

Curriculum Framework under Choice Based Credit System (CBCS) and

Syllabus for Outcome Based Education (OBE) in

M.Sc (Applied Psychology) Degree Program

for the students admitted from the academic year 2021 – 2022 onwards



அறிவிலே தெளிவு
அகத்திலே அன்பு



SREE SARASWATHI THYAGARAJA COLLEGE

An Autonomous, NAAC Re-Accredited with 'A' Grade, ISO 9001:2008

Certified Institution, Affiliated

to Bharathiar University, Coimbatore, Approved by AICTE for MBA/MCA and by U

GC for 2(f) & 12(B) status

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1 PEOs, POs,PSOs

SREE SARASWATHI THYAGARAJA COLLEGE [AUTONOMOUS], POLLACHI MSc Applied Psychology Degree Program PEO, PO and PSO

PROGRAM EDUCATIONAL OBJECTIVES (PEO)

Within a few years of obtaining PG degree in Applied Psychology, the student will be able to

PEO1: Analyze social and environmental aspects with professional values, ethics and equity to transform the knowledge, skills and expertise to the community.

PEO2: Involve in lifelong learning to adapt educational needs in a changing world to maintain their competency and to contribute to the advancement of knowledge in a multi-disciplinary environment.

PEO3: Acquire the ability to work both independently and in group and dealing effectively with clients and stakeholders..

PEO4: Understand the commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

PROGRAMME OUTCOMES (POs)

The students at the completion of the programme will be able to

PO1: Demonstrate professionally with social, cultural and ethical responsibility as an individual as well as in multifaceted teams with positive attitude.

PO2: Adapt to sustain in emerging era and constantly upgrade skills towards independent and lifelong learning.

PO3: Communicate complex concepts with professionalism by adapting appropriate resources and modern tools.

PO4: Make use of basic professional skills pertaining to psychological testing, assessment and counselling

PO5: Acquire the curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

At the completion of the programme, the students will be able to

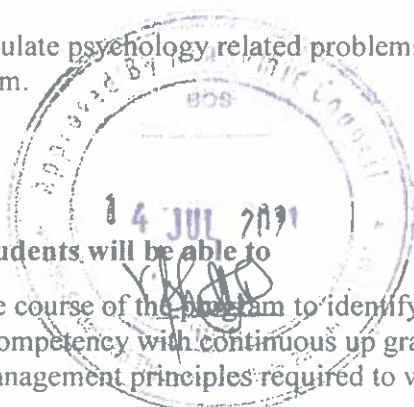
PSO1: Apply the knowledge gained during the course of the program to identify, formulate and solve real life problems to meet the core competency with continuous up gradation.

PSO2: Apply the knowledge of ethical and management principles required to work in a team with stewardship of the society.

PSO3: Ability to relate and connect concepts with personal experiences and using critical thinking.

PSO4: Develop positive attributes such as empathy, compassion, social participation, and accountability.

PSO5: Develop conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.



Mapping the Programme Outcomes with Programme Educational Objectives

POs / PEOs	PEO1	PEO2	PEO3	PEO4
PO1	S	S	M	M
PO2	S	S	M	M
PO3	M	S	M	M
PO4	S	S	S	S
PO5	M	M	M	M

S- Strong; L- Low; M-Medium

Mapping the Programme Specific Outcomes with Programme Educational Objectives

PSOs / PEOs	PEO1	PEO2	PEO3	PEO4
PSO1	M	S	S	S
PSO2	S	M	M	S
PSO3	M	M	S	S
PSO4	S	S	S	S
PSO5	S	S	S	S

S- Strong; L- Low; M-Medium



2 SCHEME OF EXAMINATIONS & SYLLABUS

Curriculum Framework under Choice Based Credit System (CBCS) and Syllabus for Outcome Based Education (OBE) in Master of Science – Applied Psychology degree program for the students admitted from the academic year 2021 – 2022 onwards

The CBCS provides a cafeteria type approach in which students can choose courses of their choice from a list of electives and acquire more than the required credits and adopt an interdisciplinary approach to learning. The Choice Based Credit System (CBCS) preserves the identity, autonomy and uniqueness of every programme and at the same time student centric in curriculum designing and skill imparting.

The Department of PG Applied Psychology allows enhanced academic mobility and enriched employability for the students. The Curriculum with CBCS helps the students to experience their choice of course and credits for their horizontal mobility.

Outcome Based Education:

“Outcome-Based Education” (OBE) is considered as a student-centered instruction model that focuses on measuring student performance through outcomes. Outcomes include knowledge, skills and attitudes. In the OBE model, the required knowledge and skill sets for a particular degree is predetermined and the students are evaluated for all the required parameters (Outcomes) during the course of the program.

For MSc Applied Psychology programme, a student must earn minimum 90 credits as mentioned in the below table.

Summary of Courses Pattern and Credit Distribution in Choice Based Credit System

Part	Curriculum Structure	No. of Courses	Credits to be earned
III	Core (Major) Courses	18	72
	Core Electives		14
	Inter Departmental Courses (IDC)		04
	Total	24	90
	Extra Credit Courses (ECC) Massive Open Online Courses (MOOC)		04
	Grand Total	26	94

Part – III Courses: A set of courses that includes Core courses (Theory & Practical), Electives, Inter Departmental Course, Project and Internship in the major field of study.

Inter Departmental Courses (IDC): A set of IDC Courses are offered by PG Departments such as Social work, Applied Psychology, English, Mathematics, Commerce and Commerce with International Business during II and III Semesters. The students can choose the IDC courses of their choice from the list of IDC Courses offered by various other Departments.

Massive Open Online Courses (MOOC): As per UGC guidelines, the students are encouraged to enroll themselves in the MOOC provided by various portals such as SWAYAM, NPTEL Course era, etc. These courses are to be completed by the students of MSc Applied Psychology Programme admitted in 2020 - 2021 & onwards in II, III and IV semesters. Every student has to complete **3 MOOC** and earn **6 credits** (2 credits per course) to become eligible for the award of degree. The institute will transfer 2 credit per 1 MOOC Course earned through any one of the online portal such as SWAYAM/ NPTEL/ Course Era/etcon receipt of MOOCs completion certificate and it shall incorporate the consolidated mark sheet of the student as extra credit courses.

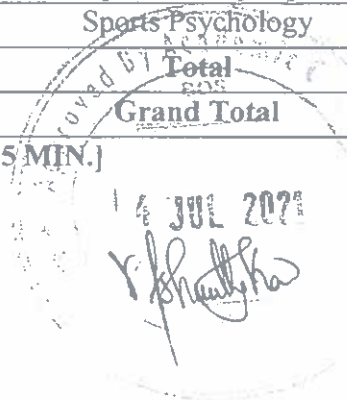
This Regulation regarding SWAYAM-MOOC course was subsequently amended in Standing Committee meeting held on 9th Dec, 2020 as ... As per UGC Guidelines Online Courses are made compulsory for the students of all Under Graduate & Post Graduate programmes admitted during 2019-20 and onwards. Every student has to compulsorily complete 2 MOOC courses and earn 4 credits (2 credits per course) during the course of study to become eligible for the award of degree. Credits will appear only in the consolidated mark sheet.



SCHEME OF EXAMINATIONS:

Part	Course Code	Name of the course	IH	CIA	Ext	Tot	Cr	
Semester – I								
III	Core 1	21MPY1C10	Advanced General Psychology	6	50	50	100	4
III	Core 2	21MPY1C20	Advanced Social Psychology	6	50	50	100	4
III	Core 3	21MPY1C30	Psychological Testing Methods & Statistics	6	50	50	100	4
III	Core 4	21MPY1C40	Psychopathology	6	50	50	100	4
III	Core 5	21MPY1C50	Experimental Psychology I	6	50	50	100	4
			Total	30	250	250	500	20
Semester – II								
III	Core 6	21MPY2C10	Research Methodology	6	50	50	100	4
III	Core 7	21MPY2C20	Psychodiagnostics	6	50	50	100	4
III	Core 8	21MPY2C30	Organizational Behaviour	6	50	50	100	4
III	Core 9	21MPY2C40	Experimental Psychology II	6	50	50	100	4
III	Elective 1	21MPY2EA0	Psychology of Exceptional Children	4	50	50	100	3
IV	IDC 1	XXXXX2110	Health Psychology	2	50	-	50	2
			Total	30	300	250	550	21
Semester – III								
III	Core 10	21MPY3C10	Theories of Personality	6	50	50	100	4
III	Core 11	21MPY3C20	Psychotherapy	6	50	50	100	4
III	Core 12	21MPY3C30	Indian Psychology	6	50	50	100	4
III	Core 13	21MPY3C40	Experimental Psychology III	5	50	50	100	4
III	Elective 2	21MPY3EA0	Marketing and Consumer Behaviour	5	50	50	100	4
III	Elective 3	21MPY3EX0	Internship	-	50	50	100	4
IV	IDC 2	XXXXX3120	Positive Psychology	2	50	-	50	2
			Total	30	350	300	650	26
Semester – IV								
III	Core 14	21MPY4C10	Advanced Counselling Skills	6	50	50	100	4
III	Core 15	21MPY4C20	Neuropsychology	6	50	50	100	4
III	Core 16	21MPY4C30	Human Resource Management	6	50	50	100	4
III	Core 17	21MPY4C40	Major Project – Dissertation	2	50	50	100	4
III	Core 18	21MPY4C50	Experimental Psychology IV [Case Analysis]	6	50	50	100	4
III	Elective 4	21MPY4EA0	Sports Psychology	4	50	50	100	3
			Total	30	300	300	600	23
			Grand Total	120	1200	1100	2300	90

*IH – INSTRUCTIONAL HOURS [55 MIN.]

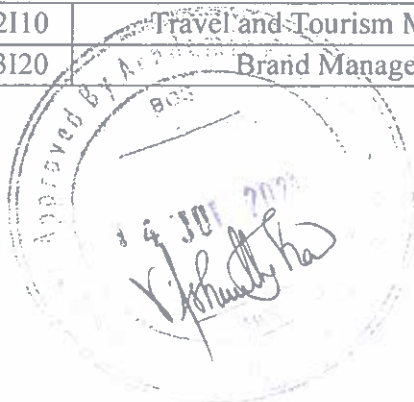


List of Core Elective Courses (CBCS)

S.No.	Semester	CourseCode	Course Name
Elective – I			
1	II	21MPY2EA0	Psychology of Exceptional Children
Elective – II			
1	III	21MPY3EA0	Marketing and Consumer Behaviour
Elective – III			
1	III	21MPY3EB0	Clinical Internship
2	III	21MPY3EC0	Industrial Internship
Elective – IV			
1	IV	21MPY4EA0	Sports Psychology

LIST OF INTER DISCIPLINARY CORE COURSES (IDC)

S.No.	Semester	Course Code	Course Name	Offering Department
1	II	21MPY2I10	Health Psychology	Applied Psychology
2	III	21MPY3I20	Positive Psychology	
3	II	19MSW2I10	Foundations of Counseling	MSW
4	III	19MSW3I20	NGO Management	
5	II	19MEN2I10	Business English	English
6	III	21MEN3I20	English for Competitive Examinations	
7	II	19MMA2I10	Basics of Mat Lab	Mathematics
8	III	19MMA3I20	Quantitative Aptitude and Verbal Reasoning	
9	II	19MCM2I10	Trading in Share Market	M.COM
10	III	19MCM3I20	Entrepreneurial Development	
11	II	19MIB2I10	Travel and Tourism Management	MCom IB
12	III	19MIB3I20	Brand Management	

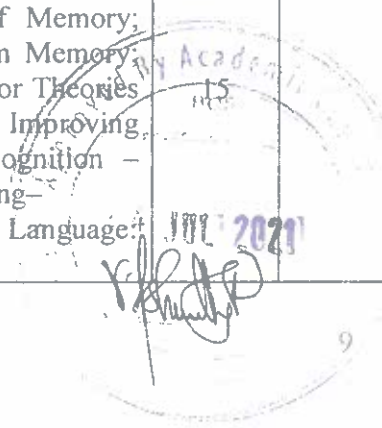




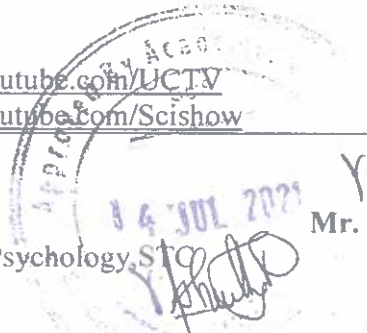

SEMESTER I:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY1C10	ADVANCED GENERAL PSYCHOLOGY	PART III CORE 1	60	15	-	4
<p>Preamble: This course aims at facilitating the students to learn in depth on the psychological processes such as perception, learning, memory, sleep, emotion, etc.</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
I	<p>THE NATURE OF PSYCHOLOGY AND SENSORY PROCESSES: Psychology – Definition – Goals - Major Schools– Major Sub Fields – Methods; Role of Heredity and Environment in determining the Behaviour; Sensation – Definition – Thresholds - Psychophysics – Signal Detection Theory; Adaptation – Pain Sensation – Gate Control Theory; Proprioception -Kinesthesia and Vestibular Sense; Perception – Definition – Organizing Principles – Perceptual Constancies - Pattern Perception; Distance Perception – Monocular Cues and Binocular Cues. Errors in Perception -Illusion – Types; Hallucinations – Types; Extra Sensory Perception.</p>	15
II	<p>CONSCIOUSNESS, LEARNING AND CONDITIONING: Consciousness – Definition – Major Types; Biological Rhythms – Circadian Rhythms – Disturbances in Circadian Rhythm; Waking States – Sleep – Functions – Stages – Sleep Disorders – Dream – Theories. Altered States; Learning – Definition – Basic Principles of Classical and Operant Conditioning; Types of Reinforcement and Punishment. Schedules of Reinforcement – Shaping – Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning. Cognitive Learning – Latent Learning – Insight Learning – Observational Learning.</p>	15
III	<p>MEMORY AND COGNITION: Memory – Definition – Basic Process - Models of Memory; Sensory Memory – Short Term Memory – Long Term Memory; Exceptional Memory. Forgetting – Definition – Causes or Theories of Forgetting; Memory and the Functioning of Brain. Improving Memory – Memory Techniques – Study Habits. Cognition – Definition–Concepts–Types–Concept Formation; Reasoning–Types; Problem Solving – Steps; Artificial Intelligence; Language– Meaning–Nature–development–Main Components.</p>	15



IV	MOTIVATION AND EMOTION Motivation - Definition – Theories of Motivation; Classification of Motives – Physiological motives – Psychological Motives; Conflict – 4 types; Frustration – 6 reactions; Emotion – Definition – Six Basic Emotions - Physiological Changes in Human Body; Theories of Emotion – Expression of Emotion. Language –Nature and Development; Main Components of Language – Morphemes – Phonemes – Syntax - Semantics – Pragmatics.	15	
V	INTELLIGENCE & CREATIVITY: Intelligence – Definition – Concept of IQ – Extremities of Intelligence; Theories of Intelligence; Major Tests of Intelligence; Emotional Intelligence. – Components. Creativity – Definition – Nature – Steps in Creative Thinking – Characteristics of Creative People – Tests of Creativity.	15	
Total		75	
Text Book: <ul style="list-style-type: none"> Baron, R.A. (2001). Psychology (5th edition). Noida: Dorling Kindersley (India) Pvt. Ltd. [Licensee of Pearson] 			
Reference Book(s): <ul style="list-style-type: none"> Morgan, C.T., & King, R.A. (1993). Introduction to Psychology (7th edition). New Delhi: Tata McGraw Hill Education Pvt. Ltd. Feldman, R.S. (2014). Understanding Psychology (10th edition). New Delhi: McGraw Hill Education (India) Ltd., Marx, M.H., (1976). Introduction to Psychology – Problems, Procedures & Principles. New Delhi: Macmillan India Hoeksma, N., Fredrickson, B.L., et al., (2009). Atkinson & Hilgard's Introduction to Psychology (15th Edition). UK: Cengage Learning. 			
Focus of Course: Employability			
e-Resource/e-Content URL: <ul style="list-style-type: none"> Youtube Videos: https://www.youtube.com/UCTV Youtube Videos: https://www.youtube.com/Scishow 			
Course Designer:  Mr. Ashwanth Kanna V, Assistant Professor & Head, Dept. of Psychology, STG    Mr. Ashwanth Kanna .V, BOS Chairman			

Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall contemporary psychological perspectives and importance of sensory processes	K1
CO2	Infer the application of theories and principles of learning and conditioning	K2
CO3	Apply the principles of working memory and higher order thinking	K3
CO4	Examine the impact of various theories of motivation and emotion	K4
CO5	Explain the various theoretical and assessment perspectives of Intelligence	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	S	M	M	L	L	M	S
CO2	L	L	L	S	M	L	L	L	M	S
CO3	L	L	L	M	L	L	L	L	L	M
CO4	L	L	L	S	L	M	L	L	M	S
CO5	M	L	L	S	S	S	L	L	S	M

S- Strong; L- Low; M-Medium

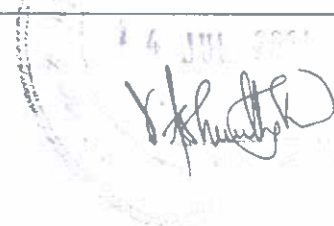


SEMESTER I:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY1C20	ADVANCED SOCIAL PSYCHOLOGY	PART III CORE 2	60	15	-	4
<p>Preamble: To know about social behavior of people in the society and the influence of attitude. stereotypes upon social behavior;</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours	
I	<p>SOCIAL PSYCHOLOGY: AN OVERVIEW & SOCIAL COGNITION: Social Psychology An Overview; Social Psychology: Advances at the Boundaries; Social Cognition: Heuristics - Schemas; Automatic and Controlled Processing: Two Basic Modes of Social Thought; Potential Sources of Error in Social Cognition; Affect and Cognition - The Influence of Affect on Cognition - The Influence of Cognition on Affect.</p>	15	
II	<p>SOCIAL PERCEPTION & THE SELF: Nonverbal Communication: Attribution; Impression Formation and Impression Management; Self- Presentation; Self- Knowledge; Who Am I: Personal versus Social Identity; Self-Esteem: Attitudes Toward Ourselves; Social Comparison: Evaluating Ourselves; The Self as Target of Prejudice;</p>	15	
III	<p>ATTITUDES & AGGRESSION: Attitude Formation: Attitudes Influencing Behavior; Attitudes Guide Behavior; The Fine Art of Persuasion; Resisting Persuasion Attempts; Cognitive Dissonance; Perspectives on Aggression; Causes of Human Aggression: Social, Cultural, Personal, and Situational; Bullying: Singling Out Others for Repeated Abuse; The Prevention and Control of Aggression: Some Useful Techniques.</p>	15	
IV	<p>STEREOTYPING, PREJUDICE & DISCRIMINATION & SOCIAL INFLUENCE: The Nature and Origins of Stereotyping; Prejudice: Origins of Prejudice; Discrimination: Modern Racism; Prejudice being Inevitable: Techniques for Countering Its Effects; Conformity; Compliance; Symbolic Social Influence; Obedience to Authority:</p>	15	



V	INTERPERSONAL ATTRACTION, CLOSE RELATIONSHIPS, AND LOVE, PROSOCIAL BEHAVIOR, GROUPS AND INDIVIDUALS Internal Sources of Attraction - External Sources of Attraction; Factors Based on Social Interaction; Close Relationships; Motives for Prosocial Behavior; Responding to an Emergency; Factors That Increase or Decrease the Tendency to Help; The Effects of Being Helped. Groups; Effects of the Presence of Others; Coordination in Groups; Perceived Fairness in Groups; Decision Making by Groups; The Downside of Group Decision Making; The Role of Leadership in Group Settings	15	
Total		75	

Text Book:

- Baron, R.A., & Branscombe, N.R. (2010). Social psychology (12th Edition). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Reference Book(s):

- DeLamater, J.D., & Myers, D.J. (2009). Textbook of Social Psychology (1st Edition). New Delhi: Cengage Learning India Pvt Ltd.
- Jha, S. (2013). Social Psychology (1st Edition). New Delhi: Axis Books Pvt Ltd.
- Crisp, R.J., & Turner, R.N. (2012). Essential Social Psychology (2nd Edition). New Delhi: SAGE Publications India Pvt Ltd.
- Myers, D.G. (2006). Exploring Social Psychology. New Delhi: McGraw Hill Education (India) Pvt Ltd.
- Schultz, P.W., & Oskamp, S. (2000). Social Psychology – An Applied Perspective. NJ: Prentice Hall Ltd

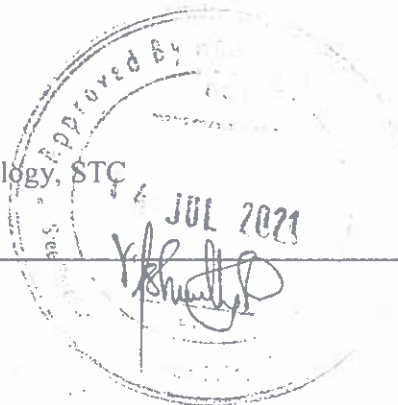
Focus of Course: Employability

e-Resource/e-Content URL:

- Youtube Videos: <https://www.youtube.com/watch?v=yv8qZ0AXx9Q>

Course Designer:

N. Selvarani
Ms. Selvarani N,
Assistant Professor, Dept. of Psychology, STC



Mr. Ashwanth Kanna V
Mr. Ashwanth Kanna V
BOS Chairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the basics of social cognition, schema and heuristics	K1
CO2	Infer the various aspects of non verbal communication and self presentation	K2
CO3	Identify the attitudinal influences and origins of aggression	K3
CO4	Examine the impact of prejudice, stereotyping, discrimination and power of social influence	K4
CO5	Explain the model of interpersonal attractions and prosocial behaviour	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	L	S	M	M	L	L	L	M
CO2	M	L	L	M	L	M	L	L	L	M
CO3	M	L	L	M	L	M	L	L	L	M
CO4	M	L	L	M	S	M	L	M	L	M
CO5	M	L	L	M	M	M	L	L	L	M

S- Strong; L- Low; M-Medium

SEMESTER I:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY1C30	PSYCHOLOGICAL TESTING METHODS & STATISTICS	PART III CORE 3	60	15	-	4
<p>Preamble: :To help students know the basic concepts of testing in psychology and also to get well versed with various statistical techniques employed.</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
I	<p>INTRODUCTION - TEST CONSTRUCTION AND TEST STANDARDIZATION: Measurement- Types of measurement scales: Nominal- Ordinal- Interval- Ratio; Steps in test construction: Constructing a Test- Test Items- Philosophical Issues- Administering a Test- Interpreting Test Scores – Combining TestScores; Item Characteristics: Item analysis- Item difficulty- Item discrimination- Item response theory –Norms; Test standardization: Reliability: Types - Spearman Brown formula- Other methods of estimating Internal Consistency; Validity- Concept- Types.</p>	15
II	<p>TESTING IN EDUCATIONAL ,ORGANIZATIONAL SETTINGS AND ADJUSTMENT: Application in educational settings: Psychological tests in the field of educational settings; Various tests used in educational settings: Interest tests- Aptitude tests- Ability tests; Application in organizational settings: Use in organization- MBTI- EQ- Major measures of psychology used in organization; Psychological testing for better adjustment and counseling: Overview- Dimensions of Temperament Scale- Family Environment Scale- Other Major tests used in counselingsettings:Child rearing practices- Self-concept-Adjustment-Attitude.</p>	15



III	DESCRIPTIVE STATISTICAL MEASURES The Frequency distribution: Meaning-Graphical presentation of the frequency distribution; Measures of central tendency: Mean, median, mode. Measures of variability: Range, Quartile deviation, Standard deviation. Normal distribution: properties of the normal distribution, Normal probability curve. Measure divergence from normality: Skewness, Kurtosis	15	
IV	CORRELATION AND REGRESSION & HYPOTHESIS TESTING Correlation: Meaning – Pearson product moment correlation. Partial correlation and multiple correlation. Non parametric correlation; Spearman's rank order correlation, Biserial correlation. Point biserial correlation, Tetrachoric correlation, Phi coefficient. Regression: Meaning- Calculation of the regression equation and standard error of estimate. Significance of the mean; One tail and two tail test of significance - Standard error - Standard error of mean in large sample, Standard error of mean in smaller sample. Z test: Z test for one sample and two independent sample t test: t test for one sample and two independent sample	15	
V	ANOVA & ITS VARIOUS TYPES AND NON PARAMETRIC TEST METHODS Analysis of variance: Introduction-One way Analysis of variance- Calculation of One way ANOVA. Two way analysis of Variance- Calculation of two way analysis of variance. Analysis of covariance and calculation of ANCOVA. Multiple analysis of Variance; Non parametric test: Chi-Square test-The Mann –Whitney U test- Wilcoxon matched pairs signed rank test-Sign test-Median test- Wald-Wolfowitz Runs test-The Kolmogorov-Smirnov test- Wald – Wolfowitz Runs test.	15	
Total		75	

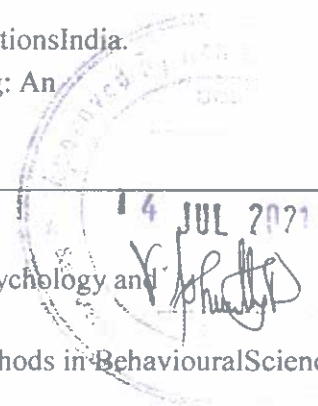
Text Book:


- Swerdhik, M.E., & Cohen, R.J. (2005). Psychological testing and assessment: An introduction to tests and measurement. Boston: McGraw-Hill.
- Garrett, H.E. & Woodworth, R.S. (1981) Statistics in Psychology and Education. Bombay: Vakils, Feffer & Simons Pvt. Ltd.
- Chadha, N. K. (2009). Applied psychometry. SAGE Publications India.
- Domino, G., & Domino, M. L. (2006). Psychological testing: An introduction. Cambridge

University Press.

Reference Book(s):

- Guilford, J.P. & Frutcher, B. (1978). Fundamental statistics in psychology and education. McGraw Hill, New Delhi.
- Singh, A.K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.



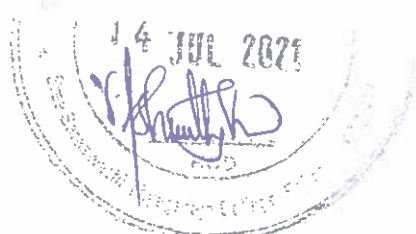
<ul style="list-style-type: none"> Welkowitz, J&Cohen,E.J.Introductory Statistics for the Behavioral Sciences(2012) John Wiley & Sons INC.New Jersey. 	
Focus of Course: Employability	
e-Reso.ource/e-Content URL: Youtube Videos: https://www.youtube.com/watch?v=VPZD_aij8H0	
Course Designer: Ms. Selvarani N Assistant Professor Dept.of Psychology,STC	 Mr. Ashwanth Kanna V BOS Chairman

Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the various standards and scales of measuremet	K1
CO2	Infer the the various assessments that could help in educational and organizational setting	K2
CO3	Identify the role of descriptive statistical analysis and normal distribution	K3
CO4	Analyze the testing of hypothesis and how to establish the relationship between the variables	K4
CO5	Assess the importance of various parametric and non parametric tests	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	M	M	L	L	M	M
CO2	L	L	L	M	S	L	L	L	L	M
CO3	L	L	L	M	M	L	L	L	M	M
CO4	L	L	L	M	M	L	L	L	L	M
CO5	L	L	L	M	L	L	L	L	L	M

S- Strong; L- Low; M-Medium

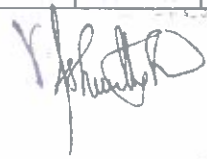


SEMESTER I:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY1C40	PSYCHO PATHOLOGY	PART III CORE 4	60	15	-	4
<p>Preamble: This course aims to make the students aware of the maladaptive behavior in humans and make them known upon causes and risk factors of many disorders;</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
I	<p>Abnormal Behaviour: History, Viewpoints & Assessment</p> <p>Abnormality: Meaning – Commonality; Historical views: Humanitarian Approaches – Contemporary Views; Abnormal Behaviour: Causes & Risk Factors – Understanding Viewpoints: Biological – Psychological – Socio-cultural; Assessment: Basic Elements – Physical – Psychosocial; Ethical issues in Assessment; Classifying Abnormal Behaviour.</p>	15
II	<p>Disorders of Stress, Anxiety, Eating, Somatoform and Dissociation</p> <p>Stress – Cardiovascular disease – Treatment; Post Traumatic Stress Disorder – Prevention and Treatment; Fear and Anxiety: Specific Phobias – Social Phobias – Panic Disorder with or without Agoraphobia;</p> <p>Generalized Anxiety Disorder – Obsessive Compulsive Disorder; Eating Disorder: Clinical Aspects – Risk and Causal Factors – Treatment;</p> <p>Obesity: Problem - Risk and Causal Factors – Treatment; Somatoform Disorders – Dissociative disorders.</p>	15



III	Disorders of Personality, substance related & sexual variation Personality Disorders: Clinical Features – Cluster A – Cluster B – Cluster C- Treatment; Substance Related Disorders: Alcohol Abuse and Dependence – Drug Abuse and Dependence; Sexual Practices and Standards: socio-cultural influences – sexual and gender variants – sexual abuse – sexual dysfunctions.	15	
IV	Major Psychotic & Neurocognitive Disorders Schizophrenia: Clinical Picture – Risk and Causal Factors – Treatment; Mood Disorders: An Overview – Unipolar Mood Disorders – its causal factors – Bipolar Disorders – Its Causal Factors; Socio-cultural Factors – Treatment; Suicide: Clinical Picture and the Causal Pattern – suicidal ambivalence – suicide prevention and intervention; Brain Impairment in Adults: Delirium – Dementia – Amnesic Disorder – Disorders involving head injury.	15	
V	Contemporary and Legal issues in Psychopathology Prevention: perspectives – universal interventions – selective interventions – indicated interventions; Inpatient Mental Health Treatment; Controversial Legal Issues and Mentally ill – Organised Efforts for Mental Health – Challenges For Future.	15	
Total		75	

Text Book:

- Butcher, J.N., & Mineka, S. (2015). Abnormal Psychology (15th edition). New Delhi: Pearson India Education Services Pvt Ltd.

Reference Book(s):

- Carson, R.C., & Butcher, J.N. (2007). Abnormal Psychology (13th edition). New Delhi: Dorling Kindersley (India) Pvt. Ltd [Licensee of Pearson].
- Trull, T.J., & Prinstein, M.J., (2013). Clinical Psychology [8th Edition]. Belmont: Wadsworth Cengage Learning.
- Sarason, I. G., & Sarason, B. R. (2005). Abnormal Psychology - The Problem of Maladaptive Behaviour (11th edition). New Delhi: PHI Learning Pvt Ltd.

• Alloy, L.B., & Riskind, J.H. (2006). Abnormal Psychology Current Perspectives (9th edition). New York: Tata McGraw Hill Publishers.

- Lemma, A. (1996). Introduction to Psychopathology. New Delhi: Sage Publication Limited

14 JUL 2023
Focus of Course: Employability

e-Resource/e-Content URL:

- Youtube
Videos: <https://www.youtube.com/watch?v=tLVOkPP48wA&list=PLoajPXQqU0rGQ2z-UEZVk8wtTNOHEZqdu>

Course Designer:

(Signature)
Mr. Ashwanth Kanna.V,
Assistant Professor & Head, Dept. of Psychology, STC

(Signature)
Mr. Ashwanth Kanna.V,
BOS Chairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Bloom's Taxonomy Knowledge Level
CO1	Recall the fundamental concepts and scope of clinical psychology	K1
CO2	Infer the current issues seen in the field and know upon cognitive impairment disorders	K2
CO3	Identify the various disorders related to eating, sleeping and personality	K3
CO4	Examine the various disorders related to somatoform and anxiety	K4
CO5	Explain the origins of psychotic disorders and their treatment	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	M	M	L	L	S	M
CO2	L	L	L	M	M	M	L	L	S	M
CO3	L	L	L	M	S	L	L	L	M	M
CO4	L	L	L	M	S	M	L	L	S	M
CO5	L	L	L	M	M	M	L	M	M	M

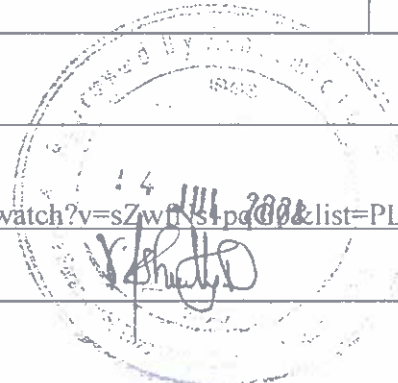
S- Strong; L- Low; M-Medium

SEMESTER I:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY1C50	EXPERIMENTAL PSYCHOLOGY I	PART III CORE 5	15	-	60	4
<p>Preamble: To provide hands on training to the psychological testing materials; know the procedure of administering a test in clinical / industrial / school setting; and administer a test, evaluate the test using the manual, norms and scoring key.</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
I - V	<p>ANY 12:</p> <ul style="list-style-type: none"> • Personal value questionnaire • Frustration tolerance scale • Level of Aspiration measure • Emotional Competence Scale • Self Concept questionnaire • Habit Interference board with Card sorting tray • Pyramid Puzzle • Passi Test of Creativity • Social Maturity Scale • Social Intelligence Scale • Leadership Preference Scale • Conformity Behaviour • Prejudice Scale (PS-BS) • Internet Social Networking Sites Attitude Scale • Autism Spectrum Disorder Questionnaire 	75
Total		75
<p>Focus of Course: Skill Development</p>		
<p>e-Resource/e-Content URL:</p> <ul style="list-style-type: none"> • Youtube Videos: https://www.youtube.com/watch?v=sZwfn51pc00&list=PLn3AZ9F5zyebUg96aG5dGut9GgN8L6Xiv 		



Course Designer:


Mr. Ashwanth Kanna.V,
Assistant Professor & Head, Dept. of Psychology, STC


Mr. Ashwanth Kanna.V,
BOS Chairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the various sources of stress	K1
CO2	Infer the importance of social intelligence and social maturity	K2
CO3	Identify the components of well being and personal values	K3
CO4	Examine the level of aspiration, locus of control and conformity behaviour	K4
CO5	Measure the performance under pyramid puzzle and habit interference experiments	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	M	L	L	L	M	M
CO2	L	L	L	M	S	L	L	L	M	M
CO3	L	L	L	M	M	L	L	L	M	M
CO4	L	L	L	M	S	L	L	L	M	M
CO5	L	L	L	S	M	L	L	L	M	M

S- Strong; L- Low; M-Medium

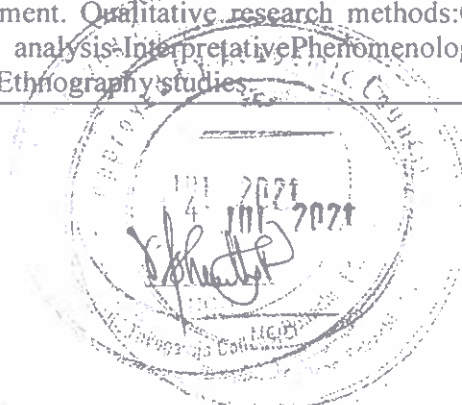


SEMESTER II:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY2C10	RESEARCH METHODOLOGY	PART III CORE 6	60	15	-	4
<p>Preamble: This course aims at facilitating the need for research, various research designs and art of research report writing to the students</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
I	<p>AN INTRODUCTION TO RESEARCH: Meaning and characteristics of research-Types of scientific research; The research process; Comparison studies: Cross sectional studies, longitudinal studies, short term longitudinal studies, Cross cultural studies. Ethics in research: The ethical issues and human research participants in research ,Ethical issues and non human subjects in research ,Ethical issues and scientific integrity.</p>	15
II	<p>VARIABLES, SAMPLING AND HYPOTHESIS: Variables –Meanings and types of variable, Important considerations in selection of variable, Techniques of controlling extraneous variable. Sampling: Meaning and types of sampling- Factors influencing decision to sample- Methods of drawing random samples – Probability sampling techniques, Non-probability sampling techniques. Requisites of good sampling method. Common advantages of sampling methods. Sampling Distribution and Sampling errors. Hypothesis: Meaning and characteristics of hypothesis, Formulating a hypothesis, Factors that influence the outcome of hypothesis test. Errors in hypothesis testing, Measures of effect size.</p>	15
III	<p>SURVEY RESEARCH METHODS: Collection of primary data - Collection of secondary data. Observational research: Naturalistic observation participant observation and non participant observation methods. Interview: Types of interview, Interview techniques. Diary method. Focus group, Field experiment. Qualitative research methods: Case study method-Content analysis- Interpretative Phenomenological analysis- Grounded theory- Ethnography studies.</p>	15



IV	EXPERIMENTAL, NON EXPERIMENTAL & QUASI EXPERIMENTAL DESIGN: Basic principles of experimental design,Types of experimental design;withinsubject design ; Introduction to withinsubject ,Threats to internal validity for within subject design . Between subject design: Introduction to between subjects design,Individual differences as confounding variable,Limiting confounding by individual differences; Single subject experimental design. Quasi experimental design: Time series design, Equivalent time series design, Non equivalent control group design, counter balanced design, separate sample pretest and post test design, Patched up design.	15	
V	RESEARCH REPORT WRITING: Writing research report and research proposal General purpose of writing research report-Structure or format of a research of report – Style of writing research report-Typing the research report-Evaluating a research report-preparing a research proposal.	15	
Total		75	

Text Book:

- Singh,A.K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. BharatiBhawan, NewDelhi.
- Gravetter,F.J.,Forzano,L.B(2012). Research methods for the behavioral sciences (4 thedition).Wadsworth cengagelearning
- Kothari, C.R. (2004) Research Methodology: Methods and Techniques. 2nd Edition, New Age International Publishers, New Delhi.
- Cooligan,H. Research methods and statistics in psychology.Hodder&Stoughtonpublication.

Reference Book(s): Goodwin, C.J., (2010). Research in Psychology – Methods and Design (6th Edition). Denver: John Wiley & Sons Inc.,

Focus of Course:Employability

Course Designer:

N. Selvarani
 Ms.Selvarani N,
 Assistant Professor, Dept. of Psychology, STC



Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall various comparison studies and paradigms of research	K1
CO2	Infer various forms of variables and hypothesis formulation	K2
CO3	Identify various research types and methods of data collection	K3
CO4	Examine the various forms of research design	K4
CO5	Explain the art of research report writing	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	L	M	L	L	L	M	M
CO2	L	L	L	M	L	L	L	L	L	M
CO3	L	L	L	L	L	L	L	L	L	L
CO4	L	L	L	L	L	L	L	L	L	L
CO5	L	L	L	M	M	L	L	L	L	L

S- Strong; L- Low; M-Medium



SEMESTER II:

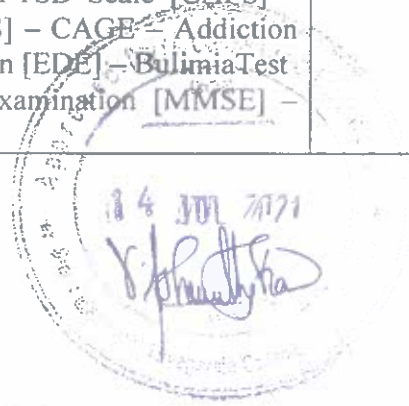
Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY2C20	PSYCHODIAGNOSTICS	PART III CORE 7	60	15	-	4

Preamble: This course aims to make the students know about the various assessment methods deployed in a clinical setting.

Prerequisite: Basics of Psychology at Undergraduate Level

Syllabus:

Unit	Course Contents	Hours
I	BASICS OF CLINICAL INTERVIEWING: Introduction; General Principles: Agreement as to Process – Privacy and Confidentiality – Respect and Consideration – Rapport / Empathy – Patient & Physician Relationship – Conscious / Unconscious – Person Centered & Disorder based interviews – Safety and Comfort – Time and Number of Sessions; Process of Interview; Techniques: Facilitating Interventions – Non Verbal Communication – Expanding Interventions – Obstructive Interventions; Closing of Interview	15
II	THE CASE HISTORY TAKING & MSE Elements of Case history Taking: Identifying the data – Source and Reliability – Chief complaint – History of Present Illness – Past Psychiatric History – Substance Use, Abuse and Addictions – Past Medical History – Family History – Developmental and Social History – Review of systems; Mental Status Examination [MSE]: Appearance and Behaviour – Motor Activity – Speech – Mood – Affect – Thought content – Thought process – Perceptual Disturbances – Cognition – Abstract Reasoning – Insight – Judgement; Physical Examination; Formulation; Treatment Planning.	15
III	MAJOR CLINICAL RATING SCALES: Rating Scales in Clinical Setting – Potential benefits and limitations; Major Clinical Scales – Structured Clinical Interview for DSM [SCID] – Brief Psychiatric Rating Scale [BPRS] – Positive and Negative Syndrome Scale [PANSS] – Scale for the Assessment of Positive Symptoms [SAPS] & Scale for the Assessment of Negative Symptoms [SANS] – Hamilton Rating Scale for Depression [HAM – D] – Beck Depression Inventory [BDI] – Hamilton Anxiety Rating Scale [HAM – A] – Panic Disorder Severity Scale [PDSS] – Clinician Administered PTSD Scale [CAPS] – Yale Brown Obsessive Compulsive Scale [YBOCS] – CAGE – Addiction Severity Index [ASI] – Eating Disorders Examination [EDE] – Bulimia Test Revised [BULIT – R] – Mini – Mental State Examination [MMSE] – Neuropsychiatric Inventory [NPI]	15



IV	ASSESSMENT, EXAMINATION AND PSYCHOLOGICAL TESTING FOR CHILDHOOD DISORDERS: Clinical Interview – Family Interview – Diagnostic Instruments: Semi structured Diagnostic Interviews – Kiddie Schedule for Affective Disorders and Schizophrenia for School Age Children [K –SADS] – Child and Adolescent Psychiatric Assessment [CAPA]; Structured Diagnostic Interviews: National Institute of Mental Health Interview Schedule for Children Version IV [NIMHDISC - IV] – Children’s Interview for Psychiatric Syndromes [ChIPS] – Diagnostic Interview for Children and Adolescents [DICA] – Pictorial Diagnostic Instruments: Dominic R – Pictorial Instrument for Children and Adolescents [PICA]; Questionnaires and Rating Scales: Achenbach Child Behaviour Checklist – Revised Achenbach Behaviour Problem Checklist – Connors Abbreviated Parent Teacher Rating Scale for ADHD – Brief Impairment Scale – Autism Diagnostic Interview - Revised; Child Psychiatric Evaluation and MSE	15	
V	TESTS OF INTELLIGENCE AND PERSONALITY: Assessment of Intelligence: Intelligence and its Measurement- Tests of Intelligence- Stanford Binet Scales- Wechsler tests- Other measures of Intelligence: Individual administration- Group Administration- Measures of Specific Intellectual Abilities Personality- Overview- Trait, types, state - Objective tests- Projective tests - Behavioral methods	15	
Total		75	

Text Books:

- Sadock, B. J., Sadock, V. A., & Ruiz, P (2005). Synopsis of Psychiatry – Behavioral Sciences/Clinical Psychiatry. (11th Edn). NY: Wolters kluwer.
- Swerdhik, M. E., & Cohen, R. J. (2005). Psychological testing and assessment: An introduction to tests and measurement. Boston: McGraw-Hill.

Reference Book(s):

- Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th Edition). New Delhi: PHI Learning Pvt Ltd.
- Freeman, F. S., (1965). Theory and Practice of Psychological Testing (3rd edition). New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Kline, P. (1993). The Handbook of Psychological Testing. London: Routledge publishers.

Focus of Course: Skill Development

e-Resource/e-Content URL:

- Youtube Videos: <https://www.youtube.com/watch?v=xG53CpdOXfg>

Course Designer:

N. Selvarani
Ms. Selvarani N,
Assistant Professor, Dept. of Psychology, STC

Mr. Ashwanth Kanna V
Mr. Ashwanth Kanna V
BOS Chairman



CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the basic process of interviewing the client in clinical setting	K1
CO2	Infer the various levels of case history collection and MSE	K2
CO3	Identify the various clinical rating scales to be administered	K3
CO4	Examine the assessments and screening of childhood disorders	K4
CO5	Explain the various kinds of tests of intelligence and personality	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	M	M	L	L	S	M
CO2	L	L	L	M	M	M	L	L	S	M
CO3	L	L	L	M	S	L	L	L	M	M
CO4	L	L	L	M	S	M	L	L	S	M
CO5	L	L	L	M	M	M	L	M	M	M

S- Strong; L- Low; M-Medium



SEMESTER II:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY2C30	ORGANIZATIONAL BEHAVIOUR	PARTIII CORE8	60	15	-	4
Preamble: This course aims to orient the students on various aspects of working culture in an organization						
Prerequisite: Basics of Psychology at Undergraduate Level						

Syllabus:

Unit	Course Contents	Hours
I	ORGANIZATIONAL BEHAVIOUR: AN INTRODUCTION, ATTITUDE AND JOB SATISFACTION, EMOTIONS AND MOODS: Organizational Behaviour: Definition; Disciplines that contribute to the OB Field; Challenges and Opportunities for OB; Attitudes: Main Components; Behaviour and Attitudes; Major Job Attitudes; Job Satisfaction; The basic emotions; Emotional Labour; Affective Events Theory; Emotional Intelligence – Emotion Regulation; OB Applications of Emotions and moods;	15
II	PERCEPTION AND INDIVIDUAL DECISION MAKING, GROUP BEHAVIOUR, WORK TEAMS: Perception: Meaning – Factors that influence perception; Person Perception: Making Judgements about others; Decision Making in Organizations; Influences on decision making: Individual differences and Organizational Constraints; Ethics in decision making; Defining and Classifying Groups; Stages of group development; Six various Group properties; Group decision making: Groupthink and groupshift – group decision making techniques; Differences between groups and teams; Types of teams; Creating effective teams; Turning individuals to team players;	15
III	PERSONALITY AND VALUES, MOTIVATION THEORIES AND CONCEPTS TO APPLICATIONS: Personality: meaning – The Myer Briggs Type Indicator – The big five personality model – Other personality traits relevant to JOB; Values: Importance; Linking an Individual's Personality and Values to the workplace: Person – Job Fit & Person – Organization Fit; Motivation: Definition – Early theories; Contemporary theories; Integrating Contemporary theories of motivation; Motivating by Job Design; Employee involvement; Using rewards to motivate employees;	15

IV	COMMUNICATION, LEADERSHIP, CONFLICT AND NEGOTIATION: Functions of Communication – Direction - Interpersonal - Organizational - Persuasive Communications; Barriers to effective communication;. Leadership: Meaning; Trait Theories; Behavioural Theories; Contingency Theories; Leader Member Exchange Theory [LMX] Theory; Charismatic Leadership; Transformational Leadership; Authentic Leadership; Leading for the future: Mentoring; Challenges to leadership construct:Conflict: Definiton; Transitions in conflict thought; The conflict Process: Stages I – V; Negotiation.	15	
V	ORGANIZATIONAL CULTURE AND ORGANIZATIONAL CHANGE: Organizational Culture: Definition; Culture’s Functions; Creating and sustaining culture; Employees learning culture; Creating a Positive organizational culture; Organizational Change: Forces for change – Planned Change – Resistance to Change; Approaches to Managing Organizational Change: Lewin’s Three Step Model – Kotter’s 8 Step plan for Implementing Change – Action research – Organizational Development; Creating a culture for change:Stimulating a culture of innovation – creating a learning organization.	15	
Total		75	

Text Book:

- Robbins, S.P., Judge, T.A., & Vohra, N (2013). Organizational Behaviour(15thEdition). New Delhi: Dorling Kindersley (India) PvtLtd.


Reference Book(s):


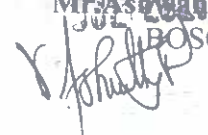
- Schermerhorn, J.R., et.al., (2010). Organizational Behaviour (11th Edition). New Jersey, John Wiley & Sons.
- Luthans, F. (2006): Organizational Behavior, New Delhi: McGraw Hill International Edition.
- Fincham, R & Rhodes, P. (2006): Principles of Organizational Behavior, New Delhi: Oxford University Press.

Focus of Course: Employability

e-Resource/e-Content URL:

- Youtube Videos:https://www.youtube.com/watch?v=q_DcuoRMsmk

Course Designer:

 Mr. Ashwanth Kanna.V,
 Assistant Professor & Head, Dept. of Psychology, STC


 Mr. Ashwanth Kanna.V,
 BOS Chairman


Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the aspects of attitude and job satisfaction in the organizational setting	K1
CO2	Infer the importance of formation of groups and teams	K2
CO3	Identify various factors of motivation and personality in work setup	K3
CO4	Examine importance of negotiation, communication and leadership	K4
CO5	Explain the key components of organizational culture and change	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	L	L	L	M	L	L	M
CO2	L	L	L	M	L	L	L	L	L	M
CO3	L	L	L	M	L	L	L	L	L	M
CO4	L	L	L	L	L	L	L	L	L	M
CO5	L	L	L	M	L	L	L	L	L	M

S- Strong; L- Low; M-Medium

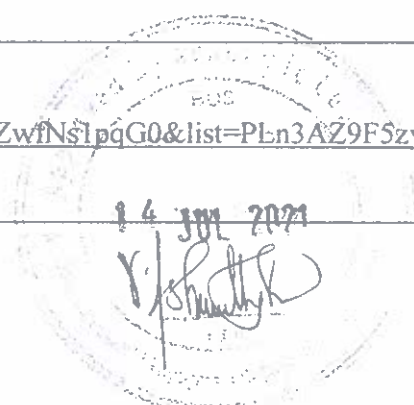


SEMESTER II:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY2C40	EXPERIMENTAL PSYCHOLOGYII	PARTIII CORE9	-	10	65	4
<p>Preamble: To provide hands on training to the psychological testing materials; know the procedure of administering a test in clinical / industrial / school setting; and administer a test, evaluate the test using the manual, norms and scoring key.</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
I - V	ANY 12: PGI Memory Scale Bhatia's battery of performance test of intelligence Binet Kamath Test of Intelligence Comprehensive Interest Schedule Family Pathology Scale Comprehensive Anxiety Test Psycho-Physiological State Inventory (PPSI) Problem Behaviour Checklist Cognitive Distortion Scale PGI Battery of brain dysfunction Mental Imagery Questionnaire Singh's personal stress source inventory Global Adjustment Scale (GAS) Form S Youth Problem Inventory (YPI) Learning Disabilities Battery	75
Total		75
<p>Focus of Course: Skill Development</p>		
<p>e-Resource/e-Content URL:</p> <ul style="list-style-type: none"> Youtube Videos: https://www.youtube.com/watch?v=sZwfNs1pqG0&list=PLn3AZ9F5zyebUg96aG5dGut9GgN8L6Xlv 		



Course Designer:

V. Ashwanth Kanna
Mr. AshwanthKanna .V,
 Assistant Professor & Head, Dept. of Psychology, STC

V. Ashwanth Kanna
Mr. AshwanthKanna .V,
 BOS Chairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall various assessments used to find the IQ level	K1
CO2	Infer the importance of performance based tests of intelligence	K2
CO3	Identify the projective tests of personality and on family pathology	K3
CO4	Examine the concepts of emotional competence and global adjustment	K4
CO5	Explain the importance of mental imagery in an individual.	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	M	L	L	L	M	M
CO2	L	L	L	M	S	L	L	L	M	M
CO3	L	L	L	M	M	L	L	L	M	M
CO4	L	L	L	M	S	L	L	L	M	M
CO5	L	L	L	S	M	L	L	L	M	M

S- Strong; L- Low; M-Medium

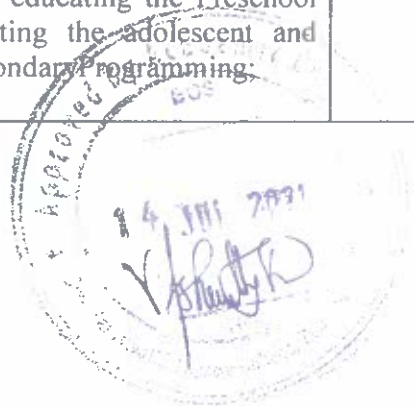


SEMESTER II:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY2EA0	PSYCHOLOGY OF EXCEPTIONAL CHILDREN	PART III Elective I	40	08	-	3
<p>Preamble: This course aims at orienting the students on the psychological viewpoint of children with special needs and the specialized training programmes for them.</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
I	INTRODUCTION TO EXCEPTIONAL CHILDREN: Definitions: Exceptional Children – Special Education; Expectations from Special Education Teachers; Prevalence of Exceptional Children: The effect of vague and changing definitions – The effect of overlapping and changing diagnoses – The school defined nature of exceptionality – The stigma of identification.	10
II	MENTAL RETARDATION: Mental Retardation: Definitions; Classification; Prevalence. Causes: Mild Retardation - More Severe Retardation; Measurement: Intelligence Tests; Assessing Adaptive Behaviour; Educational Considerations: Education for Mildly Retarded Students; Education for Moderately Retarded Students; Education for severely and Profoundly retarded students; Administrative Arrangements; Special Considerations in educating the Preschool Child; Special Considerations in educating the adolescent and adult; Managing the Child in School	10
III	LEARNING DISABILITIES: Definition; Prevalence; Causes: Organic and Biological Factors – Genetic Factors – Environmental Factors; Measurement: Standardized Achievement Tests – Process Tests – Informal Reading Inventories – Formative Evaluative Methods; Educational Considerations: Process training; Multisensory approaches; Structure and stimulus reduction; Medication; Cognitive training; Behavior modification; Direct instruction; Administrative Arrangements; Special Considerations in educating the Preschool Child; Special Considerations in educating the adolescent and adult: Secondary Programming & Post Secondary Programming; Managing the Child in School	10



IV	SPEECH AND LANGUAGE DISORDERS AND GIFTEDNESS: Definiton: Speech Production; Language Development; The How and Why of Language Learning; Speech Disorders; Language Disorders: Classification; Prevalence; Educational Considerations: Role of the teacher in Language Use [Pragmatics]; Special Considerations in educating the Preschool Child; Special Considerations in educating the adolescent and adult; Managing the Child in School. Giftedness: A Suggested Definition; Prevalence; Screening and Identification; Attitudes toward gifted children and their education; Educational Considerations; Special Considerations in educating the Preschool Child; Special Considerations in educating the adolescent and adult; Managing the Child in School	10	
V	NORMALIZATION & ATTITUDES TOWARD DISABLED PEOPLE Normalization: The Antilabeling Movement – The Disability Rights Movement ; Deinstitutionalization – Effects of placement in large residential institutions and community residential facilities; Mainstreaming: The efficacy studies era – the post efficacy studies era – ethical arguments for mainstreaming – implementingmainstreaming principles – future of mainstreaming.	8	
Total		48	

Text Book:

- Hallahan, D.P., & Kauffman, J.M., (1988). Exceptional Children – Introduction to Special Education (4th Edition): New Jersey, PrenticeHall.

Reference Book(s):

- Kirk, S, et.al., (2009). Educating Exceptional Children (12th Edition). New York: Houghton Mifflin Harcourt Publishing Company.
- Taylor, R.L., & Sternberg, L (1989). Exceptional children: integrating research and teaching. New York: Springer-Verlag

Focus of Course: Employability

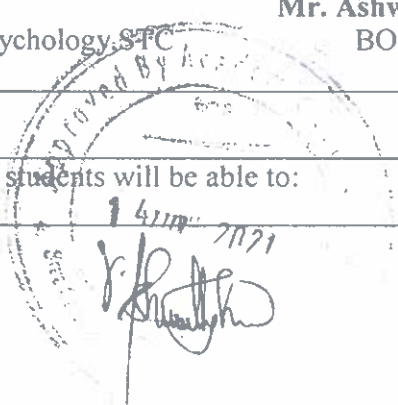
e-Resource/e-Content URL:

Course Designer: *Y. Ashwanth Kanna*
Mr. Ashwanth Kanna.V,
 Assistant Professor & Head, Dept. of Psychology, STC

Y. Ashwanth Kanna
Mr. Ashwanth Kanna .V,
 BOS Chairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

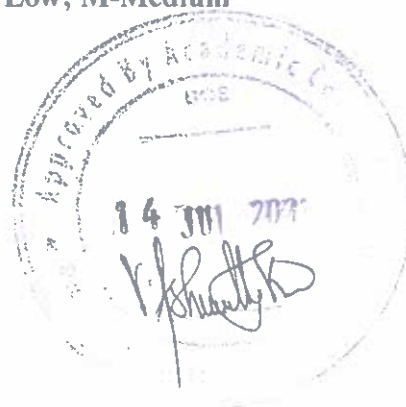


CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the prevalence and identification of exceptional population	K1
CO2	Outline the characteristics and training needed for Mentally Challenged population	K2
CO3	Identify the various forms and educational considerations of learning disabled population	K3
CO4	Examine the various speech and language disorders	K4
CO5	Explain the importance of normalization, deinstitutionalization and mainstreaming.	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	L	M	L	L	L	M	M
CO2	L	L	L	M	L	L	L	L	L	M
CO3	L	L	L	L	L	L	L	L	L	L
CO4	L	L	L	L	L	L	L	L	L	L
CO5	L	L	L	M	M	L	L	L	L	L

S- Strong; L- Low; M-Medium



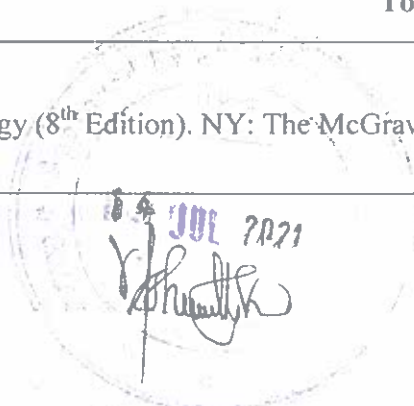
LIST OF INTER DISCIPLINARY CORE COURSES (IDC)

**SEMESTER – II [FOR OTHER DEPARTMENT STUDENTS OF PG – SW, COM,
COM IB MAT & ENG]**

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY2110	Health Psychology	PART IV IDC I	27	3	-	2
<p>Preamble: To know the effects of stress and the way of effective coping and know upon various health related behaviours; moreover to inculcate psychological aspects into healthy life style model.</p>						
<p>Prerequisite: Basics of biology at School Level</p>						

Syllabus:

Unit	Course contents	Hours
I	Health – An Introduction: Definition – Mind Body Relationship – Biopsychosocial Model. Vital Systems of the Body – Nervous System – Cardiovascular System – Immune System.	6
II	Health Related Behaviours: Exercise – Accident Prevention – Developing Healthy Diet – Weight Control and Obesity – Eating Disorders and Sleep	6
III	Health Compromising Behaviours: Alcoholism and Problem Drinking – Origins - Treatment– Drinking and Driving – Preventive Approaches – Smoking –History – Interventions to Reduce Smoking – Smoking Prevention Programmes.	6
IV	Basics of Stress: Stressor – Person Environment Fit; Stressful Events – Sources of Chronic Stress; Sources of Resilience – Coping Style –Specific Coping Strategies	6
V	Basics of Pain: Elusive Nature of Pain – Measuring Pain – Physiology of Pain – Neurochemical Basis of Pain – Acute Pain and Chronic Pain – Pain and Personality – Pain Control Techniques	6
Total		30
<p>Text Book(s): Taylor, S.E. (2012). Health Psychology (8th Edition). NY: The McGraw Hill Companies.</p>		



Reference Book(s)

Khatoon, N. (2012). Health Psychology (1st Edition). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Brannon, L., & Feist, J. (2017). Introduction to Health Psychology (1st Edition). New Delhi: Akash Press.

Marks, D.F., & Murray, M. (2011). Health Psychology – Theory Research and Practice (3rd edition). New Delhi: SAGE Publications India Pvt Ltd.

Misra, G., (1999). Psychological Perspectives on Health and Stress. New Delhi: Concept Publishers.

Focus of Course: Employability

e-Resource/e-Content URL:

- Youtube Videos: <https://www.youtube.com/watch?v=MBvqkddgV7o>

Course Designed by
Ms N Selvarani,
Assistant Professor, Dept. of Psychology, STC


Mr Ashwanth Kanna V
BOS Chairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Define the basics of mind body relation and physiological functioning	K1
CO2	Outline the various health promoting behaviours in an individual	K2
CO3	Identify various health compromising behaviours in an individual	K3
CO4	Identify the stressors in everyday life and effective coping strategies	K4
CO5	Examine the management of pain and components of chronic illness	K5

Mapping with Programme Outcomes & Programme Specific Outcomes

COs/POs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	L	L	L	L	L	L
CO2	L	L	L	M	L	L	L	L	M	L
CO3	L	L	L	M	M	L	L	L	M	M
CO4	L	L	L	M	L	L	L	L	S	M
CO5	L	L	L	M	L	L	L	L	M	L

S- Strong; L- Low; M-Medium



SEMESTER – II

Course Code	Course Name	Type	Course Category	Lecture (L)	Tutorial (T)	Practical (P)	Credit
19MSW2110	Foundations of Counselling	IDC	Application (D)	22	3	--	2

Preamble: This course aims to enrich their knowledge about Counseling history and basis of counseling and therapeutic relations, assessment, testing and diagnostic processes Group counseling and counseling in various fields and settings.

Pre-requisites: Basic understanding about the counselling

Syllabus:

Unit	Course Contents	Hours
I	Basics of counselling: Principles and goals; Need and scope for counselling; Ethical issues	5
II	Role of counsellor: Counsellor and counsellee characteristics facilitating counselling; Expectations from counsellor; External conditions influencing counselling	5
III	Positive psychology oriented counselling: Enhancing happiness and pleasure: Engagement and meaning making; Identifying and developing character strength and virtues	5
IV	Special areas of counselling: Counselling for children with emotional disturbance and learning disability; Drug addiction; Marital counselling.	5
V	Other areas of counselling: Occupational counselling; Counselling for patients with Terminal disease /chronic illness-HIV/AIDS, cancer patients and for their caretakers.	5

Text Book:

1. Narayana rao S,(2008), **Counseling Psychology**, Second Edition, New Delhi, TATA McGrawhill Publishing Co Ltd.

Reference:

1. Gelso, Charles J. &Fretz, Bruce R.1995 **Counseling Psychology**, Bangalore, Prism Book Pvt. Ltd.
2. Dave, Indu, 1991 **The Basic Essentials of Counseling**, New Delhi, Sterling Publishers
3. Gururani, 2005 **Guidance & Counseling: Educational, Vocational & Career Planning**, New Delhi, Akansha Publishing House.

4. Leigh, A. 1998 **Referral and Termination Issues for Counselors**. New Delhi. Sage Publications
5. Patterson, Lewis E. 1981 **The Counseling Process**, New York, Tata McGraw Hill Publishing Company Ltd.
6. Prahantem, B.J., 1988 **Therapeutic Counseling**, Vellore, Christian Counseling Centre.
7. Sharma, Ram Nath, 2001 **Counseling and Guidance**, Surjeeth Publications, New Delhi.
8. Woofe, R & Dryden, W. **Handbook of Counseling Psychology**. New Delhi.

Focus of Course: Skill Development

Course Designer : Dr. G. Anbuselvi

Assistant Professor, Dept. of MSW, STC


BOS Chairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	The students can enrich their knowledge about Counselling history and basics of counselling.	K1
CO2	Enriching their knowledge about therapeutic relations and Assessment	K2
CO3	Enriching and applying Therapeutic Intervention in Social Work Fields	K3
CO4	Analyzing the need of counselling in various setting.	K4
CO5	Explore the students to practice counselling for persons with various disorders	K4

Mapping the Programme Outcomes

COs/POs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	L	S	M	S	M	M	L	L
CO2	S	S	M	M	S	S	S	S	L	S
CO3	M	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	M	S	M	S
CO5	S	S	M	S	S	S	S	S	S	S

S- Strong; L- Low; M-Medium

SEMESTER – II

Course Code	Course Name	Category	Lecture (L)	Tutorial (T)	Practical (P)	Credit
19MEN2110	Business Communication	IDC	22	5	-	2
Preamble: To equip students to acquire skills in reading, writing, comprehension and communication, as also to use electronic media for business communication						
Prerequisite: A basic knowledge on LSRW skills						

Syllabus:

Units	Course contents	Hours
I	Introduction: Nature of Communication, Process of Communication, Types of Communication (verbal & Non Verbal), Importance of Communication, Different forms of Communication Barriers to Communication Causes, Linguistic Barriers, Psychological Barriers, Interpersonal Barriers, Cultural Barriers, Physical Barriers, Organizational Barriers	5
II	Business Correspondence: Letter Writing, presentation, Inviting quotations, Sending quotations, Placing orders, Inviting tenders, Sales letters, claim & adjustment letters and social correspondence, Memorandum, Inter - office Memo, Notices, Agenda, Minutes, Job application letter, preparing the Resume.	5
III	Report Writing: Business reports, Types, Characteristics, Importance. Elements of structure. Process of writing. Order of writing. the final draft. check lists for reports.	5
IV	Vocabulary: Words often confused Words often misspelt, Common errors in English.	5
V	Oral Presentation: Importance, Characteristics, Presentation Plan. Power point presentation, Visual aids.	5

Text Books:

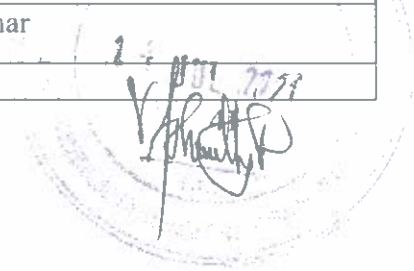
1. Bovee, and Thill, Business Communication Essentials, Pearson Education
2. Shirley Taylor, Communication for Business, Pearson Education
3. Locker and Kaczmarek, Business Communication: Building Critical Skills, McGraw Hill Education

Reference Books:

1. Herta A Murphy, Herbert W Hildebrandt, Jane P. Thomas, Effective Business Communication (SIE), McGraw Hill Education
2. Dona Young, Foundations of Business Communication: An Integrative Approach, McGraw Hill Education
3. Raymond V. Lesikar, Marie E. Flatley, Kathryn Rentz, Paula Lentz, and NeerjaPande, Business Communication: Connecting in a Digital World (SIE), McGraw Hill Education

Teaching Pedagogy (*): Lecture, Group Discussion , Assignment and Seminar

Focus of Course: Employability (Employability/Skill Development)



Course Designer: C.Senthilkumar
Assistant Professor, Dept. of English, STC


BoS Chairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Use persuasive and professional language in speech and writing.	K1
CO2	Conduct effective business research and communicating the process and findings in a range of business documents and oral presentations	K2
CO3	Embed ethical considerations in all communication modes	K3
CO4	High level team work and analysis of team process	K4
CO5	Demonstrate advanced interpersonal communication, business etiquette and relationship building skills	K5

Mapping the Programme Outcomes

Cos/POs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	M	S	S	S	M	L	S	S	S
CO2	L	M	S	S	S	M	L	S	S	S
CO3	L	M	S	S	S	M	L	S	S	S
CO4	L	M	S	S	S	M	L	S	S	S
CO5	L	M	S	S	S	M	L	S	S	S

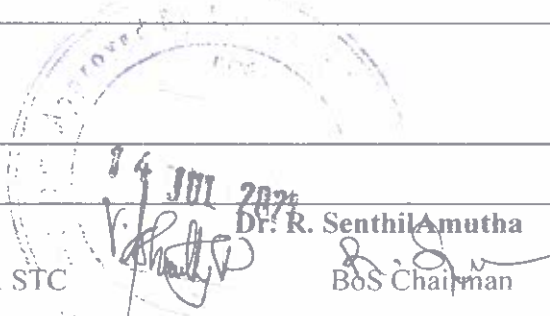
S – Strong; L – Low; M – Medium



SEMESTER – II

Course Code	Course Name	Type	Course Category	Lecture (L)	Tutorial (T)	Practical (P)	Credit
19MMA2IA0	Basics of MATLAB	IDC	Concept (B)	20	10	-	2
Preamble: This course aims at facilitating the student to learn the basic concepts of MATLAB.							
Prerequisites: Computer and Mathematics basics at PG Level							

Syllabus:

Unit	Course Contents	Hours	Practical
I	Introduction - Basics of MATLAB: MATLAB Windows-Online help- File types - General commands. Interactive Computation:	4	2
II	Matrices and Vectors - Matrix and Array operations – Command line Functions - Using Built-in Functions and On-line Help.	4	2
III	Applications - Linear Algebra - Curve fitting and Interpolation - Data analysis and Statistics	4	2
IV	Programming in MATLAB: simple graphs.	4	2
V	Programming in MATLAB Graphics: Basic 2D plots-3D plots	4	2
	Total	20	10
Text Book(s):			
1. RudraPratap, Getting Started with MATLAB – A Quick Introduction for Scientists and Engineers, Oxford University Press, 2003.			
Reference Book(s):			
1. RudraPratap, Matlab-7, Oxford university press, New Delhi , 2006.			
Learning Methods (*):			
• Assignment/ /Quiz etc.,			
Focus of Course : Skill Development			
Course Designer: Ms. R. Chitradevi, Assistant Professor, Dept. of PG Mathematics, STC			
 Dr. R. SenthilAmutha BoS Chairman			

Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Understand the basics of MATLAB	K2
CO2	Evaluate the concepts of Matrices and Vectors	K5
CO3	Simplify statistical problems using MATLAB.	K4
CO4	Construct Basic graphs	K5
CO5	Construct 2D and 3D plots	K5

Mapping the Programme Outcomes

Cos/POs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	M	S	S	S	M	L	S	S	S
CO2	L	M	S	S	S	M	L	S	S	S
CO3	L	M	S	S	S	M	L	S	S	S
CO4	L	M	S	S	S	M	L	S	S	S
CO5	L	M	S	S	S	M	L	S	S	S

S – Strong; L – Low; M – Medium



SEMESTER – II

Course Code	Course Name	Category	Course Category	Lecture (L)	Tutorial (T)	Practical (P)	Credit
19MCM2110	Trading in Share market	IDC	Concept B	25	5	-	2
Preamble : To equip the students with knowledge on share market and learn how to invest							
Prerequisite: Basic knowledge in Share trading and Business							

Syllabus:

Unit	Course contents	Hours
I	Introduction- Meaning -Nature and scope of investment – Importance of investment – Factors influencing investment – Investment media.	6
II	Stock exchange in India – meaning – Functions – New issue market – BSE – NSE	6
III	Equity market-Types of shares – Debentures – Bond	6
IV	Introduction to share trading- Online Vs Offline share trading- Opening of Demat A/c -Factors influencing the price of shares.	6
V	Intraday trading – Basics and strategies – How to make profit in share market.	6
	Total	30

Text Book(s):

1. Dr.V. Radha, Dr.R. Parameshwaran, Dr.VR. Neduchezhiyan- Investment Management - Prasanna Publications, 2015

Reference Book(s):

1. Preethi Singh -Investment Management - Himalaya Publications, 17th revised edition, 2010.
2. PunithavathiPandiyan -Portfolio Management– Vikas Publications House (Pvt) Ltd, 2nd Edition 2013.

Learning Methods (*):

Assignment/Seminar/Quiz/Group Discussion/ Self-Study/etc.,

Focus of Course: Entrepreneurship
(Employability/Entrepreneurship/Skill Development)

Course Designer: Dr.P.Gomathi
Associate Professor, Dept. of M.Com, STC

BoS Chairman



Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO's	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Understand the basic concept of Investment and investment media	K1
CO2	Able to know the working of stock exchanges and share market	K1
CO3	Able to distinguish the capital market instruments	K2
CO4	Ability to plan an investment in shares	K3
CO5	Organise the intra trading to make profit	K3

Mapping with Program Outcomes

COs/POs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M	S	S	S	S	S
CO2	S	S	S	S	M	S	S	S	M	S
CO3	S	M	S	S	M	S	S	S	S	S
CO4	M	S	S	S	M	S	S	S	S	S
CO5	S	M	S	L	M	M	M	S	M	M

S – Strong; L – Low; M – Medium

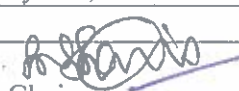


SEMESTER – II

Course Code	Course Name	Category	Course Category	Lecture (L)	Tutorial (T)	Practical (P)	Credit
19MIB2110	Travel and Tourism Management	IDC	Application	25	5	-	2
Preamble: This course aims at facilitating the student to impart knowledge on basis of tourism studies and overview of tourism industry, various organizations.							
Prerequisite: Marketing related subjects							

Syllabus:

Unit	Course contents	Hours
I	An Introduction to Travel and Tourism: Concepts, Definitions & Historical development of Tourism. Types of Tourist: Tourist, traveler, excursionist. Types of Travel Motivators: Physical Motivators, Interpersonal Motivators, Cultural Motivators, Status and Prestige Motivators Forms of tourism: Inbound, Domestic, International. Tourism System: Nature, Characteristics, Scope and components of tourism industry.	6
II	Tourism Products and Services: Type of tour packages, Types of Tourism Products. Tourist Destinations: Features, attraction, promotion, Amenities, accessibility. Impact of tourism	6
III	Marketing in Travel and Tourism: Marketing by public / private sector, strategies . marketing mix	6
IV	Interdisciplinary approach in tourism: Tourism Perspectives, tourism arealifecycle (TALC). Tourism Organizations: World Tourism Organization, Indian Tourism Organizations	6
V	Emerging Areas of Tourism: recent trends, types of alternate tourism, sustainable tourism: principle and code of conduct	
	Total	30
Text Book(s): Service marketing. S.M.JHA, Himalaya publishers.		
Reference Book(s): I. International tourism management, by A.K.Bhata, Sterling publishers Pvt Ltd. New Delhi		

2. Introduction to tourism and hospitality Industry, Sudhir Andrews, Tata McGraw Hills Education private Ltd, New Delhi.
Learning Methods (*): □ Assignment/Seminar/Quiz/Group Discussion/ Self-Study/etc.,
Focus of Course: Skill Development
Course Designer: Dr. S. Shobana , Associate Professor, Dept. of M.Com(IB), STC
 BoS Chairman

Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO's	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	To understand the basic concepts, forms and system in tourism sector	K4
CO2	To compile the tour packages and tourism products	K5
CO3	Develop successful programs for developing the tourism services	K6
CO4	Analyze the interdisciplinary approaches in tourism	K4
CO5	To identify the emerging trends in tourism sector	K5

Mapping with Program Outcomes

COs/POs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	S	M	M	S	M	M
CO2	L	M	S	L	M	M	S	S	S	M
CO3	L	L	L	L	S	M	M	M	M	M
CO4	M	L	M	S	S	M	S	S	M	M
CO5	L	S	L	M	S	M	M	M	M	M

S – Strong; L – Low; M – Medium

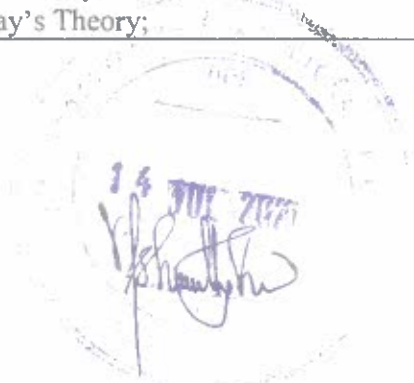


SEMESTER III:



Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY3C10	THEORIES OF PERSONALITY	PARTIII CORE10	60	15	-	4
<p>Preamble: This courses aims to facilitate the students on the multi various theories explained on the concept of human personality</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
I	<p>INTRODUCTION TO PERSONALITY AND FREUDIAN PSYCHOANALYSIS APPROACH: The Study of Personality; Definitions of Personality; Theory in the Study of Personality - Subjectivity in Personality Theories;</p> <p>Psychoanalysis: Instincts - Types of Instincts; The Levels of Personality; The Structure of Personality; Anxiety: A Threat to the Ego - Defenses Against Anxiety – major Defense mechanisms; Psychosexual Stages of Personality Development;</p> <p>Assessment in Freud’s Theory; Extensions of Freudian Theory;</p>	15
II	<p>THE NEOPSYCHOANALYTIC APPROACH BY NEO FREUDIANS Carl Jung’s Analytical Psychology: Psychic Energy; The Systems of Personality; Assessment in Jung’s Theory;</p> <p>Alfred Adler’s Individual Psychology: The Inferiority Feelings - Striving for Superiority, or Perfection; The Style of Life; Social Interest; Birth Order; Assessment in Adler’s Theory;</p> <p>Karen Horney’s Neurotic Needs and Trends: The Childhood Need for Safety; Basic Anxiety; Neurotic Needs and Trends; The Idealized Self-Image; Assessment in Horney’s Theory.</p> <p>Henry Murray’s Personology: Principles of Personology; The Division of Personality; Needs: The Motivators of Behavior; Assessment in Murray’s Theory;</p>	15



III	<p>THE TRAIT APPROACH AND THE HUMANISTIC APPROACH</p> <p>Gordon Allport's Motivation and Personality: The Nature of Personality; Personality Traits; Motivation The Functional Autonomy of Motives; Assessment in Allport's Theory; Cattell's Approach to Personality Traits:Source Traits; Dynamic Traits. Assessment in Cattell's Theory; Hans Eysenck's The Dimensions of Personality: Extraversion – Neuroticism – Psychoticism; Abraham Maslow's Needs-Hierarchy Theory: The Hierarchy of Needs; Assessment in Maslow's Theory; Carl Rogers' Self-Actualization Theory: The Self and the Tendency toward Actualization; The Experiential World;TheDevelopment of the Self in Childhood; Characteristics of Fully Functioning Persons; Assessment in Rogers's Theory;</p>	15	
IV	<p>THE COGNITIVE BEHAVIOURISTIC, SOCIAL LEARNINGAPPROACH</p> <p>George Kelly's Personal Construct Theory; Ways of Anticipating Life Events; Assessment in Kelly's Theory; B. F. Skinner's Reinforcement Theory; Operant Conditioning and the Skinner Box; Applications of Operant Conditioning: Token Economy Programs - Behavior Modification Programs; Assessment in Skinner's Theory; Albert Bandura's Modeling Theory: Modeling; The Processes of Observational Learning; Self-Reinforcement and Self-Efficacy: Self-Reinforcement -Self-Efficacy; Assessment in Bandura's Theory</p>	15	
V	<p>LIFE SPAN APPROACH AND ADVANCES IN PERSONALITY THEORY:</p> <p>Erik Erikson's Identity Theory: 8 Main Psychosocial Stages of Personality Development; Basic Weaknesses; Assessment in Erikson's Theory; Julian Rotter's Locus of Control: Internal versus External Control of Reinforcement - Assessment of Locus of Control - Developing Locus of Control in Childhood; Marvin Zuckerman's Sensation Seeking: Assessing Sensation Seeking; Characteristics of Sensation Seekers; Martin E. P. Seligman's Learned Helplessness and the Optimistic/Pessimistic Explanatory Style; Explanatory Style: Optimism and Pessimism; The Attribution Model.</p>	15	
		Total 75	
<p>Text Book:</p> <ul style="list-style-type: none"> Schultz, D.P & Schultz, S. E (2009). Theories of Personality- 4th Edition: USA, Wadsworth, Cengage Learning. 			
<p>Reference Book(s):</p> <ul style="list-style-type: none"> Hall, C.S., Lindzey, G & Campbell J B (2012). Theories of Personality – 4th Edition: New Delhi. Wiley India (P)Ltd. Florence, L. Personality Plus:New Delhi, Manjul Publishing House Private Limited 			

Focus of Course: Employability		
e-Resource/e-Content URL:		
Course Designer:  Mr. Ashwanth Kanna.V, Assistant Professor & Head, Dept. of Psychology, STC		 Mr. Ashwanth Kanna .V, BOS Chairman
Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the key components of Psychoanalytic view of personality	K1
CO2	Infer various factors put forth by Neo Freudians on personality	K2
CO3	Identify the key components of humanistic and trait view of personality	K3
CO4	Examine the importance of cognitive and behaviouristic view of personality	K4
CO5	Explain the various advances in personality theories	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	S	M	M	L	L	M	S
CO2	L	L	L	S	M	L	L	L	M	S
CO3	L	L	L	M	L	L	L	L	L	M
CO4	L	L	L	S	L	M	L	L	M	S
CO5	M	L	L	S	S	S	L	L	S	M

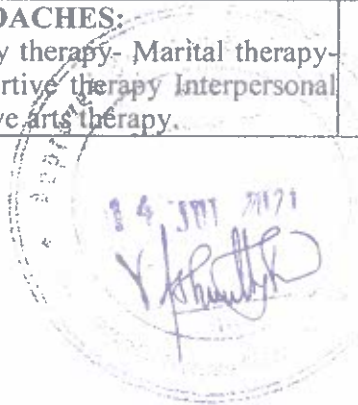
S- Strong; L- Low; M-Medium



SEMESTER III:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY3C20	PSYCHOTHERAPY	PARTIII CORE11	60	15	-	4
<p>Preamble: This course aims at learning theoretical and practical components of various kinds of therapies used in psychology, especially rooting from various perspectives.</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

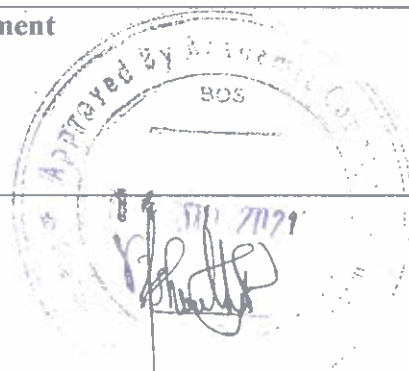
Syllabus:

Unit	Course Contents	Hours
I	OVERVIEW: Psychotherapy: Meaning- Definition and difference between Counselling and Psychotherapy-Ethical considerations; Goals of psychotherapy- Assessments in therapy- therapeutic techniques	15
II	PSYCHOANALYTIC AND ADLERIAN THERAPY: Psychoanalytic therapy: Introduction- Key concepts- Therapeutic process – Applications: Techniques and procedures; Adlerian therapy: Introduction- Key concepts- Therapeutic process – Applications: Techniques and procedures	15
III	EXISTENTIAL, CLIENT CENTERED AND GESTALT THERAPY Existential therapy: Introduction- Key concepts- Therapeutic process – Applications: Techniques and procedures; Client (person) cantered therapy: Introduction- Key concepts- Therapeutic process – Applications: Techniques and procedures; Gestalt therapy: Introduction- Key concepts- Therapeutic process– Applications: Techniques and procedures	15
IV	BEHAVIOURAL, COGNITIVE AND REALITY THERAPY: Behavioural therapy: Introduction- Key concepts- Therapeutic process – Applications: Techniques and procedures; Rational Emotive Behaviour Therapy: Introduction - Key Concepts - Therapeutic Processes – Procedures; Beck's Cognitive Therapy: Introduction – Principles - Applications - Meichenbaum's Cognitive Behaviour Modification - Behaviour Changes - Coping Skills -Contributions. Reality therapy: Introduction- Key concepts- Therapeutic process– Applications: Techniques and procedures	15
V	OTHER PSYCHOTHERAPEUTIC APPROACHES: Other psychotherapies: Group therapy- Family therapy- Marital therapy- Acceptance and Commitment therapy- Supportive therapy Interpersonal psychotherapy- Asian psychotherapies- Creative arts therapy.	15



	Total	75
TextBooks:		
<ul style="list-style-type: none"> • Corey, G. (2016). Theory and Practice of Counselling and Psychotherapy+ Student Manual. Brooks Cole. • Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). Counselling and psychotherapy theories in context and practice: Skills, strategies, and techniques. John Wiley & Sons. • Sharf, R. S. (2015). Theories of psychotherapy & counselling: Concepts and cases. Cengage Learning. • Hersen, M. E., & Sledge, W. E. (2002). Encyclopedia of psychotherapy, Vol. 2: IZ. Academic Press. 		
Reference Book(s):		
<ul style="list-style-type: none"> • Hammer, M., (2015). The Theory And Practice of Psychotherapy with Specific Disorders. USA: International Psychotherapy Institute E-Books 		
Focus of Course: Skill Development		
e-Resource/e-Content URL:		
Course Designer:  Ms. Yuvasri S, Assistant Professor, Dept. of Psychology, STC		 Mr. Ashwanth Kanna V BOS Chairman

Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level



CO1	Recall the goals and assumptions under psychotherapy	K1
CO2	Infer the key components in psychoanalytic and adlerian therapy	K2
CO3	Identify the importance of gestalt and client centered therapies	K3
CO4	Examine the key components of cognitive and behavioural therapies	K4
CO5	Explain various multimodal therapeutic approaches	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	S	M	M	L	L	M	S
CO2	L	L	L	S	M	L	L	L	M	S
CO3	L	L	L	M	L	L	L	L	L	M
CO4	L	L	L	S	L	M	L	L	M	S
CO5	M	L	L	S	S	S	L	L	S	M

S- Strong; L- Low; M-Medium



SEMESTER III:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY3C30	INDIAN PSYCHOLOGY	PARTIII CORE12	60	15	-	4
<p>Preamble: This course aims at orienting the students on the importance of understanding psychological concepts from the Eastern and Indian perspectives</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
I	<p>INDIAN PSYCHOLOGY – AN INTRODUCTION & CENTRALITY OF CONSCIOUSNESS: Psychology in the Indian tradition: Indian Psychology and Psychology in India – Indian Psychology and Indigenous Psychology – A Model of Indian Psychology – Scope and Subject Matter; Sources of Indian Psychology. Centrality of Consciousness: Consciousness in Indian Psychology; Advaita Metaphysics of Consciousness; Buddhist Phenomenology of Consciousness: Elements of Consciousness – Four Planes of Consciousness – Forms of Consciousness: Psychology of Consciousness in Samkhya – Yoga</p>	15
II	<p>MIND IN INDIAN PSYCHOLOGY & SELF, PERSON, PERSONALITY: Mind in Indian Psychology: Vedic Conception of Mind – Samkhya Yoga Conception of Mind – Mind in Advaita Vedanta – Mind in Nyaya – Vaisesika System – Mind in Buddhism – Mind in Jainism; Indriyas and the Sensory Motor Apparatus; Self, Person and Personality: Concept of Anatta and Denial of the Self in Buddhism; Assertion of Atman in Nyaya Vaisesikal; Affirmation of Self in Vedanta; Visistadvaita of Ramanuja; Samkhya Yoga Conception of the Self; Svabhava, Prakrti and Personality; Three Types of Personality in the Bhagavad Gita; Constitution [Prakrti] and Personality according to Ayurveda; A Buddhist Perspective on Personality Types;</p>	15
III	<p>COGNITION, EMOTION AND VOLITION: Cognition: Sankara's views of Cognition and Knowledge – From Perception to Cognition – Advaita view of Cognition in Terms of Contemporary Concepts – Cognitive Deconstruction of the Ego through Meditation; Emotion: Bharata on Emotions and Aesthetic Moods - The Paradoxical Nature of Aesthetic Mood - Implications of the Concept of Rasa - Rasa in the Context of Modern</p>	

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	Psychology; Volition: Karma Yoga as Means to Liberation - Karma Yoga and Contemporary Psychology;		
IV	MEDITATION AND APPLIED YOGA: Meditation: What Is Meditation? - Yogic Meditation - Buddhistic Meditation - Neurophysiological Aspects of Meditation - Meditation and Attention; Effects of Meditation: Spiritual and Psychic Effects - Cognitive Effects - Conative Effects - Emotional Effects; Therapeutic Applications: Health Benefits of Meditation - Yoga and Hypertension - Other Healing Effects;	15	
V	APPLIED INDIAN PSYCHOLOGY: Indian Model of Applied Psychology; Implications: Implications for Human Development - Pedagogic Implications - Therapeutic Implications - Exploring Extraordinary Human Experience; Applications: Mental Health and Hygiene: Prevention of Illness - Cure: Servicing the System; Indian Psychology and Positive Psychology	15	
Total		75	

Text Book:

- Rao, K R., &Paranjpe, A C., (2016). Psychology in the Indian Context. New Delhi: Springer India PvtLtd.

Reference Book(s):

- Safaya, R., (1976). Indian Psychology. New Delhi: MunshiramManoharlal Publishers PvtLtd.
- Rao, K R., (2017). Foundations of Yoga Psychology. New Delhi: Springer India PvtLtd.
- Feuerstein, G., (2013). The Psychology of Yoga. Boston: Shambhala PublicationsLtd.
- Cortright, B., (2007). Integral Psychology. Albany: State University of New YorkPress.

Focus of Course: Employability

e-Resource/e-Content URL:

Course Designer:

Y. Ashwanth Kanna
Mr. Ashwanth Kanna.V,

Assistant Professor & Head, Dept. of Psychology, STC

Y. Ashwanth Kanna
Mr. Ashwanth Kanna .V,
BOS Chairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the factors contributing to centrality of consciousness	K1
CO2	Infer the concept of mind and self as a person in psychology	K2
CO3	Identify the components of cognition, emotion and volition from Eastern perspective	K3
CO4	Examine the effectiveness of meditation and yoga	K4
CO5	Explain the Indian model of applied psychology	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	M	L	L	M	L	L
CO2	L	L	L	M	M	L	L	M	L	L
CO3	L	L	L	M	M	L	L	M	L	L
CO4	L	L	L	M	M	L	L	M	L	L
CO5	L	L	L	M	M	L	L	M	L	L

S- Strong; L- Low; M-Medium



SEMESTER III:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY3C40	EXPERIMENTAL PSYCHOLOGY III	PART III CORE 13	-	15	45	4

Preamble: To provide hands on training to the psychological testing materials; know the procedure of administering a test in clinical / industrial / school setting; and administer a test, evaluate the test using the manual, norms and scoring key.

Prerequisite: Basics of Psychology at Undergraduate Level

Syllabus:

Unit	Course Contents	Hours
I - V	ANY 12 Picture Frustration Test – Adult Thematic Apperception Test (TAT) Introversion-Extroversion Inventory Draw a Person Test	60
	Defense Mechanism Inventory 16PF Questionnaire Sentence Completion Test Levenson's locus of control scale Decision Making Style Scale Career Maturity Inventory Leadership Effectiveness Scale Occupational stress index Job burn out scale Organizational Citizenship Behaviour scale Occupational Self Efficacy Scale	
Total		60

Focus of Course: Skill Development

e-Resource/e-Content URL:

- Youtube
Videos: <https://www.youtube.com/watch?v=sZwfNs1pqG0&list=PLn3AZ9F5zyebUg96aG5dGut9GgN8L6X1v>

Course Designer:


Mr. Ashwanth Kanna.V,
Assistant Professor & Head, Dept. of Psychology, STC



Mr. Ashwanth Kanna.V,
BOS Chairman

Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the components of occupational stress and burnout	K1
CO2	Infer the factors associated to 16 P.F. and locus of control scales	K2
CO3	Identify the various perspectives of defense mechanism inventory	K3
CO4	Examine the usefulness of tests on personality and interest	K4
CO5	Explain the key components of psychological wellbeing scale.	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	M	L	L	L	M	M
CO2	L	L	L	M	S	L	L	L	M	M
CO3	L	L	L	M	M	L	L	L	M	M
CO4	L	L	L	M	S	L	L	L	M	M
CO5	L	L	L	S	M	L	L	L	M	M

S- Strong; L- Low; M-Medium



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SEMESTER III:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY3EA0	MARKETING AND CONSUMER BEHAVIOUR	PART III Elective2	50	10	-	4
<p>Preamble: To help the students understand the principles of marketing and buying behavior of consumers and make them aware of the psychological aspects behind consumer expectation; also, to help them realize the perception and motivating factors seen in consumers</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
I	<p>MARKETING PROCESS AND ANALYZING MARKET ENVIRONMENT: Marketing Defined – The Marketing Process; Understanding Marketplace and Customer Needs; Designing a customer driven marketing strategy; Building customer relationships; Capturing value from Customers; The company’s microenvironment: company – suppliers – marketing intermediaries – competitors – publics – customers; The company’s macroenvironment: Demographic – Economic – Natural – Technological – Political and Social – Cultural; Responding to marketing environment</p>	12
II	<p>NEW PRODUCT DEVELOPMENT, PRODUCT LIFE CYCLE, ADVERTISING, ONLINE MARKETING: New Product development strategy & Process; Managing new product development; Product Life style stages: introduction – growth – maturity – decline stage; Advertising: Setting advertising objectives – advertising budget – developing advertising strategy - evaluation – other considerations; Online Marketing: Marketing and the Internet – Online marketing domains – setting up an online marketing presence – promise and challenges of online marketing</p>	12
III	<p>The Consumer as an Individual: Motivation as a Psychological Force – Nature of Personality – Personality and Understanding Consumer Behavior – Brand Personality; Consumer Involvement and Passive Learning – Outcomes and Measures of Consumer Learning;</p>	12

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IV	Communication and Consumer Behavior – Source as Message Initiator – Receivers as Target Audience – Media as Channels for Transmitting Messages – Designing Persuasive Messages; Consumer in their Social and Cultural Settings: The Changing Family – Socialization and Related Roles of Family Members – Family Decision Making and Consumption Related Roles – Family Life Cycle – Social Class – Measurement- Selected Consumer Behavior Applications of Social Class;	12	
V	Marketing Ethics and Social Responsibility: Exploitive Targeting – Marketing to Children – Overaggressive Promotion – Precision Targeting – Selling Pharmaceuticals to Customers; Manipulating Consumers – Forced Exposure to Advertising – Covert Marketing – Tinkering with Consumer Perceptions – Socially Undesirable Representations – False or Misleading Advertising; Social Responsibility – Social Beneficial Causes– Cause Related Marketing – Green Marketing – Consumer Ethics	12	
Total		60	

Text Book:

- Kotler, P., et.al (2010). Principles of Marketing (13th Edition). New Delhi: Dorling Kindersley (India) PvtLtd
- Schiffman., Leon,G., Kanuk., &Lazar, L. (2010). Consumer Behaviour(10th edition). New Delhi: Dorling Kindersley (India) Pvt.Ltd.

Reference Book(s):

- Loudon, D.L., Della,B., &Albert,J.(2008). Consumer Behaviour – Concepts andApplications (4th edition). New Delhi: Tata McGraw Hill Education PvtLtd.
- Gupta,S.C., &Pal,Sumitra(2010). Consumer Behaviour – Indian Perspective. NewDelhi: Sultan Chand &Sons
- Gupta,R.C.,&Jain,T.C. (2011). Consumer Behaviour. New Delhi: AlfaPublications.
- Pasricha, S. (2007). Consumer Psychology. New Delhi: Deep & DeepPublications.

Focus of Course: Employability

e-Resource/e-Content URL:

- Youtube Videos:<https://www.youtube.com/watch?v=dptzjrKRAm8>

Course Designer:


MrAshwanthKannaV,

Assistant Professor & Head, Dept. of Psychology,STC


MrAshwanthKannaV
BOS Chairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the importance of micro and macro environment in marketing	K1
CO2	Infer the components involved in product development and marketing	K2
CO3	Identify the various factors that motivate consumer as an individual	K3
CO4	Examine the importance of communication and consumer's socialization process	K4
CO5	Explain the key points of marketing ethics and social responsibility	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	L	L	L	L	L	L	M
CO2	L	L	L	L	L	L	L	L	L	M
CO3	L	L	L	M	L	L	L	L	L	M
CO4	L	L	L	M	L	L	L	L	L	M
CO5	L	L	L	M	L	L	M	L	L	M

S- Strong; L- Low; M-Medium

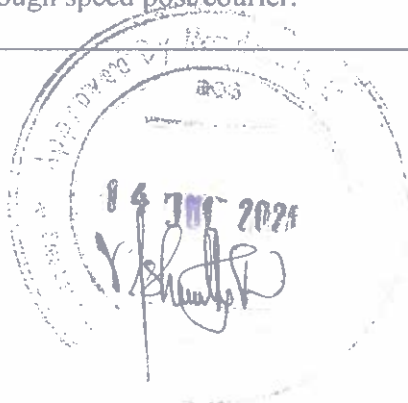


SEMESTER III:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY3EB0 / 21MPY3EC0	END SEMESTER INTERNSHIP [CLINICAL / INDUSTRIAL]	PART III ELECTIVE 3	-	-	-	4
<p>Preamble: To provide on field exposure to the students to know the work setting outside classroom and to help them witness lot of people with psychological problems in clinical/ industrial / school setting</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
	<p>Internship shall be done individually by the students during their II semester vacation in a clinical setting / industry, as approved by the department for a period of 30 days.</p> <p>A work diary and report on training along with letter of completion from the visited organization shall be evaluated by the faculty in charge as appointed by the department head.</p> <p>The visiting organization is entitled to provide the internal marks along with the attendance certificate and send the same to the department through speed post/courier.</p>	



Reference Book(s):

- 1 Sarason, Irwin G and Sarason Barbara R (2005). Abnormal Psychology – The Problem of Maladaptive Behaviour (11th Edition): PHI Learning Private Limited, NewDelhi.
- 2 Ahuja, Neeraj (2002). A Short Textbook of Psychiatry (5th Edition): Jaypee Brothers. New Delhi.
- 3 Prasad L M (2006). Organizational Behaviour, Sultan Chand & Sons, NewDelhi.
- 4 Sadock, B.J., &Sadock, V.A (2000). Kaplan &Sadock's Comprehensive Textbook of Psychiatry (2 Volume Set). Virginia: Lippincott Williams & WilkinsPublishers.

Focus of Course:Skill Development

Course Designer:
AshwanthKanna V,
 Assistant Professor & Head, Dept. of Psychology, STC

(Signature)
MrAshwanthKanna V
 BOS Chairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Define the nature of learning under internship programme	K1
CO2	Outline the nature of working atmosphere of the institution visited	K2
CO3	Identify various formats of case history and Mental Status Examination	K3
CO4	Identify therapies and interventions given for psychological disorders	K4
CO5	Examine the effectiveness of the training undergone and learning acquired	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	M	L	L	L	M	M
CO2	L	L	L	M	S	L	L	L	M	M
CO3	L	L	L	M	M	L	L	L	M	M
CO4	L	L	L	M	S	L	L	L	M	M
CO5	L	L	L	S	M	L	L	L	M	M

S- Strong; L- Low; M-Medium

LIST OF INTER DISCIPLINARY CORE COURSES (IDC)

SEMESTER – III [FOR STUDENTS OF PG – SW, COM, COM IB MAT & ENG]

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY3I20	Positive Psychology	PART IV IDC II	27	3	-	2
<p>Preamble: To help students realize the importance of positive emotions in life and to help them understand how positive approach could help them psychologically; also, to help them realize the power of forgiveness and gratitude in life.</p>						
<p>Prerequisite: Basics of psychology at UG I year level</p>						

Syllabus:

Unit	Course Contents	Hours	e-Resource s/ e-Content
I	Positive Psychology – An Introduction: Positive Psychology – Assumptions, Goals and Definitions; Life above zero; culture and meaning of good life;	6	PPT
II	Measure of Happiness: Happiness – Traditions: Hedonic and Eudaimonic; Subjective Wellbeing: measurement -Life Satisfaction – Positive Affect, negative affect and happiness; global measures; comparing two traditions of happiness	6	PPT
III	Positive Emotions: Focus on Theory: Broaden and Build Theory; Positive Emotions and Health Resources: Physical, Psychological and Social resources; Resilience: Resilience – Definition – Developmental perspectives, clinical perspectives. Sources of Resilience – children – adult – successful ageing	6	PPT
IV	Happiness and facets of Life: happiness across life span; gender and happiness: gender differences – paradox of gender; marriage and happiness: benefits of marriage – selection effects – gender differences in benefits of marriage; Other facets of Life: Physical and mental Health – work – intelligence;	6	PPT
V	Close Relationships and Well being: Close relationships – characteristics – friendship and romantic love; varieties of love: passionate and companionate love; triangular theory of love.	6	PPT
Total		30	
Text Book:			
<ul style="list-style-type: none"> Baumgardner, S.R., & Crothers, M.K. (2009). Positive Psychology (1st Edition). New Delhi: 			

Dorling Kindersley (India) Pvt. Ltd.

Reference Book(s):

- Hefferon, K., & Boniwell, I. (2011). Positive Psychology - Theory, Research and Application (1st Edition). London: OUP – McGraw Hill Education.
- Compton, W.C., & Hoffman, E. (2013). Positive Psychology – The Science of Happiness and Flourishing (2nd Edition). USA: Wadsworth Cengage Learning.
- Cleave, B.G. (2012). Positive Psychology – A Practical Guide. London: Faber and Faber Publishers.
- Snyder, R.S. (2007). Positive Psychology: The Scientific and Practical Exploration of Human Strength. New Delhi: SAGE Publications :Ltd.

Focus of Course: Skill Development

e-Resource/e-Content URL:

- Youtube Videos: <https://www.youtube.com/watch?v=9FBxfd7DL3E>

Course Designer:

N. Selvarani
Ms N Selvarani,
Assistant Professor, Dept. of Psychology, STC

Mr Ashwanth Kanna V
Mr Ashwanth Kanna V
BOS Chairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Define the meaning and measurement of happiness	K1
CO2	List out the positive emotions and the importance of resilience	K2
CO3	Identify various measures of self regulation and self control	K3
CO4	Identify the implications of wisdom, religion and virtue	K4
CO5	Examine the conceptual explanation for life above zero	K5

Mapping with Programme Outcomes & Programme Specific Outcomes

COs/POs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	L	L	L	L	L	M
CO2	L	L	L	M	L	L	L	L	L	M
CO3	L	L	L	M	L	L	L	L	L	M
CO4	L	L	L	M	L	L	L	L	L	M
CO5	L	L	L	M	L	L	L	L	L	M

SEMESTER – III

Course Code	Course Name	Type	Course Category	Lecture (L)	Tutorial (T)	Practical (P)	Credit
18MSW 3I20	NGO Management	IDC	Concept	22	3	--	2
Preamble: <ul style="list-style-type: none"> • To acquire specific knowledge on project and NGO management. • To understand the Project management Dimensions, Planning and its implementation of projects. • To enhance skills and techniques of project evaluation / Resource Mobilization. • To understand the basic concepts and principles involved in managing NGOs. • To understand the Human resource management in NGO's. • To enhance knowledge on project proposal writing and maintenance of the accounts in NGO's. 							
Pre-requisites: Basic understanding about the NGO							

Syllabus:

Unit	Course Contents	Hours
I	FOUNDATIONS OF NGOs: NGO's: Meaning, Definition, Concepts, Types, Functions, Vision, Mission and Goals in NGOs - Role of NGO's in Community Development.	5
II	LEGAL FRAME WORK FOR ESTABLISHING NGOS: Legal - rational structure of Non-profits: Trusts and Societies with Special reference to Trust and Society Registration Acts.	5
III	HUMAN RESOURCE MANAGEMENT IN NGOs AND CSR ACTIVITIES: Leadership in the NGOs Context – Practice of Human resources Management in NGO's - Staffing, recruiting, induction and training- CSR Activities: Definition, concepts and need - Concentration areas of CSR - Role of social workers in CSR.	5
IV	PROJECT MANAGEMENT: Concept, Meaning, Definition and Types of projects – Project Cycle Management - Project Proposal Writing- Participatory Rural Appraisal (PRA).	5
V	RESOURCE MOBILIZATION: Resource Mobilization: Methods and Techniques of Fund Raising - International, National and Local Levels.	5



Text Books:

1. Clark John. (1991). Voluntary Organizations: Their Contribution to Development. London: Earth Scan.
2. Jain R.B. (1995). NGO's in Development Perspective. New Delhi: VivekPrakasan
3. Sakararan and Rodrigues. (1983). Handbook for the Management of Voluntary Organization. Madras: Alfa

References:

1. Behera M. C. (2006). Globalizing Rural Development. New Delhi: Sage.
2. Chowdhry Paul. (1973). Administration of Social Welfare Programmes in India. Bombay: Somaiv.
3. Emmanuvel. S. Fernando. (1999). Prospect from Problems. Mumbai: St. Francis Xavier's Church.
4. Ginsbery Leon. H. (2001). Social Work Evaluation – Principles and Methods. Singapore: Allyn and Bacon.
5. Jack Rothman, John John E. Tropman. (2001). Strategies of Community Intervention. Illinois: P.E. Peacock.
6. Joel S.G.R Bhowe. (2003). NGO's and Rural Development Theory and Practice. New Delhi: Concept.
7. Julie Fisher. (2003). Non-Governments – NGO's and the Political Development of the Third World. New Delhi: Rawat

Focus of Course: NGO Visits, Skill Development

Course Designer: Dr. K. Parthasarathy

Assistant Professor, Dept. of MSW, STC

Dr. G. Anbuselvj

HOS Chairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Become familiar with the history of development cooperation and humanitarian aid, learn about current international trends and challenges	K1
CO2	Understand the role and challenges of NGOs vis-à-vis the development concerns of the community	K2
CO3	Gain insight into key criteria for successful human resource management.	K3
CO4	Learn the basics of project management: How to make a needs assessment, how to design and plan a project, and how to integrate monitoring into the project plan	K4
CO5	Enable you to develop your management, analytical and leadership skills so that you develop a rounded set of competencies that will enable students to flourish at the highest levels in global NGOs.	K5

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Mapping the Programme Outcomes

COs/POs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M	S	S	M	S	M
CO2	S	S	S	M	S	S	S	S	S	S
CO3	M	S	M	S	S	S	S	S	S	M
CO4	S	S	M	M	S	S	S	S	M	S
CO5	S	S	M	M	M	S	S	M	M	S

S- Strong; L- Low; M-Medium



SEMESTER – III

Course Code	Course Name	Category	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MEN3I20	English for Competitive Examinations	IDC	25	5	-	2
Preamble: To enable the students in getting through the competitive examinations.						
Prerequisite: Basic knowledge on grammar.						

Syllabus:

Units	Course contents	Hours
I	Prepositions, Voices, List of One Word Substitutions, Degrees of comparison	6
II	Concord (subject verb agreement), Articles, List of Homophones /Homonyms	6
III	Tenses, Common errors, Idioms and phrases, Jumbled Sentences	6
IV	Kinds of sentence (transformation) Classification of sentences (simple, complex, compound) Rearrange the sentences Improvement of sentence	6
V	Cloze test, comprehension Precis writing, report writing, letter writing Hints development	6
	Total	30

Text Book:

1. Basic English for Competitive Examinations, Department of English, Sree Saraswathi Thyagaraja College, Pollachi, 2017.

Reference Books:

2. Facets of English Grammar, R. N. Shukla & N. M. Nigam, Macmillan, 2009
3. English for Competitive Examinations, R. P. Bhatnagar & Rajul Bhargava, Macmillan, 2007.

Teaching Pedagogy (*): Lecture, Group Discussion, Assignment and Seminar

Focus of Course: Employability (Employability/Skill Development)

e-Resource/e-Content URL:

Vidya-MitraPortal: <http://vidyamitra.inflibnet.ac.in/index.php/search>

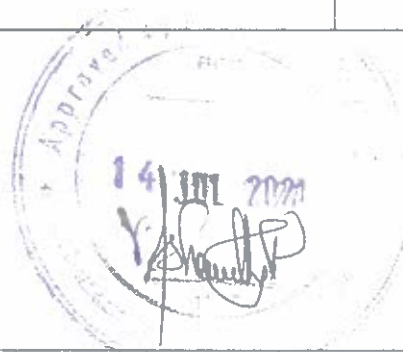
Course Designer: Mr. C. Senthilkumar
Assistant Professor, Dept. of English, STC

Dr. J. Das
Bos Chairman

C. Senthilkumar

J. Das

Course Outcome:		
On successful completion of the course the students will be able to:		
CO Number	Course Outcome(CO) Statement	Bloom's Taxonomy Knowledge level
CO1	Read and comprehend English in the context of acquisition of soft (life) skills.	K1
CO2	The skill of making grammatically correct sentences.	K2
CO3	Students will be able to communicate clearly, effectively and handle their day to day affairs well with their knowledge of language skills	K3
CO4	Reflect originally on the application of soft skills and express in writing their views.	K4
CO5	To think and write creatively and critically and will be able to interpret any piece of writing	K5



Mapping the Programme Outcomes

Cos/POs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	M	S	S	S	M	L	S	S	S
CO2	L	M	S	S	S	M	L	S	S	S
CO3	L	M	S	S	S	M	L	S	S	S
CO4	L	M	S	S	S	M	L	S	S	S
CO5	L	M	S	S	S	M	L	S	S	S

S – Strong; L – Low; M – Medium

SEMESTER – III

Course Code	Course Name	Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
19MMA3IB0	Quantitative Aptitude And Verbal Reasoning	IDC – 2	20	10	--	2

Preamble: This course aims at facilitating the student to learn inculcate the managerial and problem solving skills among the students.

Prerequisites: Mathematics basics at Secondary level

Syllabus:

Unit	Course Contents	Hours
I	Analogy Coding and Decoding Direction sense Test Series Completion	6
II	Logical Reasoning Logical Venn diagram Data sufficiency	6
III	Problems on Numbers Ratio & Proportion Problems on Ages Problems on Averages	6
IV	Percentages Time & Work Time & Distance Train problems	6
V	Simple Interest Compound Interest Allegation and Mixtures	6
	Total	30

Text Book(s):

“Quantitative Aptitude for Competitive Examinations by Department of Mathematics”, SreeSaraswathiThyagaraja College, Pollachi, 2016.

Reference Book(s):

1. A Modern Approach to Verbal and Non-Verbal Reasoning – Dr.R.S. Aggarwal, S.Chand and company, 2011 edition, New Delhi (For units I & II only).
2. Quantitative Aptitude for Competitive Exams- R.S.Aggarwal, S.Chand and Company.2012

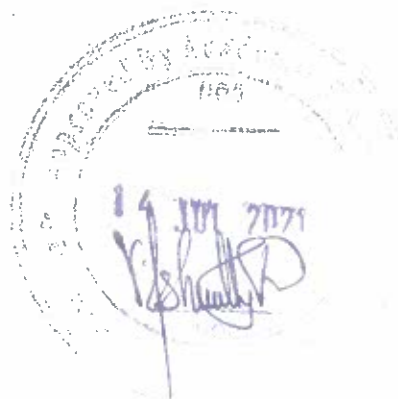
Edition, New Delhi (For units III, IV, V).	
3. Quantitative Aptitude for Competitive Exams – AbijitGuha, Tata McGrawHill3 rd Edition	
4. Reasoning Verbal and Non Verbal – B.S.Sijwali – Arihant Publications 2007.	
Learning Methods (*):	
• Assignment/Seminar/Quiz/Group Discussion etc.,	
Focus of Course: Employability (Employability/Entrepreneurship/Skill Development)	
Course Designer: Ms.R.Chitra Devi, Assistant Professor, Dept. of PG Mathematics ,STC	Dr. R. SenthilAmutha BOS Chairman

Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Evaluate problems on verbal reasoning and logical reasoning .	K5
CO2	Appraise aptitude problems on ages, averages, numbers and ratio & proportion.	K5
CO3	Solve problems on interest and alligation and mixtures.	K5

Mapping the Programme Outcomes

Cos/POs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	S	S	S	M	M	S	S	S
CO2	M	M	S	S	S	M	M	S	S	S
CO3	M	M	S	S	S	M	M	S	S	S

S- Strong; L- Low; M-Medium



SEMESTER – III

Course Code	Course Name	Category	Course Category	Lecture (L)	Tutorial (T)	Practical (P)	Credit
19MCM3120	Entrepreneurial Development	IDC	Concept B	30	-	-	2
Preamble : To equip the students with the knowledge on entrepreneurship and to develop the students into entrepreneurs							
Prerequisite: Basic knowledge in business							

Syllabus:

Unit	Course contents	Hours
I	Entrepreneurship Development-Stages in the entrepreneurial process– Barriers to entrepreneurship	6
II	Business plan – Preparation of Business plan - contents of business plan- Significance.	6
III	Institutions supporting Entrepreneurs: Commercial Banks – District Industries Centre – National Small Industries Corporation – Small Industries Development Organization – Small Industries Service Institute. Business Incubation, Business Clusters	6
IV	Family business in India - Advantages and disadvantages - Making family business more effective.	6
V	E-Business: Domain Name, Website, E-Commerce, Hosting, Building Traffic Networking: Starting & Managing a Network	6
	Total	30

Text Book(s):

Dr.S.S.Khanka “Entrepreneurial Development” fourth Edition, S.Chand& company PVT.LTD, New Delhi

Reference Book(s):

- a. C.B.Gupta and N.P. Srinivasan “ Entrepreneurial Development” Sixth Edition ,Sultan Chand & Sons, New Delhi

Learning Methods (*):

Assignment/Seminar/Quiz/Group Discussion/ Self-Study/etc.,

Focus of Course: Entrepreneurship for *U-16-ans*
(Employability/Entrepreneurship/Skill Development)

Course Designer: Dr.M.Rajapriya *for P.97*
Associate Professor, Dept. of M.Com, STC

[Signature]
BoS Chairman

Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO's	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Understand the concept of Entrepreneurship	K1
CO2	Able to Analyze and prepare Business plans.	K2
CO3	Able to Identify the Institutions supporting entrepreneurs	K3
CO4	Knowledge enhancement to develop their own family business	K5
CO5	Knowledge in E Business	K6

Mapping with Program Outcomes

COs/POs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M	S	S	S	S	S
CO2	S	S	S	S	M	S	S	S	M	S
CO3	S	M	S	S	M	S	S	S	S	S
CO4	M	S	S	S	M	S	S	S	S	S
CO5	S	M	S	L	M	M	M	S	M	M

S – Strong; L – Low; M – Medium



SEMESTER – III

Course Code	Course Name	Category	Course Category	Lecture (L)	Tutorial (T)	Practical (P)	Credit
19MIB3120	Brand Management	IDC	Concept B	30	-	-	2
Preamble : To equip the students with the knowledge on entrepreneurship and to develop the students into entrepreneurs							
Prerequisite: Basic knowledge in business							

Unit	Course contents	Hours
I	Concepts: Brand, brand equity, brand value, brand awareness and Brand loyalty, Brand identity system –Managing multiple brand identities – Brand identity planning model	6
II	Creating brand personality – drivers of brand personality – measuring brand personality using brand personality scale (BPS), Creating equity through personality	6
III	Measuring brand equity Measures – The Brand Equity Ten (loyalty measures, perceived quality and leadership measures, associations/differentiation measures, awareness measures and market behavior measures	6
IV	Brand building on the web, brand-building web sites (e-branding), Branding through social media.	6
V	Global branding strategies – global brand planning process, creating cross-country synergy – Fortune companies	6
	Total	30

Text Book(s):

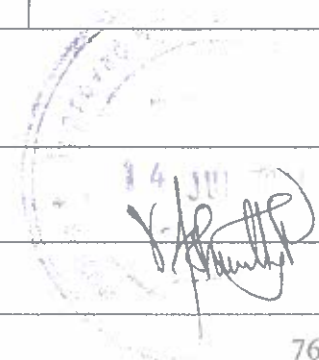
1. Aaker, Building strong brands, The Free Press

Reference Book(s):

1. Keller, Strategic brand management, Prentice-Hall

Learning Methods (*):

Assignment/Seminar/Quiz/Group Discussion/ Self-Study/etc..



Focus of Course: Employment (Employability/Entrepreneurship/Skill Development)
Course Designer: Dr.S.NAGARAJAN Programme coordinator, Dept. of M.Com IB STC

[Signature]
BOS Chairman

Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Understand the concept of brand and brand management	K1
CO2	Able to Analyze branding process.	K2
CO3	Able to Identify appropriate branding methods	K3
CO4	Knowledge enhancement to develop their own branding	K5
CO5	Knowledge in branding through web	K6

Mapping with Program Outcomes

COs/POs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M	S	S	S	S	S
CO2	S	S	S	S	M	S	S	S	M	S
CO3	S	M	S	S	M	S	S	S	S	S
CO4	M	S	S	S	M	S	S	S	S	S
CO5	S	M	S	L	M	M	M	S	M	M

S – Strong; L – Low; M – Medium

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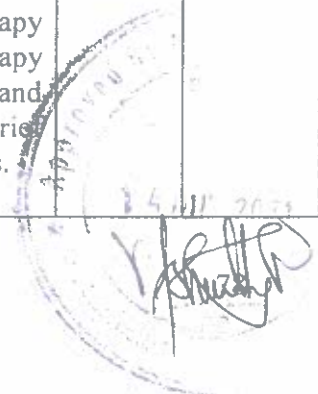
SEMESTER IV:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY4C10	ADVANCED COUNSELLING SKILLS	PART III CORE 14	60	15	-	4

Preamble: To help the student understand the basic counselling skills and make him aware of various approaches to counselling;also to make him learn professional and ethical aspects of counselling;

Prerequisite: Basics of Psychology at Undergraduate Level

Unit	Course Contents	Hours
I	INTRODUCTION: Definition: Counseling, Guidance, Psychotherapy.History of counseling-Current trends in counselling. Personal and professional aspects of counseling: The personality and background of the counselor, Professional aspects of counseling, Credentialing of counselors, Attribution and systems of counselling. Ethical and legal aspects of counseling; Ethics and counselling, Professional codes of ethics and standards, Educating counselors in ethical decision making, Ethics in specific counselling situation,Legal aspect of the counselling relationship.	15
II	COUNSELLING RELATIONSHIP: Building counseling relationship-Factors that influence the counseling relationship, Types of initial interview and conduction of initial interview. Working in a counseling relationship: Johari window of client-Counselor skills in the understanding and action phases of counseling-Transference and counter transference. Closing counseling relationship: Functions of closing relationship, Timing of closing, Issues in closing, Resistance toclosing, Premature closing, Counselor initiated closing, Issues related to closing.	15
III	THEORIES OF COUNSELLING: Psychoanalysis; Overview Psychoanalytic techniques. Adlerian Theory: Overview, Adlerian techniques. Person centered counseling and techniques. Existential counseling, logo therapy and other techniques. Gestalt therapy overview and counseling techniques. Behavioral therapy overview, techniques. Cognitiveand cognitive behavioral counseling; Rational emotive behavior therapy and techniques, Reality therapy and techniques,Cognitive therapy and techniques. System theories: Bowen's system theory and techniques-Structural family counseling and techniques; Brief counselling approaches-Crisisand trauma counseling approaches.	15



IV	GROUP, MARITAL AND DE ADDICTION COUNSELLING: Groups in counseling; History of groups-The places of groups in counseling,-Four major types of group, Stages and issues in group, Qualities of effective group leaders.Marriage ,Couple,and family counselling;Family life and family life cycle,Couple/Family counseling versus Individual/Group counseling,Overview of marriage couple and family counseling- The process of marriage couple and familycounselling; Abuse, addiction, disability, and counseling; The nature andtreatment for interpersonal and intrapersonal abuse, Treatment and various forms of addiction, Counseling and disability.	15	
V	SCHOOL, COLLEGE AND CAREER COUNSELLING: Professional school counseling; Elementary school counseling, Middle school counseling, Secondary school counseling, 21st century school counseling. College counseling and student life services; The theoretical bases and professional preparation for working with college students, College counselling, counseling and student life services with first year and non traditional students. Career counseling; Importance and scope of counseling,Major career counseling theories and techniques, Career counseling with diverse population.	15	
Total		75	

Text Book:

- Gladding,S.T.(2013).Counseling a comprehensive profession (7th edition). NewDelhi: Dorling Kindersley (INDIA) PvtLtd.

Reference Book(s):

- Rao, S.N.,&Sahajpal, P. (2013). Counselling and Guidance (3rd edition). NewDelhi: McGraw Hill Education (India) PvtLtd.
- Jones,R.N. (2012). Basic Counselling Skills (3rd Edition). New Delhi: SAGE Publications India PvtLtd
- Kinra,A.K. (2009). Counselling and Guidance. New Delhi: Dorling Kindersley(India) Pvt.Ltd.
- Rao, S.N. (2008). Counselling Psychology. New Delhi: Tata McGraw Hill Education

(India) Pvt Ltd

Focus of Course: Skill Development

e-Resource/e-Content URL:

- Youtube Videos:<https://www.youtube.com/watch?v=GfEmcL6LWdg>

Course Designer,
Ms.Selvarani N,
Assistant Professor, Dept. of Psychology, STC

MrAshwanthKanna V
BOSChairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall professional and ethical aspects of counselling	K1
CO2	Infer the process of building a counseling relationship	K2
CO3	Identify the various theoretical approaches to counselling	K3
CO4	Examine the effectiveness of marital and de addiction counselling	K4
CO5	Explain the importance of counseling in various life settings	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	M	L	L	M	L	L
CO2	L	L	L	M	M	L	L	M	L	L
CO3	L	L	L	M	M	L	L	M	L	L
CO4	L	L	L	M	M	L	L	M	L	L
CO5	L	L	L	M	M	L	L	M	L	L

S- Strong; L- Low; M-Medium





SEMESTER IV:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY4C20	NEUROPSYCHOLOGY	PARTIII CORE15	60	15	-	4
<p>Preamble: This course helps to orient the students on various cerebral lobes of the human brain, their functions and impact of lesions on the lobes.</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours	
I	<p>NEUROPSYCHOLOGY: AN INTRODUCTION & NERVOUS SYSTEM The Brain Theory; Overview of Nervous System structure and function; The Spinal Cord: Spinal Cord Structure and Spinal Nerve Anatomy – Spinal Cord Function and the Spinal Nerves – Cranial nerve connections – Autonomic Nervous System Connections; The Brain Stem: The Hindbrain – The Midbrain – The Diencephalon; The Forebrain: The Basal Ganglia – The Limbic System – The Neocortex – Fissures, Sulci and Gyri – Cortical organization in relation to inputs, outputs and function – Cellular organization in the cortex – cortical connections: The CrossedBrain</p>	15	
II	<p>FRONTAL LOBE: Frontal-Lobe Anatomy; A Theory of Frontal-Lobe Function: Functions of the Premotor Cortex - Functions of the Prefrontal Cortex - Asymmetry of Frontal-Lobe Function - Heterogeneity of Frontal-Lobe Function; Symptoms of Frontal-Lobe Lesions; Clinical Neuropsychological Assessment of Frontal-Lobe Damage; Intelligence and the Frontal Lobes; Imaging Frontal-Lobe Function; Disorders affecting the frontal lobe;</p>	15	
III	<p>TEMPORAL LOBE: Temporal-Lobe Anatomy; A Theory of Temporal-Lobe Function: The Superior Temporal Sulcus and Biological Motion - Visual Processing in the Temporal Lobe - Auditory Processing in the Temporal Lobe - Asymmetry of Temporal-Lobe Function; Symptoms of Temporal-Lobe Lesions; Clinical Neuropsychological Assessment of Temporal-Lobe Damage</p>	15	
IV	<p>PARIETAL AND OCCIPITAL LOBES: Parietal Lobe Anatomy; A Theory of Parietal-Lobe Function: Behavioral Uses of Spatial Information The Complexity of Spatial Information – other Parietal Lobe Functions; Somatosensory</p>		

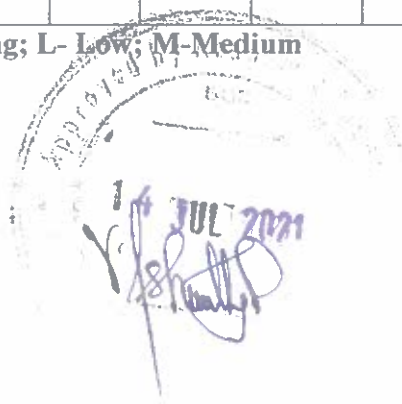
	Symptoms of Parietal Lesions; Symptoms of Posterior Parietal Damage; Major Symptoms and their assessment – Clinical neuropsychological assessment. Occipital Lobe Anatomy; A Theory of Occipital-Lobe Function: Visual Functions Beyond the Occipital Lobe - Visual Pathways Beyond the Occipital Lobe - Imaging Studies of Dorsal and Ventral Streams - Top-Down Predictions in Vision; Disorders of visual pathways – Disorders of cortical function – visual agnosia: object agnosias – other visual agnosias; visual imagery		
V	IMAGING BRAIN'S ACTIVITY AND NEUROPSYCHOLOGICAL ASSESSMENTS: Recording the Brain' Electrical Activity; Brain Stimulation: Deep Brain Stimulation – Transcranial Magnetic Stimulation; Static Imaging techniques: Imaging by X Ray – Computed Tomography; Dynamic Brain Imaging: Positron Emission Tomography – Magnetic Resonance Imaging – Magnetic Resonance Spectroscopy – Diffusion Tensor Imaging – Functional Magnetic Resonance Imaging – Resting State fMRI – Optical Tomography Neuropsychological Assessment; goals of neuropsychological assessment; Bender Gestalt test - Luria Nebraska Neuropsychological Battery – Halstead Reitan Battery – PGI Battery of Brain Dysfunction – Wechsler's Memory Scale.	15	
Total		75	
Text Book:			
<ul style="list-style-type: none"> • Kolb, B., & Whishaw, I.Q., (2015). Fundamentals of Human Neuropsychology (7th Edition). New York: Worth Publishers Ltd. 			
Reference Book(s):			
<ul style="list-style-type: none"> • Beaumont, J.G., (2008). Introduction to Neuropsychology (2nd Edition). New York: The Guildford Press • Goldstein, L.H., & McNeil, J. E., (2004). Clinical Neuropsychology. London: John Wiley and Sons Ltd • Strauss, E., et.al. A Compendium of Neuropsychological Tests. London: Oxford University Press 			
Focus of Course: Employability			
e-Resource/e-Content URL:			
Course Designer:  Mr. Ashwanth Kanna.V, Assistant Professor & Head, Dept. of Psychology, STC		 Mr. Ashwanth Kanna.V, BOS Chairman	

Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the basic functioning of the human brain and spinal cord	K1
CO2	Infer the neuron structure and communication between neurons	K2
CO3	Identify the functions and lesions in frontal and temporal lobe	K3
CO4	Examine the functions and lesions in parietal and occipital lobe	K4
CO5	Explain the importance of brain imaging activity and neuropsychological assessments	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	M	L	L	L	L	S
CO2	L	L	L	M	L	L	L	L	L	S
CO3	M	L	L	M	L	L	L	M	L	S
CO4	L	L	L	S	S	M	L	L	M	S
CO5	L	L	L	M	L	L	L	L	S	S

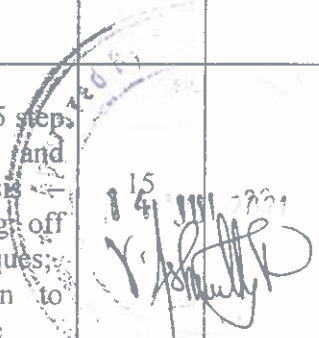
S- Strong; L- Low; M-Medium



SEMESTER IV:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY4C30	HUMAN RESOURCE MANAGEMENT	PART III CORE 16	60	15	-	4
<p>Preamble: This course aims at facilitating the students on understanding the various processes involved in managing the human resources in an organization</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours	
I	<p>STRATEGIC HUMAN RESOURCE MANAGEMENT – AN INTRODUCTION: Importance of HRM to all Managers – Line and Staff aspects of HRM – From Line manager to HR Manager; The Changing Environment of HR Management; Measuring HR Contribution; New HR Manager; HR Strategic Challenges: Strategic Management process - Types of Strategic Planning - Achieving Strategic Fit - HR and Competitive Advantage; Creating Strategy Oriented HR System: High Performance work System – Translating Strategy Into HR policy and Practice; TheHR Scorecard Approach: Information for creating HR Scorecard – Using HR Scorecard Approach.</p>	15	
II	<p>RECRUITMENT, SELECTION AND PLACEMENT: Job Analysis Nature; Methods of collecting Job Analysis information; Writing Job Descriptions: Job identification - Job Summary – Relationships – Responsibilities and Duties; Writing Job Specifications; Personnel Planning and Recruiting: Planning and Forecasting; Internal Sources of candidates; Outside sources of candidates; Recruiting a more diverse workforce; Developing and using application forms; Employee Testing and Selection: Types of tests; Work samples and simulations; Background investigations and other selection methods; Basic features of Interviews: types of interviews; Designing and conducting the effective interview:</p>	15	
III	<p>TRAINING AND DEVELOPMENT: The Training Process: The strategic context of training – The 5 step training and development process – Training, Learning and Motivation – Analyzing training needs – task analysis – performance analysis; Training methods: On the Job Training; off the job management training and development techniques; Performance management and appraisal; An introduction to Appraising Performance: Steps in appraising performance; The</p>	15	

	appraisal interview – types – conduction of interview – appraisals in practice.		
IV	EMPLOYEE RELATIONS: Ethics and Fair treatment at work; Shaping Ethical Behaviour at Work; Role of HR Management; Employee Discipline and Privacy; Managing dismissals; The collective bargaining process: Meaning – good faith – Negotiating Team – bargaining items – bargaining stages – bargaining hints – impasses, mediation and strikes – the contract agreement; Grievances: Sources – Procedure– Guidelines.	15	
V	EMPLOYEE SAFETY AND HEALTH: What causes Accidents?; Preventing Accidents: reducing unsafe conditions – reducing unsafe acts via emphasizing safety, selection and placement and via training – via motivation; using behavior based safety – using employee participation – conduct safety – health audits and inspections – safety beyond plant gate – controlling worker’s compensation cost. Workplace health hazards: Basic industrial hygiene programme – asbestos exposure at work – infectious diseases – alcoholism and substance abuse – stress, burnout, depression, computer related health problems – aids and workplace – workplace smoking – violence at work.	15	
Total		75	

Text Book:

- Dessler, G., (2005). Human Resource Management (10th Edition). New Delhi: Prentice Hall of India.


Reference Book(s):

- SubbaRao, P., “Essentials of Human Resource Management and Industrial Relations,” Himalaya Publishing House, Mumbai, 2013.
- Gupta, C. B., “Human Resource Management – Text and Cases”, 19th Edition, Sultan Chand & Sons Educational Publishers, New Delhi, 2017
- French, W L., “Human Resource Management.” 6th Edition. All India Publications and Distribution, Chennai, 2006.

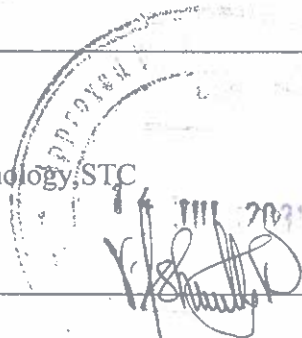
Focus of Course: Employability

e-Resource/e-Content URL:

Course Designer:


Mr. Ashwanth Kanna.V,
Assistant Professor & Head, Dept. of Psychology, STC


Mr. Ashwanth Kanna .V,
BOS Chairman



Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the concepts and challenges faced in the HR system	K1
CO2	Infer the concept of recruitment, selection and placement	K2
CO3	Identify the various forms of training, development and appraisal Processes	K3
CO4	Examine the key components of employee relations and collective Bargaining	K4
CO5	Explain the factors involved in employee safety and health	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	L	L	L	M	L	L	M
CO2	L	L	L	L	L	L	L	L	L	M
CO3	L	L	L	M	L	L	M	L	L	M
CO4	L	M	M	M	L	L	S	M	L	M
CO5	L	L	L	M	L	L	M	L	L	L


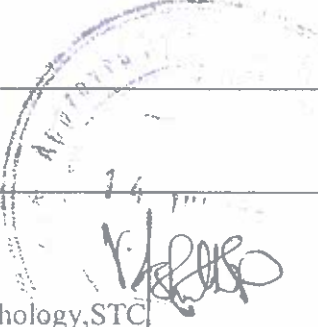

S- Strong; L- Low; M-Medium



SEMESTER IV:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY4C40	MAJOR PROJECT – DISSERTATION	PART III CORE 17	25	-	-	4
<p>Preamble: The importance of research work and to provide an opportunity to gain practical research knowledge in the field of Psychology</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
	<p>Students of Post Graduate Programme in Applied Psychology shall take up an individual Project / Dissertation in Psychology and its related fields, more specifically in accordance with his field of specialization [Clinical / Industrial] and submit a Report at the End of the Third Semester.</p> <p>Students should select a problem pertinent to their specialization area in consultation with teacher concerned. Project report should be written in APA format.</p> <p>The Project Work may be a Survey (Fact Finding or Exploratory Nature), Collection of Clinical Case Studies, a Problem Solving Assignment, Verification of Existing or Established Theory and any other Assignment as approved by the Respective Faculty Guide and the HOD.</p> <p>A total of 5 – 8 students shall be allocated to each faculty based on Lot method; A total of 2 hours shall be allocated every week towards the project for the students.</p>	25
Total		25
Focus of Course: Skill Development		
e-Resource/e-Content URL:		
<p>Course Designer:  Mr. Ashwanth Kanna.V., Assistant Professor & Head, Dept. of Psychology, STC</p> <div style="text-align: center;">   Mr. Ashwanth Kanna .V., BOS Chairman </div>		

Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the basics of choosing variables and relevant review of literature	K1
CO2	Infer the population and sample size along with tools to be used	K2
CO3	Identify the proper research design and conceptual framework	K3
CO4	Examine the use of statistical tools to arrive at results and discussion	K4
CO5	Explain the full fledged research carried out with needed recommendations for further study	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	M	L	L	L	M	M
CO2	L	L	L	M	S	L	L	L	M	M
CO3	L	L	L	M	M	L	L	L	M	M
CO4	L	L	L	M	S	L	L	L	M	M
CO5	L	L	L	S	M	L	L	L	M	M

S- Strong; L- Low; M-Medium



SEMESTER IV:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY4C50	EXPERIMENTAL PSYCHOLOGY IV [CASE ANALYSIS]	PART III CORE 18	15		60	4
<p>Preamble: To enable the students to comprehend a psychological case efficiently and make them aware of the proceedings followed in case history taking;</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
I	Clinical Case I Industrial Case I	15
II	Counselling Case I Clinical Case II	15
III	Industrial Case II Counselling Case II	15
IV	Clinical Case III Industrial Case III	15
V	Counselling Case III Test / Practice Case	15
Total		75
<p>Reference Book(s):</p> <ul style="list-style-type: none"> • Sarason, Irwin G and Sarason Barbara R (2005). Abnormal Psychology – The Problem of Maladaptive Behaviour (11th Edition): PHI Learning Private Limited, NewDelhi. • Ahuja, Neeraj (2002). A Short Textbook of Psychiatry (5th Edition): Jaypee Brothers, New Delhi. • Prasad L M (2006). Organizational Behaviour, Sultan Chand & Sons, New Delhi. Sadock, B.J., & Sadock, V.A (2000). Kaplan & Sadock's Comprehensive Textbook of Psychiatry (2 Volume Set). Virginia: Lippincott Williams & Wilkins Publishers. 		
<p>Focus of Course: Skill Development</p>		
<p>e-Resource/e-Content URL: Youtube Videos: https://www.youtube.com/watch?v=IRiCntvec5U</p>		

Course Designer:
AshwanthKannaV, *Y. Ashwanth Kanna*
 Assistant Professor & Head, Dept. of Psychology, STC

Y. Ashwanth Kanna
MrAshwanthKannaV
 BOSChairman

Course Outcomes (COs)

On successful completion of this course the students will be able to:

CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Define the case summary from the available case details	K1
CO2	Outline the major and minor problems encountered in the case	K2
CO3	Identify the long term solution to the problems	K3
CO4	Identify the short term solutions for the problems	K4
CO5	Examine the effect of therapies used as interventions	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	M	L	L	L	M	M
CO2	L	L	L	M	S	L	L	L	M	M
CO3	L	L	L	M	M	L	L	L	M	M
CO4	L	L	L	M	S	L	L	L	M	M
CO5	L	L	L	S	M	L	L	L	M	M

S- Strong; L- Low; M-Medium

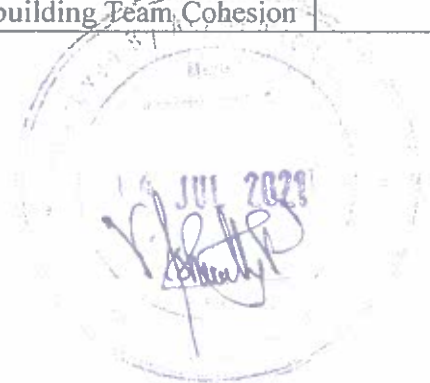
Y. Ashwanth Kanna
 04 JUL 2023

SEMESTER IV:

Course Code	Course Name	Course Type	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21MPY4EA0	SPORTS PSYCHOLOGY	PART III ELECTIVE 4	35	10	-	3
<p>Preamble: This course aims at helping the students to know how psychological factors are influential in determining the success of any sports person.</p>						
<p>Prerequisite: Basics of Psychology at Undergraduate Level</p>						

Syllabus:

Unit	Course Contents	Hours
I	<p>INTRODUCTION Meaning- History- Sports Psychologist; Sports and Exercise Psychology: Meaning- Difference- Bridging Science and practice- Understanding Present and Future trends; Personality: Introduction- Measuring personality variables- Applying trait and narrow-band theories to sport- Situation and Interactional approaches- Social learning; Approaches to Personality- Cognitive strategies and success; Attitude: Nature- Measuring attitudes- Formation of attitudes-Attitude to Sports and Sporting behaviour- Changing people's attitude and sports</p>	9
II	<p>UNDERSTANDING SPORTS AND ITS ENVIRONMENT Social Influences: Sources- Group and Team- Social facilitation- Leadership; Competition and Co-Operation: Definition- Process- Studies of Competition and Co-operation- Determining Good or Bad- Enhancing Co-operation; Group and Team Dynamics: Difference between Group and team- Theories of Group development- Group structure- Effective team climate- Individual team Performance in Team sports GROUP Cohesion: Definition- Conceptual model- Measuring Cohesion- Cohesion and Performance- Factors associated with cohesion- Strategies to enhance Cohesion- building Team Cohesion</p>	9



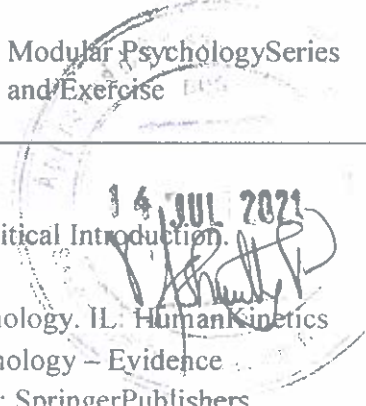
III	<p>LEARNING ABOUT PARTICIPANTS Aggression: Definition- Theories of aggression- Situational factors affecting aggression- Reduction of aggression; Arousal, Anxiety and Stress: Definition- Factors inducing anxiety and stress- Relation between arousal and performance- Anxiety and performance- Stress management; Motivation: Types-Humanistic perspectives- Achievement motivation- Cognitive approaches to motivation</p>	9	
IV	<p>HEALTH AND WELL-BEING Athletic Injuries and Psychology: How injuries happen- Relationship between Stress and injury- Psychological reactions to Exercise and athletic injuries- Role of sports psychology and Rehabilitation- Identify Athletes and Exercisers who are at risk for Injury; Addictive and Unhealthy Behaviours: Eating disorders- Substance abuse- Addiction to Exercise- Compulsive Gambling Burnout and Overtraining: Definition- Frequency- Models of Burnout- Factors leading to Athletic Over-training and Burnout- Ways to measure to Burnout- Burnout in Sports professionals- Treatment and prevention of Burnout</p>	9	
V	<p>IMPROVING PERFORMANCE Skills acquisition: Skills and Abilities- Classifying skills- Stages of skills acquisition- Information-processing approach-Memory- Enhancing skill acquisition; Psychological Skills Training (PST): Meaning- Importance- Why Sports and Exercise participants neglect PST- Myths- Effectiveness- Phases- Self-regulation- Conduction and Implementation of PST- Common problems in PST programs Arousal Regulation: Increasing Self-awareness of Arousal- Using anxiety-reducing techniques- Exploring Matching Hypothesis- Coping with adversity- Using arousal inducing techniques Imagery: Definition- Evidence- Imagery in Sport- Factors affecting Effectiveness of imagery- How imagery works- Uses of Imagery- Keys of effective imagery- Development of Imagery Training Program</p>	9	
Total		45	


Text Book:

- Jarvis, M (2005). Sport Psychology. New York, Routledge Modular Psychology Series
- Weinberg, R.S., & Gould, D. (2011). Foundations of Sport and Exercise Psychology (5th Edition). IL: Human Kinetics

Reference Book(s):

- Moran, A P (2004). Sport and Exercise Psychology – A Critical Introduction. New York, Routledge.
- Karageorghis, C. I & Terry, P. C (2011). Inside Sport Psychology. IL: Human Kinetics
- Luiselli, J.K & Reed, D.D (2011). Behavioural Sport Psychology – Evidence based approaches to Performance Enhancement. New York: Springer Publishers



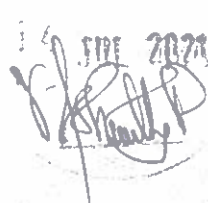
Focus of Course: Employability	
Course Designer: <i>S. Yuvasri</i> Ms. Yuvasri S, Assistant Professor, Dept. of Psychology, STC	 Mr Ashwanth Kanna V BOS Chairman

Course Outcomes (COs)		
On successful completion of this course the students will be able to:		
CO Number	Course Outcome (CO) Statement	Blooms Taxonomy Knowledge Level
CO1	Recall the connectivity of attitude and personality towards sport behaviour	K1
CO2	Infer the impact of team and group cohesiveness over the sport	K2
CO3	Identify different psychological components involved in sportsmanship	K3
CO4	Examine the influences of athletic injuries over psychological well being	K4
CO5	Explain the various ways of improving the performance in sports	K5

Mapping with Programme Outcomes and Programme Specific Outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	L	M	M	L	L	L	M	M
CO2	L	L	L	M	S	L	L	L	M	M
CO3	L	L	L	M	M	L	L	L	M	M
CO4	L	L	L	M	S	L	L	L	M	M
CO5	L	L	L	S	M	L	L	L	M	M

S- Strong; L- Low; M-Medium


 5/11/2021
 Mr. Ashwanth Kanna V

EXAMINATIONS SYSTEM UNDER AUTONOMY

1. OBE ASSESSMENT COMPONENT MATRIX

Theory

Course Category Assessment Components	UG	UG/PG			UG	UG	PG
	Language	Concept	Application	Analysis	Skill Based Course	Value Based Course	IDC
Component -1 CIA – Test	30	30	30	30	15	45	50
Component -2 UG – Attendance / PG – Seminar	5	5	5	5	5	5	-
Component -3 Assignments	5	5	5	5	5	-	-
Component -4 Skill Based Task	10*	10*	10*	10*	5 [#]	-	-
Total Marks	50	50	50	50	30	50	50

Note:

[#] - Skill based task – 1 task

* - Skill based tasks – 2 tasks for UG, – 3 tasks for PG

Practical

Course Category Assessment Components	UG/PG		Skill Based
	Component -1 CIA – Test	30	15
Component -2 Lab Performance	5	2.5	5
Component -3 Observation	5	2.5	5
Component -4 Skill Based Task	10*	5 [#]	5 [#]
Total Marks	50	25	30

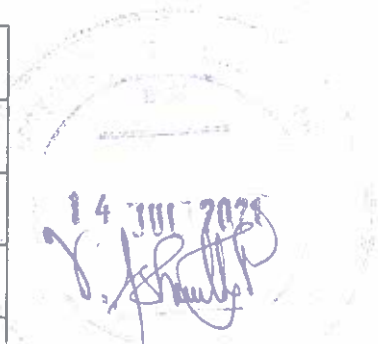
Note:

[#] - Skill based task – 1 task

* - Skill based tasks – 2 tasks for UG, – 3 tasks for PG

Project & Internship

Course Category Assessment Components	Project	Summer Internship	Project
	Component -1 Review I	15	25
Component -2 Review II	15	25	30
Component -3 Report Submission	10	-	20
Component -4 Model Viva voce	10	-	20
Total Marks	50	50	100



Internship & Field Work for Psychology/Social Work

Course Category	Internship
Assessment Components	
Component -1 Attendance	10
Component -2 Work Diary/IC	10
Component -3 Report/Record	10
Component -4 Prof. Knowledge & Initiatives/ Viva voce	20
Total Marks	50

SKILL BASED TASKS FOR THEORY / PRACTICAL COURSES:

- FLOWCHARTS
- MINIATURES
- DEMONSTRATION
- SNAP TALK
- VIVA VOCE
- CLASS PRESENTATION [ORAL/POSTER]
- BUSINESS PLAN
- GROUP DISCUSSION
- SIMULATION EXERCISE
- CASE STUDY
- GAMES
- PUZZLES
- MODELS
- PAPER PRESENTATION
- ARTICLE REVIEW
- DEBATE
- SEMINAR
- REPORTS
- PORTFOLIOS
- QUESTIONNAIRE
- PUBLICATION
- SURVEY
- MINI PROJECT [INDIVIDUAL / GROUP]
- USP COMPONENT [UNIQUE TO THE COURSE]



2. Mark Preparation Format

Sl.No.	Name	Reg.No.	Rubrics Evaluation				
			Component 1	Component 2	Component 3	Component 4	Total

3. Pattern of Examinations: The college follows semester pattern. Each academic year consists of two semesters and each semester ends with the End Semester Examinations. A student should have a minimum of 75% attendance out of 90 working days to become eligible to sit for the examinations.

4. Internal Examinations: The questions for every examination shall have equal representation from the units of syllabus covered. The question paper pattern and coverage of syllabus for each of the internal (CIA) tests for UG programs are as follows.

Internal Assessment Test

i. First Internal Assessment Test

Syllabus : First Two Units
 Working Days : On completion of 30 working days, approximately
 Duration : Two Hours
 Max. Marks : 50

ii. Second Internal Assessment Test

Syllabus : Third and Fourth Units
 Working Days : On completion of 65 working days, approximately
 Duration : Two Hours
 Max. Marks : 50

iii. Model Examinations

Syllabus : All Five Units
 Working Days : On completion of 85 working days, approximately
 Duration : Three Hours
 Max. Marks : 100 (or) 75

CIA Assessment (for CIA-I and CIA-II) - UG

Bloom's Category Level	Sections	Marks			Description
K1= Remember	Section A 5 Questions * 1 Marks	5			Multi choice Questions
K1= Remember K2= Understand K3= Apply	Section B 3 Questions (out of 5 questions) * 5 Marks (Open choice type)	15			Open choice type Questions (250 words)
		K1	K2	K3	
K1= Remember K2= Understand K3= Apply	Sections C 3 Questions * 10 Marks (either or type)	30			Either or types Questions (500 words)
		K1	K2	K3	
	Total	50			

For the internal assessment test, the question paper pattern shall be as given below.

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UG: CIA TEST – I & II
[FOR 2 UNITS - 2 HOURS – 50 MARKS]
[FOR CORE/ELECTIVE/ALLIED/SKILL BASED COURSES]
SECTION A

[05 MULTIPLE CHOICE QUESTIONS]
 [ALL 5 FROM K1 LEVEL]: **05 x 01= 05 MARKS**
 (MINIMUM TWO QUESTION SHALL BE ASKED FROM EACH UNIT)

SECTION B

[250 WORDS – OPEN CHOICE TYPE – 3 OUT OF 5 QUESTIONS]
 [2 QUESTIONS FROM K1 LEVEL]
 [2 QUESTIONS FROM K2 LEVEL]
 [1 QUESTION FROM K3 LEVEL]: **03 x 05 = 15 MARKS**
 (MINIMUM TWO QUESTION SHALL BE ASKED FROM EACH UNIT)

SECTION C

[500 WORDS – EITHER OR TYPE – 3 QUESTIONS]
 [ALL 3 ARE FROM K1,K2& K3 LEVEL RESPECTIVELY]: **03 x 10 = 30 MARKS**
 (MINIMUM TWO QUESTION SHALL BE ASKED FROM EACH UNIT)

CIA Assessment (for CIA-I and CIA-II) - PG

Bloom's Category Level	Sections	Marks				Description
K1= Remember	Section A 5 Questions * 1 Marks	5				Multi choice Questions
K1= Remember K2= Understand K3= Apply K4 = Analyze	Section B 3 Questions (out of 5 questions) * 5 Marks (Open choice type)	15				Open choice type Questions (250 words)
		K1	K2	K3	K4	
K2= Understand K3= Apply K4 = Analyze	Sections C 3 Questions * 10 Marks (either or type)	30				Either or types Questions (500 words)
		K1	K2	K3	K4	
	Total	50				

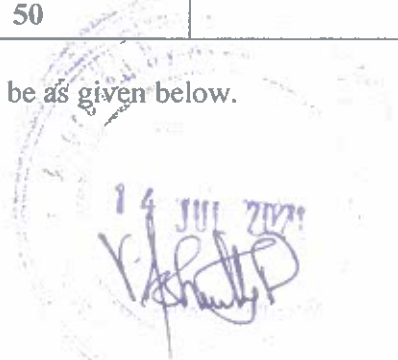
For the First internal assessment test, the question paper pattern shall be as given below.

PG: CIA TEST – I & II

[FOR 2 UNITS - 2 HOURS – 50 MARKS]
[FOR CORE/ELECTIVE/ALLIED/SKILL BASED COURSES]

SECTION A

[05 MULTIPLE CHOICE QUESTIONS]
 [ALL 5 FROM K1 LEVEL]: **05 x 01= 05 MARKS**
 (MINIMUM TWO QUESTION SHALL BE ASKED FROM EACH UNIT)



SECTION B

[250 WORDS – OPEN CHOICE TYPE – 3 OUT OF 5 QUESTIONS]

[1 QUESTION FROM K1 LEVEL]

[2 QUESTIONS FROM K2 LEVEL]

[1 QUESTION FROM K3 LEVEL]

[1 QUESTION FROM K4 LEVEL]:

03 x 05 = 15 MARKS

(MINIMUM TWO QUESTION SHALL BE ASKED FROM EACH UNIT)

SECTION C

[500 WORDS – EITHER OR TYPE – 3 QUESTIONS]

[ALL 3 ARE FROM K2,K3&K4 LEVEL RESPECTIVELY] :

03 x10 = 30 MARKS

(MINIMUM TWO QUESTION SHALL BE ASKED FROM EACH UNIT)

PG: CYCLE TEST – I & II

[FOR 2 UNITS - 2 HOURS – 50 MARKS]

[FOR IDC – QUANTITATIVE APTITUDE & VERBAL REASONING]

SECTION A

[50 MULTIPLE CHOICE QUESTIONS]

[ALL 50 FROM K1 LEVEL]:

50 x 01= 50 MARKS

(MINIMUM TWENTY TWO QUESTIONS SHALL BE ASKED FROM EACH UNIT)

Model & Semester Examinations Assessment - UG for 100 marks

Bloom's Category Level	Sections	Marks			Description
K1= Remember	Section A 10 Questions * 1 Marks	10			Multi choice Questions
K1= Remember K2= Understand K3= Apply	Section B 5 Questions (out of 7 questions)* 6 Marks (Open choice type)	K1	K2	K3	Open choice type Questions (250 words)
		2	3	2	
K1= Remember K2= Understand K3= Apply	Sections C 5 Questions * 12 Marks (either or type)	60			Either or types Questions (500 words)
		K1	K2	K3	
		4	4	2	
	Total	100			

Model & Semester Examinations Assessment - UG for 75 marks

Bloom's Category Level	Sections	Marks	Description			
K1= Remember	Section A 10 Questions * 1 Marks	10	Multi choice Questions			
K1= Remember K2= Understand K3= Apply	Section B 5 Questions (out of 7 questions)* 5 Marks (Open choice type)	25	Open choice types Questions (250 words)			
		<table border="1"> <tr> <td>K1</td> <td>K2</td> <td>K3</td> </tr> <tr> <td>2</td> <td>3</td> <td>2</td> </tr> </table>		K1	K2	K3
K1	K2	K3				
2	3	2				
K1= Remember K2= Understand K3= Apply	Sections C 5 Questions * 8 Marks (either or type)	40	Either or types Questions (500 words)			
		<table border="1"> <tr> <td>K1</td> <td>K2</td> <td>K3</td> </tr> <tr> <td>4</td> <td>4</td> <td>2</td> </tr> </table>		K1	K2	K3
K1	K2	K3				
4	4	2				
	Total	75				

**UG: MODEL & SEMESTER EXAMINATIONS
[FOR CORE/ELECTIVE/ ALLIED COURSES]
[FOR 5 UNITS – 3 HOURS – 100 MARKS]**

SECTION A

[10 MULTIPLE CHOICE QUESTIONS]
[ALL 10 FROM K1 LEVEL]:
(Two each from all units)

10x01= 10 MARKS

SECTION B

[250 WORDS – OPEN CHOICE TYPE – 5 OUT OF 7 QUESTIONS]
[2 QUESTIONS FROM K1 LEVEL]
[3 QUESTIONS FROM K2 LEVEL]
[2 QUESTIONS FROM K3 LEVEL]:
(Minimum One question shall be asked from each unit)

05 x 06 = 30 MARKS

SECTION C

[500 WORDS – EITHER OR TYPE – 5 QUESTIONS]
[2 QUESTIONS FROM K1 LEVEL]
[2 QUESTIONS FROM K2 LEVEL]
[1 QUESTION FROM K3 LEVEL]:
(Two each from all units)

05 x 12 = 60 MARKS

**UG: MODEL & END SEMESTER EXAMINATIONS
[FOR SKILL BASED COURSES / ALLIED & NME]
[FOR 5 UNITS – 3 HOURS – 75 MARKS]**

SECTION A

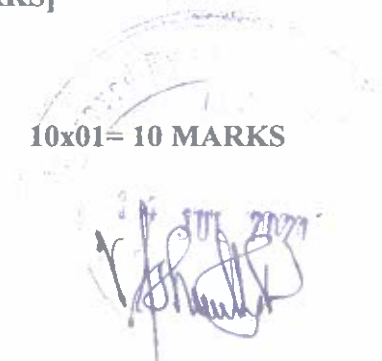
[10 MULTIPLE CHOICE QUESTIONS]
[ALL 10 FROM K1 LEVEL]:
(Two each from all units)

10x01= 10 MARKS

SECTION B

[250 WORDS – OPEN CHOICE TYPE – 5 OUT OF 7 QUESTIONS]
[2 QUESTIONS FROM K1 LEVEL]
[3 QUESTIONS FROM K2 LEVEL]
[2 QUESTIONS FROM K3 LEVEL]:
(Minimum One question shall be asked from each unit)

05 x 05 = 25 MARKS



SECTION C

[500 WORDS – EITHER OR TYPE – 5 QUESTIONS]
 [2 QUESTIONS FROM K1 LEVEL]
 [2 QUESTIONS FROM K2 LEVEL]
 [1 QUESTION FROM K3 LEVEL]:
 (Two each from all units)

05 x 08 = 40 MARKS

Model & Semester Examinations Assessment - PG for 100 marks

Bloom's Category Level	Sections	Marks				Description
K1	Section A 10 Questions * 1 Marks	10				Multiple choice Questions
K1, K2, K3, K4	Section B 5 Questions (out of 7 questions)* 6 Marks (Open choice type)	30				Open choice types Questions (250 words)
		K1	K2	K3	K4	
		2	2	2	1	
K2, K3, K4	Sections C 5 Questions * 12 Marks (either or type)	60				Either or types Questions (500 words)
		K2	K3	K4		
		4	4	1		
	Total	100				

**PG: MODEL & END SEMESTER EXAMINATIONS
 [FOR 5 UNITS – 3 HOURS – 100 MARKS]**

[FOR CORE/ELECTIVE/ALLIED COURSES]

SECTION A

[10 MULTIPLE CHOICE QUESTIONS]
 [ALL 10 FROM K1 LEVEL]:
 (Two each from all units)

10x01= 10 MARKS

SECTION B

[250 WORDS – OPEN CHOICE TYPE – 5 OUT OF 7 QUESTIONS]
 [2 QUESTIONS FROM K1 LEVEL]
 [2 QUESTIONS FROM K2 LEVEL]
 [2 QUESTIONS FROM K3 LEVEL]
 [1 QUESTION FROM K4 LEVEL]:
 (Minimum One question shall be asked from each unit)

05 x 06 = 30 MARKS

SECTION C

[500 WORDS – EITHER OR TYPE – 5 QUESTIONS]
 [2 QUESTIONS FROM K2 LEVEL]
 [2 QUESTIONS FROM K3 LEVEL]
 [1 QUESTION COMPULSORY FROM K4 LEVEL]:
 (Two each from all units)

05 x 12 = 60 MARKS

The following is the Question Paper Pattern for the courses Environmental Studies and Value Education and Human Rights.,

Syllabus : All Five Units

Duration : Three Hours

Max. Marks : 50

Question Paper Pattern

Section A (5 x 10 = 50 marks)

Five Questions of "either / or" type. Each question carries 10 marks.

Answer all questions

Q.1 (a) _____ or (b) _____

Q.2 (a) _____ or (b) _____

Q.3 (a) _____ or (b) _____

Q.4 (a) _____ or (b) _____

Q.5 (a) _____ or (b) _____

Assignments

Each student is expected to submit at least two assignments per course. The assignment topics will be allocated by the course teacher. The students are expected to submit the first assignment before the commencement of first CIA and the second assignment before the commencement of second CIA.

Scoring pattern for Assignments

Punctual Submission : 2 Marks

Contents : 4 Marks

Originality/Presentation skill : 4 Marks

Maximum : 10 Marks x 2 Assignments = 20 marks

(Reduce these marks to a maximum of 5 i.e., (Marks obtained / 20) X 5)

Attendance Mark

Attendance Range Marks

96 % and above - 5 Marks

91 % & up to 95 % - 4 Marks

86% & up to 90 % - 3 Marks

81% & up to 85 % - 2 Marks

From 75 % to 80% - 1 Mark

Maximum - 5 Marks



**Outcome Based Education Assessment Pattern (Internals)
2021-22 batch onwards**

InternalsSetup : Theory – 50 marks (UG/PG)

Name of the Examinations	Examination Conduction Marks	Marks to convert as Final Mark
CIA Test – I	50	7.5
CIA Test – II	50	7.5
Model Examination	100	15
Assignment	5	5
Attendance	5	5
Skill Based Task	10	10
Total Marks		50

InternalsSetup : Theory – 30 marks (UG)

Name of the Examinations	Examination Conduction Marks	Marks to convert as Final Mark
CIA Test – I	50	3
CIA Test – II	50	3
Model Examination	100	9
Assignment	5	5
Attendance	5	5
Skill Based Task	5	5
Total Marks		30

InternalsSetup : Value Based Course – 50 marks (UG)

Name of the Examinations	Examination Conduction Marks	Marks to convert as Final Mark
CIA Test – I	50	10
CIA Test – II	50	10
Model Examination	100	25
Assignment	-	-
Attendance	5	5
Skill Based Task	-	-
Total Marks		50

InternalsSetup : IDC – 50 marks (PG)

Name of the Examinations	Examination Conduction Marks	Marks to convert as Final Mark
CIA Test – I	50	15
CIA Test – II	50	15
Model Examination	100	20
Assignment	-	-
Attendance	-	-
Skill Based Task	-	-

Total Marks		50
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InternalsSetup : *Practical – 50 marks*

Name of the Examinations	Examination Conduction Marks	Marks to convert as Final Mark
CIA Test – I	50	7.5
CIA Test – II	50	7.5
Model Examination	100	15
Lab Performance	5	5
Observation	5	5
Skill Based Task	10	10
Total Marks		50

InternalsSetup : *Practical – 25 marks*


Name of the Examinations	Examination Conduction Marks	Marks to convert as Final Mark
CIA Test – I	50	3.5
CIA Test – II	50	3.5
Model Examination	100	8
Lab Performance	2.5	2.5
Observation	2.5	2.5
Skill Based Task	5	5
Total Marks		25

InternalsSetup : *Practical – 30 marks*

Name of the Examinations	Examination Conduction Marks	Marks to convert as Final Mark
CIA Test – I	50	3
CIA Test – II	50	3
Model Examination	100	9
Lab Performance	5	5
Observation	5	5
Skill Based Task	5	5
Total Marks		30

InternalsSetup : *Project – 50 marks*

Name of the Examinations	Examination Conduction Marks	Marks to convert as Final Mark
Review – I	15	15
Review – II	15	15
Report Submission	10	10

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Model Viva-voce	10	10
Total Marks		50

InternalsSetup : *Summer Internship – 50 marks*

Name of the Examinations	Examination Conduction Marks	Marks to convert as Final Mark
Review – I	25	25
Review – II	25	25
Total Marks		50

InternalsSetup : *Project– 100 marks*

Name of the Examinations	Examination Conduction Marks	Marks to convert as Final Mark
Review – I	30	30
Review – II	30	30
Report Submission	20	20
Model Viva-voce	20	20
Total Marks		100

InternalsSetup : *Internship and Field Work – 50 marks*

Name of the Examinations	Examination Conduction Marks	Marks to convert as Final Mark
Work diary/IC	10	10
Report/Record	10	10
Professional Knowledge & Initiatives / Viva-voce	20	20
Attendance	10	10
Total Marks		50

V. J. Prabhakar

External Examinations:

The external examinations for theory courses will be conducted for 50% marks for all UG and PG degree programs, (In case of Total mark is 75, External will be 45 marks). The external theory examinations will be conducted only after the completion of 90 working days in each semester.

Normally, the external practical examinations will be conducted before the commencement of theory examinations. Under exceptional conditions these examinations may be conducted after theory examinations are over. The external evaluation will be for 50%(In case of Total mark is 75, External will be 45 marks) of each practical course.

The **External Assessment marks for Practical Examinations** are based on the following criteria. The assessment is for 50 % marks of each practical course.

Programmes (2*20)	40
(Algorithm 10 marks, Key and execution 10 marks)	
Record	10

Total	50

The **External Assessment marks for Skill Based Practical Examinations** are based on the following criteria. The assessment is for 45 marks of each practical course.

Programmes (2*20)	40
(Algorithm 08 marks, Key and execution 12 marks)	
Record	05

Total	45

The **External Assessment marks for Non Major Elective Practical Examinations** are based on the following criteria. The assessment is for 50 marks.

Programmes (2*21)	42
(Algorithm 7 marks, Key and execution 14 marks)	
Record	8

Total	50

The **External Assessment marks for Project and Summer Internship [Inclusive of Psychology & Social Work]** are based on the following criteria. The assessment is for 50 marks.

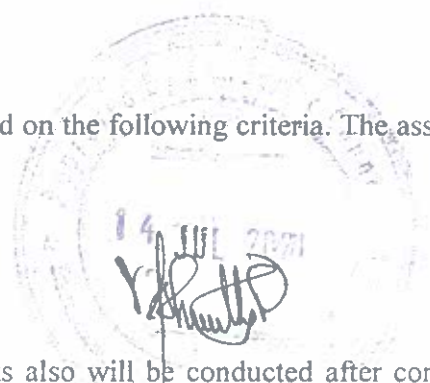
a)Evaluation	30
b)Viva	20

Total	50

The **External Assessment marks for Project** are based on the following criteria. The assessment is for 100 marks.

a)Evaluation	60
b)Viva	40

Total	100



The external viva voce examinations for project works also will be conducted after completion of theory examinations. The external assessment is for 100 % marks of the project work.

The **External Assessment mark for project evaluation / summer internship [50 marks]** is based on the following criteria.

a)Assessment	30
b)Viva	20

Total 50

The External Assessment mark for project evaluation / summer internship [100 marks] is based on the following criteria.

a)Assessment 60
b)Viva 40

Total 100

End Semester Examinations Question Paper Pattern - I

Syllabus : All Five Units
Working Days : On completion of a minimum of 90 working days.
Duration : Three Hours
Max. Marks : 100

Question Paper Pattern

For the End Semester External Theory Examinations for 100 marks the question paper pattern shall be the same for all UG & PG programmes.

Section – A (10 X 1 = 10 Marks)

Answer the following questions

Multiple Choice questions

- 1 Unit I
- 2 Unit I
- 3 Unit II
- 4 Unit II
- 5 Unit III
- 6 Unit III
- 7 Unit IV
- 8 Unit IV
- 9 Unit V
- 10 Unit V

Section – B (5 X 6 = 30 Marks)

Answer any 5 out of 7 of the following questions

Answers should not exceed 250 words

11. Unit – I/II/III/IV/V
12. Unit – I/II/III/IV/V
13. Unit – I/II/III/IV/V
14. Unit – I/II/III/IV/V
15. Unit – I/II/III/IV/V
16. Unit – I/II/III/IV/V
17. Unit – I/II/III/IV/V

Section – C (5 X 12 = 60 Marks)
Answer either (a) or (b) from all questions
Answers should not exceed 500 words

18. a) Unit – I Or
b) Unit – I
19. a) Unit II Or
b) Unit II
20. a) Unit III Or
b) Unit III
21. a) Unit IV Or
b) Unit IV
22. a) Unit V Or
b) Unit V

End Semester Examinations Question Paper Pattern - II

- Syllabus : All Five Units
Working Days : On completion of a minimum of 90 working days.
Duration : Three Hours
Max. Marks : 75

Question Paper Pattern

For the **End Semester External Theory Examinations (for 75 marks)**, the question paper pattern shall be the same for all UG programmes [Skill Based Courses & NME].

Section – A (10 X 1 = 10 Marks)

Answer the following questions

Multiple Choice questions

- 1 Unit I
2 Unit I
3 Unit II
4 Unit II
5 Unit III
6 Unit III
7 Unit IV
8 Unit IV
9 Unit V
10 Unit V



Section – B (5 X 5 = 25 Marks)

Answer any 5 out of 7 of the following questions

Answers should not exceed 250 words

11. Unit – I/II/III/IV/V
12. Unit –I/II/III/IV/V
13. Unit – I/II/III/IV/V
14. Unit – I/II/III/IV/V
15. Unit – I/II/III/IV/V
16. Unit – I/II/III/IV/V
17. Unit – I/II/III/IV/V

Section – C (5 X 8 = 40 Marks)

Answer either (a) or (b) from all questions

Answers should not exceed 500 words

16. a) Unit I Or
b) Unit I
17. a) Unit II Or
b) Unit II
18. a) Unit III Or
b) Unit III
19. a) Unit IV Or
b) Unit IV
20. a) Unit V Or
b) Unit V

Essential conditions for the Award of Degree / Diploma / Certificates:

1. Pass in all components of the degree, i.e., Part–I, Part–II, Part–III, Part – IV and Part–V individually is essential for the award of degree.
2. First class with Distinction and above will be awarded for part III only. Ranking will be based on marks obtained in Part – III only.
3. GPA (Grade Point Average) will be calculated every semester separately. If a candidate has arrears in a course, then GPA for that particular course will not be calculated. The CGPA will be calculated for those candidates who have no arrears at all. The ranking also will be done for those candidates without arrears only.
4. The improvement marks will not be taken for calculating the rank. In the case of courses which lead to extra credits also, they will neither be considered essential for passing the degree nor will be included for computing ranking, GPA, CGPA etc.
5. The grading will be awarded for the total marks of each course.
6. Fees shall be paid for all arrears courses compulsorily.
7. There is provision for re-totaling, Xerox copy and revaluation for UG and PG Programmes on payment of prescribed fees.

RANGE OF MARKS (In percent)	GRADE POINTS	GRADE	DESCRIPTION
90 - 100	9.0 - 10.0	O	OUTSTANDING
80 - 89	8.0 - 8.9	D+	EXCELLENT
75 - 79	7.5 - 7.9	D	DISTINCTION
70 - 74	7.0 - 7.4	A+	VERY GOOD
60 - 69	6.0 - 6.9	A	GOOD
50 - 59	5.0 - 5.9	B	AVERAGE
40 - 49 #	4.0 - 4.9	C	SATISFACTORY
00 - 39	0.0	U	RE-APPEAR
ABSENT	0.0	U	ABSENT

Reappearance is necessary for those who score below 50% Marks in PG **;

those who score below 40% Marks in UG*; # only applicable for UG programs

Individual Courses

C_i = Credits earned for course "i" in any semester

G_i = Grade Point obtained for course "I" in any semester

'n' refers to the semester in which such courses were credited.

$$\text{GRADE POINT AVERAGE [GPA]} = \frac{\sum C_i G_i}{\sum C_i}$$

Sum of the multiplication of grade points by the credits of the courses

GPA = -----

Sum of the credits of the courses in a semester

Classification of Successful Candidates (Overall):

CGPA	GRADE	CLASSIFICATION OF FINAL RESULT
9.5 to 10.0	O+	First Class - Exemplary *
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction *
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	First Class
7.0 and above but below 7.5	A++	
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.5 and above but below 5.0	C+	Third Class
4.0 and above but below 4.5	C #	
0.0 and above but below 4.0	U	Re-appear

“*” The candidates who have passed in the first appearance and within the prescribed semester of the Programme (Major, Allied, Inter Departmental and Elective Course alone) are eligible.

“#” Only applicable to U.G. Programme

$$\text{CUMULATIVE GRADE POINT AVERAGE [CGPA]} = \frac{\sum n_i C_n G_n}{\sum n_i C_n}$$

Sum of the multiplication of grade points by the credits of entire program

$$\text{CGPA} = \frac{\text{Sum of the multiplication of grade points by the credits of entire program}}{\text{Sum of the credits of the Courses of the entire Program}}$$

In order to get through the examination, each student has to earn the minimum marks prescribed in the internal (wherever applicable) and external examinations in each of the theory course, practical course and project viva.

Normally, the ratio between internal and external marks is 50:50. There is no passing minimum for internal component. The following are the minimum percentage and marks for passing of each course, at UG and PG levels for external and aggregate is as follows:

S.No	Program	Passing Minimum in Percent	
		External (50)	Aggregate (100)
1	UG Degree	40% (20)	40% (40)
2	PG Degree	50% (25)	50% (50)

However, the passing minimum marks may vary depending up on the maximum marks of each course.

The passing minimum at different levels of marks is given in the following table:

S.No	UG & PG Maximum Marks			Passing minimum for UG			Passing minimum for PG		
	Int.	Ext.	Total	Int.	Ext.	Agg. 40%	Int.	Ext.	Agg. 50%
1	50	50	100	-	20	40	-	25	50
2	30	45	75	-	18	30	-	-	-
3	50	-	50	20	-	20	25	-	25
4	25	25	50	-	10	20	-	13	13
5	-	50	50	-	20	20	-	25	25
6	100	100	200	-	40	80	-	50	100
7	-	100	100	-	40	40	-	50	50

Reappearance

The students having arrears shall appear in the subsequent semester (external) examinations compulsorily. The candidates may be allowed to write the examination in the same syllabus for 3 years only. Thereafter, the candidates shall be permitted to write the examination in the revised / current syllabus depending on various administrative factors. There is no re-examination for internals.

Criteria for Ranking of Students:

1. Marks secured in core, elective and Inter Disciplinary Course (Part III) courses will be considered for PG Programs and marks secured in Core, Elective, Inter Departmental and Allied Courses (Part-III) will be considered for UG programs, for ranking of students.
2. Candidate must have passed all courses prescribed chosen / opted in the first attempt itself.
3. Improvement marks will not be considered for ranking but will be considered for classification.

External Examination Grievances Committee:

Those students who have grievances in connection with examinations may represent their grievances, in writing, to the chairman of examination grievance committee in the prescribed Performa. The Principal will be chairman of this committee.





SREE SARASWATHI THYAGARAJA COLLEGE (AUTONOMOUS)
THIPPAMPATTI, POLLACHI - 642 107

Student Grievance Form
(Forms Available at Utility Stores)

Date:
Place:

From

Register No :
Name :
Class :
SreeSaraswathiThyagarajaCollege,
Pollachi – 642 107

To

The Principal / Examination-in-charge,
SreeSaraswathiThyagarajaCollege,
Pollachi – 642 107

Through:

1. Head of the Department,
Department of,
SreeSaraswathiThyagaraja College,
Pollachi – 642 107
2. Dean of the Department
Faculty of,
SreeSaraswathiThyagaraja College,
Pollachi – 642 107

Respected Sir / Madam,

Sub: - reg.

NATURE OF GRIEVANCE

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.....

Thanking you,

Yours Truly,

Signature

Forwarded by:

HOD with comments / recommendation

.....

2. Dean with comments / recommendation

.....

3. Signature and Directions of the Principal

.....

4. Controller of Examinations:

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