Research method vs research methodology	Research objectives	Sample frame	Pre experimental design	Reference form
S-7	SLO-1	Scientific method and research	Hypothesis	Calculation of sample size	True experimental design	Plagiarism
	SLO-2	Scientific method and research	Sources of hypothesis	Calculation of sample size	True experimental design	Plagiarism
S-8	SLO-1	Characteristics of good research	Forms of hypothesis	Tools of research	True experimental design	Tables and figures
	SLO-2	Motivation for research	Forms of hypothesis	Tools of research	Quasi experimental design	Evaluating a research report
S-9	SLO-1	Problems of researchers in India	Functions of hypothesis	criteria selecting tools	Quasi experimental design	Evaluating a research report
	SLO-2	Problems of researchers in India	Types of hypothesis	Data collection methods	Types of quasi experimental design	Evaluating a research report
S-10	SLO-1	Ethics of research	Types of hypothesis	Observation	Types of quasi experimental design	Research proposal
	SLO-2	Ethical principles of research	Types of hypothesis	Interview , group discussion	Single subject experimental design	Format of research proposal
S-11	SLO-1	Conduct of animal research	Testing of hypothesis	Survey methods	Single subject experimental design	Introduction
	SLO-2	Conduct of animal research	Testing of hypothesis	Checklist, Rating scales	Ex post facto design	Main section
S-12	SLO-1	Research with human participants	Errors in testing a hypothesis	Merits	Merits and demerits of various design	Layout
	SLO-2	Research with human participants	Errors in testing a hypothesis	Limitations	Merits and demerits of various design	Bibliography

Learning Resources	<ul style="list-style-type: none"> • Ranjit Kumar, (2014) Research Methodology - A step by step guide for Beginners, Fourth edition. Sage Texts, Sage publications India Pvt Ltd, New Delhi. • Sherri Jackson (2015) Research methods and Statistics, 5th Ed • Krishnaswami, O.R and Ranganathan (2008). Methodology of research in social sciences 2nd revised edition, Himalaya Books Pvt Ltd, Mumbai. • C R Kothari, Gaurav Garg (2014), Research Methodology - Methods and Techniques, Third edition, New Age International Private Ltd Publishers, New Delhi.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21502T	Course Name	GUIDANCE AND COUNSELLING	Course Category	C	Professional Core Course			
						L	T	P	C
						4	1	0	5

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	Understand the meaning of guidance and counseling
CLR-2:	Learn the basic process of counseling
CLR-3:	Acquire the knowledge of psychotherapy
CLR-4:	Learn different approaches to counseling
CLR-5:	Understand various counseling techniques
CLR-6:	Analyse the need of the person and apply counseling and therapeutic skills in real life

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO-1	PSO-2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Learn the difference between guidance, counseling and therapy	2	75	60
CLO-2:	Understand difference process and stages of counseling and establish rapport	2	80	70
CLO-3:	Acquire the skills of a therapist	2	70	65
CLO-4:	Understand the dynamics of approaches to counseling	2	70	70
CLO-5:	Learn the relationship between behavior and family environment and society	2	80	70
CLO-6:	Demonstrate the ability to deal with psychological issues in real life	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Introduction	Process of Guidance	Counseling Process	Freudian approach	Action-Orientated Approach
	SLO-2	Definition counseling	Assessment in guidance	Building the relationship	Freudian approach	Brief counselling
S-2	SLO-1	Guidance and counseling	Assessment in guidance	Relationship establishment	Freudian approach	Brief counselling
	SLO-2	Guidance movement	Educational guidance	Stages of relationship establishment	Perpetuation of problem	Behavioural counselling
S-3	SLO-1	Significance of Guidance	Educational guidance	Stages of relationship establishment	Defense mechanism	Operant conditioning

	SLO-2	Difference between guidance and counselling	Educational guidance	Stages of relationship establishment	Critical evaluation of Freudian approach	Reinforcement strategies
S-4	SLO-1	Difference between guidance and counselling	Vocational guidance	Techniques of relationship establishment	Adlerian approach	Reinforcement strategies
	SLO-2	Difference between guidance and counseling	Career decision making	Techniques	Person – teleology	Systematic desensitization
S-5	SLO-1	Counselling and psychotherapy	Stages of career decision making	Techniques	Perpetuation of problem	Flooding
	SLO-2	Counselling and psychotherapy	Stages of career decision making	Techniques	Qualities	Cognitive behaviour therapy
S-6	SLO-1	Scope of counselling	Holland's Model	Working in counselling relationship	Techniques	Features of CBT
	SLO-2	Scope of counselling	Holland's Model	Working in counselling relationship	Techniques	Features of CBT
S-7	SLO-1	History of counselling	Guidance techniques	Problem identification	Challenges	CBT theories
	SLO-2	History of counselling	Guidance techniques	Process of problem identification	Rogierian person centered therapy	CBT theories
S-8	SLO-1	History of counselling	Individual guidance process	Process of problem identification	Basic assumptions	CBT theories
	SLO-2	History of counselling	Individual guidance process	Application and termination	Concept of person	Principles
S-9	SLO-1	History of counselling	Group guidance process	Stages of termination	Nature of person	Schemes
	SLO-2	History of counselling	Group guidance process	Stages of termination	Conditions of worth	Irrational Beliefs
S-10	SLO-1	Counselling as helping profession	Group guidance process	Feedback	Empathy	Errors in cognition
	SLO-2	Goals of counseling	Foundations of Counselling	Evaluation	Role of counsellor	Case formulation
S-11	SLO-1	Basic principles of counseling	Professional identity	Settings for counselling	Role of counsellor	Case formulation
	SLO-2	Basic principles of counseling	Professional identity	Different roles	Evaluation	Therapeutic monitoring
S-12	SLO-1	Qualities of counselor	Allied mental health professionals	Generic Skills	Criticism of client centered counselling	Behavioural activation in CBT
	SLO-2	Effective counselor	Medical model	Generic Skills	Criticism of client centered counselling	Behavioural activation in CBT
S-13	SLO-1	Status of counseling in India	Freud's talking cure	Common Goals	Gestalt approach to counselling	Identification of thought
	SLO-2	Status of counseling in India	Freud's talking cure	Common Goals	Gestalt approach to counselling	Identification of thought
S-14	SLO-1	Trends in counseling	Evidence based practice	Remedial Orientation	Existential counselling	Challenges of thought
	SLO-2	Trends in counseling	Evidence based practice	Team work	Humanistic	REBT
S-15	SLO-1	Ethical issues	Counsellor as researcher	Future challenges	Phenomenological	REBT
	SLO-2	legal issues	Counsellor as researcher	Future challenges	Phenomenological	REBT

Learning Resources	<ul style="list-style-type: none"> • 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 India.
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	<ul style="list-style-type: none"> • Antony, D. John, (2003) Psychotherapies in Counselling, Nochiadaipatti, Dindigul, Anugraha Publications. • Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counselling. New York: Brooks / Cole. • 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.
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	20%	-	20%	-	20%	-	20%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21S03L	Course Name	EXPERIMENTAL PSYCHOLOGY	Course Category	S	Professional Core Course			
						L	T	P	C
						0	0	8	4

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	To understand the concept of intelligence test
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:	

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO-1	PSO-2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Understand the concept of testing	2	75	60
CLO-2:	Understand various concepts related to test performance test administration	2	80	70
CLO-3:	Learn the skills of test administration	2	70	65
CLO-4:	Interpret the score and prepare test report	2	70	70
CLO-5:		2	80	70
CLO-6:		2	75	70

Practical: (Any Ten)

1. Span of Attention (tachistoscope)
2. Muller-lyer Illusion
3. Human Maze Learning
4. PGI Memory Scale
5. Metacognition Inventory
6. Concept Formation
7. Raven's Progressive Matrices

8. Bhatia's Battery of Intelligence
9. Emotional Intelligence
10. Social Intelligence Scale
11. Levels of Aspiration
12. Thurston Interest Schedule
13. Vineland Social Maturity Scale
14. ADHD rating scale/Check List
15. Seguin Form Board Test

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

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

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

Course Code	USY21D07L	Course Name	INTERNSHIP	Course Category	D	Professional Core Course	L	T	P	C
							0	0	0	2

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	Explore areas of interest in psychology
CLR-2:	Gain hands-on experience in various sub-fields of psychology
CLR-3:	Acquire the skills in diagnosis of psychological disorder
CLR-4:	Witness various ethical guidelines in practice
CLR-5:	
CLR-6:	

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO-1	PSO-2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	H	-	-	-
-	-	-	-	-	H	-	H	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	1	2	3
CLO-1:	Learn the clinical interview format	2	75	60
CLO-2:	Learn to establish relationship with client	2	80	70
CLO-3:	Get confidence in diagnosing a disorder	2	70	65
CLO-4:		2	70	70
CLO-5:		2	80	70
CLO-6:		2	75	70

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)

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

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

Course Code	UES20AE1T	Course Name	ENVIRONMENTAL STUDIES		Course Category	AE	Ability Enhancement Courses				L	T	P	C									
							3	0	0	3													
Pre-requisite Courses		Nil	Co-requisite Courses		Nil		Progressive Courses			Nil													
Course Offering Department		Psychology		Data Book / Codes/Standards			Nil																
Course Learning Rationale (CLR):		The purpose of learning this course is to:				Learning			Program Learning Outcomes (PLO)														
CLR-1 :		To teach the importance of environment				1			1														
CLR-2 :		To impart the knowledge about ecosystem				2			2														
CLR-3 :		To teach about Biodiversity				3			3														
CLR-4 :		To create awareness about environmental pollution				4			4														
CLR-5 :		To understand about Environment Protection				5			5														
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:				Level of Thinking (Bloom)			Fundamental Knowledge														
CLO-1 :		To gain knowledge on the importance of natural resources and energy				2			H														
CLO-2 :		To understand the structure and function of an ecosystem				2			- H - H - - - - - - - - - - - - - - - -														
CLO-3 :		To imbibe an aesthetic value with respect to biodiversity, understand the threats and its conservation and appreciate the concept of interdependence				2			H - - - - - - - - - - - - - - - -														
CLO-4 :		To understand the causes of types of pollution and disaster management				2			H - H H H - - - - - - - - - - -														
CLO-5 :		To observe and discover the surrounding environment through field work				2			- H - H - - - - - - - - - - - - -														
Duration (hour)		9		9		9		9				9											
S-1	SLO-1	Environmental Studies- Concept	Concept of an ecosystem	Biodiversity at Global, National And Local Levels		Causes, Effects and Control				Need for equitable utilization													
	SLO-2	Scope and Importance of Environmental Studies	Ecosystem degradation and Resource utilization	India as a Mega Diversity Nation		Measures of Nuclear hazards				Equity – Disparity													
S-2	SLO-1	Need for public awareness.	Structure and Functions of an ecosystem	Threats to biodiversity: habitat loss, poaching of wildlife		Solid Waste Management				Urban – rural equity issues													
	SLO-2	Institutions in Environment	Producers, consumers and decomposers	man-wildlife conflicts		Causes, Effects and Control				The need for Gender Equity													
S-3	SLO-1	People in Environment	Energy flow in the ecosystem	Endangered species of India		Measures of Urban and Industrial Waste				Preserving resources for future generations													
	SLO-2	Awareness about Environmental Studies	The water cycle , The Carbon cycle , The Oxygen cycle , The Nitrogen cycle , The energy cycle and, Integration of cycles in nature	Endemic species of India		Role of Individuals In Pollution Prevention				The rights of animals													

S-4	SLO-1	Introduction to natural resources- Associated Problems	Ecological succession	Environmental Pollution- Definition	Disaster management- Nature Floods, Earthquakes	The ethical basis of environment education and awareness
	SLO-2	Renewable and Nonrenewable resources	Food chains, Food webs and Ecological pyramids			
S-5	SLO-1	Forest resources	Ecosystem, Introduction, Types, Characteristic features, Structure and functions	Causes, Effects and Control Measures of Air Pollution	Cyclones Landslides	The conservation ethic and traditional value systems of India
	SLO-2	Water Resources	Forest ecosystem			
S-6	SLO-1	Mineral Resources	Grassland ecosystem	Causes, Effects and Control Measures of Water Pollution	Social Issues and the Environment From Unsustainable to Sustainable Development	Wasteland Reclamation
	SLO-2	Food Resources	Desert ecosystem			
S-7	SLO-1	Energy Resources	Aquatic ecosystems (ponds, lakes, streams)	Causes, Effects and Control Measures of Soil Pollution	Water Conservation	Climate change & Global warming
	SLO-2	Land Resources	Aquatic ecosystems (rivers, estuaries, oceans)			
S-8	SLO-1	Renewable and non-renewable resources- Wind	Value Of Biodiversity	Causes, Effects and Control Measures of Marine pollution	Rain Water Harvesting Watershed	Acid rain & Ozone layer depletion
	SLO-2	Renewable and non-renewable resources- geothermal	Consumptive Value And Productive Value			
S-9	SLO-1	Renewable and non-renewable resources- Solar	Social Value and Ethical Value	Causes, Effects and Control Measures of Noise Pollution	Environmental Ethics: Issues and Possible Solutions	Nuclear Accidents and Nuclear Holocaust
	SLO-2	Renewable and non-renewable resources- Biomass	Aesthetic Value and Option Value	Causes, Effects and Control Measures of Thermal Pollution	Resource consumption patterns	

Learning Resources	Theory:
	1. Bharucha Erach, (2013), Textbook of Environmental Studies for Undergraduate Courses (Second edition). Telangana, India: Orient BlackSwan.
	2. Basu Mahua, Savarimuthu Xavier, (2017), SJ Fundamentals of Environmental Studies. Cambridge, United Kingdom: Cambridge University Press
	3. Dr.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)

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

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

Course Designers		
Experts from Industry	Experts from Academic	Internal Experts
1. Mr. Suresh S, Program Head, Hello FM	1. Dr. G Balasubramania Raja, Prof & Head, Manonmaniam Sundranar University Mail- gbs_raja@yahoo.com	1. Dr. Rajesh R, Head, SRM IST
		2.Dr.S.Albert Antony Raj, Associate Professor and Head, SRMIST

Course Code	UJK20501T	Course Name	Leadership and Management Skills	Course Category	JK	Life Skill Courses	L	T	P	C
							2	0	0	2

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

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>			Learning			Program Learning Outcomes (PLO)														
CLR-1:	<i>help students to develop essential skills to influence and motivate others</i>			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:	<i>Inculcate emotional and social intelligence and integrative thinking for effective leadership</i>			Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3:	<i>create and maintain an effective and motivated team to work for the society</i>																				
CLR-4:	<i>nurture a creative and entrepreneurial mindset</i>																				
CLR-5:	<i>make students understand the personal values and apply ethical principles in professional and social contexts</i>																				
CLR-6:	<i>manage competency-mix at all levels for achieving excellence with ethics</i>																				
Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>																				
CLO-1:	<i>examine various leadership models and understand / assess their skills, strengths and abilities that affect their own leadership style and can create their leadership vision</i>			3	80	75	L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-2:	<i>learn and demonstrate a set of practical skills such as time management, self-management, handling conflicts, team leadership, etc</i>			3	80	75	L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-3:	<i>understand the basics of entrepreneurship and develop business plan</i>			3	75	70	L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-4:	<i>apply the design thinking approach for leadership</i>			3	75	70	L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-5:	<i>appreciate the importance of ethics and moral values for making of a balanced personality</i>			3	75	70	L	H	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-6:	<i>be an integral human being</i>			3	75	70	L	H	H	-	M	M	-	-	-	M	H	L	-	H	H

Duration (hour)	6	6	6	6	6	
S-1	SLO-1	Leadership - definition	Team building	Management – definition	Women in management	Entrepreneurship
	SLO-2	Leadership - qualities	Team dynamics	Manager – traits	Global gender perspective in business. Do women make good managers? - discussion	Entrepreneurship
S-2	SLO-1	Leadership - styles	Work delegation	Scheduling work	Confronting problems faced by women managers - case study	Successful Indian entrepreneurs – case study
	SLO-2	Leadership - styles	Work delegation – activity	Scheduling work – activity	Confronting problems faced by women managers - case study	Successful Indian entrepreneurs – case study
S-3	SLO-1	Difference between leader and boss	Decision making	Strategic planning	Successful women managers - documentary screening	Successful women entrepreneurs – case study

	SLO-2	Case study (based on leadership styles)	Decision making - activity	Strategic planning	Successful women managers - documentary screening	Successful women entrepreneurs – case study
S-4	SLO-1	Case study (based on leadership styles)	Motivation	Change management	Women labour force in work place	Ethics – definition
	SLO-2	Case study (based on leadership styles)	Motivating for results	Change management – activity	Problems faced by women labour force in work place - case study	Corporate ethics
S-5	SLO-1	Leadership in diverse organizational structures, cultures and communications	Argumentation, Persuasion	Energy management	Sexual harassment of women at workplace (prevention, prohibition, and redressal) Act, 2013	Essential elements of business ethics
	SLO-2	Leadership in diverse organizational structures, cultures and communications	Negotiation , Networking	Novel ways to manage energy in work place – activity	Documentary screening - Sexual harassment of women at workplace	Activity (students formulate ethical code of their business organization)
S-6	SLO-1	Leading the organisation through stability and turbulence	Budget planning	Work force management	Transgender persons protection of rights act, 2019	Ethical dilemma
	SLO-2	Case study	Taking risk	Grievance redressal policy in organisations	Documentary screening –based on inclusiveness of the third gender in workplace	Ethical dilemma - case study

Learning Resources	1. Craig E Johnson, Meeting the ethical challenges of leadership, Sage publications, 2018	4. Alexander Osterwalder, Business Model Generation, Wiley, 2013
	2. Allan R Cohen, David L Bradford, Influence without authority, Wiley, 2018	5. Deborah Tannen, Talking from nine to five: Women and men in the workplace, Harper Collins publishers, 2010
	3. T V Rao, Managers who make a difference: Sharpening your management skill, Random house India, 2016	6. Amish Tandon, Law of sexual harassment at workplace: Practice and procedure, Niyogi books, 2017
		7. Rashmi Bansal, Connect the dots, Westland books, 2012

Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%) ##
		Theory	Theory	Theory	Theory
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	Total	100 %	100 %	100 %	100 %

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

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

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. <i>Ajay Zener, Director, Career Launcher</i>	-	1. <i>Ms Sindhu Thomas B, Assistant Professor & Head in Charge, CDC, FSH, SRMIST</i>
		2. <i>Mr Rajsekar, Assistant Professor, CDC, FOM, SRMIST</i>

SEMESTER VI

Course Code	USY21601T	Course Name	PSYCHOMETRICS	Course Category	C	Professional Core Course	L	T	P	C
							4	1	0	5

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	To understand the essentials of measurement
CLR-2:	Learn the principles of psychological tests
CLR-3:	To understand the process of test construction
CLR-4:	Understand the process establishing reliability and validity
CLR-5:	Evaluate different psychological tests
CLR-6:	Design, evaluate and standardize a simple psychological scale

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Know the fundamentals of measurements	2	75	60
CLO-2:	Understand principles of psychological tests	2	80	70
CLO-3:	Analyse the process of item writing and item analysis	2	70	65
CLO-4:	Establish reliability and validity of a tool	2	70	70
CLO-5:	Learn to standardize a test	2	80	70
CLO-6:	Design a simple psychological scale and standardize it	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Psychological tests	Test construction	Reliability	Validity	Standardization
	SLO-2	Measurement and evaluation	Steps in test construction	History	Meaning of validity	Meaning of norms
S-2	SLO-1	Levels of measurement	Steps in test construction	Theory of reliability	Aspects of validity	Norm referencing
	SLO-2	Levels of measurement	Steps in test construction	Meaning of reliability	Content validity	Norm referencing

S-3	SLO-1	Properties of scales of measurement	Item writing	Logical	Criterion-related validity	Criterion referencing
	SLO-2	Properties of scales of measurement	Item analysis	Technical meaning of reliability	Construct validity	Types of norms
S-4	SLO-1	Functions of measurement	Item analysis	Types of reliability	Construct validity	Steps in developing norms
	SLO-2	Psychological measurement	Item analysis	Test-retest	Construct validity	developing norms
S-5	SLO-1	Psychological measurement	Purpose of item analysis	Internal consistency reliability	Construct validity	Developmental norms
	SLO-2	Problems of measurement	Power test	Odd even reliability	Convergent validation	Age norms
S-6	SLO-1	Errors in measurement	Power test	KR formula	Convergent validation	Grade norms
	SLO-2	Sources of errors in measurement	Power test	Alternative forms reliability	Discriminant validation	Ordinal scales
S-7	SLO-1	Testing and assessment	Item difficulty	Scorer reliability	Calculating validity	Ordinal scales
	SLO-2	Historical antecedents of modern testing	Index of discrimination	Reliability coefficient	Correlatin methods	Within group norms
S-8	SLO-1	First experimental psychology	Distractor analysis	Standard error of measurement	Expectancy tables	Percentile ranks
	SLO-2	Contributions of Francis Galton	Speed test	Reliability of speed test	Cut-off score	Standard score
S-9	SLO-1	Cattell and early Mental tests	Index of difficulty	Factors influencing reliability	Factors influencing validity	Deviation IQ
	SLO-2	Binet and rise of intelligence tests	Index of discrimination	Extrinsic factors	Length of the test	Z scores
S-10	SLO-1	Binet and rise of intelligence tests	Factors influencing index of difficulty	Intrinsic factors	Sample heterogeneity	Concept of raw score
	SLO-2	Group testing	Factors influencing index of difficulty	How to improve reliability of test scores	Socio-cultural differences	Stan score
S-11	SLO-1	Group tests	Factors influencing index of discrimination	Estimation of true scores	Extra validity concerns	Caution for interpreting scores
	SLO-2	Achievement test vs performance test	Factors influencing index of discrimination	Classical theory	Extra validity concerns	Converting to standard score
S-12	SLO-1	Achievement test vs performance test	Problems of item analysis	Classical theory	Extra validity concerns	Converting to standard score
	SLO-2	Achievement test vs performance test	Problems of item analysis	Index of reliability	Extra validity concerns	Converting to standard score
S-13	SLO-1	Aptitude testing	Important interactions among item characteristics	Index of reliability	Concept of cross-validation	Converting to standard score
	SLO-2	Standardized achievement test	Item response theory	Index of reliability	Concept of cross-validation	Converting to standard score
S-14	SLO-1	Assessment of personality	Item response theory	Reliability difference score	Relationship between reliability and validity	Converting to standard score
	SLO-2	Assessment of personality	Item response theory	Reliability of composite score	Relationship between reliability and validity	Interpreting test scores

S-15	SLO-1	Personality tests	Item response theory	Latent theory	Relationship between reliability and validity	Computer use in interpreting
	SLO-2	Personality tests	Item response theory	Latent theory	Relationship between reliability and validity	Computer use in interpreting

Learning Resources	<ul style="list-style-type: none"> • 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.
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21G04T	Course Name	POSITIVE PSYCHOLOGY	Course Category	G	Professional Core Course			
						L	T	P	C
						3	0	0	3

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	To create awareness of positive aspects of psychology
CLR-2:	Learn role of psychology in wellbeing
CLR-3:	To explain the concept of resilience and flow
CLR-4:	To understand various methods of Mindfulness
CLR-5:	To know the theories in developing positive resources
CLR-6:	To gain insight into nature of positive psychology

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:			
CLO-1:	Know the concept of wellbeing	2	75	60
CLO-2:	Enhance positive attitude in life	2	80	70
CLO-3:	Understand the concept of flow and resilience	2	70	65
CLO-4:	Practice mindfulness	2	70	70
CLO-5:	To learn about various the positive resources	2	80	70
CLO-6:	Apply the concepts of positive psychology in real life	2	75	70

Duration (hour)	12	12	12	12	12	
S-1	SLO-1	Introduction to positive psychology	Enhancing happiness	Resilience and flow	Mindfulness	Creativity
	SLO-2	Definition of positive psychology	Pursuit of meaningfulness in life	Meaning	Meaning	Adaptive functioning
S-2	SLO-1	Need for positive psychology	Humor	Source	Nature	Adaptive functioning
	SLO-2	Life above zero happiness	Humor	Protective factors	Nature	Positive evaluation
S-3	SLO-1	Meaning	Positive cognitive states	Creating flow in relationship	Mindfulness	Optimism
	SLO-2	Two traditions	Process	Child	Mindlessness	Hope theory
S-4	SLO-1	Hedonic	Seeing future through self	Family	Attributes of awareness	Hope theory

			efficacy			
	SLO-2	Hedonic happiness	Wisdom	Community	Non judging	Self efficacy
S-5	SLO-1	Eudaimonic happiness	Theories of wisdom	Resilience	Beginners mind	Problem solving appraisal
	SLO-2	Emotional	Implicit theory	Characterising resilience	Trust	Problem solving appraisal
S-6	SLO-1	Science of happiness	Explicit theory	Cognitive skills	Non	Psychological adjustment
	SLO-2	Positive emotional states	Developing wisdom	Problems solving ability	Acceptance	Psychological adjustment
S-7	SLO-1	Process	Spirituality and positive psychology	Self regulation	Let go	Setting goals for life
	SLO-2	Principles of pleasure	In search of optimal experience	Sources of resilience	Benefits	Happiness
S-8	SLO-1	Understanding positive affect	Meditation	Individual protective factors	Relationship connection	Self-based approaches
	SLO-2	Positive emotions and wellbeing	Gratitude journal	Positive self image	Compassion	Reality negotiation
S-9	SLO-1	Adaptive potential of coping	Practicing optimism	Positive outlook	Compassion	Authenticity
	SLO-2	Emotional approach	Practicing optimism	Building resilience	Forgiveness	Uniqueness seeking

Learning Resources	<ul style="list-style-type: none"> • Baumgardner, S. (2015). Positive Psychology, (1st ed.), Pearson publication. • Csikszentmihalyi, M. (2015). Flow and the Foundations of Positive Psychology. USA: Springer. • Snyder, C.R. & Lopez, S.J. (2002). Handbook of Positive Psychology. Oxford University Press • Boniwell, I. (2012). Positive Psychology In A Nutshell: The science of Happiness, Third Edition. Open University Press
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	40%	-	40%	-	40%	-	40%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	20%	-	20%	-	20%	-	20%	-
	Total	100 %		100 %		100 %		100 %		100 %	

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

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

Course Code	USY21D08L	Course Name	PROJECT WORK	Course Category	D	Professional Core Course			
						L	T	P	C
						0	0	12	6

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

Course Learning Rationale (CLR):	The purpose of learning this course is to:
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Learning

Program Learning Outcomes (PLO)

CLR-1:	Explore areas of interest in research
CLR-2:	Gain hands-on experience in conducting survey
CLR-3:	Learn to follow appropriate methodology
CLR-4:	Learn to write scientific reporting in APA format
CLR-5:	
CLR-6:	

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

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	PSO -1	PSO -2	PSO-3
H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
H	-	-	H	-	-	-	-	-	-	-	H	-	-	-
-	H	-	H	-	-	-	-	-	-	-	H	-	-	-
-	-	-	-	-	H	-	H	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	1	2	3
CLO-1:	Learn to form research problem	2	75	60
CLO-2:	Learn to conduct survey	2	80	70
CLO-3:	Know to write a scientific research article	2	70	65
CLO-4:		2	70	70
CLO-5:		2	80	70
CLO-6:		2	75	70

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

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

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