

# **Sadakathullah Appa College**

**(Autonomous)**

**(Reaccredited by NAAC at an 'A++' Grade. An ISO 9001:2015 Certified Institution)**

**Rahmath Nagar, Tirunelveli-11.**

**TamilNadu.**

## **DEPARTMENT OF PSYCHOLOGY**



**CBCS SYLLABUS**

**Learning Outcome-Based Curriculum Framework For**

## **Psychology (B.Sc.)**

**(Applicable for students admitted in June 2024 and onwards)**

**(As per the Resolutions of the Academic Council Meeting**

**held on 01.06.2024)**



## CONTENTS

<b>S. No.</b>	<b>Course Title</b>	<b>Course Code</b>
1	Prose	24ULAR11
2	பொதுத் தமிழ் 1 - இலக்கிய வரலாறு - 1	24ULTA11
3	General English - I	24ULEN11
4	Introduction to Psychology -I	24UCPY11
5	Biological Psychology	24UCPY12
6	Building Psychological Capital	24UAPY11
7	Stress Management	24UNPY11
8	Careers and Ethics in Psychology	24UFPY11
9	Grammar	24ULAR21
10	பொதுத் தமிழ் 2 - தமிழ் இலக்கிய வரலாறு - 2	24ULTA21
11	General English - II	24ULEN21
12	Introduction to Psychology-II	24UCPY21
13	Psychology of Childhood and Adolescence	24UCPY22
14	Cross Cultural Psychology	24UAPY21
15	Personality Development	24UNPY21
16	Value Education I	24USVE2A
17	Value Education II	24USVE2B

**Sadakathullah Appa College, Rahmath Nagar, Tirunelveli – 627 011.**

**Programme Structure & Credits – UG (Psychology) - 2024 – 2027**

Sem	Part	Course Type	Title of the Course	Course Code	H/W	C	Marks		
							I	E	T
I	I	Lang-I	Prose	24ULAR11	6	3	25	75	100
			பொதுத் தமிழ் 1 - இலக்கிய வரலாறு - 1	24ULTA11					
	II	Lang-II	General English - I	24ULEN11	6	3	25	75	100
	III	Core-I	Introduction to Psychology -I	24UCPY11	4	4	25	75	100
	III	Core -II	Biological Psychology	24UCPY12	4	4	25	75	100
	III	EC –I (GE)	Building Psychological Capital	24UAPY11	6	5	25	75	100
	IV	SEC-I (NME)	Stress Management	24UNPY11	2	2	15	35	50
IV	FC	Careers and Ethics in Psychology	24UFPY11	2	2	15	35	50	
					<b>30</b>	<b>23</b>			<b>600</b>
II	I	Lang-I	Grammar	24ULAR21	6	3	25	75	100
			பொதுத் தமிழ் 2 - தமிழ் இலக்கிய வரலாறு - 2	24ULTA21					
	II	Lang-II	General English - II	24ULEN21	6	3	25	75	100
	III	Core-III	Introduction to Psychology-II	24UCPY21	4	4	25	75	100
	III	Core - IV	Psychology of Childhood and Adolescence	24UCPY22	4	4	25	75	100
	III	EC –II (GE)	Cross Cultural Psychology	24UAPY21	6	5	25	75	100
	IV	SEC-II (NME)	Personality Development	24UNPY21	2	2	15	35	50
	IV	SEC-III	Value Education I	24USVE2A	2	2	15	35	50
Value Education II			24USVE2B						
					<b>30</b>	<b>23</b>			<b>600</b>

## DEPARTMENT OF PSYCHOLOGY

### REVISED SYLLABUS FOR BSc PSYCHOLOGY (2024-27)

#### Program Outcomes

#### Programme Outcomes (PO)

(Aligned with Graduate Attributes) for B.Sc.

PO	Upon completion of B.Sc. Degree Programme, the students will be able to:
PO 1	<b>Disciplinary Knowledge</b> Acquire scientific knowledge and an understanding of major concepts and theoretical principles.
PO 2	<b>Creative Thinking and Practical Skills / Problem-Solving Skills</b> Enrich skills of observation/research-related skills to draw logical inferences from scientific experiments/ programming and skills of creative thinking to develop novel ideas. Hone problem-solving skills in theoretical, experimental, and computational areas and apply them in research fields and real-life situations.
PO 3	<b>Sense of inquiry and Skilled Communicator</b> Develop the capability to raise appropriate questions relating to the current/emerging issues encountered in the scientific field and plan, execute, and express the results of experiments / investigations through technical writings and oral presentations
PO 4	<b>Ethical Awareness / Team Work / Environmental Conservation and Sustainability</b> Equip them for conducting work as an individual / as a member, or as a leader in diverse teams upholding values such as honesty and precision and thus preventing unethical behaviors such as fabrication, falsification, misrepresentation of data, plagiarism, etc. to ensure academic integrity. Realize that environment and humans are dependent on one another and know about the responsible management of our ecosystem for survival and the well-being of the future generation as well.
PO 5	<b>Usage of ICT/ Lifelong Learning / Self-Directed Learning</b> Inculcate the habit of learning continuously through the effective adoption of ICT to update knowledge in the emerging areas in Sciences for inventions/discoveries and engage in remote/independent learning.
PO 6	<b>Research-related skills:</b> A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

## DEPARTMENT OF PSYCHOLOGY

### Program Specific Outcomes

<b>PSOs</b>	<b>Upon completion of the B.Sc. Psychology Degree Programme, students will be able to:</b>	<b>POs Mapped</b>
PSO1	Acquiring psychological knowledge based on scientific theories and principles.	1 & 2
PSO2	Foster creative thinking and provide practical solutions to the problems pertaining to mental health.	2 ,3, 6
PSO 3	Enrich professional skills that would provide for ethical practice of psychology and to stimulate curiosity and interrogate contemporary knowledge and research.	2, 4, 6
PSO 4	Be sensitive to the environmental facilitation that would provide for quality in survival of humanity.	4 & 5
PSO 5	Be able to enrich professional knowledge with continuous learning and stay updated in the emerging areas of psychological inquiry.	3, 5, 6

<b>Semester - I</b>	<b>PROSE</b>		<b>24ULAR11</b>			
<b>LANG – I</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 6</b>	<b>Hrs./Semester : 60</b>	<b>Marks :100</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>3</b>

**General Objective:** To make the students to understand the structure of Arabic language and improve the reading and writing skills.

### Learning Objectives

<b>LO</b>	<b>The learners will be able to:</b>
LO-1	Understand basic Arabic grammar.
LO-2	Understand the structure of Arabic language.
LO-3	Employ sentence making.
LO-4	Enhance vocabulary.
LO-5	Improve reading and writing skills.

- UNIT I -** من الدرس الأول إلى الدرس الرابع  
**UNIT II -** من الدرس الخامس إلى الدرس الثامن  
**UNIT III -** من الدرس التاسع إلى الدرس الثالث عشر  
**UNIT IV -** من الدرس الرابع عشر إلى الدرس الثامن عشر  
**UNIT V -** من الدرس التاسع عشر إلى الدرس الثالث والعشرون

### Textbooks:

دروس اللغة العربية لغير الناطقين بها، الجزء الأول، الدكتور ف. عبد الرحيم.1

### Reference Books:

1. معجم الكلمات الواردة في دروس اللغة العربية لغير الناطقين بها
2. مفتاح دروس اللغة العربية لغير الناطقين بها
3. القراءة الراشدة – للشّيخ أبي الحسن عليّ الحسنيّ الندوي
4. القراءة المفيدة – للدكتور محمد يوسف كوكن العمري
5. منهاج العربية - السيد النبي حيدرآبادي

www.alnahw.com

### Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Understand the correct pronunciation of Arabic letters	PSO 1	K2
CO-2	Apply the structure-based composition	PSO 1,2	K3
CO-3	List out the new vocabulary in Arabic	PSO 1	K4
CO-4	Evaluate and read the Arabic sentences without diacritical marks	PSO 1,2	K5
CO-5	Able to create the simple sentences in Arabic without errors.	PSO 1	K6

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;  
K5 - Evaluating; K6 - Creating**

### Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits			
I	24ULAR11	PROSE					90	3			
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	3	3	1	2	1	1	3	2	2	1	1
CO-2	3	3	1	2	1	1	3	2	2	1	1
CO-3	3	3	1	2	1	1	3	2	2	1	1
CO-4	3	3	1	2	1	1	3	2	2	1	1
CO-5	3	3	1	2	1	1	3	2	2	1	1

**STRONG – 3, MEDIUM – 2 , LOW – 1**

Prepared by : Dr. S.A.Mohamed Rafeek

Checked by: Dr. J. Ubaiyathulla

Head of the Department



<b>Semester - I</b>	<b>பொதுத்தமிழ் - 1</b>		<b>24ULTA11</b>			
<b>LANG - I</b>	<b>தமிழ் இலக்கிய வரலாறு - 1</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 6</b>	<b>Hrs./Semester : 90</b>	<b>Marks :100</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>3</b>

**General Objective:**

- தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்.

**Learning Objectives:**

<b>LO</b>	<b>The learners will be able to:</b>
LO - 1	தமிழ் இலக்கண, இலக்கியங்களை மாணவர்கள் அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டுதல்.
LO - 2	சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர்.
LO - 3	அற இலக்கியங்களை அறியச் செய்து வாழ்வின் விழுமியங்களை பயிற்றுவித்தல்.
LO - 4	காப்பியங்களை அறிமுகம் செய்து அதன் வழி வாழ்வியலை புரியச் செய்தல்.
LO - 5	பக்தி இலக்கியங்களின் மூலம் பக்தியுணர்வை ஊட்டுதல்.

**அலகு 1 இலக்கணம்**

1. தொல்காப்பியம், இறையனார் களவியல் உரை, நம்பியகப் பொருள், புறப்பொருள் வெண்பா மாலை, நன்னூல், தண்டியலங்காரம், யாப்பருங்கலக்காரிகை - நூல்கள்
2. மொழிப் பயிற்சி - ஒற்றுப்பிழை தவிர்த்தல்
  - வல்லினம் மிகும் இடங்கள்
  - வல்லினம் மிகா இடங்கள்
  - ஈரொற்று வரும் இடங்கள்
  - ஒரு, ஓர் வரும் இடங்கள்
  - அது, அஃது வரும் இடங்கள்
  - தான், தாம் வரும் இடங்கள்

1. சங்க இலக்கியம் - எட்டுத் தொகை, பத்துப்பாட்டு.
2. அற இலக்கியம் - பதினெண்கீழ்க்கணக்கு நூல்கள்.

3. காப்பிய இலக்கியம் - ஐம்பெருங் காப்பியங்கள், ஐஞ்சிறு காப்பியங்கள், சமயக் காப்பியங்கள்.
4. பக்தி இலக்கியமும் (பன்னிரு திருமுறைகள் நாலாயிர திவ்வியப் பிரபந்தம்), பகுத்தறிவு இலக்கியமும் (சித்தர் இலக்கியங்கள், புலவர் குழந்தையின் இராவண காவியம்)

**அலகு 2 சங்க இலக்கியம் - எட்டுத்தொகை, பத்துப்பாட்டு எட்டுத்தொகை**

1. நற்றிணை - முதல் பாடல் - நின்ற சொல்லர்
2. குறுந்தொகை 3 ஆம் பாடல் - நிலத்தினும் பெரிதே
3. ஐங்குறுநூறு - “நெல் பல பொலிக! பொன் பெரிது சிறக்க!”(முதல் பாடல்) வேட்கைப் பத்து.
4. கலித்தொகை - 51- சுடர்த்தொடிக் கேளாய் - குறிஞ்சிக் கலி.
5. புறநானூறு - 189 தெண்கடல் வளாகம்

பொதுமையின்றி, நாடா கொன்றோ -187

**பத்துப்பாட்டு**

1. முல்லைப்பாட்டு (முழுவதும்)

**அலகு 3 அற இலக்கியம் பதினெண்கீழ்க்கணக்கு நூல்கள்**

1. திருக்குறள் - அறன் வலியுறுத்தல் அதிகாரம்
2. நாலடியார் - பாடல் : 131 (குஞ்சியழகும்)
3. நான்மணிக்கடிகை - நிலத்துக்கு அணியென்ப
4. பழமொழி நானூறு - தம் நடை நோக்கர்
5. இனியவை நாற்பது - 37 இளமையை மூப்பு என்று

**அலகு 4 காப்பிய இலக்கியம் (ஐம்பெருங் காப்பியங்கள், ஐஞ்சிறு காப்பியங்கள், சமயக் காப்பியங்கள்)**

1. சிலப்பதிகாரம் - வழக்குரைகாதை
2. மணிமேகலை - பாத்திரம் பெற்ற காதை
3. பெரியபுராணம் - பூசலார் நாயனார் புராணம்
4. கம்பராமாயணம் - குகப் படலம்
5. சீறாப்புராணம் - மானுக்குப் பிணை நின்ற படலம்
6. இயேசு காவியம் - ஊதாரிப்பிள்ளை

**அலகு 5 பக்தி இலக்கியமும், பகுத்தறிவு இலக்கியமும் (பக்தி இலக்கியம் பன்னிரு திருமுறைகள், நாலாயிர திவ்வியப் பிரபந்தம் - பகுத்தறிவு இலக்கியம் (சித்தர் இலக்கியங்கள், புலவர் குழந்தையின் இராவண காவியம்)**

### பக்தி இலக்கியம்:

1. திருநாவுக்கரசர் தேவாரம் - “நாமார்க்கும் குடியல்லோம்” எனத் தொடங்கும் பாடல் மட்டும்
2. மாணிக்கவாசகர் திருவாசகம் - “நமச்சிவாய வாழ்க நாதன் தாள் வாழ்க” முதல் “சிரம்குவிவார் ஓங்குவிக்கும் சீரோன் கழல் வெல்க” வரை.
3. பொய்கையாழ்வார் - வையந் தகளியா வார்கடலே
4. பூதத்தாழ்வார் - அன்பே தகளியா
5. பேயாழ்வார் - திருக்கண்டேன் பொன்மேனி கண்டேன்
6. ஆண்டாள் - திருப்பாவை மார்கழித் திங்கள் (முதல் பாடல்)

### பகுத்தறிவு இலக்கியம்

1. திருமுலர் - திருமந்திரம் (270, 271, 274, 275 285)  
பட்டினத்தார் திருவிடை மருதூர் (காடே திரிந்து – எனத் தொடங்கும் பாடல் பா.எண். 279, 280)
2. கடுவெளிச் சித்தர் - பாபஞ்செய் யாதிரு மனமே (பாடல் முழுவதும்)
3. இராவண காவியம் - தாய்மொழிப் படலம் - 18, ஏடுகையில்லா ரில்லை முதல்- 22 செந்தமிழ் வளர்த்தார் வரை.

### பாட நூல்:

பதிப்பாசிரியர் முனைவர் ச.மகாதேவன், பொதுத்தமிழ் 1, சதக்கத்துல்லாஹ் அப்பா கல்லூரி வெளியீடு, 2024 – 2025 (முதற் பதிப்பு).

### பார்வை நூல்கள் :

1. மு. வரதராசன், தமிழ் இலக்கிய வரலாறு, சாகித்ய அகாதெமி, புதுடெல்லி.
2. மது. ச. விமலானந்தன், தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.
3. தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.
4. தமிழ் இலக்கிய வரலாறு – முனைவர்.சிற்பி பாலசுப்ரமணியம், முனைவர்.சொ.சேதுபதி
5. புதிய தமிழ் இலக்கிய வரலாறு – முனைவர்.சிற்பி பாலசுப்ரமணியம், நீல.பத்மநாபன்

6. தமிழ் இலக்கிய வரலாறு - டாக்டர்.அ.கா.பெருமாள்
7. தமிழ் இலக்கிய வரலாறு - முனைவர். ப.ச.ஏசுதாசன்
8. தமிழ் இலக்கிய வரலாறு – ஸ்ரீகுமார்
9. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு – பாக்கியமேரி
10. தமிழ் பயிற்றும் முறை, பேராசிரியர் ந. சுப்புரெட்டியார் - மணிவாசகர் பதிப்பகம், சிதம்பரம்

- <https://www.chennaiLibrary.com/>
- <https://www.sirukathaigal.com>
- <https://www.tamilvirtualuniversity.org>
- <https://www.noolulagam.com>
- <https://www.katuraitamilblogspot.com>

### Course Outcomes

CO	Upon completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO-1	மொழியறிவோடு சிந்தனைத் திறனைப் பெறுவர்.	1, 2, 3	K4
CO-2	சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர்.	1, 4	K3, K4
CO-3	அற இலக்கியம் தமிழ்க் காப்பியங்களின் வழி வாழ்வியல் சிந்தனையைப் பெறுவர்.	2,3,4	K3, K4,
CO-4	பக்தி இலக்கியங்களைக் கற்பதன் மூலம் பக்தி நெறியினை அறிவர்.	4,5	K3, K6
CO-5	பகுத்தறிவு இலக்கியங்களைக் கற்பதன் வழி சமய நல்லிணக்கத்தைப் பின்பற்றுவர்.	2,3,4	K5, K6

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing; K5 – Evaluating; K6 – Creating**

### Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits				
<b>I</b>	<b>24ULTA11</b>	<b>தமிழ் இலக்கிய வரலாறு - 1</b>					<b>90</b>	<b>3</b>				
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	3	2	3	3	3	2	2	2	3	2	3	
CO-2	3	3	2	2	2	3	2	3	3	2	2	
CO-3	3	2	3	3	2	2	2	3	2	3	2	
CO-4	-	3	3	2	2	2	3	2	3	2	2	
CO-5	-	3	2	2	2	3	3	2	2	2	2	

**3 - STRONG, 2 - MEDIUM, 1- LOW**

Prepared by : Dr. A.S. Shaik Sindha

Checked by: Dr.S.Mahadevan

Head of the Department

<b>Semester - I</b>	<b>General English - 1</b>		<b>24ULEN11</b>			
<b>LANG- II</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 6</b>	<b>Hrs./Semester : 90</b>	<b>Marks :100</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>3</b>

### General Objective:

To train learners to communicate effectively, think critically, and express themselves creatively.

### Learning Objectives (LO)

<b>LO</b>	<b>The learners will be able to :</b>
<b>LO – 1</b>	Acquire self-awareness and develop positive thinking which are required in various situations.
<b>LO – 2</b>	Develop the attribute of empathy
<b>LO – 3</b>	Acquire creative and critical thinking skills
<b>LO – 4</b>	Learn the basics of grammar
<b>LO – 5</b>	Develop Listening, Speaking, Reading and Writing (LSRW) skills

### Unit - I

#### The Skill-focused: Self-Awareness and Positive Thinking

##### Autobiography

1. *I am Malala* (Chapter 1) by Malala Yousafzai.
2. *The Story of My Experiments with Truth* (Chapters 1, 2 and 3) by M.K.Gandhi.

##### Poetry

1. "Where the Mind is Without Fear" (*Gitanjali*, Verse – 35) by Rabindranath Tagore
2. "Love Cycle by Chinua Achebe"

### Unit – II

#### The Skill Focused: Empathy

##### Poetry

1. "Nine Gold Medals" – David Roth
2. "Alice Fell or Poverty" – William Wordsworth

##### Short Story

1. The School for Sympathy – E.V. Lucas
2. Barn Burning – William Faulkner

### Unit – III

#### The Skills Focused:Critical and Creative Thinking

##### Poetry

1. "The Things That Haven't Been Done Before" – Edgar Guest
2. "Stopping by the Woods on a Snowy Evening" – Robert Frost

## **Readers Theatre**

1. The Magic Brocade – A Tale of China
2. “Three Sideway Stories from Wayside School” by Louis Sachar adapted from the book *Stories on Stage* by Aaron Shepard.

## **Unit – IV**

### **Parts of Speech**

1. Articles
2. Noun
3. Pronoun
4. Verb
5. Adverb
6. Adjective
7. Preposition

## **Unit – V**

### **Paragraph and Essay Writing**

1. Descriptive
2. Expository
3. Persuasive
4. Narrative

### **Reading Comprehension**

Types of Reading: Extensive and Intensive Reading

Vocabulary Building

Critical text analysis

Deep reading (Pages 72 to 84 from TANSICHE Syllabus - 2022)

### **Textbooks**

1. Malala Yousafzai. *I am Malala*, Little, Brown and Company, 2013.
2. M.K. Gandhi. *An Autobiography or The Story of My Experiments with Truth* (Chapter – I), Rupa Publications, 2011.
3. Rabindranath Tagore. "Gitanjali 35" from *Gitanjali* (Song Offerings): A Collection of Prose Translations made by the Author from the Original Bengali. Mac Millan, 1913.
4. N. Krishnasamy, *Modern English: A Book of Grammar, Usage and Composition*, Macmillan, 1975.
5. Aaron Shepard. *Stories on Stage*, Shepard Publications, 2017.
6. J.C. Nesfield. *English Grammar, Composition and Usage*, Macmillan, 2019.

### **Web Sources**

1. Malala Yousafzai. I am Malala (Chapter 1)  
<https://archive.org/details/i-am-malala>.
2. M.K Gandhi. An Autobiography or The Story of My Experiments with Truth (Chapter-1)-Rupa Publication, 2011.  
<https://www.indiastudychannel.com/resources/146521-Book->

Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx

3. Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings)  
<https://www.poetryfoundation.org/poems/45668/gitanjali-35>
4. Aaron Shepard. Stories on Stage, Shepard Publications, 2017.  
<https://amzn.eu/d/9rVz1Nv>
5. J C Nesfield. Manual of English Grammar and Composition. <https://archive.org/details/in.ernet.dli.2015.44179>

### Course Outcomes

<b>CO</b>	<b>Upon completion of this course, students would have learned to:</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
CO-1	Understand self- awareness and positive thinking required in various life situations	1,2,3	K1, K2
CO-2	Acquire the attribute of empathy.	1,2,3,4	K2, K3
CO-3	Develop creative and critical thinking abilities.	1,2,3,4	K3, K4
CO-4	Explain basic grammar, develop and integrate the use of four language skills (LSRW)	2, 3	K4, K5
CO-5	Compose original poems and personal narratives.	1,2,3,4	K5, K6

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;  
 K5 – Evaluating; K6 - Creating**



### Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits				
1	24ULEN11	General English 1					90	3				
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO1	3	3	3	1	2	3	3	3	3	3	3	
CO2	3	3	3	1	2	3	3	3	3	1	1	
CO3	3	3	1	3	3	2	3	3	3	1	1	
CO4	3	3	1	2	1	3	3	3	3	3	3	
CO5	3	3	3	3	3	2	3	3	3	3	3	

**STRONG – 3, MEDIUM – 2 AND LOW - 1**

Prepared by: Dr.L.Faustina Leo

Checked by

Dr.S.Mohamed Haneef

Head of the Department

<b>Semester - I</b>	<b>INTRODUCTION TO PSYCHOLOGY- I</b>		<b>24UCPY11</b>			
<b>Core – I</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 4</b>	<b>Hrs./Semester : 60</b>	<b>Marks :100</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>

### General Objective

- To have essential foundation for the acquisition of psychological terms.

### LEARNING OBJECTIVES

<b>LO</b>	<b>The learners will be able to:</b>
<b>LO1</b>	Familiarize with the origin and nature of psychology.
<b>LO2</b>	Know about the scope of psychology.
<b>LO3</b>	Apply the concepts of attention, perception and sensation.
<b>LO4</b>	Understand the importance and impact of learning.
<b>LO5</b>	Gain insight on the importance of emotion.

### Unit I:Introduction to Psychology

Definition of Psychology. Nature of Psychology. Origin of Psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Brief history of modern scientific Psychology: Structuralism, Functionalism, Behaviourism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach. Scientific approach to Psychology.

### Unit II:Scope of Psychology

Goals of Psychology. Role of a psychologist in society. Branches of Psychology: Clinical Psychology, Industrial Psychology, Counselling Psychology, Developmental Psychology, Social Psychology, Positive Psychology, Sports Psychology, Health Psychology, Criminal Psychology, Gender Psychology, Biopsychology.

### Unit III:Attention, Sensation & Perception

Attention: Definition, Factors affecting attention, Set in attention. Sensation: Definition, Types of sensation, Elements of Sensation. Perception: Definition,

Gestalt Laws, Subliminal perception, ESP. States of Consciousness: Definition-Biological rhythms: Circadian rhythms- Their basic nature- Waking states of consciousness- Sleep- Consciousness- Altering drugs: what they are and what they do.

#### **Unit IV: Learning**

Characteristics of Learning. Classical conditioning (Pavlov) - Principles involved, Significance, Operant Conditioning (B.F Skinner) - Principles involved, Significance, Trial and Error (Thorndike) Conditioning - Principles Involved, Significance, Insight learning (Kohler)- Principles Involved, Significance, Social Learning Theory (Bandura)- - Principles Involved, Significance.

#### **Unit V: Emotion**

Definition. Nature. Types. Physiological Responses-Arousal and Emotional Intensity. Theories: James Lange Theory, Cannon Bard Theory, Schachter-Singer Theory, Richard Lazarus' Theory. Communication of Emotion: Emotional Expression, Characteristics, Innate Expression of Emotions, Social Aspects of Emotional Expressions.

Stress: Definition-Four variations- Stressors- Effects- GAS- Individual differences- Coping mechanism.

#### **TEXTBOOKS**

1. Ciccarelli, S.K., & White, J.N. *Psychology* 5<sup>th</sup>ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd
2. Baron, R.A. & Misra, G. (2017) *Psychology Indian Subcontinent Edition* (5<sup>th</sup>ed.) India, U.P.: Pearson India Inc.
3. Passer, M.W. & Smith R.E. (2007) *Psychology- The Science of mind and Behavior* (3<sup>rd</sup> ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd
4. Hockenbury, D. H. & Hockenbury, S. E. (2003). *Psychology* (3<sup>rd</sup> ed.) New York: Worth Publishers.

#### **REFERENCES**

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). *Introduction to Psychology*, 7<sup>th</sup> Edition. Singapore: Mcgraw- Hill.

2. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co.
3. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi
4. Myers, D.G. (2004). Psychology.5<sup>th</sup> Edition, Worth Publishers: New York.
5. Hilgard, E.R., Atkinson, R.L.,R.C.,(2003) Introduction To Psychology. 14<sup>th</sup> Edition Wordsworth Pub. Co

### **E Learning Contents**

1. Frontiers in Psychology  
(<https://www.frontiersin.org/journals/psychology>)
2. Archives of Scientific Psychology  
(<https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1>)
3. BMC PSYCHOLOGY (<https://bmcpublishing.biomedcentral.com/>)
4. <https://www.psywww.com/careers/specialt.html>www.worthpublisher.com/hockenbury
5. <https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/>

### **Course Outcomes**

<b>CO.</b>	<b>On completion of the course students will be able to</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
CO 1	Produce knowledge on the history, methods and special areas in the field of Psychology.	1,3,5	K3
CO 2	Explain sensory systems through which information processing happens.	1,4,5	K2
CO 3	Identify the process of attention and perception and infer how we make sense of the world around us.	1,2,3,4	K2
CO 4	Critically examine the process of learning	1,5	K4
CO 5	Produce insight into complex emotional experiences of human being and analyse the experience of self in day to day life.	1,2,5	K3

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing; K5 – Evaluating; K6 – Creating**

## RELATIONSHIP MATRIX

Semester	Course Code	Title of the Course					Hours	Credits			
I	24UCPY11	INTRODUCTION TO PSYCHOLOGY- I					60	4			
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	1	1	3	0	2	0	2
CO2	3	1	1	2	2	1	3	0	0	1	2
CO3	3	2	1	1	2	2	3	2	1	1	0
CO4	3	2	1	1	2	2	3	0	0	1	1
CO5	3	2	1	0	2	2	3	2	0	2	1
<b>STRONG (3), MEDIUM (2) and LOW (1)</b>											

Prepared by :Ms.Sisily.S.

Checked by:S.S.Srinithi  
Head of the Department

<b>Semester - I</b>	<b>BIOLOGICAL PSYCHOLOGY</b>		<b>24UCPY12</b>			
<b>Core - II</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 4</b>	<b>Hrs./Semester : 60</b>	<b>Marks :100</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>

**General Objective :**

To get introduced to the Biological basis of human behaviour.

**LEARNING OBJECTIVES**

<b>LO</b>	<b>The learners will be able to:</b>
<b>LO1</b>	To get introduced to biological foundations of behaviour.
<b>LO2</b>	To know about nervous system and neurotransmission process.
<b>LO3</b>	To apply the concepts of internal body state regulations.
<b>LO4</b>	To understand the importance of hormones on behaviour.
<b>LO5</b>	To gain insight about the brain, various lobes, and brain damage.

**UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR**

Introduction – Meaning of Biological Psychology, Biological explanation of behaviour- Biological approach to Psychology: Biological approach to behaviour - genetics and behaviour- Human Evolution and behaviour. Mind Brain relationship, Recording brain activity, Research methods

**UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION**

Development of nervous system, Central Nervous System, Peripheral Nervous System; Neurons – Structure, types; Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier; Neurotransmitters – Meaning, Types, Events at synapse; Membrane Potential – Action potential and Resting potential.

**UNIT III: REGULATION OF INTERNAL BODY STATES**

Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus.

#### **UNIT IV: HORMONES AND BEHAVIOUR**

Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. Endocrine Glands and its Specific Hormones: The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands.

#### **UNIT V: BRAIN AND BRAIN DAMAGE**

Brain: The Fore brain, The Mid brain ,The Hind Brain – The Cerebral Cortex: organisation of the Cerebral cortex- The frontal lobe – The temporal lobe- The parietal lobe –The occipital . Causes of Brain damage, Neurodegenerative diseases, Stress and illness.

#### **TEXTBOOKS**

1. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited.
2. Pinel, J. (2007). *Biopsychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

#### **REFERENCES**

1. Barnes, J. (2013) *Essentials of Biological Psychological*. New Delhi: Sage Publications Pvt Ltd
2. Carlson, N.R. (2007). *Foundations of physiological psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
3. Bremnar, J.D. (2005) *Brain Imaging Handbook*. New York: W.W Norton & Company Inc.
4. Rosenweig, Breedlov, Leiman(2002) : *Biological psychology*, 3rd edition, Sinaven Associate, Inc
5. Levinthal, C.F. (1996). *Introduction to Physiological Psychology* (3rded.) Prentice-Hall of India Pvt. Ltd. Psychology, 6th Edition, Tata McGraw Hill, New Delhi

#### **E Learning Contents**

1. Behavioural and Brain Functions

(<https://behavioralandbrainfunctions.biomedcentral.com/>)

2. Biological Psychology (<https://www.journals.elsevier.com/biological-psychology>)
3. <http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf>
4. <https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function>
5. <https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse>

### **Course Outcomes**

<b>CO.</b>	<b>On completion of the course students will be able to:</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
CO 1	Produce knowledge on recent research methods and perspectives on the emerging field of Behavioural neuroscience and the biological approach to behavior.	3,5	K3
CO 2	Explain anatomy and functions of the basic cell of the nervous system and explain the process of neurotransmission.	3,5	K2
CO 3	Understand and analyse the regulations of internal body states.	2,5	K2
CO 4	Identify the function of endocrine glands and relate the knowledge to Analyse various human behaviour.	2,4,5	K4
CO 5	Examine structural and functional divisions of brain and analyse reasons and consequences of brain damage.	2,4,5	K4

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;  
K5 – Evaluating; K6 – Creating**



### RELATIONSHIP MATRIX

Semester	Course Code	Title of the Course					Hours	Credits				
I	24UCPY12	BIOLOGICAL PSYCHOLOGY					60	4				
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO1	0	3	2	2	2	3	0	0	2	0	3	
CO2	0	2	3	2	3	3	0	0	2	0	3	
CO3	0	3	2	0	2	2	0	3	0	0	2	
CO4	0	2	3	3	3	2	0	2	0	2	3	
CO5	0	3	2	3	2	2	0	3	0	2	3	
<b>STRONG (3), MEDIUM (2) and LOW (1)</b>												

Prepared by : Mr.M.R.Harikrishna

Checked by:S.S.Srinithi  
Head of the Department

<b>Semester - I</b>	<b>BUILDING PSYCHOLOGICAL CAPITAL</b>		<b>24UAPY11</b>			
<b>EC- I (Allied)</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 6</b>	<b>Hrs./Semester : 90</b>	<b>Marks :100</b>	<b>5</b>	<b>1</b>	<b>-</b>	<b>5</b>

**General Objective :**

To learn the basic aspects related to positive psychology and the concept of psychological capital.

**LEARNING OBJECTIVES**

<b>LO</b>	<b>The learners will be able to:</b>
<b>LO1</b>	To get introduced to the comprehensive overview of psychological capital.
<b>LO2</b>	To know about Self Efficacy component of psychological capital.
<b>LO3</b>	To apply the concepts of Hope on psychological capital and positive psychology.
<b>LO4</b>	To understand the importance of Optimism in psychological capital.
<b>LO5</b>	To gain insight about Resilience and importance of Resilience on daily life.

**UNIT1: INTRODUCTION**

The need for a different approach, positive vs negative approach, contributions of positive psychology, Psychological capital and Positive psychological Capital. HERO Concept- Psychological capital in relation to job satisfaction, motivation and performance. Positive psychological capital management. Distinguishing Financial, Human, Intellectual, Social and Psychological Capital.

**UNIT 2: PSYCHOLOGICAL CAPITAL- SELF EFFICACY**

Definition, Key Ingredients Of Efficacy, Five Key Discoveries of Psychological Capital Efficacy - Other Factors Influencing Psychological Capital Efficacy - Efficacy and Work Performance - Developing Psychological capital Efficacy in Managers and Employees - The Confident Organization: Collective Efficacy - Vicarious Learning/Modeling to Develop Efficacy - Social Persuasion/Positive Feedback to Develop Efficacy - Ways To Strengthen Efficacy.

**UNIT 3: PSYCHOLOGICAL CAPITAL- HOPE**

Definition Of Hopelessness, Effects of Hopelessness, Hopelessness and Depression, The Relationship Between Hope and Performance, Developing Hope in Managers and Employees, Nurturing A Culture of Hope and High Performance, Ways to Improve Hope.

#### **UNIT 4: PSYCHOLOGICAL CAPITAL -OPTIMISM**

Definition of Optimism in Locus of Control, Ways to Develop Optimism  
Dispositional Optimism, Psycap Optimism as an Explanatory or  
Attributional Style, Other Conceptions of Psycap Optimism, The Realistic  
and Flexible Qualifiers for Psycap Optimism, Developing Psycap Optimism in  
Today's Workforce.

#### **UNIT 5: PSYCHOLOGICAL CAPITAL -RESILIENCE**

Definition, Ways to Develop Resilience ,7 C's Model of Resilience, Qualities of  
a Resilient Person, Resiliency Assets, Resiliency Risk Factors, The Role of  
Values in Resiliency, Resiliency in the Workplace and Developing Resiliency  
in Workforce, Resilient Leaders and Employees, Emerging Career Resiliency.

#### **TEXT BOOK**

1. Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, J. Avolio. (2015), Psychological Capital and beyond, New York: Oxford University Press.
2. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.
3. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York.

#### **REFERENCES**

1. Singh, A.(2013).Behavioural science: Achieving behavioural excellence for success. New Delhi: Wiley India Pvt ltd.
2. Avolio et al. (2007), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press.

### Course Outcomes

CO.	Upon completion of the course students will be able to	PSOs Addressed	Cognitive Level
CO 1	Describe a comprehensive overview of psychological capital.	1,4	K1
CO 2	Explain the role of self-efficacy and ways to improve it.	1,4,5	K2
CO 3	To distinguish the various conditions that implicate in developing hope and hopelessness and analyse ways to inculcate hope and build mental well-being	2,4,5	K2
CO 4	Practice the ways to build optimism and locus of control for better performance.	2,3,4,5	K4
CO 5	Examine Resilience and apply 7C's Model of Resilience.	2,3,4,5	K4

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;  
K5 - Evaluating; K6 - Creating**

### RELATIONSHIP MATRIX

Semester	Course Code	Title of the Course					Hours	Credits				
I	24UAPY11	<b>BUILDING PSYCHOLOGICAL CAPITAL</b>					90	5				
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO1	3	2	0	2	2	0	3	0	0	2	0	
CO2	3	3	3	2	3	3	3	0	2	2	2	
CO3	0	3	3	2	3	3	2	3	0	2	2	
CO4	0	3	2	2	2	2	0	2	2	3	3	
CO5	0	2	3	3	3	2	0	2	3	2	2	
<b>STRONG (3), MEDIUM (2) and LOW (1)</b>												

Prepared by :Ms.S.Maria Sneha

Checked by:S.S.Srinithi  
Head of the Department

<b>Semester - I</b>	<b>STRESS MANAGEMENT</b>		<b>24UNPY11</b>			
<b>SEC- I (NME)</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 2</b>	<b>Hrs./Semester : 30</b>	<b>Marks :50</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>

**General Objective :**

To familiarize with the stress, stress coping , and various relaxation techniques.

**LEARNING OBJECTIVES**

<b>LO</b>	<b>The learners will be able to:</b>
<b>LO1</b>	Familiarize with the meaning and nature of stress.
<b>LO2</b>	Know about the stress response mechanisms.
<b>LO3</b>	Apply the concepts of stress coping mechanism.
<b>LO4</b>	Understand the importance of body related relaxation techniques.
<b>LO5</b>	Gain insight on the importance of mind related relaxation techniques.

**UNIT-I: STRESS: MEANING AND NATURE**

Definition, Nature of stress- types of stress and stressors.

**UNIT – II: STRESS RESPONSES**

General Adaptation Syndrome – Body’s stress response – Physiological, Emotional, Cognitive and Behavioural – Stress and immune system.

**UNIT – III: STRESS AND COPING**

Types of coping: task oriented and emotion oriented. Reframing, assertiveness and fixing boundaries.

**UNIT – IV: BODY RELATED RELAXATION TECHNIQUES**

The art of breathing-diaphragmatic breathing, Massage therapy and yoga.

**UNIT – V: MIND RELATED RELAXATION TECHNIQUES**

Meditation – Types, Mental Imagery and Self Hypnosis.

**Reference**

1. Seaward, B. L. (2016). Essentials of managing stress. Jones & Bartlett Publishers.
2. Palmer, S and Cooper, C. (2007). How to deal with Stress. New Delhi, Kogan Page India. Pvt. Lt.
3. Epstein, R. (2006). The Big Book of Stress-Relief Games. New Delhi. Tata McGraw-Hill Publishing Company.

### Course Outcomes

CO.	Upon completion of the course students will be able to:	PSOs Addressed	Cognitive Level
CO 1	Describe about the nature of stress.	1,4	K1
CO 2	Summarize how stress influences adaptation of an organism.	1,2,4,5	K2
CO 3	Interpret various coping mechanism related to stress.	1,2,4,5	K3
CO 4	Identify various body related relaxation techniques.	1,2,4,5	K4
CO 5	Practice mind related relaxation techniques.	1,2,4,5	K3

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;  
K5 - Evaluating; K6 - Creating**

### RELATIONSHIP MATRIX

Semester	Course Code	Title of the Course					Hours	Credits				
I	24UNPY11	STRESS MANAGEMENT					30	2				
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	1	2	0	2	3	3	1	2	2	3	
CO-2	3	2	2	0	1	2	1	2	3	1	2	
CO-3	2	3	2	1	2	2	2	2	2	1	2	
CO-4	2	3	2	1	1	2	2	2	3	0	2	
CO-5	2	3	2	2	1	2	2	3	3	0	2	
<b>STRONG (3), MEDIUM (2) and LOW (1)</b>												

Prepared by :Dr.S.S.Srinithi

Checked by: Dr.S.S.Srinithi  
Head of the Department

<b>Semester - I</b>	<b>CAREERS AND ETHICS IN PSYCHOLOGY</b>		<b>24UFPY11</b>			
<b>FC</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 2</b>	<b>Hrs./Semester : 30</b>	<b>Marks :50</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>

**General Objectives:**

To Understand Core, Applied, and Emerging fields in Psychology.

**LEARNING OBJECTIVES**

<b>LO</b>	<b>The learners will be able to:</b>
<b>LO1</b>	Get introduced to core, applied and emerging fields in psychology.
<b>LO2</b>	Know about core fields in psychology.
<b>LO3</b>	Familiarize with applied fields in psychology.
<b>LO4</b>	Understand the importance of emerging fields in psychology.
<b>LO5</b>	Gain insight about the essentiality of ethical considerations in psychology field.

**UNIT I: INTRODUCTION**

Introduction to Psychology – Difference between core, applied and emerging fields.

**UNIT II: CORE FIELDS IN PSYCHOLOGY**

Abnormal Psychology– Cognitive Psychology – Development Psychology – Health Psychology

**UNIT III: APPLIED FIELDS IN PSYCHOLOGY**

Clinical Psychology – Counselling Psychology – Educational Psychology – Experimental Psychology – Industrial/Organizational Psychology – Rehabilitation Psychology

**UNIT IV: EMERGING FIELDS IN PSYCHOLOGY**

Engineering Psychology – Environmental Psychology – Evolutionary Psychology – Forensic Psychology– Sports Psychology

**UNIT V: ETHICS IN PSYCHOLOGY**

Informed consent, debrief, protection of participants, deception, confidentiality, and withdrawal from an investigation

**Reference:**

1. Kuther,T.L and Morgan,R.D (2019) Careers in Psychology: Opportunities in a Changing World. SAGE Publications, Inc; Fifth edition
2. APA MANUAL
3. ONLINE SOURCES

**Course Outcomes**

<b>CO.</b>	<b>Upon completion of the course students will be able to</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
CO 1	Identify the difference between core, applied and emerging fields.	3,5	K1
CO 2	Explain core fields in psychology.	3,5	K2
CO 3	Describe about applied fields in psychology.	3,5	K1
CO 4	Discover the emerging career options in psychology.	3,5	K3
CO 5	Analyse how to handle the field of psychology ethically.	2,3,4,5	K4

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;  
K5 – Evaluating; K6 – Creating**

**RELATIONSHIP MATRIX**

<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>					<b>Hours</b>	<b>Credits</b>			
<b>I</b>	<b>24UFPY11</b>	<b>CAREERS AND ETHICS IN PSYCHOLOGY</b>					<b>30</b>	<b>2</b>			
<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>						<b>Programme Specific Outcomes (PSOs)</b>				
	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
CO-1	3	2	1	0	1	2	0	0	3	0	2
CO-2	3	2	1	0	1	2	0	0	3	0	2
CO-3	3	3	2	1	2	1	0	0	3	0	2
CO-4	1	1	2	1	3	3	0	0	3	0	2
CO-5	0	2	2	3	2	0	0	2	3	1	3
	<b>STRONG (3), MEDIUM (2) and LOW (1)</b>										

Prepared by :Dr.S.S.Srinithi

Checked by: Dr.S.S.Srinithi  
Head of the Department



<b>Semester – II</b>	<b>GRAMMAR</b>		<b>24ULAR21</b>			
<b>LANG – I</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 6</b>	<b>Hrs./Semester : 90</b>	<b>Marks :100</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>3</b>

**General Objective:** To make the students to develop the skill of basic Arabic Grammar and Translation skills from Arabic to English vice-versa.

### Learning Objectives

<b>LO</b>	<b>The learners will be able to:</b>
LO 1	Understand basic Arabic grammar.
LO 2	Understand the correct usage of Arabic grammar.
LO 3	Employ sentence making.
LO 4	Enhance vocabulary.
LO 5	Improve reading and writing skills.

**UNIT I** - Lessons 1 to 4 (Text Book – 1) من الدرس الأول إلى الدرس الرابع

**UNIT II** - Lessons 5 to 8 (Text Book – 1) من الدرس الخامس إلى الدرس الثامن

**UNIT III** – Lessons 9 to 12 (Text Book – 1) من الدرس التاسع إلى الدرس الثاني عشر

**UNIT IV** – Lessons 13 to 16 (Text Book – 1) من الدرس الثالث عشر إلى الدرس السادس عشر

**UNIT V** – Lessons 17 to 20 (Text Book – 1) من الدرس السابع عشر إلى الدرس العشرون

### Textbooks:

1. قواعد اللغة العربية الأساسية، الدكتور سيد رحمة الله، رئيس سابق لقسم اللغة العربية، الكلية الجديدة، شنائي

Basic Arabic Grammar, By Dr. Syed Rahmathullah

### Reference Books:

النحو الواضح – علي الجارم ومصطفى أمين  
 دليل النحو الواضح – الدكتور بشير أحمد جمالي  
 سهل العوامل \_ الدكتور تاج الدين المناني  
 النحو الميسر للكبار والصغار – علي محمود عقيلي  
 القواعد التطبيقية في اللغة العربية – الدكتور نديم دعكور

[www.alnahw.com](http://www.alnahw.com)

### Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Able to use basic grammatical structure.	PSO-1,2,4	K2
CO-2	Develop reading skills and reading speed	PSO-1,2	K2
CO-3	Acquire new vocabulary in Arabic	PSO-1,2,3	K3
CO-4	Understand the different types of sentences.	PSO-1,2,3	K4
CO-5	Able to construct simple sentences in Arabic	PSO-1,2,5	K5

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;  
K5 - Evaluating; K6 - Creating**

### Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits			
II	24ULAR21	GRAMMAR					90	3			
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	3	2	2	2	2	2	3	2	2	2	1
CO-2	2	2	2	3	1	3	2	2	2	3	1
CO-3	3	3	3	2	2	1	3	3	3	2	2
CO-4	3	3	2	3	3	2	3	3	2	3	3
CO-5	2	2	1	2	3	2	2	2	1	2	3

**STRONG - 3, MEDIUM - 2 , LOW - 1**

Prepared by : Dr. J. Ubaiyathulla

Checked by: Dr. J. Ubaiyathulla  
Head of the Department

<b>Semester - II</b>	<b>பொதுத்தமிழ் - 2</b>		<b>24ULTA21</b>			
<b>LANG - I</b>	<b>தமிழ் இலக்கிய வரலாறு - 2</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 6</b>	<b>Hrs./Semester : 90</b>	<b>Marks :100</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>3</b>

### General Objective:

- தமிழ் இலக்கியப் போக்குகளையும் இலக்கணங்களையும் மாணவர் .
- அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டுதல்
- தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல்.
- நடைமுறைகளை மேற்கொள்ளுதல்

### Learning Objectives:

<b>LO</b>	<b>The Learners will be able to:</b>
LO - 1	சிற்றிலக்கியங்களின் வழி இலக்கியச் சுவையினையும் பண்பாட்டு அறிவினையும் பெறுதல்
LO - 2	புதுக்கவிதை வரலாற்றினை அறிந்து கொள்வர்
LO - 3	திராவிட இயக்க இலக்கியங்களைக் கற்பதன் மூலம் மொழி உணர்வு , இன உணர்வு, சமத்துவம் சார்ந்த சிந்தனைகளை ஊட்டுதல்
LO - 4	தமிழ்மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச்சொற்களை உருவாக்கவும் அறிந்து கொள்ளுதல்
LO - 5	போட்டித் தேர்வுகளில் வெற்றி பெறுவதற்குத் தமிழ்ப் பாடத்தினைப் பயன்கொள்ளும் வகையில் மேடைப்பேச்சு மற்றும் கட்டுரை, கதை எழுதுவதற்கு பயிற்சி பெறுதல்.

### அலகு 1 தமிழ் இலக்கிய வரலாறு அறிமுகம்

1. சிற்றிலக்கியம் குறவஞ்சி, கலம்பகம், உலா, பரணி, பள்ளு, பிள்ளைத்தமிழ், தூது, அந்தாதி.
2. தனிப்பாடல் அறிமுகம்.
3. இக்கால இலக்கியம், கவிதை, சிறுகதை, நாடகம், உரைநடை , திராவிட இயக்கம் வளர்த்த தமிழ்

### அலகு 2 சிற்றிலக்கியமும் தனிப்பாடலும்

#### சிற்றிலக்கியம்

1. கலிங்கத்துப் பரணி- விருந்தினரும் வறியவரு நெருங்கி யுண்ணரும் - முதல் - கேட்பாரைக் காண்மின் காண்மின் வரை.
2. திருக்குற்றாலக் குறவஞ்சி - வானரங்கள் கனிகொடுத்து.
3. முக்கூடற் பள்ளு - ஆற்று வெள்ளம் நாளை வரத்.

4. அபிராமி அந்தாதி- கலையாத கல்வியும் குறையாத வயதும் (பதினாறு செல்வங்கள்).
5. திருவரங்கக் கலம்பகம் – மறம் -பிள்ளைப் பெருமாள் ஐயங்கார்- பேசுவந்த தூத செல்லரித்த ஓலை செல்லுமோ.
6. தமிழ்விடு தூது முதல் பத்து கண்ணிகள்

#### தனிப்பாடல்

1. வான்குருவியின் கூடு - ஓளவையார்
2. ஆமணக்குக்கும் யானைக்கும் சிலேடை - முத்திருக்கும்  
கொம்பசைக்கும் முரித்தண்டே - காளமேகப் புலவர்
3. இம்பர் வான் எல்லை இராமனையே பாடி - வீரராகவர்
4. நாராய் நாராய் - சத்தி முத்தப் புலவர்

#### அலகு 3 இக்கால இலக்கியம் - 1

1. பாரதியார் - பாரத சமுதாயம் வாழ்கவே
2. பாரதிதாசன் - சிறுத்தையே வெளியில் வா
3. நாமக்கல் கவிஞர்- கத்தியின்றி
4. தமிழ் ஒளி – மீன்கள் (அந்தி நிலா பார்க்க வா)
5. ஈரோடு தமிழன்பன் – எட்டாவது சீர் (வணக்கம் வள்ளுவ)

#### சிறுகதைகள்

1. புதுமைப்பித்தன் - கடிதம்
2. ஜெயகாந்தன் - வாய்ச் சொற்கள் (மாலை மயக்கம் - தொகுப்பு)
3. ஆர். சூடாமணி - அந்நியர்கள்

#### உரைநடை

1. மு வ கடிதங்கள் - தம்பிக்கு நூலில் முதல் இரண்டு கடிதங்கள்

#### அலகு 4 இக்கால இலக்கியம் - 2

1. தந்தை பெரியார் – திருக்குறள்( மாநாட்டு) உரை
2. பேரறிஞர் அண்ணா – இரண்டாம் உலகத் தமிழ் மாநாட்டு உரை
3. கலைஞர் மு. கருணாநிதி – தொல்காப்பிய பூங்கா –எழுத்து -முதல்  
நூற்பா கட்டுரை

#### நாடகம் - திரைத்தமிழ்

1. வேலைக்காரி –திரைப்படம்
2. ராஜா ராணி -சாக்ரடீஸ் -ஓரங்க நாடகம்

#### இதழியல் தமிழ்:

#### முரசொலி கடிதம்

1. செம்மொழி வரலாற்றில் சில செப்பேடுகள்

## அலகு 5 மொழிப் பயிற்சி

### சொல் வேறுபாடு / பிழை தவிர்த்தல்

ரகர – றகர வேறுபாடுகள்

நகர – ணகர – னகர வேறுபாடுகள்

லகர – ளகர – ழகர வேறுபாடுகள்

### பாட நூல்:

பதிப்பாசிரியர் முனைவர் ச.மகாதேவன்,

பொதுத்தமிழ் 2,

சதக்கத்துல்லாஹ் அப்பா கல்லூரி வெளியீடு 2024 – 2025(முதற் பதிப்பு).

### பார்வை நூல்கள் :

1. மு. வரதராசன், தமிழ் இலக்கிய வரலாறு, சாகித்ய அகாதெமி, புதுடெல்லி.
2. மது. ச. விமலானந்தன், தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.
3. தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.
4. தமிழ் இலக்கிய வரலாறு – முனைவர்.சிற்பி பாலசுப்ரமணியம், முனைவர்.சொ.சேதுபதி
5. புதிய தமிழ் இலக்கிய வரலாறு – முனைவர்.சிற்பி பாலசுப்ரமணியம், நீல.பத்மநாபன்
6. தமிழ் இலக்கிய வரலாறு - டாக்டர்.அ.கா.பெருமாள்
7. தமிழ் இலக்கிய வரலாறு - முனைவர். ப.ச.ஏசுதாசன்
8. தமிழ் இலக்கிய வரலாறு – ஸ்ரீகுமார்
9. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு – பாக்கியமேரி.
10. தமிழ் பயிற்றும் முறை, பேராசிரியர் ந. சுப்புரெட்டியார் - மணிவாசகர் பதிப்பகம், சிதம்பரம்

- <https://www.chennaiLibrary.com/>
- <https://www.sirukathaigal.com>
- <https://www.tamilvirtualuniversity.org>
- <https://www.noolulagam.com>
- <https://www.katuraitamilblogspot.com>

### Course Outcomes

CO	Upon completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO-1	சிற்றிலக்கியங்களின்வழி இலக்கியச் சுவையினையும் பண்பாட்டு அறிவினையும் பெறுவர்	2,4	K2, K3
CO-2	புதுக்கவிதை வரலாற்றினை அறிந்து கொள்வர்	1,4	K2
CO-3	திராவிட இயக்க இலக்கியங்களைக் கற்பதன் மூலம் மொழி உணர்வு, இன உணர்வு, சமத்துவம் சார்ந்த சிந்தனைகளைப் பெறுவர்	2,4,5	K4,K5
CO-4	தமிழ்மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச்சொற்களை உருவாக்கவும் அறிந்து கொள்வர்	1,3	K3,K6
CO-5	போட்டித் தேர்வுகளில் வெற்றி பெறுவதற்குத் தமிழ்ப் பாடத்தினைப் பயன்கொள்ளும் வகையில் மேடைப்பேச்சு மற்றும் கட்டுரை, கதை எழுதுவதற்கு பயிற்சி பெறுவர் பயிற்சி பெறுவர்.	1,2,3,4	K4, K6

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing; K5 – Evaluating; K6 – Creating**

### Relationship Matrix

Semester	Course Code	Title of the Course	Hours	Credits							
II	24ULTA21	தமிழ் இலக்கிய வரலாறு - 2	90	3							
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	2	3	3	3	2	2	2	3	2	3
CO-2	3	3	2	2	2	3	2	3	3	2	2
CO-3	3	2	3	3	2	2	2	3	2	3	3
CO-4	3	3	3	2	2	2	3	2	3	2	2
CO-5	3	3	2	2	2	3	3	2	2	2	2

**3 - STRONG, 2 - MEDIUM, 1- LOW**

Prepared by : Dr. A.S. Shaik Sindha

Checked by: Dr.S.Mahadevan

Head of the Department

<b>Semester - II</b>	<b>General English-II</b>		<b>24ULEN21</b>			
<b>LANG – II</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 6</b>	<b>Hrs./Semester : 90</b>	<b>Marks :100</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>3</b>

**General Objective:**

To teach the four skills viz. Listening, Speaking, Reading and Writing to train the students the skills necessary for social and academic interactions.

**Learning Objectives (LO)**

<b>LO</b>	<b>The learners will be able to:</b>
LO-1	To make students realize the importance of resilience
LO-2	To enable them to become good decision makers
LO-3	To enable them to develop problem-solving skills
LO-4	To enable them to use tenses appropriately
LO-5	To help them use English effectively at workplace.

**Unit – I**

**The Skill Focussed: Resilience**

**Poetry**

1. “Don’t Quit” – Edgar A. Guest
2. “Still Here” – Langston Hughes

**Short Story**

- 3 Engine Trouble – R.K. Narayan
- 4 Rip Van Winkle – Washington Irving

**Unit – II**

**The Skill Focussed: Decision Making**

**Short Story**

1. The Scribe – Kristin Hunter
2. The Lady or the Tiger - Frank Stockton

**Poetry**

3. “The Road not Taken” – Robert Frost
4. “Snake” – D. H Lawrence

### **Unit – III**

#### **The Skill Focussed: Problem Solving**

#### **Autobiography**

1. How I taught My Grandmother to Read – Sudha Murthy
2. How Frog Went to Heaven – A Tale of Angolo
3. Wings of Fire (Chapters 1,2,3) by A.P.J Abdul Kalam

### **Unit – IV**

#### **Grammar**

#### **Tenses**

1. Present
2. Past
3. Future
4. Concord

### **Unit - V**

#### **English in the Workplace**

1. e-mail – Invitation, Enquiry, Seeking Clarification
2. Circular
3. Memo
4. Minutes of the Meeting

#### **Textbook:**

1. Board of Editors. General English – II. Tamil Nadu State Council for Higher Education (TANSICHE). Chennai: 2024.

#### **Reference Books:**

1. Martin Hewings, *Advanced English Grammar*, Cambridge University Press, 2000.
2. SP Bakshi, Richa Sharma, *Descriptive English*, Arihant Publications (India) Ltd., 2019.
3. Sheena Cameron, Louise Dempsey, *The Reading Book: A Complete Guide to Teaching Reading*, S&L. Publishing, 2019.
4. Barbara Sherman, *Skimming and Scanning Techniques*, Liberty University Press, 2014.
5. ShaikhMoula, *Communication Skills: A Practical Approach*.
6. Ramendra Kumar, *Stories of Resilience*, Blue Rose Publications, 2020.



### Course Outcomes

CO	Upon completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO-1	Understand the importance of resilience	1, 2, 4	K1, K2
CO-2	Acquire knowledge to make good decisions	1, 2, 3, 4	K2, K3
CO-3	Develop problem-solving skills	1, 2, 3, 4	K3, K4
CO-4	Evaluate the uses of tenses in English	1, 2, 3	K4, K5
CO-5	Use English effectively at the workplace.	2, 4, 5	K5, K6

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;  
K5 – Evaluating; K6 – Creating**

### Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits				
II	24ULEN21	General English - II					90	3				
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	3	3	1	3	1		1	3	3	3	1	
CO-2	3	3	3	3	2		3	3	3	3	2	
CO-3	3	3	3	3	1		3	3	3	3	1	
CO-4	3	3	3	2	1		3	3	3	1	2	
CO-5	1	3	2	3	3		3	3	3	3	3	
<b>STRONG – 3, MEDIUM – 2 , LOW – 1</b>												

Prepared by : Dr.L.Faustina Leo

Checked by: Dr. S. Mohamed Haneef

Head of the Department

<b>Semester – II</b>	<b>INTRODUCTION TO PSYCHOLOGY - II</b>		<b>24UCPY21</b>			
<b>Core-III</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 4</b>	<b>Hrs./Semester : 60</b>	<b>Marks :100</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>

**General objective:**

To have essential foundation for the acquisition of psychological terms.

**LEARNING OBJECTIVES**

<b>LO</b>	<b>The learners will be able to:</b>
<b>LO1</b>	Examine the various spectrum of Cognition like problem –solving and Decision making.
<b>LO2</b>	Understand the way memory works and stages of memory.
<b>LO3</b>	It provides an overview of theories of motivation and its implication on behaviour.
<b>LO4</b>	Explain what is intelligence and various theoretical approaches to it and to know how to asses Intelligence.
<b>LO5</b>	Understand the underlying concept of personality and how it applies in different settings such as the workplace, in a marriage, in forming friendship, also emphasis on the measurement of and practical applications of personality.

**Unit I: Cognition**

Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes Morphemes – Syntax - Semantics – Pragmatics.

**Unit II:Memory**

Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery. Memory storage – Sensory Memory, short –Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval

### **Unit III:Motivation**

Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories

### **Unit IV:Intelligence**

Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell. Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.Creativity:Definition- Nature- Steps- Characteristics of creative people- Creativity tests.

### **Unit V:Personality**

Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual stages of development, defence mechanism. Type approach – Jung’s typology, Trait theory – Allport; Eysenck and BIG Five; Assessment of personality – Objective, Subjective and Projective. Psychological testing - Meaning: Reliability – Validity - Standardization- Norms. Different types of psychological tests.

### **TEXTBOOKS**

1. Ciccarelli, S.K., & White, J.N. *Psychology* 5<sup>th</sup>ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd
2. Baron, R.A. & Misra, G. (2017) *Psychology Indian Subcontinent Edition* (5<sup>th</sup>ed.) India, U.P.: Pearson India Inc.
3. Khatoon, N. (2012) *General Psychology*. Dorling Kindersley (India) Pvt Ltd
4. Passer, M.W. & Smith R.E. (2007) *Psychology- The Science of mind and Behaviour* (3<sup>rd</sup> ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd

5. Hockenbury, D. H. & Hockenbury, S. E. (2003). *Psychology* (3<sup>rd</sup> ed.) New York: Worth Publishers.

## **REFERENCES**

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). Introduction to Psychology,7<sup>th</sup> Edition. Singapore: Mcgraw- Hill.
2. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co.
3. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi
4. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York.
5. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co

## **E LEARNING RESOURCES**

1. Judgment and Decision making (<http://journal.sjdm.org/>)
2. <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/>
3. <http://ncert.nic.in/ncerts/1/kepy108.pdf>
4. <https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf>
5. [http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316\\_CH08\\_61939.pdf](http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf)

### Course Outcomes

CO.	Upon completion of the course students will be able to	PSOs Addressed	Cognitive Level
CO 1	Understand the different types of cognition and thinking processes and to analyse the steps in problem solving and decision making.	1,4,5	K1
CO 2	Summarize and compare the various functions and memory processes involved in memory and forgetting.	1,4,5	K2
CO 3	Outline the various theories of motivation and to understand the implications of it.	1,4,5	K4
CO 4	Explain the theories of intelligence and the ways to assess intelligence.	1,4,5	K2
CO 5	Classify the various theories of Personality and examine the uses of personality assessments.	1,2,4,5	K2

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;  
K5 - Evaluating; K6 - Creating**

### RELATIONSHIP MATRIX

Semester	Course Code	Title of the Course					Hours	Credits				
II	24UCPY21	INTRODUCTION TO PSYCHOLOGY - II					60	4				
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	3	3	2	2	2	2	3	0	0	2	2	
CO-2	3	2	2	1	2	2	3	0	0	2	1	
CO-3	3	3	2	2	2	2	3	0	0	2	1	
CO-4	3	2	2	2	2	2	3	0	0	2	1	
CO-5	3	2	2	3	2	2	3	2	2	2	2	
<b>STRONG (3), MEDIUM (2) and LOW (1)</b>												

Prepared by :Ms.Sisily.S

Checked by: Dr.S.S.Srinithi  
Head of the Department

<b>Semester – II</b>	<b>PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE</b>		<b>24UCPY22</b>			
<b>Core-IV</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 4</b>	<b>Hrs./Semester : 60</b>	<b>Marks :100</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>

**General objective :**To provide an overview of the human psychological development from conception to adolescence.

### **LEARNING OBJECTIVES**

<b>LO</b>	<b>The learners will be able to:</b>
<b>LO1</b>	To provide an overview of the human development stages from conception to babyhood.
<b>LO2</b>	To understand the characteristics of early childhood at physiological domain.
<b>LO3</b>	To analyse the physical and cognitive development of late childhood.
<b>LO4</b>	To examine the characteristics of intellectual and personality development in late childhood.
<b>LO5</b>	To provide various perspectives to explain development in various domains of Adolescence period.

### **UNIT I: HUMAN DEVELOPMENT**

Human development, Period of life span, Conception through Birth, Heredity and environment; - Birth – Stages, Methods and settings of Child birth, types of child birth-sensory capacities of the neonate- Prenatal hazards- Characteristics of Infancy and Babyhood- Development: Physical, Emotional, Social – Hazards and Happiness during babyhood.

### **UNIT II : EARLY CHILDHOOD**

Characteristics of early childhood, Developmental tasks, Physical development, Physiological habits, Speech during early childhood - Emotions – Common emotions of early childhood, Variations in emotional pattern; Socialization– Patterns of early socialization, Early forms of behaviour in social situations, Companionship in early childhood, Social and Unsocial behaviour patterns

### **UNIT III: LATE CHILDHOOD - I**

Characteristics of late childhood, Developmental tasks, Physical development, Interests in later childhood, Sex-role typing in late childhood, Hazards of late childhood, Happiness in late childhood. Cognitive Development – Piaget’s Sensory motor stage, Piaget’s Pre-operational stage, Piaget’s stage of Concrete operations

### **UNIT IV: LATE CHILDHOOD - II**

Information Processing Approach of memory development, Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self-concept, Freud’s Phallic stage and Latency stage, Erikson’s Initiative Vs guilt and Industry Vs inferiority.

### **UNIT V: ADOLESCENCE**

Characteristics of adolescence, Developmental tasks, Physical changes, Emotionality during adolescence, Social changes during adolescence, Adolescent interests.- Changes in morality during adolescence, Sex interest and sex behaviour during adolescence, Approved sex roles, Family relationships during adolescence.

### **TEXT BOOKS**

1. Santrock J.W. (2013) *Child Development* (13<sup>th</sup> Ed.) New Delhi: Tata McGraw Education Private Limited.
2. Santrock J.W. (2011) *Life-Span Development* (13<sup>th</sup> Ed.) New Delhi: Tata McGraw Education Private Limited.
3. Hurlock E.B. (2010) *Developmental Psychology: A Life Span Approach*, Tata McGraw, Hill Education Pvt Ltd.
4. Papalia D. E, Olds S. W.& Feldman R.D. (2004) *Human Development* (9<sup>th</sup>Ed.) Chennai: McGraw-Hill Education (India) Private Limited.

## **REFERENCES**

1. Feldman R.S. & Babu N. (2019) *Child Development* (8<sup>th</sup> Ed.) Noida: Pearson
2. Berk L.E. (2013) *Child Development* (9<sup>th</sup> Ed.) New Delhi: PHI Learning Pvt Limited.
3. Smith, Barry D. (1998). *Psychology Science and Understanding The* McGraw-Hill Company.
4. Berndt, T.J. (1997). *Child development*, Madison, WI: Brow & Benchmark Publishers.
5. Bee H. & Boyd D. *The Developing Child* (10<sup>th</sup> Ed.) Delhi: Pearson Education.

## **E LEARNING RESOURCES**

1. Genes and Environment  
(<https://genesenvironment.biomedcentral.com/>)
2. Developmental psychology commons  
(<http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/>)
3. <https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/>
4. <https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development>
5. <https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding>



## COURSE OUTCOMES

CO.	Upon completion of the course students will be able to :	PSOs Addressed	Cognitive Level
CO 1	Arrange the developmental stage of conception through birth.	1,4	K1
CO 2	Identify the developmental tasks of early childhood.	1,4,5	K2
CO 3	Describe the physical and cognitive development of late childhood.	1,4,5	K2
CO 4	Interpret the intellectual and personality development in late childhood.	1,2,4,5	K3
CO 5	Critically analyse the development in various domains of Adolescence period.	1,2,4,5	K4

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;  
K5 - Evaluating; K6 - Creating**

## RELATIONSHIP MATRIX

Semester	Course Code	Title of the Course					Hours	Credits			
<b>II</b>	<b>24UCPY22</b>	<b>PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE</b>					<b>60</b>	<b>4</b>			
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	2	0	1	1	1	3	0	0	2	0
CO-2	3	2	0	1	1	1	3	0	0	2	1
CO-3	3	2	0	1	1	1	3	0	0	2	1
CO-4	3	2	0	1	1	1	3	3	0	2	1
CO-5	3	2	0	1	1	1	3	3	0	2	1
<b>STRONG (3), MEDIUM (2) and LOW (1)</b>											

Prepared by :Mr.M.R. Harikrishna

Checked by: Dr.S.S.Srinithi  
Head of the Department

<b>Semester – II</b>	<b>CROSS CULTURAL PSYCHOLOGY</b>		<b>24UAPY21</b>			
<b>EC-II (Allied)</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 6</b>	<b>Hrs./Semester : 90</b>	<b>Marks :100</b>	<b>5</b>	<b>1</b>	<b>-</b>	<b>5</b>

**General Objective :**

To Introduce the principles and concepts associated with the study of cross-cultural psychology.

**LEARNING OBJECTIVES**

<b>LO</b>	<b>The learners will be able to:</b>
<b>LO1</b>	Introduce the principles, concepts and issues associated with the study of cross-cultural psychology.
<b>LO2</b>	Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations.
<b>LO3</b>	Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives.
<b>LO4</b>	Examine the role of Culture in various development aspects of human development process and emotionality.
<b>LO5</b>	Explore gender sensitisation in view of cultural spectrum.

**UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY**

Definition of Culture, Origins of Culture, Contents of Culture, Pan cultural Principles Ethics & Emics.

**UNIT II: SOCIALIZATION & ENCULTURATION**

Definition, Bronfenbrenner model, Culture & Parenting - Parenting Goals & Beliefs, Baumrind parenting theory, Culture & Peer – Margaret Mead socialization theory, Social and cultural factors that influence math’s achievement.

**UNIT III: CULTURE AND DEVELOPMENTAL PROCESS –TEMPERAMENT**

Three major categories of temperaments Thomas & Chess, 1977, Goodness of fit - Cross- Cultural research on Temperament; Attachment- Bowlby’s (1969) evolutionary theory of attachment, Ainsworth’s *Classification System*

of Attachment; Moral reasoning- Kohlberg's Theory of Morality, Criticism: Kohlberg's Theory of Morality.

#### **UNIT IV: CULTURE, LANGUAGE AND COMMUNICATION**

Structure of language, Language differences across cultures, Culture, language, and cognition – Sapir- Whorf hypothesis support and Criticisms, Bilingualism and culture, Components of communication – Non Verbal Communication, Role of culture in the communication process, Intracultural vs. intercultural communication-- Barna's obstacles in communication, Improving intercultural communication.

#### **UNIT V: CULTURE AND GENDER**

Definition of terms, Gender differences- Hofstede's Masculinity vs. Femininity, Cognitive differences , Gender stereotypes, Gender role ideology, Future research

#### **TEXT BOOKS**

1. Matsumoto, D., & Juang, L. (2013). Culture and Psychology (5<sup>th</sup> Ed.). Belmont, CA: Wadsworth Cengage Learning.

#### **REFERENCES**

1. Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.
2. Kenneth D. Keith (2019). Cross-Cultural Psychology: Contemporary Themes and Perspectives (2<sup>nd</sup>Ed.) John Wiley & Sons Ltd.
3. Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1990). Human behavior in global perspective: An introduction to cross-cultural psychology. Pergamon Press.

## COURSE OUTCOMES

<b>CO.</b>	<b>Upon completion of the course students will be able to :</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
CO 1	Describe and discuss the various theoretical orientations/paradigms that describe cultural differences.	1,3,5	K1
CO 2	Analyse and discuss the ways in which different cultures influence our socialisation and enculturation process.	1,3,4,5	K4
CO 3	Explain the impact of culture on human development concepts like temperament, attachment styles and morality.	1,3,4,5	K2
CO 4	Interpret the interaction of language, culture and communication and analyse methods to improve intercultural communication.	1,3,4,5	K3
CO 5	Examine the role of culture in the understanding gender roles, stereotypes and ideology development	1,3,4,5	K4

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;  
K5 – Evaluating; K6 – Creating**

## RELATIONSHIP MATRIX

Semester	Course Code	Title of the Course						Hours	Credits			
II	24UAPY21	CROSS CULTURAL PSYCHOLOGY						90	5			
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	3	3	2	2	2	2	3	0	2	0	2	
CO-2	2	3	3	2	2	3	2	0	2	2	2	
CO-3	2	2	2	2	2	2	2	0	3	3	3	
CO-4	2	3	3	2	2	3	3	0	3	3	3	
CO-5	2	2	2	3	2	2	2	0	3	2	2	
	<b>STRONG (3), MEDIUM (2) and LOW (1)</b>											

Prepared by :Dr.S.S.Srinithi

Checked by: Dr.S.S.Srinithi  
Head of the Department

<b>Semester – II</b>	<b>PERSONALITY DEVELOPMENT</b>		<b>24UNPY21</b>			
<b>SEC-II (NME)</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 2</b>	<b>Hrs./Semester : 30</b>	<b>Marks :50</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>

**General Objective :**

To learn the meaning of personality and explore related concepts.

**LEARNING OBJECTIVES**

<b>LO</b>	<b>The learners will be able to:</b>
<b>LO1</b>	Understand the nature and meaning of Personality.
<b>LO2</b>	Identify the ways of enriching personality.
<b>LO3</b>	Explore the meaning of motivation.
<b>LO4</b>	Learn the meaning of success.
<b>LO5</b>	Know about the relationships and personality.

**UNIT – I: MEANING AND NATURE OF PERSONALITY**

Personality: Definitions, Meanings, Elements of personality, Types of Personality, Determinants of personality, Personality SWOT Analysis

**UNIT – II: PERSONALITY ENRICHMENT**

Self esteem, Self concept, Advantages of high self esteem, Characteristics of people with high and low self esteem, Steps to building positive self esteem, Attitude, Factors that determine our attitude., Benefits of a positive attitude and consequences of a negative attitude, Steps to building a positive attitude.

**UNIT – III: MOTIVATION**

Motivation: Meaning and nature, The difference between inspiration and motivation, Motivation redefined, External motivation vs. Internal motivation, Achievement motivation.

**UNIT – IV: SUCCESS**

Defining success-Real or imagined obstacles to success, Qualities that make a person successful, Reasons for failure – Interpersonal skills, Dealing with seniors, colleagues, juniors, customers, suppliers at the workplace.

**UNIT – V: POSITIVE RELATIONSHIPS & PERSONALITY**

Positive Relationships – Factors that prevent building and maintaining positive relationships, the difference between ego and pride, the difference between selfishness and self interest, Steps for building a positive personality, Body language: understanding body language, Projecting positive body language.

## REFERENCE

1. Nathan Dorman (2004). Personality Development. Abishek Publication, New Delhi.
2. Jafar Mahmud (2004). Introduction to Psychology. APH Publishing Corporation, New Delhi.
3. Zig Ziglar (2000). See You at the Top. 90 Magna Publishing Co. Ltd., Mumbai.
4. Walter Doyle Staples (2000). Think Like a Winner. Magna Publishing co. Ltd., Mumbai.
5. Shiv Khara (1998). You can win. MacMillan India Ltd., New Delhi.

## Course Outcomes

CO.	Upon completion of the course students will be able to	PSOs Addressed	Cognitive Level
CO 1	Understand Nature of Personality development.	1,5	K1
CO 2	Discuss ways of personality enrichment.	1,2,5	K2
CO 3	Interpret the importance of motivation	1,4,5	K3
CO 4	Relate the meaning of success.	1,4,5	K3
CO 5	Examine the importance of positive relationships for personality development.	1,2,4,5	K4

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;  
K5 – Evaluating; K6 – Creating**

### RELATIONSHIP MATRIX

Semester	Course Code	Title of the Course	Hours	Credits							
<b>II</b>	<b>24UNPY21</b>	<b>PERSONALITY DEVELOPMENT</b>	<b>30</b>	<b>2</b>							
<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>						<b>Programme Specific Outcomes (PSOs)</b>				
	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
CO-1	3	2	2	2	2	1	1	0	0	0	1
CO-2	3	2	2	2	2	2	1	1	0	0	1
CO-3	3	2	2	2	2	1	1	1	0	0	1
CO-4	3	2	1	2	2	1	1	0	0	2	1
CO-5	3	2	2	2	1	2	1	1	0	2	1
	<b>STRONG (3), MEDIUM (2) and LOW (1)</b>										

Prepared by :Dr.S.S.Srinithi

Checked by: Dr.S.S.Srinithi  
Head of the Department



Semester – II	Value Education-I		24USVE2A			
SEC-III			L	T	P	C
Hrs./Week: 2	Hrs./Semester : 30	Marks :50	2	-	-	2

**General Objective:** To make students inculcate moral values, leading to faith and righteous action in their life.

**Unit – I:**Islam – Meaning – Importance – A complete Religion – The religion accepted by God – Five Pillars of Islam – Kalima – Prayers – Fasting – Zakat – Haj.

Iman – Monotheism – Angels – Books – Prophets – Dooms Day – Life after death – Heaven and Hell.

**Unit – II:**Quran – The Book of Allah – Wahi – Revelation to Prophet Muhammad(sal) – Compilation – Preservance – Structure – Content – Purpose – Source of Islamic Law– SuraFathiha, Kafirun, Iqlas, Falakh and Nas.

**Unit – III:**Hadith – Siha Sitha – Buhari – Muslim – Tirmithi – Abu Dawood – Nasai – Ibn Maja – Collection of Hadith – Meaning of 40 Hadith.

**Unit – IV:**Life History of Prophet Muhammad (sal) – AiamulJahiliya – Prophet’s Childhood and Marriage – Prophethood – Life at Mecca – Life at Medinah – Farewell Address – Seal of Prophethood.

**Unit – V:**Good character – Etiquettes – Halal and Haram – Duties towards Allah – Duties towards fellow beings – MasnoonDuas.

**Textbooks:**

**Publication of SadakathullahAppa College**

**Reference Books:**

1. V.A. Moahmed Ashrof – Islamic Dimensions – Reflection and Review on Quranic Themes.
2. The Presidency of Islamic Researchers – Revised & Edited – The Holy Quran.
3. M. Manzoor Nomani – Islamic Faith & Practice.
4. Ali Nadawi, Abul Hasan– Muhammad Rasulullah., Muassasathus Sahafawa Nashr Publication Lucknow, India,1999.
5. K. Ali – A Study of Islamic History.
6. Abdul Rahuman Abdulla  
h – Islamic Dress code for Women.
7. Dr. Munir Ahamed Mughal – Code For Believers.
8. Abdul Malik Mujahid – Gems and Jewels.

<b>Semester – II</b>	<b>Value Education-II</b>		<b>24USVE2B</b>			
<b>SEC-III</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Hrs./Week: 2</b>	<b>Hrs./Semester : 30</b>	<b>Marks :50</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>

### **UNIT I**

Individual Morality – Objective of Moral life – Living in accordance with the code of Morality – the goodness of Morality – Morality and *Thirukural*- The need for faith.

### **UNIT II**

Adherence to higher code of Morality – Fear of God – Good Moral Values – Duty to Parents – Teacher, respecting elders – Moral Etiquettes – Right-minded Principle – High Principles for Proper conduct.

### **UNIT III**

Inculcating good attitudes – Open mindedness – Morale – analysing the pros and cons of good and bad – Service to others – Mind Power, tolerance, respecting others, showing love to others, patience – tranquility – Modesty, kindness and forgiveness.

### **UNIT IV**

Quotations and moral Stories expressing Good characters of Great personalities – Life History of Great people: Mahatma Gandhi, Abraham Lincoln, Dr. A.P.J. Abdul Kalam.

### **UNIT V**

Truth, the importance of uprightness, integrity, friendship – Health awareness on Alcohol and drug abuse – inculcating reading habit – reading good books – Hygiene – Dowry – Corruption.

### **Textbooks:**

Publication of Sadakathullah Appa College.