

FACULTY OF SCIENCE AND HUMANITIES

ACADEMIC CURRICULA

UNDERGRADUATE DEGREE PROGRAMME

Bachelor of Science (Honors)

in

PSYCHOLOGY

Four Years

National Education Policy

Learning Outcome-based Curricula Framework

National Credit Framework

Academic Year

2024 - 2025



SRM INSTITUTE OF SCIENCE AND TECHNOLOGY

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

Kattankulathur, Chengalpattu District 603203, Tamil Nadu, India

1. Vision Statement	
Stmt - 1	To be recognized nationally and internationally for our commitment to advancing psychological science interdisciplinary collaboration and community engagement
Stmt - 2	To inspire and empower individuals to make meaningful contributions to society through the application of psychological knowledge, critical inquiry, and compassionate service
Stmt - 3	To be a leading center of excellence in psychology education, research, and practice, fostering a culture of innovation, diversity, and ethical leadership

2. Mission Statement	
Stmt - 1	To provide a dynamic and inclusive learning environment that fosters the acquisition of comprehensive knowledge, critical thinking skills, and ethical awareness in the field of psychology
Stmt - 2	To promote excellence in research and scholarship, enhancing students' research competence and fostering a culture of inquiry, innovation, and evidence-based practice
Stmt - 3	To cultivate a community of lifelong learners who are equipped with the skills, competencies, and ethical values necessary for success in diverse professional and academic settings
Stmt - 4	To uphold and advance the highest standards of professionalism, integrity, and social responsibility in the practice and dissemination of psychological knowledge and skills
Stmt - 5	To engage with and contribute to the local and global community through the application of psychological principles and practices to address societal challenges and promote well-being

“Stmt” stands for Statement

3. Program Education Objectives (PEO)	
PEO - 1	Comprehensive Knowledge acquisition
PEO - 2	Critical Thinking and Analytical Skills Development
PEO - 3	Research Competence Enhancement
PEO - 4	Ethical Awareness and Professionalism Cultivation
PEO - 5	Application of Psychological Principles in Diverse Contexts

4. Consistency of Program Education Objectives with Mission					
	Mission Stmt. - 1	Mission Stmt. - 2	Mission Stmt. - 3	Mission Stmt. - 4	Mission Stmt. - 5
PEO - 1	High	High	Medium	Low	High
PEO - 2	High	High	High	Medium	Low
PEO - 3	Low	High	Low	High	Medium
PEO - 4	High	Medium	High	High	High
PEO - 5	Medium	Low	High	High	High

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

** H, M, and L have numerical equivalents of 3, 2, 1 correspondingly

5. Program Learning Outcomes (PLO)	
	Graduate Learning Attributes
PLO - 1	Problem Solving, Critical Thinking, Creativity
PLO - 2	Communication Skills, Collaborating Skills
PLO - 3	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills
PLO - 4	Leadership Qualities, Professionalism, Autonomy, Accountability
PLO - 5	Digital Technology Skills
PLO - 6	Value Inculcation, Multicultural inclusivity
PLO - 7	Environmental Action, Community Engagement
PLO - 8	Entrepreneurial Risk Taking
PSO - 1	Advocate Mental Health
PSO - 2	Communicate Psychological Science

PSO – Programme Specific Outcome

6. Consistency of Program Education Objectives with Program Learning Outcomes										
	PLO - 1	PLO - 2	PLO - 3	PLO - 4	PLO - 5	PLO - 6	PLO - 7	PLO - 8	PSO - 1	PSO - 2
PEO - 1	3	3	3	2	3	3	3	1	2	1
PEO - 2	3	3	2	3	1	2	2	3	3	2
PEO - 3	2	3	3	1	3	1	1	3	2	3
PEO - 4	1	2	3	3	2	3	3	2	3	3
PEO - 5	3	3	1	3	3	3	3	3	1	3

7. Programme Structure

Discipline Core Courses (C)					Discipline Core Elective Courses (D)						
Course Code	Course Title	Hours/Week			C	Course Code	Course Title	Hours/Week			C
		L	T	P				L	T	P	
USY24101J	Introduction to Psychology	3	0	3	4	USY24D01J	Organizational Psychology	3	0	2	4
USY24102J	Schools and Systems	3	0	2	4	USY24D02J	Consumer Behaviour	3	0	3	4
USY24103J	Developmental Psychology	3	0	3	4	USY24D03J	School Counselling	3	0	3	4
USY24201J	Social Psychology	3	0	2	4	USY24D04J	Psychodiagnostics	3	0	3	4
USY24202J	Biological Psychology	3	0	3	4	USY24D05J	Sports and Exercise Psychology	3	0	3	4
USY24203J	Abnormal Behaviour	3	0	3	4	USY24D06J	Psychotherapy	3	0	3	4
USY24301J	Introduction to Personality	3	0	3	4	USY24D07J	Counselling Psychology	3	0	3	4
USY24302J	Psychopathology	3	0	3	4	USY24D08J	Applied Social Psychology	3	0	3	4
USY24303J	Quantitative Data Analysis	3	0	3	4	USY24D09J	Transpersonal Psychology	3	0	2	4
USY24401J	Psychological Assessment	3	0	3	4	USY24D10J	Social Anthropology	3	0	3	4
Total Learning Credits					40	USY24D11J	Psychological Research	3	0	3	4
						USY24D12J	Indian Psychology	3	0	2	4
						USY24D13J	Principles of Sociology	3	0	3	4
						USY24D14J	Counselling Skills	3	0	3	4
						USY24D15J	Cross - Cultural Psychology	4	0	0	4
						USY24D16T	Health Psychology	4	0	0	4
						USY24D17T	Forensic Psychology	4	0	0	4
						USY24D18T	Cognitive Psychology	4	0	0	4
						USY24D19T	Behavioural Coaching	4	0	0	4
						Total Learning Credits					40
Elective Courses (Minor) (E)					Multidisciplinary Courses (M)						
Course Code	Course Title	Hours/Week			C	Course Code	Course Title	Hours/Week			C
		L	T	P				L	T	P	
USY24E01J	General Psychology	3	0	2	4	USY24M01T	Youth, Gender and Identity	3	0	0	3
USY24E02J	Community Psychology	3	0	2	4	USY24M02T	Psychology of Well-being	3	0	0	3
USY24E03J	Intergroup Relations	3	0	2	4	USY24M03T	Psychology and Technology	3	0	0	3
USY24E04J	Mental Health	3	0	2	4	Total Learning Credits					9
USY24E05J	Psychology of Health and Yoga	3	0	2	4	Value Added Courses (V)					
USY24E06J	Psychology of Relationships	3	0	2	4	Course Code	Course Title	Hours/Week			C
USY24E07J	Positive Psychology	3	0	2	4			L	T	P	
USY24E08J	Applied Psychology	3	0	2	4	UCD24V01T	Essentials of Artificial Intelligence	1	0	0	1
Total Learning Credits					32	UES24V01T	Environmental Studies	2	0	0	2
						UCD24V02T	Universal Human Values	2	0	0	2
						Total Learning Credits					5
Ability Enhancement Courses(A)					Skill Enhancement Courses (S)						
Course Code	Course Title	Hours/Week			C	Course Code	Course Title	Hours/Week			C
		L	T	P				L	T	P	
ULT24AE1J	Tamil - I	2	0	2	3	UCD24S01J	Verbal Ability and Skill Development	2	0	0	2
ULH24AE1J	Hindi - I	2	0	2	3	UCD24S02L	Quantitative Aptitude and Logical Reasoning	0	0	2	1
ULF24AE1J	French - I	2	0	2	3	UCD24S03J	Industry Oriented Employability and Leadership Skills	1	0	2	2
ULE24AE1J	English	2	0	2	3	UEN24S01L	Communication Skills	0	0	4	2
ULT24AE2J	Tamil - II	2	0	2	3	UCD24S04J	Career Readiness and Professional Skills	1	0	2	2
ULH24AE2J	Hindi - II	2	0	2	3	Total Learning Credits					9
ULF24AE2J	French - II	2	0	2	3						
Total Learning Credits					9						
Project Work / Internship (P)					Mandatory Courses (Y)						
Course Code	Course Title	Hours/Week			C	Course Code	Course Title	Hours/Week			C
		L	T	P				L	T	P	
USY24P01L	Internship - I	-	-	-	1	UNS24Y01L	NSS	0	0	0	0
USY24P02L	Internship - II	-	-	-	1	UNC24Y01L	NCC	0	0	0	0
USY24P03L	Project Work	0	0	4	2	UNO24Y01L	NSO	0	0	0	0
USY24P04L	Research Project and Dissertation	0	0	24	12	UYG24Y01L	YOGA	0	0	0	0
USY24P05L	Professional Internship	0	0	0	0	UMI24Y01L	My India Project	0	0	0	0
Total Learning Credits					16	Total Learning Credits					0

Internship - I to be completed during Summer Vacation of the First year
 Internship - II to be completed during Summer Vacation of the Second year
 Students from other departments can enroll in Elective Courses (Minor) (E)
 Students from all departments will be able to enroll in Multidisciplinary Courses (M).

8. Course Allocation across semesters

Semester - I					
Code	Course Title	Sessions/ Week			C
		L	T	P	
ULT24AE1J	Tamil - I	2	0	2	3
ULH24AE1J	Hindi - I				
ULF24AE1J	French - I				
ULE24AE1J	English	2	0	2	3
USY24101J	Introduction to Psychology	3	0	3	4
USY24102J	Schools and Systems	3	0	2	4
USY24103J	Developmental Psychology	3	0	3	4
UCD24S01J	Verbal Ability and Skill Development	1	0	2	2
Learning Credits					20

Semester – II					
Code	Course Title	Sessions/ Week			C
		L	T	P	
ULT24AE2J	Tamil - II	2	0	2	3
ULH24AE2J	Hindi - II				
ULF24AE2J	French - II				
USY24201J	Social Psychology	3	0	2	4
USY24202J	Biological Psychology	3	0	3	4
USY24203J	Abnormal Behaviour	3	0	3	4
UCD24V01T	Essentials of Artificial Intelligence	1	0	0	1
	Multidisciplinary Course - I				3
UCD24S02L	Quantitative Aptitude and Logical Reasoning	0	0	2	1
UNS24Y01L	NSS	0	0	0	0
UNC24Y01L	NCC				
UNO24Y01L	NSO				
UYG24Y01L	YOGA				
Learning Credits					20

Total Learning Credits of Courses of FIRST year = 40

Semester - III					
Code	Course Title	Sessions/ Week			C
		L	T	P	
USY24301J	Introduction to Personality	3	0	3	4
USY24302J	Psychopathology	3	0	3	4
USY24303J	Quantitative Data Analysis	3	0	3	4
	Minor Elective - I				4
	Multidisciplinary Course-II				3
USY24P01L	Internship - I	0	0	0	1
Learning Credits					20

Semester - IV					
Code	Course Title	Sessions/ Week			C
		L	T	P	
USY24401J	Psychological Assessment	3	0	3	4
USY24D01J	Organizational Psychology	3	0	2	4
USY24D02J	Consumer Behaviour				
	Minor Elective - II				4
	Minor Elective - III				4
UEN24S01L	Communication Skills	0	0	4	2
UCD24S03J	Industry Oriented Employability and Leadership Skills	1	0	2	2
UMI24Y01L	My India Project	0	0	0	0
Learning Credits					20

Total Learning Credits of Courses of SECOND year = 40

Semester - V					
Code	Course Title	Sessions/ Week			C
		L	T	P	
USY24D03J	School Counselling	3	0	3	4
USY24D04J	Psychodiagnostics				
USY24D05J	Sports and Exercise Psychology	3	0	3	4
USY24D06J	Psychotherapy				
	Minor Elective - IV				4
	Multidisciplinary Course - III				3
UES24V01T	Environmental Studies	2	0	0	2
UCD24S04J	Career Readiness and Professional Skills	1	0	2	2
USY24P02L	Internship - II	0	0	0	1
Learning Credits					20

Semester - VI					
Code	Course Title	Sessions/ Week			C
		L	T	P	
USY24D07J	Counselling Psychology	3	0	3	4
USY24D08J	Applied Social Psychology				
USY24D09J	Transpersonal Psychology	3	0	2	4
USY24D10J	Social Anthropology				
	Minor Elective - V				4
	Minor Elective - VI				4
USY24P03L	Project Work	0	0	4	2
UCD24V02T	Universal Human Values	2	0	0	2
Learning Credits					20

Total Learning Credits of Courses of THIRD year = 40

Semester - VII					
Code	Course Title	Sessions/ Week			C
		L	T	P	
USY24D11J	Psychological Research	3	0	3	4
USY24D12J	Indian Psychology	3	0	2	4
USY24D13J	Principles of Sociology				
USY24D14J	Counselling Skills	3	0	3	4
USY24D15J	Cross - Cultural Psychology				
	Minor Elective - VII				4
	Minor Elective - VIII				4
Learning Credits					20

Semester - VIII					
Code	Course Title	Sessions/ Week			C
		L	T	P	
USY24D16T	Health Psychology	4	0	0	4
USY24D17T	Forensic Psychology				
USY24D18T	Cognitive Psychology	4	0	0	4
USY24D19T	Behavioural Coaching				
USY24P04L	Research Project and Dissertation	0	0	24	12
USY24P05L	Professional Internship				
Learning Credits					20

Total Learning Credits of Courses of FOURTH year = 40

**8.1. Elective Courses (MINOR) offered by the Department of Psychology to other Departments
 (Excluding Department of Psychology)**

Elective Courses (Minor) (E)						
Semester	Course Code	Course Title	Sessions / Week			
			L	T	P	C
III	USY24E01J	General Psychology	3	0	2	4
IV	USY24E02J	Community Psychology	3	0	2	4
IV	USY24E03J	Intergroup Relations	3	0	2	4
V	USY24E04J	Mental Health	3	0	2	4
VI	USY24E05J	Psychology of Health and Yoga	3	0	2	4
VI	USY25E06J	Psychology of Relationships	3	0	2	4
VII	USY24E07J	Positive Psychology	3	0	2	4
VII	USY24E08J	Applied Psychology	3	0	2	4
		Total Learning Credits				32

**8.2. Multidisciplinary Courses offered by the Department of Psychology to other Departments
 (Including Department of Psychology)**

Multidisciplinary Courses (Y)						
Semester	Course Code	Course Title	Sessions/ Week			
			L	T	P	C
II	USY24M01T	Youth, Gender and Identity	3	0	0	3
III	USY24M02T	Psychology of Well-being	3	0	0	3
V	USY24M03T	Psychology and Technology	3	0	0	3
		Total Learning Credits				9

9. Programme Articulation Matrix

Course Code	Course Name	Programme Learning Outcomes									
		1	2	3	4	5	6	7	8	PSO1	PSO2
ULT24AE1J	Tamil - I	3	1	2	2	3	1	2	3	1	2
ULH24AE1J	Hindi - I	2	1	2	3	1	2	3	1	2	1
ULF24AE1J	French - I	3	1	2	2	3	1	2	3	1	2
ULE24AE1J	English	2	1	-	3	1	2	3	1	2	1
USY24101J	Introduction to Psychology	3	1	2	2	3	1	2	3	3	3
USY24102J	Schools and Systems	1	3	2	2	3	3	1	2	3	3
USY24103J	Developmental Psychology	2	1	2	3	1	2	3	1	3	3
UCD24S01J	Verbal Ability and Skill Development	3	3	2	3	3	1	2	2	-	-
ULT24AE2J	Tamil - II	2	1	-	3	1	2	3	1	2	-
ULH24AE2J	Hindi - II	3	1	2	2	3	1	2	3	1	2
ULF24AE2J	French - II	3	1	1	2	3	1	2	3	1	2
USY24201J	Social Psychology	3	1	2	2	3	1	2	3	1	2
USY24202J	Biological Psychology	2	1	-	3	1	2	3	1	2	1
USY24203J	Abnormal Behaviour	3	1	-	2	3	1	2	3	1	2
UCD24V01T	Essentials of Artificial Intelligence	3	3	2	2	3	3	-	2	2	2
	Multidisciplinary Course - I										
UCD24S02L	Quantitative Aptitude and Logical Reasoning	3	1	3	-	2	2	-	-	-	-
UNS24Y01L	NSS										
UNC24Y01L	NCC										
UNO24Y01L	NSO										
UYG24Y01L	YOGA										
USY24301J	Introduction to Personality	3	1	2	2	3	1	2	3	3	3
USY24302J	Psychopathology	3	2	2	2	3	3	1	2	3	3
USY24303J	Quantitative Data Analysis	2	1	2	3	1	2	3	1	2	2
	Minor Course - I										
	Multidisciplinary Course - II										
USY24P01L	Internship - I	2	3	3	2	3	2	2	3	3	3
USY24401J	Psychological Assessment	3	1	2	3	3	1	2	3	3	3
USY24D01J	Organizational Psychology	3	2	2	2	3	3	1	2	3	3
USY24D02J	Consumer Behaviour	2	1	2	3	1	2	3	2	2	2
	Minor Course - II										
	Minor Course - III										
USY24D03J	School Counselling	3	2	2	2	3	3	1	2	3	3
UEN24S01L	Communication Skills	2	1	-	3	1	2	3	1	2	1
UCD24S03T	Industry Oriented Employability and leadership Skills	1	3	2	2	3	3	1	2	2	2
UMI24Y01L	My India Project	2	3	2	2	2	2	1	2	2	2
USY24D04J	Psychodiagnostics	2	1	3	2	1	2	3	1	2	3
USY24D05J	Sports and Exercise Psychology	3	3	2	2	3	2	2	3	3	3
USY24D06J	Psychotherapy	3	1	2	3	3	1	2	3	3	3
	Minor Course - IV										
	Multidisciplinary Course - III										
UES24V01T	Environmental Studies	1	3	2	2	3	3	1	2	1	1
UCD24S04J	Career Readiness and Professional Skills	1	3	2	2	3	3	1	2	2	2
USY24P02L	Internship - II	2	3	3	2	3	2	2	3	3	3
USY24D07J	Counselling Psychology	3	2	2	2	3	3	1	2	3	3
USY24D08J	Applied Social Psychology	2	3	2	3	2	3	2	1	2	2
USY24D09J	Transpersonal Psychology	3	2	2	2	3	3	1	2	3	3
USY24D10J	Social Anthropology	1	3	2	2	3	3	1	2	3	3
	Minor Course - V										

	Minor Course - VI										
USY24P03L	Project Work	2	3	3	2	3	2	2	3	3	3
UCD24V02T	Universal Human Values	1	3	2	2	3	3	1	2	3	3
USY24D11J	Psychological Research	3	2	2	2	3	3	1	2	3	3
USY24D12J	Indian Psychology	3	1	2	3	3	1	2	3	3	3
USY24D13J	Principles of Sociology	1	3	2	2	3	3	1	2	2	2
USY24D14J	Counselling Skills	3	2	2	2	3	3	1	2	3	3
USY24D15J	Cross - Cultural Psychology	1	3	2	2	3	3	3	2	2	2
	Minor Course - VII										
	Minor Course - VIII										
USY24D16T	Health Psychology	3	2	2	2	3	3	2	2	3	3
USY24D17T	Forensic Psychology	2	3	2	2	3	3	2	1	2	2
USY24D18T	Cognitive Psychology	3	2	2	2	3	3	1	2	3	3
USY24D19T	Behavioural Coaching	2	1	3	2	1	2	3	2	2	3
USY24R04L	Research Project and Dissertation	2	3	3	2	3	2	2	3	3	3
USY24R05L	Professional Internship	2	3	3	2	3	2	2	3	3	3
	AVERAGE	3	3	2	2	3	2	3	2	3	3

Abbreviations

- CLR – Course Learning Rationale
- CLO – Course Learning Outcomes
- PLO – Programme Learning Outcomes
- SLO – Session Learning Outcomes
- BLoT – Bloom’s Level of Thinking
- CLA – Continuous Learning Assessment

SEMESTER - I

Course Code	ULT24AE1J	Course Title	Tamil – I	Category	A	Ability Enhancement Course			
						L	T	P	C
						2	0	2	3

Course Offering Department	Tamil	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	மரபிலிருந்து மாற்றம் பெற்ற புதுக்கவிதை மரபின் சிந்தனைகளை அறியச் செய்தல்																		
CLR-2	நவீன கவிதையின் வழிமனித வாழ்வியல் விழுமியங்களைத் தெரியச் செய்தல்																		
CLR-3	சிற்றிலக்கியங்கள், காப்பியங்கள் கற்பிக்கும் தமிழ்ச்சமூகத்தின் வாழ்வியலை அறியச்செய்தல்																		
CLR-4	நவீனதமிழ்இலக்கியவளர்ச்சிவரலாற்றைப்பிரியச்செய்தல்																		
CLR-5	மொழிப்பயிற்சிவழிமொழியின்பல்வேறுநுட்பங்களைத்தெரியச்செய்தல்																		
		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity, Solving	Communication Skills, Collaborating	Independent Thinking, Analytical	Leadership Qualities, Professionalism,	Digital Technology Skills	Value Inculcation, Multicultural	Environmental Action, Community	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLO	At the end of this course, learners will be able to:																		
CLO-1	புதுக்கவிதை உருவாக்கித் தந்த புதிய சிந்தனைக் களங்களை அறிந்து கொள்ளுதல்	✓	✓	-	-	2	75	60	3		3					3			
CLO-2	நவீனகவிதைகள்வழி மாற்றம் பெற்று வரும் மானுட விழுமியங்களைத் தெரிந்து கொள்ளுதல்	✓	✓	✓	-	2	80	70				2		3	3	2			3
CLO-3	தமிழ்ச்சமூகத்தின் இடைக்கால வாழ்வியல் முறைகளை உணர்ந்து கொள்ளுதல்	✓	✓	✓	✓	2	70	65	3		3			2				3	3
CLO-4	நவீனஇலக்கியவரலாறுவழிதமிழ்க்கல்விவரலாறு, சமூக வரலாறு பெற்ற வளர்ச்சி நிலைகளைத் தெரிந்து கொள்ளுதல்	✓	✓	✓	✓	2	70	70		3			3	3		2	3		
CLO-5	மொழியின் நுட்பங்களைத் தெரிந்து மொழி ஆளுமையோடு செயல்படும் திறன் பெறுதல்	✓	✓	✓	✓	3	80	70	3	3		2					3	3	

Sessions	CLO – 1	CLO – 2	CLO – 3	CLO – 4	CLO - 5
	12	12	12	12	12
SLO-1	தமிழ்க் கவிதைமரபு	நவீன கவிதை தோற்றம், வரலாறு	தமிழரின் வீரமரபு - போர் விழுமியங்கள்	சிறுநிலக்கியத்தோற்றம் – வகைமை	தமிழ்உரைநடைமரபு – உ.வே.சா. வின்பங்களிப்பு
SLO-2	புதுக்கவிதை உருவாக்கம், புதுக்கவிதை வளர்ச்சி நெறிகள்	நவீனகவிதைகளில் செல்நெறிகள்	பரணி அறிமுகம் பரணி இலக்கியங்கள்	பிள்ளைத்தமிழ் -உலா - தூது	உ.வே.சா. வின்ராஜவைத்தியம்
SLO-3	பாரதியார் பன்முக ஆளுமைத்திறன்	கவிதைமொழி - நவீனகவிஞர் மைகள்	தலைவனின் வீரம் - கலிங்கத்துப்பரணி 477,490	புதுக்கவிதையின் தோற்றமும்மொழியும்	நாட்டுப்புறமரபில் சிறுதெய்வவழிபாடு
SLO-4	பாரத தேசம் பாரத தேசத்தின் வளம்	கவிதையில்நாட்டுப்புறவடிவம்	தமிழ் இலக்கிய மரபில் தூது இலக்கியங்கள்	புதுக்கவிதையில் சமூகம் – புதுக்கவிதையும் இதழ்களும்	கழனிபூரனின் பொன்காத்தஜயனார்
SLO-5	வெள்ளிப் பனிமலையின் மீதுலவுவோம்...	பெண்களின்கல் விநிலை - இளம்பிறை – அம்மா	தமிழின்பெருமை – தமிழ்விடுதூது (184 – 186)	மணிக்கொடிஇதழ், எழுத்துஇதழ், வானம்பாடிஇதழ்	பிழைநீக்கிஎழுதும்நூட்பங்கள்
SLO-6	20 ஆம் நூற்றாண்டுக் கவிதை மரபில்பாரதிதாசன்	ஆண் பெண் சமத்துவமும் ப.கல்பனா – கீறல் விழுந்த மாலைக்காலங்கள்	செய்யுள் மரபில் கலம்பக இலக்கியங்கள்	சிறுகதைதோற்றம் - சிறுகதைவளர்ச்சி	எழுத்துப்பிழை – ந - ண - ன - ல, எ, ழ, ர, றவேறுபாடுஅறிதல்
SLO-7	பாரதிதாசன் - அழகின்சிரிப்பு ஆல் – ஆயிரம் கிளைகள் கொண்ட அடிமரம்	விளிம்புநிலைவாழ்வியல்: திருநற்களம்சாதனைகளும்	கையறுநிலை – நந்திக்கலம்பகம்-வானுறுமதியை (110)	சிறுகதைவரலாறு - சிறுகதைஆசிரியர்கள்	தொடர்பிழை ஒருமைபன்மை வேறுபாடு

SLO-8	ஆல் - ஆயிரம்கிளைகள் கொண்ட அடிமரம்	திருநங்கைகுண வதி - சமூகப்பார்வை	தமிழ் இலக்கியமரபில் குறவஞ்சி இலக்கியங்கள்	இதழ்களும் சிறுகதையும்	பிறமொழிச் சொற்களை நீக்கி எழுதுதல், ஷ.ஜ.ஸ.ஹ மாற்றொலிகள்
SLO-9	வானம்பாடிக்கவிஞர்களும் மு.மேத்தாவும்	புலம்பெயர்வாழ் வியல் - வலியும் நம்பிக்கையும்	குற்றாலக் குறவஞ்சி - ஆடு மரவீனுமணி (3)	புதினம்தோற்றம் - புதினம் வளர்ச்சி வரலாறு	தமிழில் சொல்வகைகள் சொல்லும்பயன்பாடும்
SLO-10	மனிதநேயம் - மு.மேத்தாவின் மனிதனைத்தேடி	ஸர்மிளாஸெய்யித் - புராதனஊர்	காப்பிய இலக்கணம் - காப்பிய வகைமைகள்	புதினத்தின் வகைமை புதினஆசிரியர்கள்	பெயர்ச்சொற்கள் பெயர்ச்சொற்களும் வகைகளும்
SLO -11	தமிழ்க்கவிதையில் சுற்றுச்சூழலியல்	காலந்தோறும் கவிதைவடிவில் மாற்றங்கள். ஹைக்கூ - மு.முருகேஷ்	சிலப்பதிகாரம் - அறிமுகம் கட்டுரைக்காதை	தமிழ்இலக்கியத்தில் உரைநடைக் கூறுகள் - உரைநடையின் தோற்றம்	வினைச்சொற்கள் அறிதல்
SLO -12	இயற்கையும் சமத்துவமும் பழனிபாரதியின்காடு	லிமரைக்கூ - ஈரோடுதமிழன்பன் சென்ரியூ - மாமதயானை	ஊழ்வினை - கோவலனின் முற்பிறப்பு வரலாறு	தமிழில் உரைநடை வளர்த்த அறிஞர்கள்	தமிழில் பெயரடை, வினையடை அறிதல்

Resources					
1	முல்லைக்காடு, தொகுப்புப்பதிப்பு - தமிழ்த்துறை ஆசிரியர்கள், எஸ்.ஆர்.எம். அறிவியல் மற்றும் தொழில்நுட்பக்கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2023	4	வல்லிக்கண்ணன், புதுக்கவிதைதோற்றமும் வளர்ச்சியும், ஆழிபதிப்பகம், சென்னை, 2018		
2	கா. சிவத்தம்பி, தமிழ்சிறுகதைதோற்றமும் வளர்ச்சியும், என்.சி.பி.எச்., சென்னை, 2013	5	மு.வரதராசன், தமிழ்இலக்கியவரலாறு, சாகித்திய அக்காடெமி, 1972.		
3	மதுரைதமிழ்இலக்கியமின் தொகுப்புத்திட்டம் - https://www.projectmadurai.org/	6	தமிழ்இணையக்கல்விக்கழகம் - http://www.tamilvu.org/		

Assessment											Strategies					
Bloom's Level of Thinking	Continuous Learning Assessment (CLA) (50% weightage)									Final Assessment (50% weightage)	Technology		Pedagogy / Andragogy		Sustainable Development	
	CLA – 1		CLA – 2		CLA – 3		CLA – 4*		Theory (%)		Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	
	(10 %)		(10 %)		(20 %)		(10%)									
	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)								
1	Remember	15	15	15	15	10	10	10	10	15						
2	Understand	15	15	15	15	10	10	10	10	15						
3	Apply	20	25	25	20	25	25	25	25	25						
4	Analyze	20	25	25	20	25	25	25	25	25						
5	Evaluate	15	10	10	15	15	15	15	15	10						
6	Create	15	10	10	15	15	15	15	15	10						
Total (%)		100	100	100	100	100	100	100	100	100						

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Dr. P.R.Subramanian, Director, Mozhi Trust, Thiruvanniyur, Chennai – 600 041	1 Dr. V. Dhanalakshmi, Associate Professor, Subramania Bharathi School of Tamil Language & Literature, Pondicherry University, Pondicherry	1 Dr. B.Jaiganesh, Associate Professor and Head, Department of Tamil, FSH, SRMIST, Kattankulathur
		2 Dr. R. Ravi, Assistant Professor and Head, Department of Tamil, FSH, SRMIST, Vadapalani
		3 Mr. G. Ganesh, Assistant Professor, Department of Tamil, FSH, SRMIST, Ramapuram
		4 Dr. T.R.Hebzibah beulah Suganthi, Assistant Professor, Department of Tamil, FSH, SRMIST, Kattankulathur
		5 Dr. S.Saraswathy, Assistant Professor, Department of Tamil, FSH, SRMIST, Kattankulathur

Course Code	ULH24AE1J	Course Title	Hindi – I	Category	A	Ability Enhancement Course	L	T	P	C
							2	0	2	3

Course Offering Department	Hindi	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	To Communicate in Hindi without any inhibition	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLR-2	To appreciate the Hindi language in its various forms																		
CLR-3	To analyze the different writing styles																		
CLR-4	To display moral and social values in the field of social Responsibility and Integrity																		
CLR-5	To be willing listeners and Translators-where need be																		
CLO	At the end of this course, learners will be able to:																		
CLO-1	To Understand the Philosophy of life and living through Stories	✓	✓	-	-	2	85	75	3	2	3			2		3			
CLO-2	To Examine Travelogue writing and Sketch	✓	✓	✓	-	2	85	75	3		2		3		3	2			3
CLO-3	To Identify Irony and essay - based writing	✓	✓	✓	✓	3	85	75		3		3	3	2				3	3
CLO-4	Evaluate the various social issues depicted in the prose	✓	✓	✓	✓	3	85	75	2		2	3			2	2	3		
CLO-5	To Understand the fundamental principal of Translation	✓	✓	✓	✓	3	85	75		3		3	3	2				3	3

Sessions	CLO – 1	CLO - 2	CLO – 3	CLO - 4	CLO - 5
	12	12	12	12	12
SLO-1	KAHANI KI AVDHARNA	REKHACHITRA & YATRAVITRANT	NIBANDH	NATAK	ANUVAD& PARIBHASHIK SHABDAVALI
SLO-2	SWARUP AUR PARIBHASHA	AVDHARNA EVM SWAROOP	NIBANDH KI AVDHARNA EVM SAWROOP	AVDHARNA EVM SAWROOP	ARTH EVM PARIBHASHA
SLO-3	KAHANI KE TATVA EVM MAHATVA	MAHATVA AUR UDDESHYA	MAHATVA EVM UDDESHYA	TATWA EVM PRAKAR	SWARUP EVM PRAKAR
SLO-4	PAKIKSHA- PREMCHAND	GESHA REKHACHITRA	KUTAJ- NIBANDH HAJARI PRASHAD Divedi	UDDESHYA	MAHATVA
SLO-5	VISLESHAN	PATH KA VISHLESHAN	LEKHIK PARICHAY	NATAK KA MAHATVA	UDDESHYA
SLO-6	UDDESHYA	GURU SHISHYA KA SAMBANDH	SHANGHARSHIL JEEVAN	RANGMANCH KA PARICHAY	ANUVAD KA PRAYOJAN EVM PRAYOG
SLO-7	MALBE KA MALIK- MOHAN RAKESH	THELE PAR HIMALAY (YATRAVITRANT)	PATH KA MAHATVA	LEKHAK PARICHAY	SHROT EVM LAKSHYA BHASHA KA GYAN
SLO-8	LEKHAK PARICHAY	YATRAVITRANT KA MAHATVA	BHOLARAM KA JEEV- (VYANGYA) HARISHANKAR PARSHAI	NATAK KA VISLESHAN	ANUVAD KA DAYITVA
SLO-9	BATWARE KA YATHARTH VARNAN	YATRA KA YATHARTH CHITRAN	VYANGYA KI AVADHARNA	LALCH KA DUSHPARINAM	PARIBHASHIK SHABDAVALI
SLO-10	TATKALIN PARISHTHITI KA VARNAN	PATH KA VISLESHAN	PATH KA VISHLESHAN	GURU SHISHYA SAMBANDH	TAKANIKI SHABDAVALI KA MAHATVA
SLO-11	KAHANI KA VISHLESHAN	HIMALAY KA LOK JEEVAN	SARKARI TANTRA KA KHOKHLA RUP	MAHATTAKANKSHI KA DUSHPARINAM	VIVIDH PRAYOG
SLO-12	KAHANI KA UDDESHYA	HIMALAY KA VARNANA	SANVEDANSHIL BHAVANA	TATKALIN SAMAJIK VYAVASTHA KI CHARCHA	SHABDAVALI KI AVSHYAKTA

Resources					
1	Samanya Hindi, Srijonlok Publication, 2023, New Delhi	4	Bhakti Andolan Aur Surdas Ka Kavya – Manager Pandey		
2	Kabir – Hazari Prasad Dwedi	5	Bihari – Vishvnath Prasad Mishr		
3	Surdas – Ram Chandra Shukl	6	Aadhunik Vigyapan Aur Jansampark – Taresh Bhatia		

Assessment										
Bloom's Level of Thinking	Continuous Learning Assessment (CLA) (50% weightage)									Final Assessment (50 % weightage)
	CLA – 1		CLA – 2		CLA – 3		CLA – 4*		Theory (%)	
	(10 %)		(10 %)		(20 %)		(10%)			
	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)		
1 Remember	15	15	15	15	10	10	10	10	15	
2 Understand	15	15	15	15	10	10	10	10	15	
3 Apply	20	25	25	20	25	25	25	25	25	
4 Analyze	20	25	25	20	25	25	25	25	25	
5 Evaluate	15	10	10	15	15	15	15	15	10	
6 Create	15	10	10	15	15	15	15	15	10	
Total (%)	100	100	100	100	100	100	100	100	100	

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ms. Reetha Govindan, Senior Manager (Rajbhasha)	1	Dr. S.Padmapriya, Professor and Head, Pondichery University, Kalapet, Puducherry-605014	1	Dr. S Preeti. Associate Professor, SRMIST
2	Mr. Vipin Kumar Jha, Senior Translation Officer (ALUMNI)			2	Dr. Md.Shwahidul Islam, Assistant Professor, SRMIST
				3	Dr. S. Razia Begum, Assistant Professor, SRMIST
				4	Dr.Nisha Murlidharan Assistant Professor,SRMIST

Course Code	ULF24AE1J	Course Title	French – I	Category	A	Ability Enhancement Course	L	T	P	C
							2	0	2	3

Course Offering Department	French	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-1	Extend and expand their savoir-faire through the acquisition of current scenario					Level of Thinking			Problem Solving, Critical Thinking, Creativity, Solving									
CLR-2	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French					Expected Proficiency (%)	85	75	Communication Skills, Collaborating Skills	2		3						
CLR-3	Make them learn the basic rules of French Grammar.					Expected Attainment (%)	85	75	Independent Thinking, Analytical	3		2						
CLR-4	Develop strategies of comprehension of texts of different origin						85	75	Decision Making, Learning to Learn, Research, Leadership Qualities, Professionalism, Autonomy, Accountability	3	3	3	2				3	3
CLR-5	Strengthen the language of the students both in oral and written						85	75	Digital Technology Skills	2		2	3		2	2	3	
							85	75	Value Inculcation, Multicultural Inculcation		3						3	3
							85	75	Environmental Action, Community Entrepreneurial Risk Taking									
							85	75	Advocate Mental Health									
							85	75	Communicate Psychological Science									

CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate
CLO-1	To acquire knowledge about French language	✓	✓	-	-
CLO-2	To strengthen the knowledge on concept, culture, civilization, and translation of French	✓	✓	✓	-
CLO-3	To develop content using the features in French language	✓	✓	✓	✓
CLO-4	To interpret the French language into other language	✓	✓	✓	✓
CLO-5	To improve the communication, intercultural elements in French language	✓	✓	✓	✓

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
SLO-1	Contacts, Emma la championne	Les verbes du premier groupe	Qu'est-ce qu'ils font?	Portraits	Les verbes du deuxième groupe –
SLO-2	Les nombres à partir de 31	La liaison	Où est mon sac	Un casting	Les pronoms personnels toniques
SLO-3	Les pays, les nationalités	Entrer en contact	Quelques objets	Le Petit Spirou	Les verbes faire et lire
SLO-4	Les jours de la semaine, Les jours	Présenter et se présenter	Les professions	L'aspect physique	Les Sons
SLO-5	Les mois de l'année, Les animaux domestiques	Demander et dire la date	La formation du féminin (2)	Le caractère	Décrire l'aspect physique
SLO-6	La famille (1)	Une rencontre.	Qu'est-ce que c'est?	les états d'âme	Demander et dire l'heure
SLO-7	La formation du féminin (1)	Contacts	C'est / Il est (1)	Les prépositions de lieu (1)	Elle est comment?
SLO-8	Les adjectifs possessifs	Emma la Championne	La phrase négative (1)	La famille (2)	Portraits
SLO-9	La phrase interrogative	Mots et expressions	Les verbes aller et venir	La formation du féminin	Mots et Expressions
SLO-10	Les nombres	Grammaire	Les formules de politesse	La formation du pluriel (2)	Grammaire.
SLO-11	Intonation et est-ce que	Communication	C'est qui?	Il y a	Communication
SLO-12	Les exemples	Les verbes du ER –groupe	Mots et Expressions	Les articles contractés	Les concepts

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

Assessment										
Bloom's Level of Thinking		Continuous Learning Assessment (CLA) (50% weightage)								Final Assessment (50 % weightage)
		CLA – 1		CLA – 2		CLA – 3		CLA – 4*		
		(10 %)		(10 %)		(20 %)		(10%)		
		Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)
1	Remember	15	15	15	15	10	10	10	10	15
2	Understand	15	15	15	15	10	10	10	10	15
3	Apply	20	25	25	20	25	25	25	25	25
4	Analyze	20	25	25	20	25	25	25	25	25
5	Evaluate	15	10	10	15	15	15	15	15	10
6	Create	15	10	10	15	15	15	15	15	10
Total (%)		100%		100		100		100		100

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations		Clarification/Pauses	✓	Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓	Quality Education ✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality ✓
		Debate	✓	
		Interactive Lecture	✓	
		Brainstorming	✓	

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers				
Professional Experts		Higher Institution Experts		Internal Experts
1	Mr. Kavaskar Danasegarane, Language Specialist, Process Expert Maersk Global Service Center Pvt. Ltd	1	Dr. CThirumurugan, Professor, Department of French, Pondicherry University	1 Mr. Kumaravel K. Assistant Professor and Head, SRMIST
2	Mr. Shrivathsan S, Journalist, Senior Sports Reporter/Sub-Editor, Times of India, Chennai			2 Ms. Abigail A, Assistant Professor, SRMIST
				3 Mrs.M.Mahalakshmi, Assistant Professor, SRMIST

Course Code	ULE24AE1J	Course Title	English	Category	A	Ability Enhancement Course			
						L	T	P	C
						2	0	2	3

Course Offering Department	English	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
CLR-1	Develop an understanding and sensibility of human consciousness through gender inclusive curriculum	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-2	Enhance the abilities of deeper understanding to stay with integrity with the fellow human beings																	
CLR-3	Develop the overall language competency of the learner																	
CLR-4	Develop proficient language skills																	
CLR-5	Learn to express the thoughts clearly, develop logical arguments and enhance the overall communication skills.																	
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLO-1	Analyze different literary texts to identify the representation of issues related to gender, and class	✓	✓	-	-	2	85	75	H	H	H	H	-	H	H	M	H	H
CLO-2	Apply critical thinking skills to analyze and respond to academic texts.	✓	✓	✓	-	2	85	75	H	M	H	M	-	H	L	-	H	M
CLO-3	Critically evaluate and discuss contemporary issues through online articles.	✓	✓	✓	✓	3	85	75	H	H	H	H	H	H	M	L	H	H
CLO-4	Refine their general writing skills	✓	✓	✓	✓	3	85	75	L	M	M	L	H	H	M	M	H	L
CLO-5	Improve their language application skills	✓	✓	✓	✓	3	85	75	H	H	M	H	L	L	L	H	H	L

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	12	12	12	12	12
SLO-1	Introduction to the poet- Sukirtharani- Reading and recitation of the poem –Debt Analysis and Critical interpretation of the poem.	Introduction to the short story writer Katherine Mansfield. Reading the story- The Doll’s House Explaining the story through depiction of characters and representation of injustices.	Introduction to Creative Writing. Explaining the elements of creative writing. Grouping the Students belonging to States other than Tamilnadu	Building the discourse- The significance of conversation and the key elements of discourse- Art of conversation in digital and verbal discourse- Lee Mockobe’s A Powerful Poem of what it means to be a Transgender. TEDX TALK- POEM RECITATION	Reflecting the learning. - Review writing Explaining the process of reviewing and the method of reviewing. Choosing the subject for reviewing.
	SLO-2	Introduction to the poet Kalki Subramaniam. Reading and recitation of the poem Phallus I cut. Analysis and Critical interpretation of the poem. Part-1	Analysis and critical interpretation of the short story Doll’s House.	Stand-up comedy show -translate the audio content in English. (any regional language) Practice the writing activity -creative ways of engaging in translation.	Reflecting on the style and the tone of the poem. Practicing conversation
SLO-3	Analysis and Critical interpretation of the poem. Phallus I cut- Part-2	Class room activity- reviewing characters Group Discussion- social consciousness	Correction of errors- attempting to translate. Identifying equivalent terms to certain regional words - learn the art of translation.	Classroom- Speaking activity- reflection about the issues regarding gender expression and gender identity. Reviewing activity- group discussion- communicating effectively- importance	Choosing and planning the topic for students- group 3 and group 4
SLO-4	Introduction to the poet -Imtiaz Dharker. Reading and reciting the poem Purdah 1. Analysis and Critical interpretation of the poem- Purdah 1- part 1	Speaking activity- society and its portrayal in the short story- Magnifying and analyzing the characters from contemporary perspective	Introducing famous art works and the contexts of creation. Salvador Dali- The Face of War Pablo Picasso- Guernica Edward Munch- The Scream Pieter Bruegel- The Tower of Babel. Understanding the art works- Part 1	Introducing Content writing in Social Media- the importance of content writing.	Introducing the students to the review of the various works. Understand the review process how effectively a review of any work can be done.

SLO-5	Analysis and Critical interpretation of the poem- Purdah 1- part 2	Introduction to the writer Haruki Murakami. Reading the Confessions of a Shinawaga monkey. Discussion and analysis of the Confessions of a Shinawaga monkey.	Understanding the art works- Part 2 creative and/ or thoughtful writing - contemporary themes of modern day	BLOG WRITING - Subtleties Of Workplace Inclusion: Mental Health And Queer Community- Salik Ansari. Reading the text- content in the blog by the students- Reading Activity	Reviewing -record -post in the social media pages of SRMIST
SLO-6	Reading and reciting the poem Purdah 2 Analysis and Critical interpretation of the poem- Purdah 2- part 1	Group discussion activity reflecting the understanding of the character Shinagwa monkey Speaking activity- review on life and existentialism and identity crisis	Course instructor guidance-Classroom activity for creative writing- discussion on generation of ideas discussion on working and reflection of ideas	Analysing the text- content in the blog by the students- Discussion Activity writer's conversation with the readers - the blog in other blog articles.. Practice blog writing	Thoughtful conversation with your team member post the same in the official social media page of SRMIST. Choosing the team based on the abilities that are comfortable to match the peer members
SLO-7	Analysis and Critical interpretation of the poem- Purdah 2- part 2	Introduction to Crystal Wilkinson Reading Endangered Species: Case 47401.	Elements of writing Incorporate the elements of story in story writing	Apprehending Life by reading the texts of influence- Chimamanda Ngozi Adiche's Notes on Grief- A BRIEF NOTE, We should all be Feminists- An Essay.	Choosing the topics for a thoughtful conversation Planning and preparation for the script of conversation with a team member
SLO-8	Introduction to the poet Arundathi Subramanian. Reading and reciting the poem- Home Student activity- recitation Analysis and Critical interpretation of the poem- Home	Discussion and analysis of Endangered Species: Case 47401.	Students -writing abilities- building stories- a visual treat of variety of pictures.	Class discussion- essay by the author -subjective depiction of life. Understand -subjective opinions -perspectives- Practising the task multiple times with all the students in the classroom.	Drafting , editing and revising the script of conversation and enacting the conversation with the team members Enactment -proper rehearsal -final performance - conversation- whole performance should be recorded. The recording should be posted in the official media page and social handles of SRMIST.

<p style="text-align: center;">SLO-9</p>	<p>Recollection of study of the writing styles and intentions of the poets prescribed in the syllabus.</p>	<p>Introduction to C.S Lakshmi also known as Ambai.</p> <p>Reading the short story- In a Forest, A Deer.</p>	<p>Practice -write stories - pictures given or shown . Classroom activity- evaluation of writings and reflections for suggesting, correction and improvement</p>	<p>Interposing opinions in famous interviews- FII Interviews: Tasveer Co-Founder And Filmmaker Rita Meher On The Seattle Legislation, Minority Rights And The Fight Against Oppression- INTERVIEW- Analysing the text and discussing the aspects of an interview</p>	<p>work for this social post - reflect on their experience of learning communicative English course and the testimonial has to be recorded and posted in the social media pages of SRMIST..</p>
<p style="text-align: center;">S-10</p>	<p>Group Discussion activity for students to reflect up on gender consciousness</p>	<p>Discussion and Analysis of In a Forest, A Deer.</p>	<p>A writing task to write a script is introduced in the classroom.</p>	<p>Students -enact as interviewer and interviewee and practice building the discourse.</p>	<p>Involving the students for the project work. Introducing what is project work and inculcating the interest - Giving instructions to do the project works -</p>
<p style="text-align: center;">SLO-11</p>	<p>Revision of the poems Debt and Phallus I cut, Purdah 1 and Purdah 2</p>	<p>Classroom activity- speaking about identity, power of women and contemporary issues and perspectives up on women like Thangam Atthai</p>	<p>creative scripts inspiring from the dialogues of their favourite films by changing the scenario to their own wish according to their own whims and fancies. Creative writing -writing news reports. recreated with new characters, places, scenes, incidents.</p>	<p>Certain role plays like celebrity personalities, political personalities -conduct the interview and be the interviewer and interviewee.</p> <p>The art of conversation and the ability to build a discourse Reflecting on the points- Student reviewing activity- art of conversation in the text</p>	<p>Discussion of ideas and generation of creative ideas- Preparation for next semester. Assignment on any piece of creative writing (OR) Presentation- Mastering the art of Public Speaking. (OR) Project on compiling the real life influential events on gender inclusive issues and a presentation of the same. Interview Scripting /Blog writing.- Guidance</p>

SLO-12	Revision of the poem Home. Creative activity for the students to reflect up on gender consciousness, influence of religion on women freedom.	Retrospecting the writing styles of the authors- Katherine Mansfield, Haruki Murakami, Crystal Wilkinson and Ambai. Overall Revision- The Doll’s House, Confessions of a Shinawaga Monkey, Endangered Species: Case 47401 Classroom activity- speaking about racism in contemporary society- an attempt to understand the issues prevailing in the society from the perspectives of students	Watch debate shows - summarising the arguments Enhance - descriptive writing skill. Repetitive practice and continuous assessment - writing skills-master the writing skill.	Reflecting on the points- Student reviewing activity- art of conversation in the text The evaluation and assessment of the conversation - constructive feedbacks to the students.	Reflection, Evaluation and Assessment of ideas- Students can opt any of the project from the given choice. Ready for the next semester- reflection of the learning through assignments practiced
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Resources				
1	Horizon- English Text Book – Compiled and Edited by the Faculty of English Department, FSH, SRMIST, 2023	5	The Art of Public Speaking by Stephen E. Lucas- 2019	
2	The Creative Writing Coursebook: Forty Authors Share Advice and Exercises for Fiction and Poetry by Julia Bell and Paul Magrs- 2001	6	Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds by Carmine Gallo – 2014	
3	On Writing: A Memoir of the Craft by Stephen King 2000	7	The Anatomy of a Book Review: A Guide for College Students by Ronald J. Weber 1994	
4	The Writing Life: Writers on How They Think and Work edited by Marie Arana -2003	8	How to Write a Simple Book Review: It's easier than you think! by Allyson R. Abbott 2013	

Assessment										
Bloom's Level of Thinking	Continuous Learning Assessment (CLA) (50% weightage)									Final Assessment (50% weightage)
	CLA - 1		CLA - 2		CLA - 3		CLA - 4*		Theory (%)	
	(10 %)		(10 %)		(20 %)		(10%)			
	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)		
1	Remember	15	15	15	15	10	10	10	10	15
2	Understand	15	15	15	15	10	10	10	10	15
3	Apply	20	25	25	20	25	25	25	25	25
4	Analyze	20	25	25	20	25	25	25	25	25
5	Evaluate	15	10	10	15	15	15	15	15	10
6	Create	15	10	10	15	15	15	15	15	10
Total (%)		100	100	100	100	100	100	100	100	100

Strategies				
Technology	Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being
Presentation Tools	✓	Group Discussion	✓	Quality Education
Learning Management System	✓	Hands-on Practice	✓	Gender Equality
		Debate	✓	
		Interactive Lecture	✓	
		Brainstorming	✓	

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers						
Professional Experts		Higher Institution Experts		Internal Experts		
1	Krishna Raj, Sutherland Technologies	1	Dr. J Mangayarkarasi Associate Professor and Head, Department of English, Ethiraj College for Women, Chennai		1	Dr. Pushpanjali Sampathkumar, Assistant Professor, Department of English, FSH, SRMIST
			2	Dr. K S Antonysamy Associate Professor and Head, Department of English, Loyola College, Chennai		2
		3		Dr. Anchal Sharma, Professor and Head, Department of EFL SRMIST		
		4		Dr T Sridevi, Assistant Professor, FSH, SRMIST		
		5	Dr Shanmuga Priya, Assistant Professor SRMIST			

Course Code	USY24101J	Course Title	Introduction to Psychology					Category	C	Core	L	T	P	C					
										3	0	3	4						
Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil										
CLR	The purpose of learning this course is to:		Depth				Attainment			PLO									
CLR-1	To understand the nature of psychology		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-2	To explain the basic functions of learning, memory and perception		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creative Solution	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Incultation, Multicultural inclusivity	Environmental Action, Community Development	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLR-3	To learn the principles of motivation and emotions																		
CLR-4	To analyze the personality and major role of theories																		
CLR-5	To know the fundamental principles of intelligence and the role of theories																		
CLO	At the end of this course, learners will be able to:																		
CLO-1	Understand the scope, history and major perspectives of Psychology		✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1
CLO-2	Identify and describe key concepts and theories of Learning and Perception		✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	Analyze the process of Motivation and nature of Emotions		✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Appraise the dynamics and differences among the perspective on Personality		✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3
CLO-5	Combine various forms of intelligence and elaborate on Intelligence		✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Definitions of Psychology	Definition of Perception	Definitions of Motivation	Definitions of Personality	Definitions of Intelligence
SLO-2	Schools of Modern Psychology	Top-Down & Bottom-Up	Approaches to Understanding Motivation	Theories of Personality	Theories of Intelligence
SLO-3	Fields of Psychology	Size Constancy & Depth Perception	Types of Motives	Trait Theory , Psychoanalytic Theory	Spearman’s Two-Factor Theory
SLO - 4,5,6	Practice: Origins of Psychology	Practice: Perception	Practice: Motivation	Practice: Personality-Self Report	Practice: Intelligence -Two Factors
SLO- 7	Brief History of Psychology in India	Definitions of Learning	Definition of Emotion	Behaviorist Theory, Humanistic Theory	Gardner’s Multiple Intelligences
SLO-8	Present Status of Psychology in India	Classical & Instrumental Conditioning	Elements of Emotions	Social Cognitive Theory	Sternberg’s Triarchic Theory of Intelligence
SLO-9	Contributions of Indian Psychologists	Observational Learning	Components of Emotions	Biological Theory, Psychodynamic Theory	Fluid and crystallized intelligence
SLO-10,11,12	Practice: Indian Concepts	Practice: Learning	Practice: Emotions	Practice: Personality-Objective	Practice: Multiple Intelligences
SLO-13	Methods of Psychology	Socio-cognitive Learning	Emotional Intelligence	Trait / Type Approach	Theory of Successful Intelligence
SLO-14	Biological Basis of Human Behavior	Definition of Memory	Gender and Emotions	Psychosocial Theory	Cognitive Resources Theory
SLO - 15	Genetics and Behavior	Models of Memory	Cross-cultural Emotion Studies	Temperament & Self-concept	Practical & Componential Intelligence
SLO-16,17,18	Practice: Brain and Behavior	Practice: Memory	Practice: Emotional Intelligence	Practice: Personality-Projective	Practice: Triarchic Intelligence

Resources	
1	Banyard, P., Davies ,M.N.O., Norman, C. & Winder, B. (Eds.) (2010). Introduction to Psychology (7 th Ed). McGraw Hills
3	Essential psychology. New Delhi: SAGE Publications. Baron, R. & Misra.G. (2014). Holt, N., Bremner, A., Sutherland, E., Vliek, M. and Passer, M., & Smith, R.(2015). Psychology: The Science of Mind and Behaviour. London: Tata McGraw-Hill
5	Psychology. New Delhi: Pearson Ciccarella, S.K. & White, J.N. & Misra, G. (2018)
7	Psychology. New Delhi : Pearson Education. Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017)

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

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations		Clarification/Pauses	✓	Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓	Quality Education ✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality ✓
		Debate	✓	
		Interactive Lecture	✓	
		Brainstorming	✓	

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers				
Higher Institution Experts			Internal Experts	
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in
			1	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in
			2	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in

Course Code	USY24102J	Course Title	Schools and Systems			Category	C	Core	L	T	P	C
									3	0	2	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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	CLR	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
	The purpose of learning this course is to:																	
CLR-1	Understand the pre-history and history of psychology with scientific milestone events					Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity, Solution	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Development	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLR-2	Identify and appreciate the diversity of contributions to the fields of psychology.																	
CLR-3	Developing critical thinking skills regarding theories and principles of psychology																	
CLR-4	Describe the key figures in the history of psychology and their perspectives.																	
CLR-5	Understand Psychology as a modern scientific discipline in western thought.																	
		Conceive	Design	Implement	Operate													
CLO	At the end of this course, learners will be able to:																	
CLO-1	Describe the schools of Structuralism, Functionalism and Associations	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1
CLO-2	Elaborate on the differences and integration of Behaviourism and Cognitivism	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	Estimate the importance of Psychoanalytic school	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Discuss the emergence of Gestalt school and Post School era	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3
CLO-5	Support the need of third force in psychology for contemporary society	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	15	15	15	15	15
SLO-1	Structuralism	Behaviourism	Freudian Psychoanalysis	Gestalt Psychology	Humanistic Perspective : Abraham Maslow
SLO-2	Functionalism	Neo-behavioristic Traditions	Sigmund Freud	Max Wertheimer, Wolfgang Köhler, Kurt Koffka	Modern Applications
SLO-3	Associationism	Stimulus-Response	Neo-Freudians - Carl Jung	Gestalt Principles of Learning	Existential Perspective
SLO – 4&5	Practice: Psychology of Consciousness	Practice: Operant Conditioning	Practice: Collective Unconscious	Practice: Principles of Organization	Practice: Person-centered Therapy
SLO-6	Analysis	Applications	Anima Animus	Applications	Critical Perspective
SLO-7	Methods of Study	Cognitive Revolution	Alfred Adler	Principle of Isomorphism	Goals
SLO-8	Contemporary Methods	Cognitive Liberty	Goal Orientation	Applications	Feminism & Social Constructionism
SLO – 9 & 10	Practice: Goals of Psychology	Practice: Cognitive Processes	Practice: Social Interest	Practice: Psychology in Post-school Era	Practice: Criticisms
SLO-11	Science Communication	Cross Cultural Cognition	Self-Worth	Contemporary Needs	Power Dynamics
SLO-12	Elements of Experience	Information Processing	Object Relations Approach	Cultural Studies	Power Distance
SLO-13	Criticisms	Cognitive Models	Satisfied Self	Global Applications	Intersectionality
SLO – 14 & 15	Practice: Principles of Psychology	Practice: Cognitive Neuroscience	Practice: Transitional Object	Practice: Trends in Psychology Research	Practice: Cultural Psychology

Resources	
1	Brennan, J. F. History and systems of psychology. Pearson Education. (2005).
2	Dalal, A.S. (Ed.) Towards Greater Psychology: An introduction to the psychological thought of Sri Aurobindo. Sri Aurobindo Ashram Publication Dept. (2001).
3	Pickren, W, E. & Rutherford, A. A History of Modern Psychology in Context.. John Wiley (2010).
4	Schultz, D. PA history of modern psychology. Academic press. (1969).
5	Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) Foundations of Indian psychology—Theories and concepts (Vol. 1). Pearson (2011).
6	Misra, G., & Mohanty, A. K. (Eds.) Perspectives on indigenous psychology. Concept Publishing Company. (2002).
7	Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.). Handbook of Indian psychology. Foundation Books. (2008).

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

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations		Clarification/Pauses	✓	Good Health & Well Being
Presentation Tools	✓	Group Discussion	✓	Quality Education
Learning Management System	✓	Hands-on Practice	✓	Gender Equality
		Debate	✓	
		Interactive Lecture	✓	
		Brainstorming	✓	

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers				
Higher Institution Experts			Internal Experts	
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in

Course Code	USY24103J	Course Title	Developmental Psychology	Category	C	Core	L	T	P	C
							3	0	3	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
CLO	At the end of this course, learners will be able to:	1	2	3	4	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10
CLR-1	Describe the significant milestones of human development across the lifespan	Conceive	Design	Implement	Operate	2	85	75	3	2	1	3	3	3	-	1	2	3
CLR-2	Analyze the role of biological, cognitive and socio-cultural factors in shaping development																	
CLR-3	Evaluate research methods used to study human development																	
CLR-4	Apply developmental theories to understand typical and atypical development																	
CLR-5	Highlight the scope of developmental psychology for education, parenting and practice																	
CLO-1	Introduce developmental psychology with its nature, scope and theoretical perspectives	✓	✓	-	-	2	85	75	3	2	1	3	3	-	1	2	3	
CLO-2	Differentiate the developmental stages with their physical and cognitive facets	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	1	1	2	1
CLO-3	Explain the socio-emotional facets at various developmental stages	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Discuss the developmental issues in Indian context	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	2	3	3
CLO-5	Recognize the process of Death and Bereavement	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

Sessions	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
	18	18	18	18	18
SLO-1	Meaning and Scope	Infancy – Physical Growth & Hazards	Attachment	Social Relevance	Meaning
SLO-2	Nature and Nurture	Infancy – Cognitive Establishment	Emotional Regulation	Gender	Stages of Death
SLO-3	Principles of Development	Childhood – Physical Growth & Hazards	Peer Relationships	Disability	Bereavement & Grief
SLO - 4,5,6	Practice: Developmental Analysis	Practice: Childhood – Cognitive Progress	Practice: Family Dynamics	Practice: Poverty	Practice: Mourning, Coping-Support
SLO-7	Psychosexual Stages - Freud	Adolescence - Spurt & Hazards	Emotional Development	Children Issues	End-of-life , Hospices, Palliative care
SLO-8	Psychosocial Stages - Erikson	Adolescence– Cognitive Enhancement	Society and Emotions	Adolescents Issues	Near Death Experiences
SLO-9	Dynamic vs Stagnant Self	Adulthood – Physical Stability	Social Development	Peer Pressure	Funeral rituals
SLO - 10,11,12	Practice: Cognitive Theory – Piaget	Practice: Adulthood-Cognitive Performance	Practice: Moral Development	Practice: Adulthood Issues Resolution	Practice: Thanatology
SLO-13	Vygotsky-ZPD	Late Adulthood – Physical Weakness	Kohlberg's Stages - Pre-conventional	Aging	Cultural perspectives
SLO-14	Bronfenbrenner-Systems	Late Adulthood - Cognitive decline	Conventional	Socio-Economic Factors	Death anxiety
SLO-15	Bandura-Social Learning	Language Development	Post-conventional Levels	Education & Healthcare	Support Groups
SLO – 16,17,18	Practice: Research & Ethics	Practice: Syntax, Semantics, Pragmatics	Practice: Empathy & Altruism	Practice: Social Support	Practice : Bereavement counselling

Resources					
1	Berk, L. E. (2010). Child development (9th Ed.). New Delhi, India: Prentice Hall. Feldman, R. S., & Babu, N. (2011). Discovering the life-span. New Delhi, India: Pearson.	5	Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). Human development (9th Ed). New Delhi, India: Tata McGraw-Hill.		
2	Georgas, J., Berry, J. W., Van de Vijver, F. J., Kağitçibasi, Ç., & Poortinga, Y. H. (Eds.) (2006). Families across cultures: A 30-nation psychological study. New York: Cambridge University Press.	6	Santrock, J. W. (2012). A topical approach to life-span development. New Delhi, India: Tata McGraw-Hill.		
3	Kakar, S. (2012). The inner world: A psychoanalytic study of childhood and society in India (4th Ed.). New Delhi, India: Oxford University Press.	7	Saraswathi, T. S. (2003). Cross-Cultural perspectives in human development: Theory, research and applications. New Delhi, India: Sage Publications		
4	Sharma, N., & Chaudhary, N. (2009). Human development: Contexts and processes. In G. Misra (Ed.), Psychology in India, Vol 1: Basic psychological processes and human development. India: Pearson.	8	Srivastava, A. K. (Ed) (1997). Child development: An Indian perspective. New Delhi: NCERT		

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	UCD24S01J	Course Title	Verbal Ability and Skill Development	Category	S	Skill Enhancement Course	L	T	P	C
							1	0	2	2

Course Offering Department	Career Guidance	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking,	Communication Skills, Collaborating	Independent Thinking, Analytical	Leadership Qualities, Professionalism,	Digital Technology Skills	Value Inculcation, Multicultural	Environmental Action, Community	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLR-1	Expose students to right attitudinal and behavioral aspects and to build the same through activities																	
CLR-2	Develop and nurture interpersonal skills of the students through individual and group activities.																	
CLR-3	Increase efficiency and leadership skills to improve team results.																	
CLR-4	Use the basic mechanics of Grammar.																	
CLR-5	Instill confidence in students and develop skills necessary to face the challenges of competitive exams and placements																	
CLO	At the end of this course, learners will be able to:																	
CLO-1	Re-engineer their attitude and understand its influence on behaviour	✓	✓	-	-	2	85	75	2	3	2	2	-	1	2	3	-	-
CLO-2	Acquire inter-personal skills and be an effective goal-oriented team player	✓	✓	✓	-	2	85	75	3	3	2	3	-	1	2	1	-	-
CLO-3	Learn the importance of inner management and creativity	✓	✓	✓	✓	3	85	75	3	2	2	3	-	1	2	2	-	-
CLO-4	Understand the correct usage of grammar	✓	✓	✓	✓	3	85	75	3	-	3	-	3	1	1	-	-	-
CLO-5	Help the students succeed in competitive exams and placements	✓	✓	✓	✓	3	85	75	3	-	3	-	3	1	1	-	-	-

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
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	9	9	9	9	9
SLO-1	Introduction to IKIGAI, IKIGAI – Key concepts	Networking skills – relationship building, value exchange, active listening, friendliness and positivity, clear communication	Time management skills – Value of Time, Pomodoro \technique.	Basics of Grammar	Sentence Correction
SLO-2	Attitude, Attitude formation and Factors influencing Attitude	Negotiation skills – building rapport and problem-solving	Weekly Planner, To do list, Prioritizing work, Time management activity	Spotting Errors	Sentence completion (Grammar based)
SLO-3	SWOT Analysis, individual SWOT Analysis-SWOT Analysis activity	Entrepreneurial Skills, Entrepreneurial knowledge, Focus, Investment ,Risk tolerance, Resilience, Ethics	Creative thinking skills – divergent thinking, Synthesis and collaboration, out-of -the -box thinking	Error spotting based on Parts of Speech	Sentence completion (Vocabulary based)
SLO-4	Presentation skills, Types of presentation, Structure of presentation, Delivery techniques	Creating brands–activity(posters ,flyers, business cards)	Creative thinking skills Activity sessions	Errors how to avoid in Nouns & Pronouns	Cause and Effect - Introduction
SLO-5	Extempore Practice Session I	Stress Management – Causes of Stress and Its Impact	Brainstorming, use of groups and individual brainstorming techniques to promote idea generation	Common Errors: Subject - verb Agreement	Cause and Effect – Practice Session
SLO-6	Extempore Practice Session II	How to Manage Stress and distress, Understanding the circle of control, stress busters	Inter cultural communication –beliefs, customs and attitudes of people indifferent countries(US, UK, Japan, West Asia, China, Russia), Social and cultural etiquettes	Vocabulary - Synonyms - Antonyms - Phrasal verbs-	Theme detection – Introduction - Practice session
SLO-7	Interpersonal Skills, Emotional Intelligence	Conflict Management - Conflict in human relations – reasons, Approaches to conflict resolution	Communication etiquettes, Telephone etiquettes	One Word Substitution - Homophones - Homonyms	Critical Reasoning and Verbal deduction
SLO-8	Importance of Team Work, Team Building activity	Conflict resolutions – Case studies	Icebreaking, Designing icebreaker games	Words often confused	Types of Critical Reasoning- Tips and Tricks
SLO-9	Leadership skills, Leadership skills -based activity	Importance of decision making, Process of decision making, Practical ways of decision making, weighing positives and negatives	Resume writing skills	Idioms and Idiomatic Expressions – Introduction	Word Analogy - Types of Word analogy

Resources					
1	Jeff Butterfield, Soft Skills for Everyone, CENGAGE, India, 2015	5	Thomas A Harris, Iamok, you are ok, Arrow, London, 2012		
2	Dr.K.Alex, Soft Skills, S. Chand Publishing & Company, India, 2014	6	Daniel Coleman, Emotional Intelligence, Bloomsbury, India, 2016		
3	Covey Sean, Seven habits of highly effective teens, Simon & Schuster, New York,2014	7	Norman Lewis, Word Power Made Easy New Revised and Expanded Edition, Goyal publication, 2011		
4	Carnegie Dale, How to win friends and influence people, Simon and Schuster, New York, 2016	8	Bhatnagar R P, English for Competitive Examinations, Trinity Press, 2016.		

Assessment									
Bloom's Level of Thinking		Continuous Learning Assessment (CLA) (100% weightage)							
		CLA – 1		CLA – 2		CLA – 3		CLA – 4*	
		(20 %)		(20 %)		(30 %)		(30%)	
		Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)
1	Remember	20	20	15	15	20	20	20	20
2	Understand	20	20	15	15	20	20	20	20
3	Apply	15	15	15	15	15	15	20	20
4	Analyze	15	15	15	15	15	15	20	20
5	Evaluate	15	15	20	20	15	15	10	10
6	Create	15	15	20	20	15	15	10	10
Total (%)		100	100	100	100	100	100	100	100

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations		Clarification/Pauses	✓	Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓	Quality Education ✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality ✓
		Debate	✓	
		Interactive Lecture	✓	
		Brainstorming	✓	

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers			
Professional Experts	Higher Institution Experts	Internal Experts	
1	Mr. P. Chockalingam, Senior Lead Software Engineer, Virtusa Consulting Services Private Ltd, DLF IT Park SEZ, Chennai – 600089 p.chockalingam1986@gmail.com	1	Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeetham, Coimbatore - 641112 g_saravanaprabu@cb.amrita.edu
		2	Mrs. Deepalakshmi S, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST, deepalas@srmist.edu.in
		3	Dr. Sam Israel S, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST, samisras@srmist.edu.in

SEMESTER II

Course Code	ULT24AE2J	Course Title	Tamil - II	Category	A	Ability Enhancement Course	L	T	P	C
							2	0	2	3

Course Offering Department	Tamil	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
CLR-1	சங்க இலக்கியங்கள் வழி தொன்மை அக, புற வாழ்வியலை அறியச் செய்தல்	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-2	தமிழ்ச்சமூகத்தின் அறவியல் குறித்து தெரியச் செய்தல்																		
CLR-3	பக்தி இலக்கியங்கள் போதித்த மனித மாண்புகளை உணரச் செய்தல்																		
CLR-4	பண்டைத் தமிழ்ச்சமூகத்தின் தொல் இலக்கியங்கள் வளர்ச்சி பெற்ற வரலாற்றைப் புரியச் செய்தல்																		
CLR-5	சிறுகதைகள் சொல்லும் வாழ்வியல் நெறி, மொழியின் ரூபங்கள் ஆகியவற்றைத் தெரியச் செய்தல்																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Incultation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLO-1	பண்டைத் தமிழ்ச் சமூகத்தின் அக, புற வாழ்வியல் இன்றைய சமூக மேம்பாட்டிற்கு வழிகாட்டி நிற்பதை அறிந்துகொள்ளுதல்	✓	✓	-	-	2	75	60		H	H				M				
CLO-2	தமிழ்ச் சமூகம் அறத்தை வலியுறுத்திய சமூகம் என்பதன் வழி மாணுட அறத்தைத் தெரிந்துகொள்ளுதல்	✓	✓	✓	-	2	80	70	M		H			H					
CLO-3	பக்தி இலக்கியம் மூலம் இறைத் தந்துவங்களை அறிந்து மாணுட ஒற்றுமை மேம்பாட்டை அறிந்துகொள்ளுதல்	✓	✓	✓	✓	2	70	65		H		H		L					
CLO-4	தொல் தமிழ்ச்சமூகம் இலக்கியம், அரசியல், அறம், பக்தி ஆகியவற்றில் தழைத்தோங்கியதைத் தெரிந்துகொள்ளுதல்	✓	✓	✓	✓	2	70	70	H		H			H					
CLO-5	வாழ்வியலின் நெறிகளைச் சொல்லும் கதைகளைப் படைக்கும் திறனோடு மொழி ஆளுமையையும் அறிந்துகொள்ளுதல்	✓	✓	✓	✓	3	80	70	H			M				H			

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	12	12	12	12	12
SLO-1	காலந்தோறும் தமிழ் அகத்திணை மரபு - உள்ளடக்கம்	சங்க மருவிய காலம் அறமும் வாழ்வியலும்	பல்லவர் கால இலக்கியங்கள்	பண்டைக்காலத் தமிழகம் சங்ககால மக்களின் வாழ்வியல்	தமிழ்ச் சிறுகதையும் தமிழ்ச் சமூக வாழ்வியலும்
SLO-2	எட்டுத்தொகை நூல்களும் பகுப்புமுறையும்	உலகப்பொதுமறை - திருக்குறள் கட்டமைப்பு	பக்தியும் தமிழும் - பக்தி இலக்கியத் தோற்ற நிலை	முச்சங்க அறிமுகமும் வரலாறும்	புதுமைப்பித்தன் - சங்குத் தேவனின் தர்மம்
SLO-3	ஐங்குறுநூறு - 375, 391	திருக்குறள் வான்சிறப்பு (2)	சைவ சமய இலக்கியங்கள் - சைவக்குரவர் நால்வர்	சங்க இலக்கியப் பாடுபொருளும் வடிவமும்	ந.பிச்சமூர்த்தி - வேப்பமரம் - மரபும் நம்பிக்கைகளும்
SLO-4	குறுந்தொகை - 02, 03	திருக்குறள் - புலவி நுணுக்கம் (132) -	தேவாரம் - திருஞான சம்பந்தர் - 2834 திருநாவுக்கரசர் - 4262	எட்டுத்தொகை நூல்களின் வரலாறும் கட்டமைப்பும்	தமிழருவி மணியன் - ஒற்றைச் சிறகு - உறவின் மேன்மை
SLO-5	அகநானூறு நூல் கட்டமைப்பு	தமிழ் இலக்கிய மரபில் நீதி இலக்கியங்கள்	திருவாசகம்- மாணிக்கவாசகர் ஆனந்த பரவசம் - பாடல் 10	பத்துப்பாட்டு நூல்களின் வரலாறும் வாழ்வியலும்	ஆர். சூடாமணி - மூடநம்பிக்கை.
SLO-6	அகநானூறு -238	நாலடியார் வைகலும் - பாடல் எண் 39	வைணவ சமய வளர்ச்சிப்போக்கு	பதினெண் கீழ்க்கணக்கும் தமிழர் அற மரபும்	கிருஷ்ணா டாவின்ஸி - காலா அருகே வாடா
SLO-7	கலித்தொகை - 11	நீதி இலக்கியத்தில் மருந்து நூல்கள்	நாலாயிரத் திவ்யப் பிரபந்தம் குலசேகராழ்வார் பாடல் - 678	பதினோரு நீதி இலக்கியங்கள்	மொழிப்பயிற்சி சொற்களை உருவாக்குதல்
SLO-8	தமிழர் புறமரபு- புறநானூறு-107	சிறுபஞ்சமூலம் -64	ஆண்டாள் பாடல் - 574. திருமழிசை ஆழ்வார் பாடல்	காப்பிய இலக்கணம் - காப்பியங்களின் வகைமை	எழுத்துகளில் இருந்து சொற்களைக் கண்டுபிடித்தல்

SLO-9	புறநானூறு -110, 112	பழமொழி நானூறு அறிமுகம் – தனித்தன்மைகள்	தமிழில் இஸ்லாமிய இலக்கியங்கள்	ஐம்பெருங்காப்பியங்கள்	படம் பார்த்துக் கதை எழுதுதல்
SLO-10	பத்துப்பாட்டும் ஆற்றுப்படை நூல்களும்	பழமொழி நானூறு - 184	சீறாப்புராணம் - விடமீட்டப் படலம் -10 பாடல்கள்	தமிழ்ச் சமூகமும் சமயத் தத்துவங்களும்	படம் பார்த்துக் கவிதை எழுதுதல்
SLO -11	சிறுபாணாற்றுப்படை: 84-115	பண்டைக்காலப் போரும் வாழ்வும் - புறம்	தமிழில் கிறித்தவ இலக்கியங்கள்	பன்னிரு திருமுறை – அறிமுகம், வரலாறு	கற்பனையும் படைப்பும் - தமிழில் வாசகம்
SLO -12	பட்டினப்பாலை: 40-50	களவழி நாற்பது - 40	கிறித்துவின் அருள்வேட்டல் – திரு.வி.க. அலகிலொளி- 5 பாடல்	நாலாயிரத் திவ்வியப் பிரபந்தம் – அறிமுகம், வரலாறு	விளம்பரத்திற்கு வாசகம் எழுதுதல்

Resources					
1	கொன்றை, தொகுப்பும் பதிப்பும் - தமிழ்த்துறை ஆசிரியர்கள், தமிழ்த்துறை, எஸ்.ஆர்.எம். அறிவியல் மற்றும் தொழில்நுட்பக் கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2023	2	தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை, 2017	3	மு. அருணாசலம், தமிழ் இலக்கிய வரலாறு, நூற்றாண்டு முறை (9ஆம் நூ. முதல் 16 வரை), தி பார்க்கர், சென்னை, 2005
4	மதுரை தமிழ் இலக்கிய மின் தொகுப்புத் திட்டம் - https://www.projectmadurai.org/	5	தமிழ்இலக்கியத்தொடரடைவு – http://tamilconcordance.in/	6	தமிழ் இணையக் கல்விக்கழகம் - http://www.tamilvu.org/

Assessment										
Bloom's Level of Thinking	Continuous Learning Assessment (CLA) (50% weightage)									Final Assessment (50 % weightage)
	CLA – 1		CLA – 2		CLA – 3		CLA – 4*		Theory (%)	
	(10 %)		(10 %)		(20 %)		(10%)			
	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)		
1 Remember	15	15	15	15	10	10	10	10	15 %	
2 Understand	15	15	15	15	10	10	10	10	15 %	
3 Apply	20	25	25	20	25	25	25	25	25 %	
4 Analyze	20	25	25	20	25	25	25	25	25 %	
5 Evaluate	15	10	10	15	15	15	15	15	10 %	
6 Create	15	10	10	15	15	15	15	15	10 %	
Total (%)	100	100	100	100	100	100	100	100	100	

Strategies					
Technology	Pedagogy / Andragogy		Sustainable Development		
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

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

Course Code	ULH24AE2J	Course Title	Hindi - II			Category	A	Ability Enhancement Course	L	T	P	C
									2	0	2	3

Course Offering Department	Hindi	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	They get to learn Ancient ,Medieval, and Modern poetry	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity, Solution Skills	Communication Skills, Collaborating	Independent Thinking, Analytical Reasoning, Learning to Learn ,Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural	Environmental Action, Community	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLR-2	To understand the Significance of poems of great poets like Kabir, Tulsidas, Bihari and Dhananand																		
CLR-3	To Enhance and Enrich their knowledge through poetry																		
CLR-4	Media based understanding for employability																		
CLR-5	Job Oriented writing skills																		
CLO	At the end of this course, learners will be able to:																		
CLO-1	To provide a brief Introduction of Hindi poetry(Bhaktikal,Reetikal and Aadhunikkal)	✓	✓	-	-	2	85	75	H	M	H			M					
CLO-2	To Discuss the origin and development of various forms of poetry in Hindi	✓	✓	✓	-	2	85	75	H		M		H		H				
CLO-3	Focus on Evaluating the social changes through poetry	✓	✓	✓	✓	3	85	75		H		H	H	M					
CLO-4	To Examine Transcreation in advertisement	✓	✓	✓	✓	3	85	75	M		M	H			M				
CLO-5	To guide the students in the learning of the technical aspect of the Hindi Language, this would help them in the field administration	✓	✓	✓	✓	3	85	75		H		H	H	M					

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	12	12	12	12	12
SLO-1	BHAKTI KALIN KAVITA	RITI KALIN KAVITA	ADHUNIK KAVITA	VIGYAPAN	PATRA LEKHAN&PARIBHASHIK SHABDAVALI
SLO-2	BHAKTIU KALIN KAITA KI AVADHARNA	AVADHARNA EVM SAWROOP	AVADHARNA EVM SAWROOP	AWADHARNA EVM SAROOP	AVADHARNA EVM SAROOP
SLO-3	SWARUP EVM MAHATWA	RITI KAL VIBHAJAN	MAHATVA EVM UDDESHYA	ARTH EVM PARIBHASHA	ARTH EVM PARIBHASHA
SLO-4	BHAKTIKAL KI PRASANGIKTA	MAHATVA EVM UDDESHYA	MATHLI SHARAN GUPT- NAR HO NA NIRASH KARO MAN KO	VIGYAPAN KE PRAKAR	PRAYOJAN EVM PRYOG
SLO-5	DOHE- KABIRDAS	DOHE- BIHARI	KAVI PARICHAYA EVM KAVITA KA VISHLESHAN	VIGYAPAN KI VISHESHTAYEN	PRAKAR EVM MAHATVA
SLO-6	SANT PARICHAY	KAVI PARICHAYA	SURYAKANT TRIPATHI NIRALA- VAR DE VEENAVADINI VAR DE	VIGYAPAN KA MAHATVA	VYAKTIGAT PATRA
SLO-7	DOHE KA VISLESHAN	DOHE KA VISLESHAN	KAVI PARICHAYA EVM VISHLESHAN	VIGYAPAN KI BHASHA	AUPCHARIK PATRA
SLO-8	GURU KA MAHATVA	DOHE- GHANANAND	NAGARJUN-- AKAL AUR USKE BAD	VIGYAPAN AUR ROZGAR	PARIBHASHIK SHABDAVALI
SLO-9	DOHE- TULSHIDAS	SNEH KI SARLTA KA VARNAN	AKAL KA VASHTAVIK CHITRAN	PRINT EVM ELECTRONIC VIGYAPAN	SHABDAVALI KI AVSHYAKTA
SLO-10	DOHE KA VISLESHAN	PREM KA MAHATVA	KATTIS- BADRINARAYAN	VIGYAPAN KI VYAPAKTA	KARYALYIN SHABDAVALI
SLO-11	DAYA KA MAHATVA	GHANANAND KI KAVYA SHAILI KA MAHATVA	SAMBAND VICCHED KI PARICHARCHA	VIGYAPANLEKHAN KI KALA	EK DIN EK SHABD
SLO-12	RAM KI MAHIMA	DHOHA PARICHARCHA	KAVYA PARICHARCHA	UDDESHYA	HINDI SE ANGREJI AUR ANGREJI SE HINDI SHABD

Resources					
1	Edited Book: ""SAMANYA HINDI", SRIJONLOK PUBLICATION, 2023, New Delhi.	4	BHAKTI ANDOLAN AUR SURDAS KA KAVYA – MANAGER PANDEY		
2	KABIR – HAZARI PRASAD DWEDI	5	BIHARI – VISHVNATH PRASAD MISHR		
3	SURDAS – RAM CHANDRA SHUKL	6	Aadhunik Vigyapan aur Jansampark – Taresh Bhatia		

Assessment											Strategies				
Bloom's Level of Thinking	Continuous Learning Assessment (CLA) (50% weightage)									Final Assessment (50 % weightage)	Technology	Pedagogy / Andragogy		Sustainable Development	
	CLA – 1		CLA – 2		CLA – 3		CLA – 4*								
	(10 %)		(10 %)		(20 %)		(10%)								
	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)						
1	Remember	15	15	15	15	10	10	10	10	15					
2	Understand	15	15	15	15	10	10	10	10	15					
3	Apply	20	25	25	20	25	25	25	25	25					
4	Analyze	20	25	25	20	25	25	25	25	25					
5	Evaluate	15	10	10	15	15	15	15	15	10					
6	Create	15	10	10	15	15	15	15	15	10					
Total (%)		100	100	100	100	100	100	100	100	100					

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers		Higher Institution Experts		Internal Experts	
1	Ms..REETHA GOVINDAN, Senior Manager (Rajbhasha) ritushivani@yahoo.com	1	Dr. S. . PADMAPRIYA, PROF& HEAD, PONDICHERRY University, kalapet, puducherry-605014 padmapriya.srirka@gmail.com	1	Dr.S Preeti. Associate Professor & Head, SRMIST- hod.hindi.ktr@srmist.edu.in
2	Aditya Singh, student Member, B.Com IAF, Dept. of Commerce, SRM IST,KTR aa5404@gmail.com			2	. Dr. Md.Shwahidul Islam Assistant Professor, SRMIST shwahidj@srmist.edu.in
3	Ayanika Anikesh student Member, Dept. of B.Sc. Bio. Tech,SRM IST,KTR aa5443@srmist.edu.in			3	Dr. S. Razia Begum, Assistant Professor, SRM IST raziabes@srmist.edu.in
4	ALUMINI - VIPIN KUMAR JHA, Senior Translation Officer anju.bipin.jha@gmail.com			4	Dr.NishaMurlidharan Assistant Professor, VDP,SRM IST Murulidharan-nishamup@srmist.edu.in

Course Code	ULF24AE2J	Course Title	French - II	Category	A	Ability Enhancement Course	L	T	P	C
							2	0	2	3

Course Offering Department	French	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10
CLR-1	Strengthen the language of the students both in oral and written																	
CLR-2	Express their sentiments, emotions, and opinions, reacting to information, situations																	
CLR-3	Make them learn the basic rules of French Grammar.																	
CLR-4	Develop strategies of comprehension of texts of different origin																	
CLR-5	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French																	
CLO-1	To acquire knowledge about French language	✓	✓	-	-	2	85	75	H	M	H			M		H		
CLO-2	To strengthen the knowledge on concept, culture, civilization, and translation of French	✓	✓	✓	-	2	85	75	H		M		H		H	M		H
CLO-3	To develop content using the features in French language	✓	✓	✓	✓	3	85	75		H		H	H	M			H	H
CLO-4	To interpret the French language into other language	✓	✓	✓	✓	3	85	75	M		M	H			M	M	H	
CLO-5	To improve the communication, intercultural elements in French language	✓	✓	✓	✓	3	85	75		H		H	H	M			H	H

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
SLO-1	Temps libre	Le pronom indéfini on	Vendre	Il faut	Les gallicismes
SLO-2	Les loisirs	Les adjectifs interrogatifs	Acheter	Le verbe devoir	Les pronoms personnels COI
SLO-3	Les moments de la journée	Les prépositions avec les noms géographiques	Les aliments	Le verbe pouvoir	Le pronom Y
SLO-4	Les matières scolaires	Les verbes prendre et sortir	Les emballages	Le verbe vouloir	Des pronoms compléments
SLO-5	Les activités quotidiennes, Les quotidiennes	Les sons	Les quantités	Demander et dire le prix	Les nombres ordinaux
SLO-6	Le temps, L'heure	Parler de ses goûts	Les commerces	Faire des achats	Les verbes écrire et voir
SLO-7	La fréquence	Parler de ses préférences	Les commerçants	Les activités	Le E caduc ou instable
SLO-8	Les sons [u], Les sons [y]	Parler de sa routine	L'impératif	Les activités	Présenter ses vœux
SLO-9	L'heure, Quelle heure est-il ?	A la recherche d'un cadeau	Les articles partitifs	Mots et expressions	Présenter ses félicitations
SLO-10	Les pronoms personnels COD	Temps libre	Très ou beaucoup (de)	Communication	Répondre à une invitation
SLO-11	Les pronominaux, Se promener, se coucher etc . . . ,	Mots et expressions	Le pronom en (la quantité)	Les sorties	Écrire un message amical
SLO-12	Les verbes du premier groupe, Parler, Demander, Poser	Grammaire– Communication	La phrase négative (2)	Les fêtes	Parler au téléphone

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

Assessment											Strategies					
Bloom's Level of Thinking		Continuous Learning Assessment (CLA) (50% weightage)								Final Assessment (50% weightage)	Technology		Pedagogy / Andragogy		Sustainable Development	
		CLA – 1		CLA – 2		CLA – 3		CLA – 4*			Simulations	Clarification/Pauses	Good Health & Well Being			
		(10 %)		(10 %)		(20 %)		(10%)			Presentation Tools	Group Discussion	Quality Education			
		Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)		Theory (%)	Learning Management System	Hands-on Practice	Gender Equality		
1	Remember	15	15	15	15	10	10	10	10	15		Debate				
2	Understand	15	15	15	15	10	10	10	10	15		Interactive Lecture				
3	Apply	20	25	25	20	25	25	25	25	25		Brainstorming				
4	Analyze	20	25	25	20	25	25	25	25	25						
5	Evaluate	15	10	10	15	15	15	15	15	10						
6	Create	15	10	10	15	15	15	15	15	10						
Total (%)		100	100	100	100	100	100	100	100	100						

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
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2	Mr. Shrivathsan S, Journalist, Senior Sports Reporter/Sub-Editor, Times of India, Chennai shrivathsangilramhanga@gmail.com			2	Miss. Abigail A, Assistant Professor , SRMIST,,VDP abigaila@srmist.edu.in
				3	Mrs.M.Mahalakshmi, Assistant Professor , SRMIST,,RMP

Course Code	USY24201J	Course Title	Social Psychology				Category	C	Core				
			L	T	P	C			3	0	2	4	

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO											
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10		
CLR-1	Explore the fundamental concepts, theories and research methods in social psychology								Problem Solving, Critical Thinking, Creativity Communication Skills, Collaborating Skills Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills Leadership Qualities, Professionalism, Autonomy, Accountability Digital Technology Skills Value Inculcation, Multicultural inclusivity Environmental Action, Community Engagement Entrepreneurial Risk Taking Advocate Mental Health Communicate Psychological Science											
CLR-2	Analyze and evaluate empirical research findings on social behaviour																			
CLR-3	Apply principles of social psychology to asocial issues and enhance prosocial behaviour																			
CLR-4	Develop interpersonal skills needed for collaboration and conflict resolution																			
CLR-5	Support ethics and multi-cultural sensitivity in applying social psychological principles																			
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)												
CLO-1	Demonstrate the understanding of Nature, methods and applications of Social Psychology	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1		
CLO-2	Describe the interplay of social cognition, attitudes and attributions with applications	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1		
CLO-3	Identify and elaborate on the formation of human emotions in social context	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2		
CLO-4	Analyze the quality of Interpersonal Relationships	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3		
CLO-5	Examine the Group Formation, Leadership and Crowd Behaviour	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3		

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	15	15	15	15	15
SLO-1	Definitions of Social Psychology	Social Cognition and Attitudes	Social Affects	Meaning	Group Processes
SLO-2	Nature of Social Behaviour	Information Processing	Guilt	Meeting Strangers	Collective Behaviour
SLO-3	Brief History of Social Psychology	Schemas and Stereotypes	Shame & Envy	Need for Affiliation	Nature of Groups
SLO – 4 & 5	Practice: Sociometry	Practice: Cognitive Strategies	Practice: Affect Management	Practice: Attraction	Practice: Group Formation
SLO-6	Quantitative & Qualitative Methods	Perceiving Self and others	Gratitude	Internal & External Sources	Group Performance
SLO-7	Applications	Impression Formation and Management	Forgiveness	Effect of Proximity	Social Facilitation
SLO-8	Environment	Self-Concept and Self-Esteem	Compassion	Effect of Familiarity	Social Loafing
SLO – 9 & 10	Practice: Intergroup conflict resolution	Practice: Exploring Attitudes	Practice: Pro-Social Behaviour	Practice: Social skills	Practice: Social Conformity
SLO-11	Health Issues	Attitudes and its measurement	Altruism and Helping Behaviour	Communication	Qualities of Leadership
SLO-12	Gender Issues	Attitude Change	Aggression and Social Violence	Empathy	Types of Leadership
SLO-13	Influence of Social Media	Attribution Theory	Relationship Formation	Trust and Reciprocity	Social Applications
SLO – 14 & 15	Practice: Contemporary Demands	Practice: Attribution and its Applications	Practice: Interpersonal attraction	Practice: Social support & interaction	Practice: Crowd Behaviour Analysis

Resources					
1	Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.	4	Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill. Taylor,		
2	Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.	5	S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.		
3	Husain, A. (2012). Social psychology. New Delhi, India: Pearson.				

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

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations		Clarification/Pauses	✓	Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓	Quality Education ✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality ✓
		Debate	✓	
		Interactive Lecture	✓	
		Brainstorming	✓	

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers				
Higher Institution Experts			Internal Experts	
1	Dr. S. Suresh, RGNID, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in

Course Code	USY24202J	Course Title	Biological Psychology				Category	C	Core		L	T	P	C
										3	0	3	4	

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO											
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10		
CLR-1	Understand the Biological Basis of behavior, including neural structures and functions								Problem Solving, Critical Thinking, Creativity Solving Communication Skills, Collaborating Skills Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills Leadership Qualities, Professionalism, Autonomy, Accountability Digital Technology Skills Value Inculcation, Multicultural inclusivity Environmental Action, Community Engagement Entrepreneurial Risk Taking Advocate Mental Health Communicate Psychological Science											
CLR-2	Explain the influence of Genetics, hormones and neurotransmitters on behavior																			
CLR-3	Analyze the relationship between brain anatomy and psychological functions																			
CLR-4	Evaluate research methods using Neuroimaging and psychophysiological measures																			
CLR-5	Discuss the implications of biopsychological research on psychological disorders.																			
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)												
CLO-1	Explain the meaning, scope and methods of Biological Psychology	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1		
CLO-2	Illustrate the structure, divisions and functions of Nervous System	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1		
CLO-3	Describe the biology of memory and related disorders	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2		
CLO-4	Analyze the stages and functions of Sleep	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3		
CLO-5	Validate the biology behind anxiety, stress and feelings of thirst and hunger	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3		

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	18	18	18	18	18
SLO-1	Definitions and Scope	Classification and Types of Neuron	Learning and Memory	Sleep as a need	Anxiety & Stress
SLO-2	Divisions of Biological psychology	Functions of a Neuron	Stages& Types of Memory	Stages of Sleep	Central mechanisms of emotion
SLO-3	Neuroscience	Structure of a Synapse	Types of Amnesia	Functions of Sleep	Peripheral mechanisms of emotion
SLO - 4,5,6	Practice :Brain and Behaviour	Practice :Steps in Synaptic Transmission	Practice :Memory Activities	Practice: REM and NREM	Practice: Emotional Regulation
SLO-7	Methods of studying biopsychology	Neurotransmitters	Korsokoff's Psychosis	Brain Waves	Physiology of Hunger
SLO-8	Ablations, Histology, Recording	Central Nervous System	Alzheimer's Disease	Concept of Arousal	Physiology of Thirst
SLO-9	Stimulations	Peripheral Nervous System	Hippocampus & Amygdala	Physiological Measures of arousal	Homeostasis
SLO - 10,11,12	Practice: Neuroimaging techniques	Practice: Parts of Brain	Practice : Working Memory	Practice: Biological Rhythms	Practice: Endocrine system
SLO-13	Neurotransmitters	Spinal cord	Long Term Potentiation	Reticular Formation	Pituitary and Adrenal
SLO-14	Neural networks	Hemisphere function	Neurodegeneration	Melatonin	Thyroid and Parathyroid
SLO-15	Animal models	Split Brain	Neuroregeneration	Sleep Hygiene and Deprivation	Pineal, Pancreas and Gonads
SLO – 16,17,18	Practice: Research Ethics	Practice: Left- Handedness	Practice : Neuronal Recovery	Practice: Sleep Disorders	Practice: Endocrine Regulation

Resources					
1	Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi			5	Carlson, N. R. (2012). Foundations of physiological psychology. (Sixth Edition). Delhi: Pearson Education
2	Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.			6	Green, S. (1995). Principles of biopsychology. UK: Lawrence Erlbaum Associates Ltd.

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24203J	Course Title	Abnormal Behaviour	Category	C	Core	L	T	P	C
							3	0	3	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
CLO	At the end of this course, learners will be able to:	1	2	3	4	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	
CLR-1	Understand the concept, history and scope of Abnormal behaviour	Conceive	Design	Implement	Operate	2	85	75	3	3	3	3	3	3	1	2	3	3	3
CLR-2	Identify major theoretical approaches to understand maladaptive behaviour																		
CLR-3	Describe the diagnostic systems and assessment methods for abnormality																		
CLR-4	Analyze case studies and apply theoretical concepts to understand clinical presentations																		
CLR-5	Discuss treatment modalities and interventions for Abnormal behaviour																		
CLO-1	Analyze the timeline of abnormal behaviour from ancient beliefs to modern understanding	✓	✓	-	-	2	85	75	3	-	-	1	-	3	2	2	2	2	1
CLO-2	Describe the types of assessments and classification systems of abnormal behaviour	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	1
CLO-3	Explain the types of Anxiety and Phobia abnormalities	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	2
CLO-4	Discuss the various types of Psychosomatic conditions	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	1	2	3	3	3
CLO-5	Elaborate on the abnormality of Eating and Sleep practices	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	3

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	18	18	18	18	18
SLO-1	Definitions	Observation	Anxiety	Somatoform Disorders	Clinical Picture
SLO-2	Historical Perspectives	Case History	Generalized Anxiety Disorder	Somatization Disorders	Anorexia Nervosa
SLO-3	Demonology and Hippocrates	Clinical Interview	Obsessive Compulsive Disorder	Conversion Disorders	Bulimia Nervosa
SLO - 4,5,6	Practice : Medieval Perspectives	Practice : Mental Status Examination	Practice : Specific Phobia	Practice : Pain Disorders	Practice : Clinical Profiling
SLO-7	Renaissance	Self vs Attendant Rating	Social Anxiety Disorder	Hypochondriasis	Binge Eating Disorder
SLO-8	Modern Approaches	Mini Mental Status Examination	Panic Disorder	Malingering	Disordered Eating
SLO-9	Institutionalization	Consultant – Consultee - Client Model	Clinical Picture-Etiology and Symptoms	Illness Anxiety Disorders	Orthorexia
SLO - 10,11,12	Practice : Bio-Psycho-Social Model	Practice : Psychological Testing	Practice : Biological Factors	Practice : Psychogenic Symptoms	Practice : Insomnia
SLO-13	Integrated Perspectives	Neuropsychological assessments	Environmental Factors	Functional Neurological Symptoms	Sleep Apnea
SLO-14	Maladaptation in Indian Perspective	Multi-axial Classification Systems	Genetic Factors	Factitious disorders	Narcolepsy
SLO-15	Abnormal Behaviour Vs Mental disorders	DSM 5 & ICD 10	Neurotransmitters	Medically Unexplained Symptoms	Restless Leg Syndrome
SLO – 16,17,18	Practice : Ethical issues	Practice : Coding of Disorders	Practice : Cognitive Regulations	Practice : Psychosomatic Conditions	Practice : Parasomnia Cases

Resources					
1	Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). Abnormal Psychology. New Delhi: Pearson.	5	Plante, T. G. (2011). Contemporary clinical psychology. (3rd edition). New York: John Wiley & Sons.		
2	Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology. Delhi: Pearson Education.	6	Beg, M. A., & Beg, S. (1996). Logotherapy and the Vedantic view of life and mental well-being. Journal des Viktor-Frankl-Instituts, 1, 97-112.		
3	Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). Psychology of humanity and spirituality. New Delhi: Research India Press.	7	Pomerantz, A. M. (2008). Clinical psychology: Science, practice and culture. New Delhi: Sage Publications.		
4	Llewelyn, S., Murphy, D. (Eds.) (2014). What is clinical psychology? Oxford UK: Oxford University Press.	8	Sommers-Flanagan, J. & Sommers-Flanagan, R. (2017). Clinical Interviewing. New Jersey: Wiley		

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	UCD24V01T	Course Title	Essentials of Artificial Intelligence	Category	V	Value Added Course	L	T	P	C
							1	0	0	1

Course Offering Department	Computer Applications	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Study the basics of designing intelligent agents that can solve general purpose problems'																		
CLR-2	Discover appropriate AI methods to solve a given problem																		
CLR-3	Perform intellectual task as decision making, problem solving, perception, understanding																		
CLR-4	Formalize a given problem using different AI methods																		
CLR-5	Provides adaptive learning																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLO-1	Demonstrate fundamental understanding of the history of artificial intelligence and its foundations	✓	✓	-	-	2	85	75	3	-	-	1	2	1	-	-	-	1	
CLO-2	Apply basic principles of AI in solutions that require problem solving, inference, perception, knowledge representation, and learning	✓	✓	✓	-	2	85	75	2	-	1	-	2	2	-	1	-	1	
CLO-3	Identify systems with Artificial Intelligence. evaluation of different algorithms on a problem formalization	✓	✓	✓	✓	3	85	75	2	2	2	-	2	1	-	1	-	2	
CLO-4	Use classical Artificial Intelligence techniques, such as search algorithms	✓	✓	✓	✓	3	85	75	3	-	2	-	2	2	-	2	-	-	
CLO-5	Ability to apply Artificial Intelligence techniques for problem solving.	✓	✓	✓	✓	3	85	75	2	2	-	-	2	-	-	-	-	-	

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	3	3	3	3	3
SLO-1	Introduction to Artificial Intelligence, History of Artificial Intelligence- AI models,	Logical Reasoning-Introduction- Knowledge Representation	Unification and Conditions, Unification algorithm	Partial-order planning, planning graphs	Probability Theory, Uncertain Knowledge, Axioms of probability.
SLO-2	Problem Solving with Artificial Intelligence- ProblemSolving Process	Logical Agents, Knowledge basedAgents, Syntax of First order logic, Basic elements of First order logic	Planning: designing programs to search for data or solutions to problem.	Uses of planning graph, Planning and acting in the real world	Bayes Theorem, Bayes' Rules & uses, Bayesian networks, Types of Bayesian Network
SLO-3	Problem Types, Characteristics and Representation-Agents- Examples of Agents, Types of agents	Forward chaining andBackward Chaining- Properties Examples	State-space search, Problems to solve: Water Jug Problem, State representation: Initial, operator, goal state	Forward march, Backward march and Limited resources	Temporal models, Hidden Markov models, HMM components

Resources					
1	Russel.S and Norvig.P, (2003), “Artificial Intelligence – A Modern Approach”, Second Edition, Pearson Education			2	S. Russel and P. Norvig, “Artificial Intelligence – A Modern Approach”, Second Edition, Pearson Education

Assessment				
Bloom's Level of Thinking	Continuous Learning Assessment (CLA) (100% weightage)			
	CLA – 1	CLA – 2	CLA – 3	CLA – 4*
	(20 %)	(20 %)	(40%)	(20%)
	Theory (%)	Theory (%)	Theory (%)	Theory (%)
1 Remember	15	15	10	10
2 Understand	15	15	10	10
3 Apply	20	25	25	25
4 Analyze	20	25	25	25
5 Evaluate	15	10	15	15
6 Create	15	10	15	15
Total (%)	100 -	100	100	100 -

Strategies				
Technology	Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓	Quality Education ✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality ✓
		Debate	✓	
		Interactive Lecture	✓	
		Brainstorming	✓	

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Mr.Jothi Periaswamy, Founder/Chief Data Scientist, DeepSphere AI, 2 Venture Drive, #13-26 Vision Exchange, Singapore, 608526	1 Dr.S.Gopinathan, Professor and Head, Department of Computer Science, University of Madras, Guindy Campus,,Chennai-600025	1 Dr.S.Belina V J Sara, SRMIST KTR Campus

Course Code	UCD24S02L	Course Title	Quantitative Aptitude and Logical Reasoning	Category	S	Skill Enhancement Course	L	T	P	C
							0	0	2	1

Course Offering Department	Career Guidance	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Decision Making, Critical Thinking	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural Inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLR-1	Illustrate the application of different principles in solving mathematical problems																	
CLR-2	Foster students' curiosity and understanding of concepts related to profit/loss, interest computation, and averages																	
CLR-3	Analyze fundamental mathematical concepts concerning permutation and combination, as well as time and work, with a critical perspective																	
CLR-4	Equip students with the abilities essential for generating and comprehending data, focusing on topics such as cubes, dices and blood relations																	
CLR-5	Empower students to grasp the fundamentals of reasoning																	
CLO	At the end of this course, learners will be able to:																	
CLO-1	Grasp, evaluate, and tackle problems involving numbers and percentages	✓	✓	-	-	2	85	75	3	1	3	-	2	2	-	-	-	-
CLO-2	Develop, solve, interpret, and apply fundamental mathematical models relevant to everyday situations	✓	✓	✓	-	2	85	75	3	1	3	-	2	2	-	-	-	-
CLO-3	Realize the principles of permutation and combination, probability, time and work, and adopt simplified and innovative approaches to problem-solving	✓	✓	✓	✓	3	85	75	3	1	3	-	2	2	-	-	-	-
CLO-4	Comprehend the concepts of data interpretation, data sufficiency, coding and decoding	✓	✓	✓	✓	3	85	75	3	1	3	-	2	2	-	-	-	-
CLO-5	Solve logical puzzles and reasoning challenges	✓	✓	✓	✓	3	85	75	3	1	3	-	2	2	-	-	-	-

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	6	6	6	6	6
SLO-1	Classification of numbers and Test of divisibility	Profit and Loss	Permutation and Combination	Cubes and Dice	Direction Sense
SLO-2	Unit digit and Trailed zeroes	Ratio and Proportions	Problems on Probability	Data Interpretation	Number Series and Word Series
SLO-3	Problems on HCF and LCM	Simple Interest and Compound Interest	Time and work - Men and Work	Data sufficiency	Odd man out Missing Number and Wrong Number
SLO-4	Problems on Partnership	Word problems on Linear and Simultaneous Equations	Time and Work - Pipes and Cisterns	Seating Arrangements – Linear and Circular	Puzzles - Concepts & Problems Syllogisms - Concepts & Problems
SLO-5	Problems on Percentage	Problems on Averages	Time, Speed and Distance - Problems on Trains	Problems on Blood Relations	Problems on Clocks
SLO-6	Percentage - Increasing & Decreasing functions	Mixtures and Alligations	Time, Speed and Distance - Boats & Streams	Coding – Decoding	Problems on Calendars

Resources					
1	Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5 th Edition	4	Edgar Thrope, Test of Reasoning for Competitive Examinations, Tata McGraw Hill , 6 th Edition		
2	Dr. Agarwal. R.S, Quantitative Aptitude for Competitive Examinations, S.Chand and Company Limited, 2018 Edition	5	Dinesh Khattar, The Pearson Guide to Quantitative Aptitude for competitive examinations, Pearson, 3rd Edition		
3	Archana Ram, Place Mentor: Tests of Aptitude for Placement Readiness, Oxford University Press, Oxford, 2018	6	PAAnand, Quantitative Aptitude for competitive examinations, Wiley publications, ebook, 2019		

Assessment					
Bloom's Level of Thinking		Continuous Learning Assessment (CLA) (100% weightage)			
		CLA – 1	CLA – 2	CLA – 3	CLA – 4*
		(20 %)	(20 %)	(30 %)	(30%)
		Practice (%)	Practice (%)	Practice (%)	Practice (%)
1	Remember	20	10	20	10
2	Understand	20	10	20	10
3	Apply	20	20	20	20
4	Analyze	20	20	20	20
5	Evaluate	10	20	10	20
6	Create	10	20	10	20
Total (%)		100	100	100	100

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Clarification/Pauses	✓	Good Health & Well Being
Presentation Tools	✓	Group Discussion		Quality Education
Learning Management System	✓	Hands-on Practice	✓	Gender Equality
		Debate		
		Interactive Lecture	✓	
		Brainstorming	✓	

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers				
Professional Experts		Higher Institution Experts		Internal Experts
1	Mr. P. Chockalingam, Senior Lead Software Engineer, Virtusa Consulting Services Private Ltd, DLF IT Park SEZ, Chennai – 600089 p.chockalingam1986@gmail.com	1	Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeetham, Coimbatore - 641112 g_saravanprabu@cb.amrita.edu	1 2
				Dr.Sathish K, HOD, Department of Career Guidance Cell, FSH, SRMIST hod.dcgk.ktr@srmist.edu.in
				Dr.Aarthi S, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST aarthis4@srmist.edu.in

Course Code	UNS24Y01L/UNC24Y01L/UNO24Y01L/UYG24Y01L	Course Title	NSS/NCC/NSO/YOGA	Category	Y	Mandatory Course	L	T	P	C
							0	0	0	0

Course Offering Department	NSS	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Understand themselves in relation to their community	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLR-2	Develop among themselves a sense of social and civic responsibility																		
CLR-3	Utilize their knowledge in finding practical solution to individual and community problems																		
CLR-4	Develop competence required for group-living and sharing of responsibilities																		
CLR-5	Acquire leadership qualities and democratic attitude																		
CLO	At the end of this course, learners will be able to:																		
CLO-1	realize themselves in relation to their community	✓	✓	-		2	85	75	3	-	-	1		3	3	2			
CLO-2	Develop among themselves a sense of social and civic responsibility	✓	✓	✓		2	85	75	3	2	1	2		3	3	1			
CLO-3	find practical solution to individual and community problems	✓	✓	✓	✓	3	85	75	3	1	3	1		3	3	1			
CLO-4	Develop competence required for group-living and sharing of responsibilities	✓	✓	✓	✓	3	85	75	3	3	2	3		3	3	2			
CLO-5	develop leadership qualities and democratic attitude	✓	✓	✓	✓	3	85	75	3	3	2	3		3	3	3			

***Assessment is Fully Internal**

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses		Good Health & Well Being	✓
Presentation Tools		Group Discussion	✓	Quality Education	
Learning Management System		Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming			

***CLA s are evaluated based on (i) participation in awareness programmes, (ii) participation in outreach programme, (iii) Community Services (iv) Camps (National, State, Regional)**

Resources	
1.	NSS Manual (Revised), Government of India

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Dr Samuel Chellaiya C Regional Director, NSS Government of India	1	State Officer, NSS Tamil Nadu NSS	1	Dr Prakash V, NSS Coordinator, SRMIST, AP, department of Economics, FSH, SRMIST Prakashv2@srmist.edu.in
				2	Dr Yogalakshmi, NSS Programme Officer, FSH, SRMIST.

SEMESTER - III

Course Code	USY24301J	Course Title	Introduction to Personality										Category	C	Core				L	T	P	C
																			3	0	3	4
Course Offering Department	Psychology	Pre-requisite Courses	Nil				Co-requisite Courses	Nil			Progressive Courses	Nil			Data Book / Codes/Standards	Nil						
CLR	The purpose of learning this course is to:	Depth				Attainment			PLO													
CLR-1	Gain a more holistic view of human behavior and identity.	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10				
CLR-2	Delve into Eastern philosophies to explore the nature of the self	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science				
CLR-3	Understand personality assessment and development.																					
CLR-4	Support a more comprehensive approach to studying personality																					
CLR-5	Apply psychological insights in everyday life and professional settings.																					
CLO	At the end of this course, learners will be able to:																					
CLO-1	Appreciate Western and Eastern personality concepts.	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1				
CLO-2	Explore self through Eastern philosophical perspectives.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1				
CLO-3	Analyze personality via Western approaches.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2				
CLO-4	Understand biological and environmental personality influences.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3				
CLO-5	Apply personality theory in real world	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3				

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Personality: History of Psychology	Eastern perspectives on Self	Western approaches on Personality	Biological basis of Personality	Assessment of Personality: Approaches
SLO-2	Definition of Personality	Self and Indian Psychology	Psychoanalytic Theory	Behavioral Genetics Viewpoint	Personality Inventories
SLO-3	Culture and Personality Studies	Triguna Personality Model	Psychodynamic Theory	Psychophysical Viewpoint	Projective Tests
SLO - 4,5,6	Practice: Describe your Personality	Practice: understanding Yourself - Triguna	Practice: Neo-Freudians Perspectives	Practice: Twin & adoption studies	Practice: Test Administration
SLO- 7	Personality, Self and Identity	Self and Mimamsa	Trait Approach to Personality	Evolutionary Viewpoint	Assessment of Personality: Approaches
SLO-8	Sameness of Social Selves	Self and Vedanta	Type Approach to Personality	Heritability of Personality	Personality Inventories
SLO-9	Unity versus Diversity	Self and Samkhya & Yoga	Socio-Cognitive Theory	Personality, Family and Culture	Projective Tests
SLO-10,11,12	Practice: Self Concept	Practice: Vedanta and Yoga	Practice: Personality Assessment: I6PF or EPQ	Practice: Culture and Personality	Practice: Test Administration
SLO-13	Directions since William James	Self and Sufism	Humanistic Theory	Locus of Control	Assessment of Personality: Approaches
SLO-14	Advaita Vedantic View of the Self	Self and Buddhism	Self-Actualization Theory	Sensation Seeking	Personality Inventories
SLO - 15	Yoga on the Nature of the Self	Self and Sri Aurobindo's Integral Yoga	Needs-Hierarchy Theory	Learned Helplessness	Projective Tests
SLO - 16,17,18	Practice: Eastern vs Western Perspectives	Practice: Indian perspectives	Practice: Humanistic Principles of Personality	Practice: Locus of Control	Practice: Personality Development

Resources					
1	Carducci, B. J. (2009). <i>The psychology of personality: Viewpoints, research & application</i> . Hong Kong: Wiley-Blackwell.	2	Schultz, P. Duane; Schultz, E. S. (2013). <i>Theories of Personality</i> (Tenth Edit). Cengage Learning.		
3	Ciccarelli, S. K., & Meyer, G. E. (2010). <i>Psychology: South Asian edition</i> . New Delhi, India: Pearson Education.	4	Misra, G., & Mohanty, A. K. (Eds.) (2002). <i>Perspectives on indigenous psychology</i> . New Delhi, India: Concept Publishing Company.		
5	Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). <i>Foundations of Indian psychology—Theories and concepts</i> (Vol. 1). New Delhi, India: Pearson.	6	Paranjpe, A. C. (1984). <i>Theoretical psychology: The meeting of east and west</i> . New York: Plenum Press.		
7	Feist, J., Feist, G.J. & Herman, T.A.R.W. (2018). <i>Theories of Personality</i> . Tata Mc Graw Hill	8	Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). <i>Handbook of Indian psychology</i> . New Delhi, India: Foundation Books.		

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			1	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			2	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24302J	Course Title	Psychopathology						Category	C	Core	L	T	P	C					
			Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil	3	0	3	4							
CLR	The purpose of learning this course is to:		Depth				Attainment			PLO										
CLR-1	Explain types and multiple causes of personality disorders		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-2	Learn substance related disorders		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLR-3	Elucidate psychotic disorders																			
CLR-4	Explain developmental disorders																			
CLR-5	Understand various cognitive disorders																			
CLO	At the end of this course, learners will be able to:																			
CLO-1	Differentiate among various personality disorders		✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1	
CLO-2	Understand the causes of substance related disorders		✓	✓	✓	-	2	85	75	3	2	-	2	2	3	-	1	2	1	
CLO-3	Learn the diagnosis of psychotic disorders		✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Understand developmental disorders		✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Familiarize with cognitive disorders		✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Personality Disorders and Types	Substance-related disorders	Psychotic disorders	Developmental disorders	Cognitive disorders and perspectives
SLO-2	Clinical features	perspectives	Perspectives and diagnosis	ADHD	Delirium
SLO-3	Clusters	Diagnostic criteria	Schizophrenia	Diagnostic criteria and treatment	Causes and treatment
SLO - 4,5,6	Practice: Clusters	Practice: Substance use effects	Practice: psychosis vs neurosis	Practice: Attention	Practice: Cognitive orientation
SLO- 7	Cluster A - Paranoid	Substance abuse	Clinical description	Learning disorder	Dementia
SLO-8	Cluster A-Schizoid, Schizotypal	Substance intoxication	Schizoaffective disorders	Causes and treatment	Parkinsons disease
SLO-9	Cluster B-Histrionic, Narcissistic	Substance dependence	Delusional disorders	Autistic spectrum disorder	Huntington's Disease
SLO- 10,11,12	Practice: Living with Pds	Practice: Substance use range	Practice : Belief styles	Practice: Learning Solutions	Practice: Degenerative disorders
SLO-13	Cluster B- Antisocial, Borderline	Alcohol intoxication	Factors influencing disorders	Causes and treatment	Biological and Psychosocial causes
SLO-14	Cluster C-Avoidant, OCD	Causes and Onset	Treatment and Interventions	Intellectual disability	Amnestic disorder
SLO - 15	Cluster C-passive, depressive	Treatment	Prevention	Prevention of Developmental disorders	Causes and prevention
SLO- 16,17,18	Practice: A vs B vs C	Practice: Substance Awareness	Practice : Genetics & Psychosis	Practice: Autism care	Practice: Types of Amnesia

Resources					
1	Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2016). <i>Abnormal psychology: An integrative approach</i> . Cengage learning.	2	Sarason, I. G. & Sarason, B. R., (2007). <i>Abnormal Psychology</i> . 10th ed. New Delhi; Pearson Education.		
3	Alloy, L. B. & Riskind, J. H., Manos, M.J. (2005). <i>Abnormal Psychology</i> . 9th ed. Delhi: Tata McGraw Hill Publishing Company Ltd.	4	World Health Organization. (2024). <i>Clinical descriptions and diagnostic requirements for ICD-11 mental, behavioural and neurodevelopmental disorders</i> . World Health Organization.		

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			1	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			2	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24303J	Course Title	Quantitative Data Analysis				Category	C	Core	L	T	P	C
										3	0	3	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Introduce the basic concepts of statistics	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLR-2	Learn measures of central tendency																		
CLR-3	Understand variability																		
CLR-4	Explain the concept of normal distribution and correlation																		
CLR-5	Familiarize hypothesis testing process																		
CLO	At the end of this course, learners will be able to:																		
CLO-1	Understanding the nature of measurement and its various levels.	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1	
CLO-2	Developing skills to use quantitative techniques such as measures of central tendency, variability, and correlation.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	1	1	2	1	
CLO-3	Knowing how to use the normal probability curve as a model in scientific theory	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Grasping concepts related to hypothesis testing and developing related computational skills	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	2	3	3	
CLO-5	Learning basic techniques of descriptive and inferential statistics	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Introduction to data analysis	Levels of Measurement	Normal Probability Curve	Hypothesis testing	Non Parametric Tests
SLO-2	Variables	Measures of central tendency	Nature and Properties	Level of significance	Chi-square
SLO-3	Statistical Softwares	Measures of variability	Application of NPC	Types of hypothesis	Test of association
SLO - 4,5,6	Practice: Types of Variables	Practice: Measures of variability	Practice: Normal distribution Curve	Practice: Degrees of freedom	Practice: Use of non-parametric test
SLO-7	Scales of measurement	Derived scores	deviation from NPC	Simple t test	Wilcoxon test for one sample
SLO-8	Nominal – Ordinal – Interval - Ratio	T-scores	Skewness	Paired sample t test	Wilcoxon signed rank
SLO-9	Frequency tables	percentiles scores and percentile ranks	Kurtosis	Unpaired sample t test	Mann-Whitney U test
SLO - 10,11,12	Practice: Types of scales	Practice: percentiles scores	Practice: Non normal distribution	Practice: t test	Practice: Parametric vs non parametric test
SLO-13	Graphical representation	normalized standard scores	Correlation and its significance	Pearson’s product moment	Spearman rank order
SLO-14	Histogram, Barchart	Stens and Stanines	Factors affecting correlation	One way ANOVA	Kruskal Wallis
SLO-15	Frequency polygon, Ogive	normalized T scores - meaning	Regression	Repeated measures ANOVA	Fried man test
SLO – 16,17,18	Practice: Graphical representation	Practice: Stens and Stanines	Practice: Correlation	Practice : f test	Practice: Myths about non parametric tests

Resources					
1	Mangal. S.K. (2002). Statistics in Psychology and Education. New Delhi, India: Prentice Hall of India Private Limited.	2	Minium, E. W., King, B. M., & Bear, G. (1993). Statistical reasoning in psychology and education. New York: John Wiley.		
3	Mohanty, B. & Misra, S. (2015). Statistics for behavioral and social sciences. New Delhi: SAGE Publications.	4	Broota, K. D. (1992). Experimental design in behavioural research. New Delhi: Wiley Eastern.		

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24P01L	Course Title	Internship - I				Category	P	Project work / Internship				L	T	P	C		
			Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil				0	0	0	1		
Course Offering Department	Psychology	Pre-requisite Courses	Nil				Co-requisite Courses	Nil				Progressive Courses	Nil					
CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
CLR-1	Develop contacts with institutes delivering psychological services	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-2	Explore the scope of psychological services					Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLR-3	Enhance people skills																	
CLR-4	Understand professional etiquettes																	
CLR-5	Apply problem solving skills																	
CLO	At the end of this course, learners will be able to:																	
CLO-1	Familiarize about the organization	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1
CLO-2	Focus the knowledge towards competence	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	Communicate with professional attitude	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Establish professional connections	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3
CLO-5	Test the solutions for situations	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

Conduct	Assessment Method
<p>Students are required to undertake any one internships (each for a period of 30 days, atleast 6 hours per day) in the following areas, based on their areas of interest, and submit a detailed Observation/Case history/Intervention reports, pertaining to the chosen areas within 15 working days from the date of completion.</p> <ol style="list-style-type: none"> 1.Counseling Psychology (Visit a Counseling Centre at a hospital / a private organization offering Counseling services) 2.Industrial/Organizational (Visit Human Resources / Learning & Development of an organization) 3.School Psychology (Visit a private or Government school) 4.Sports Psychology (Visit a Sports Team) 5.Geriatric Psychology (Visit an old age home) 6. Non-profit organization (Visit a NGO on Social Change) 7.Addiction Psychology (Visit a de-addiction centre/clinic) 8.Special Education/Learning Disability (Visit a special school/A Centre for Learning Disabilities) 	<p>Field Work – 30% Critical Reflection – 20 % Report – 30 % Viva-Voce – 20 %</p>

Learning Assessment				
Project Work / Internship	Continuous Learning Assessment (CLA) (50% weightage)		Final Assessment (50 % weightage)	
	Review – 1 Field Work	Review – 2 Critical Reflection	Internship Report	Viva-Voce
	30%	20%	30%	30%

Designers			
Higher Institution Experts		Internal Experts	
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in	1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in	2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in
1		1	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in
2		2	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in

SEMESTER - IV

Course Code	USY24401J	Course Title	Psychological Assessment				Category	C	Core	L	T	P	C
										3	0	3	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Conceptualize the need of Psychological Assessments					Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving										
CLR-2	Understand different types of assessments and ethical challenges								Communication Skills, Collaborating Skills										
CLR-3	Familiarize the applications of psychological tests in various fields								Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills										
CLR-4	Construct tests by understanding item analysis, reliability and validity								Leadership Qualities, Professionalism, Autonomy, Accountability										
CLR-5	Differentiate intelligence, aptitude and personality tests								Digital Technology Skills										
									Value Inculcation, Multicultural inclusivity										
									Environmental Action, Community Engagement										
									Entrepreneurial Risk Taking										
									Advocate Mental Health										
									Communicate Psychological Science										
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLO-1	Describe the meaning and scope of Psychological Assessment	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1	
CLO-2	Prescribe the ethics in administration of psychological tests	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	1	1	2	1	
CLO-3	Explain the areas of psychological testing	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Evaluate the psychometric properties of psychological tests	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	2	3	3	
CLO-5	Analyze the Intelligence and Personality assessments	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Concepts of testing and assessment	Report writing	Educational testing	Validity	Personality Assessments: Raven's Progressive Matrices
SLO-2	Nature and Significance of psychological tests	Psychological assessments in multi-cultural contexts	Clinical testing	Content validity	Inventories: NEO FFI, 16 PF, FIRO B, MMPI
SLO-3	History of psychological testing	Ethical issues and challenges	Occupational testing	Criterion validity	Eysenck's personality questionnaire
SLO - 4,5,6	Practice: Uses of psychological assessments	Practice: Contemporary Ethics	Practice: Areas of Testing	Practice: Face Validity	Projective tests: Rorschach inkblot test
SLO-7	Principles and issues of psychological assessments	Definition of Psychological tests	Counselling and guidance testing	Scale construction- Likert scale	Thematic Apperception Test
SLO-8	Advantages of standardized measures	Types of tests	Item analysis & Item difficulty	Thurstone scale	Semi Projective tests: Rotter's Incomplete Sentence Blank
SLO-9	Scales of measurements	Characteristics of good test	Internal consistency	Guttman and Semantic differential	Rosenweig's picture frustration test
SLO - 10,11,12	Practice: Standardized vs other assessments	Practice: Review a Psychological Test	Practice : Item analysis	Practice: Construction of items	Practice: Future directions in Psychological assessments
SLO-13	Similarities and differences between tests and assessments	Rapport, test administration and test anxiety	Cross validation	General Mental Ability tests	Computer assisted assessment
SLO-14	Interviews	Examiner and Situational variables	Reliability	Wechsler's Intelligence Scale	Computer assisted assessment and it's uses
SLO-15	Integrating information from multiple sources	Protection of privacy and confidentiality	Types of reliability	Stanford Binet intelligence scales	Virtual reality
SLO – 16,17,18	Practice: Assessment Interviews	Practice: Administration of a psychological test	Practice : Cronbach Alpha	Practice: Culture fair intelligence tests	Practice: Virtual reality and its uses

Resources					
1	Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.). New Delhi: Pearson Education.	2	Anastasi, A., & Urbina, S. (2003). Psychological testing (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.		
3	Barve, B. N., & Narake, H. J. (2008). Manomapan. Nagpur, India: Vidya Prakashana.	4	Connolly, I., Palmer, M., Barton, H. & Kirwan, G. (eds.), (2016). Introduction to Cyberpsychology. London: Routledge.		
5	Desai, B., & Abhyankar, S. (2007). Manasashatriya mapan. Pune, India: Narendra Prakashana.	6	Gregory, R. J. (2014). Psychological testing: History, principals and applications. (6th Ed.). Boston: Pearson Education.		
7	Husain, A. (2012). Psychological testing. New Delhi, India: Pearson Education.	8	Kaplan, R. M., & Saccuzzo, D. P. (2012). Psychological testing: Principles, applications and issues (8th Ed.). New Delhi, India: Cengage.		

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24D01J	Course Title	Organizational Psychology	Category	D	Discipline Core Elective		L	3	T	0	P	2	C	4
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Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO											
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10		
CLR-1	Understanding motivation, employee attitudes, and their impact on performance.					Level of Thinking			Problem Solving, Critical Thinking, Creativity Solving Communication Skills, Collaborating Skills Independent Thinking, Analytical Reasoning, Learning to Learn Research Skills Leadership Qualities, Professionalism, Autonomy, Accountability Digital Technology Skills Value Inculcation, Multicultural inclusivity Environmental Action, Community Engagement Entrepreneurial Risk Taking Advocate Mental Health Communicate Psychological Science											
CLR-2	Exploring leadership theories from different perspectives.					Expected Proficiency (%)														
CLR-3	Learning group behaviour, conflict resolution, and teamwork.					Expected Attainment (%)														
CLR-4	Examining how motivation affects organizational performance.																			
CLR-5	Applying leadership theories in real-world team management.																			
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science		
CLO-1	Understand and gain insights into various leadership styles and their real-world applicability.	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1		
CLO-2	Equip with skills to enhance collaboration and manage team dynamics.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1		
CLO-3	Examine how motivation affects organizational performance.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2		
CLO-4	Apply leadership theories in real-world team management.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3		
CLO-5	Effectively implement leadership strategies in practice.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3		

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	15	15	15	15	15
SLO-1	Organizational Psychology	Job Attitudes	Goal Setting Theory	Influence Process	Charismatic Leadership
SLO-2	Social Science Integration	Work Motivation	Self-Regulation Theory	Leader Emergence	Indigenous Leadership Theories
SLO-3	Historical Developments	Self-Esteem in Motivation	Positive Organizational Behavior	Leader Effectiveness	Group Behavior
SLO – 4 & 5	Practice: Evolution of organizational psychology	Practice: Leadership and teamwork.	Practice: Transformational vs transactional leadership styles.	Practice: Organizational behavior in India and rest.	Practice: Group dynamics
SLO-6	Classical School	Intrinsic Motivation	Organizational Commitment	Trait Approach	Group Dynamics
SLO-7	Human Relations Approach	Need for Achievement	Employee Engagement	Behavioral Approach	Team Performance
SLO-8	Socio-Technical Systems	Content Theories	Cultural Context of Motivation	Power and Influence	Conflict Management
SLO – 9 & 10	Practice: Motivation in workplace.	Practice: Cultural values & organizational behavior.	Practice: Conflict resolution skills.	Practice: Team-building exercises	Practice: Interview professionals
SLO-11	Organizational Change	Process Theories	Organizational Culture	Leader-Member Exchange	Negotiation Skills
SLO-12	Indian Context	Expectancy Theory	Leadership Concepts	Situational Leadership	Cultural Influences on Teams
SLO-13	Employee Motivation	Equity Theory	Leaders vs. Managers	Transformational Leadership	Team Building in Organizations
SLO – 14 & 15	Practice: Employee engagement and its outcomes.	Practice: Leadership theories	Practice: Employee Job Satisfaction	Practice: self-regulation in workplace	Practice: Teamwork and leadership.

Resources					
1	Aamodt, M. G. (2016). Industrial/Organizational psychology: An applied approach. Boston: Cengage Learning.	2	Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative. In P. N. Mukherjee, & C. Sengupta (Eds.), Indiginity and universality in social sciences: A south asian response. New Delhi: Sage Publications.		
3	Muchinsky, P. M., & Culbertson, S. S. (2016). Psychology applied to work. Summerfield, NC: Hypergraphic Press.	4	Pareek, U. (2007). Understanding organizational behaviour. New Delhi: Oxford University Press.		
5	Pareek, U., & Gupta, R. K. (2010). Organizational behaviour. New Delhi: Tata McGraw Hill. Sinha, J. B. P. (2008). Culture and organizational behavior. New Delhi, India: Sage Publications.				

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

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations		Clarification/Pauses	✓	Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓	Quality Education ✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality ✓
		Debate	✓	
		Interactive Lecture	✓	
		Brainstorming	✓	

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers				
Higher Institution Experts			Internal Experts	
1	Dr. S. Suresh, RGNID, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in

Course Code	USY24D02J	Course Title	Consumer Behaviour	Category	D	Discipline Core Elective	L	T	P	C
							3	0	2	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO												
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10			
CLR-1	Learn the factors influencing consumer behavior.								Problem Solving, Critical Thinking, Creativity Solving Communication Skills, Collaborating Skills Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills Leadership Qualities, Professionalism, Autonomy, Accountability Digital Technology Skills Value Inculcation, Multicultural inclusivity Environmental Action, Community Engagement Entrepreneurial Risk Taking Advocate Mental Health Communicate Psychological Science												
CLR-2	Understand consumer motivations and personalities.																				
CLR-3	Recognize consumer attitudes and communication.																				
CLR-4	Explore brand personality in marketing.																				
CLR-5	Analyze consumer decision-making processes.																				
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)													
CLO-1	Identify personal factors affecting consumer behavior.	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1			
CLO-2	Understand consumer motivation and brand personality	✓	✓	✓	-	2	85	75	3	2	-	1	2	3	-	1	2	1			
CLO-3	Evaluate social influences on consumer behavior.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2			
CLO-4	Gain foundational knowledge of consumer decision-making.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3			
CLO-5	Understand consumer personality and purchasing behavior.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3			

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	15	15	15	15	15
SLO-1	Scope of Study	Attitude, Consumer Attitude, Object of Attitude	Consumer Motivation	Consumer Decision-Making, Stages in Consumer Decision-Making	Consumers in Social Settings, Consumers in Cultural Settings
SLO-2	Roles of Consumers, History of Consumer Behavior	Learned Predispositions	Motivation Dynamics	Situational Influences, Problem Recognition, Information Search	Reference Groups, Nature of Reference Groups
SLO-3	Marketing Principles	Attitude Consistency	Types of Needs, Systems of Needs	Evaluation of Alternatives,	Types of Reference Groups and Their Influence on Consumers
SLO – 4 & 5	Practice: Consumer psychology and marketing.	Practice: Fundamental marketing principles	Practice: Geographic segmentation strategy	Practice: Marketing strategies	Practice: social groups and consumer decisions
SLO-6	Related Disciplines	Formation of Attitude	Ethics in Consumer Motivation	Post-Purchase Actions, Organizational Buyers,	Family Life Cycle, Stages of the Family Life Cycle
SLO-7	Applications of Consumer Behavior	Structural Attitude Models, Tricomponent Attitude Model	Consumer Personality	Market Structure	Nature of Household Purchases
SLO-8	Market Segmentation, Consumer Needs	Katz’s Model of Attitude	Understanding Consumer Diversity	Demand Patterns	Household Purchases and Family Decision-Making
SLO – 9 & 10	Practice: Consumer roles	Practice: Market segmentation strategy	Practice: Measuring Consumer Attitudes	Practice: Consumer decision-making stages	Practice: Family decision-making
SLO-11	Types of Segmentation – Geographic	Changing Attitudes	Brand Personality	Buyer Characteristics	Family Decision-Making
SLO-12	Product Positioning	Post-Purchase Attitude Changes	Consumer Perception and Behavior	Decision-Making Approaches and Theories	Consumer Behavior and Social Status, Social Class
SLO-13	Needs and Strategies	Cognitive Dissonance Theory, Attribution Theory	Dynamics of Perception	Purchase Patterns	Status Symbols
SLO – 14 & 15	Practice: Consumer behavior across decades.	Practice: Consumer needs and Maslow's hierarchy,	Practice: Consumer persuasion techniques.	Practice: Situational factors & consumer behavior	Practice: Reference Group

Resources					
1	Blackwell, R. D., Miniard, P. W., & Engel, J. F. (2006). <i>Consumer behavior</i> (10th ed.). Cengage Learning.	2	Cialdini, R. B. (2009). <i>Influence: Science and practice</i> (5th ed.). Pearson.		
3	Schiffman, L. G., & Kanuk, L. L. (2010). <i>Consumer behavior</i> (10th ed.). Pearson.	4	Kotler, P., & Keller, K. L. (2016). <i>Marketing management</i> (15th ed.). Pearson.		
5	Solomon, M. R. (2020). <i>Consumer behavior: Buying, having, and being</i> (13th ed.). Pearson.				

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

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations		Clarification/Pauses	✓	Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓	Quality Education ✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality ✓
		Debate	✓	
		Interactive Lecture	✓	
		Brainstorming	✓	

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers				
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			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in

Course Code	UEN24S01L	Course Title	Communication Skills	Category	S	Skill Enhancement Course	L	T	P	C
							0	0	4	2

Course Offering Department	English, FSH, KTR	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	
CLR-1	Bridge the theoretical language knowledge with practical communication skills, essential for academic and professional contexts.	Conceive	Design	Implement	Operate	2	85	75	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLR-2	Focus on enhancing listening, speaking, reading, and writing skills, crucial for effective interaction and teamwork.																		
CLR-3	Prepare students for employability by building competence in interviews, group discussions, and professional communication.																		
CLR-4	Promote understanding and sensitivity towards linguistic and cultural diversity, key to thriving in a globalized world.																		
CLR-5	Articulate ideas and emotions clearly, overcoming language barriers.																		
CLO	At the end of this course, learners will be able to:																		
CLO-1	Acquire basic proficiency in listening, speaking, reading, and writing, enabling effective interaction in everyday and academic scenarios.	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1	
CLO-2	Express ideas clearly using appropriate verbal cues and non-verbal signals in social, academic, and professional contexts.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	1	1	2	1	
CLO-3	Enhance their ability to comprehend, evaluate, and respond to diverse forms of written and spoken communication critically.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Produce well-organized written documents and oral presentations, showcasing logical thinking and clarity of expression.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	2	2	3	3	
CLO-5	Demonstrate awareness and sensitivity towards linguistic and cultural diversity, effectively navigating multicultural interactions.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	12	12	12	12	12
SLO-1	Introduction to Communication. Types of Communication- verbal and non-verbal communication	Introduction to Reading Skills. Discussion of techniques of Reading Skill	Introduction to Speaking Skills. Explaining the importance of phonetics and vocabulary	Introduction to Writing Skills Importance of writing skills	Introduction to appreciation of texts.
	Barriers of Communication dynamics of interpersonal communication, Interpret Cross-Cultural Differences in Non-Verbal Communication Develop and Demonstrate Effective Non-Verbal Communication Skills	Reading Skills.(Barriers of reading skills and strategies of effective communication through reading) Identifying common reading problems in students after making them read a few passages.	Speaking Skills.(Barriers of speaking skills and strategies of effective communication through speaking) Explaining the usage of the Oxford Learner’s Dictionary to learn phonetics of the words at the fundamental level.	Writing Skills.(Barriers of writing skills and strategies of effective communication through writing) Explaining various forms of writing with examples:.	Encouraging the students to share a few of their favourite lines from any sources they have read or sharing a few lines from paditthadhil piditthadhu.
SLO-2	Introduction to Digital language lab/ usage of mobile applications	Learners are enabled to record their speech and listen to it in order to correct their problematic areas	The right enunciation of certain words to be taught through phonetic representation and decoding the phonetic symbols by learning to use the dictionary..	Introduction to letter writing. Types of letters- Formal and Informal letters with examples. Learning E-mail etiquette.	Explaining why appreciating texts creates a good reader.
	Equipping the listening skill of the learners Listening Skills .(Barriers of listening skills and strategies of effective communication through listening) Exploring Effective Ways of Listening.	repetitive practices of reading select paragraphs from web resources, their standard will be measured.	Observe and repeat and learn the phonetic pronunciation of words by practicing continuously.	Class Assignment - write a formal letter and informal letter and check for e-mail etiquettes in writing.	Enabling the students to reflect in the classroom about any of their favourite books/ articles or magazines.
SLO-3	Introducing google podcasts.	The speed, fluency, pronunciation, comprehension of the words in the paragraph	Teaching the usage of Thesaurus to understand and develop various words and improve vocabulary.	Enabling the students to unleash their potentials in creative writing through writing transcripts for advertisements of any product.	Introducing the text of Letters by Mathrubootham published in the Hindu.
SLO-4	Task to write down the words from the audio they have listened to. This activity should be done in two steps. 1. Jotting down the words simultaneously as they listen to the speaker. 2. Writing the transcript of the audio through repetitive play and pause.	hints and tricks to follow where the pauses are to be followed.	Identifying common errors in concord, preposition, direct speech and indirect speech.	write a review of any book or a movie or an interview or a debate.	Reading and recitation of the text of the first letter-Enjoy within limits, says Mr. Mathrubootham Understanding characters by analyzing the usage of their style of language

SLO-5	Imitating the speakers by listening to them and attempting to learn the pronunciation of the words uttered in the audio.	Students group 1- reads – group 2 identifies the flaws in reading.	Identifying common errors in tenses, punctuation, and syntactical errors..	Mechanics of writing like capitalization, punctuation, spelling, correct pronoun, preposition, concord usage can be taught.	Reading of the second letter- Nobel? What Nobel, asks Mr. Mathrubootham.
	Repetitive listening to enhance pronunciation skills	The roles have to be exchanged between the two groups and the activity should be practiced.	Rectifying the common errors and instructing the learners about the right usage in order to avoid common errors.	meachnaics of writing - assessed and evaluated.	Mathrubootham’s humour and the language of code switching from Tamil to English and vice –versa.
SLO-6	Introducing to the audios of TED TALK American Speakers. Listening to the native speakers of English Language through TED TALKS.	Identify the key arguments in a passage -introductory point, lead point, supportive argument statement, concluding point and the common connecting word between all the key words in the passage.	Practicing how to avoid common errors.	Teaching effective writing by learning to avoid common errors in concord, preposition, conjunction, relative pronouns, question tags.	Reading of the third letter -Mr. Mathrubootham is fully supporting all new technologies
	Introducing to the audios of TED TALK British Speakers. Listening to the native speakers of English Language through TED TALKS.	encouraged to identify the key arguments in other passages on their own.	The learners are introduced to collocations for quick choice of learning how to speak in short time and how to speak effectively.	Practicing effective writing by learning to avoid common errors in concord, preposition, conjunction, relative pronouns, question tags.	Mathrubootham’s frustration over the failure of technologies and the language that he positively uses to denote hopelessness over technologies.
SLO-7	American and British styles can be differentiated.	Guiding the act of reading through scanning and skimming by model reading of the passages by the instructor.	Practice collocations	common errors in tenses, direct and indirect speech and syntax structure.	Reading of the fourth letter in the classroom and discussion Pizza maavu: Welcome to Mr. Mathrubootham food recipe website,
SLO-8	The recognition of different accents should be practiced by speaking after listening.	scanning and skimming activities	Idioms and phrases	Practicing effective writing by learning to avoid common errors in tenses, direct and indirect speech and syntax structure.	Mathrubootham’s love for food and the miscommunication about food.
SLO-9	Learning advanced pronunciation and vocabulary through various computer applications like Woodpecker.	Loud reading and slow mind reading	A speaking task to learn- collocations, idioms and phrases, vocabulary and phonetic pronunciation	Teaching how to write statement of purpose for admission to higher educations, and practicing the same.	Analysing the text for regional relevance and National significance.
	imitate the different sounds and accents - repeat it after listening to any of the videos from the library based on individual interest.	Pauses, pronunciation, comprehension and fluency can be checked for improvement at this stage through repetitive practices.	Their speaking activity is to be recorded and played again to rectify the errors and highlight the problematic areas in speaking.	Teaching how to write a story by looking at a picture. Developing the writing skill through word ladders.	Appreciating the aesthetics of the comic element and the embodiment of humour in the narrative in the letter

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

Resources			
1	Horizon- English Text Book – Compiled and Edited by the Faculty of English Departement, FSH, SRMIST, 2023	5	The Art of Public Speaking by Stephen E. Lucas- 2019
2	The Creative Writing Coursebook: Forty Authors Share Advice and Exercises for Fiction and Poetry by Julia Bell and Paul Magrs- 2001	6	Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds by Carmine Gallo – 2014
3	On Writing: A Memoir of the Craft by Stephen King 2000	7	The Anatomy of a Book Review: A Guide for College Students by Ronald J. Weber 1994
4	The Writing Life: Writers on How They Think and Work edited by Marie Arana -2003	8	How to Write a Simple Book Review: It's easier than you think! by Allyson R. Abbott 2013

Assessment										
Bloom's Level of Thinking		Continuous Learning Assessment (CLA) (50% weightage)								Final Assessment (50 % weightage)
		CLA – 1		CLA – 2		CLA – 3		CLA – 4*		
		(10 %)		(10 %)		(20 %)		(10 %)		
		Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	
1	Remember		10		10		15		20	20
2	Understand		10		10		15		20	20
3	Apply		10		10		20		20	20
4	Analyze		10		10		20		20	20
5	Evaluate		5		5		15		10	10
6	Create		5		5		15		10	10
Total (%)			100		100		100		100	100

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on the one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Krishna Raj, Sutherland, Krishna.Raj1@sutherlandglobal.com	1	Dr. J Mangayarkarasi Associate Professor and Head, Department of English, Ethiraj College for Women, Chennai	1	Dr. Pushpanjali Sampathkumar, Assistant Professor, Department of English, FSH, SRMIST
		2	Dr. K S Antonysamy Loyola College Chennai antonysamyks@loyolacollege.edu	2	Dr. Shanthichitra, Professor, Department of English, FSH, SRMIST

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	9	9	9	9	9
SLO-1	Leadership - definition & Qualities	Team building & dynamics	Management – definition & Manager traits	Innovative leadership – Concept of emotional and social intelligence	Entrepreneurship
SLO-2	Leadership – styles	Work delegation with activity	Work schedule with activity	Synthesis of human and Artificial intelligence	Successful Indian entrepreneurs – case study
SLO-3	Difference between leader and boss	Decision making with activity	Strategic planning	Design thinking	Ethics – definition & Corporate ethics
SLO-4	Case study (based on leadership styles)	Motivation & Motivation for results	Conflict management	Measuring and Sustaining innovation	Importance of ethics
SLO-5	Leadership in diverse organizational hierarchy , cultures and communications	Argumentation, Persuasion, Negotiation, Networking	Energy Management & Novel Ways to manage energy in work place – activity	Case study: Organizations with sustained innovation.	Essential elements of business ethics
SLO-6	Leading the organisation through stability and turbulence	Interpersonal communication	Workforce management	Key elements of design thinking	Creating a harmonious life with work-life balance
SLO-7	Understanding Leadership and its importance.	Budget planning	Time Management	How to transform challenges into opportunities	Ethics and Conduct : Ethical decision-making
SLO-8	Models of Leadership	Workflow optimization	Recruiting and Retaining Talent	How to develop human-centric solutions for creating socially good humans	Importance of ethical principles in professional and social contexts.
SLO-9	Basic Leadership Skills	Critical thinking and Multitasking	Conflict & Stress Management	Emerging trends in design thinking	Building ethical culture: promoting ethical behavior in organization.

Resources					
1	Craig E Johnson, Meeting the ethical challenges of leadership, Sage publications, 2018	4	Alexander Osterwalder, Business Model Generation, Wiley, 2013		
2	T V Rao, Managers who make a difference: Sharpening your management skill, Random House India, 2016	5	Deborah Tannen, Talking from nine to five: Women and men in the workplace, Harper Collins Publishers, 2010		
3	Allan R Cohen, David L Bradford, Influence without authority, Wiley, 2018	6	Dr Carrie Picardi Leadership Essentials you always wanted to know Vibrant Publishers,2021		

Assessment									
Level of Thinking		Continuous Learning Assessment (CLA) (100% weightage)							
		CLA – 1		CLA – 2		CLA – 3		CLA – 4	
		(20 %)		(20 %)		(30 %)		(30%)	
		Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)
1	Remember	5	5	5	5	15	15	10	10
2	Understand	5	5	5	5	15	15	10	10
3	Apply	25	25	25	25	20	20	20	20
4	Analyze	25	25	25	25	20	20	20	20
5	Evaluate	20	20	20	20	15	15	20	20
6	Create	20	20	20	20	15	15	20	20
Total (%)		100	100	100	100	100	100	100	100

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations		Clarification/Pauses	✓	Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓	Quality Education ✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality ✓
		Debate	✓	
		Interactive Lecture	✓	
		Brainstorming	✓	

Designers			
Professional Experts	Higher Institution Experts	Internal Experts	
1	Mr. P. Chockalingam, Senior Lead Software Engineer, Virtusa Consulting Services Private Ltd, DLF IT Park SEZ, Chennai – 600089 p.chockalingam1986@gmail.com	1	Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeetham, Coimbatore - 641112 g_saravanaprabu@cb.amrita.edu
		1	Mrs. Deepalakshmi S, HOD, Department of Career Guidance, FSH, SRMIST hod.dcg.ktr@srmist.edu.in
		2	Dr. Elamathiyen E, Assistant Professor, Department of Career Guidance, FSH, SRMIST, elamathe1@srmist.edu.in

Course Code	UMI24Y01L	Course Title	My India Project			Category	Y	Mandatory Courses	L	T	P	C
									0	0	0	0
Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil			

Assessment Method – Fully Internal

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

SEMESTER - V

Course Code	USY24D03J	Course Title	School Counselling	Category	D	Discipline Core Elective	L	T	P	C
							3	0	3	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Understand the Role of School Counseling					Level of Thinking			Problem Solving, Critical Thinking, Creativity Solving										
CLR-2	Promote Academic and Developmental Success					Expected Proficiency (%)			Communication Skills, Collaborating Skills										
CLR-3	Address Students' Social and Emotional Needs					Expected Attainment (%)			Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills										
CLR-4	Provide Career and College Guidance								Leadership Qualities, Professionalism, Autonomy, Accountability										
CLR-5	Develop Research-Based Counseling Programs								Digital Technology Skills										
		Conceive	Design	Implement	Operate				Value Inculcation, Multicultural inclusivity										
									Environmental Action, Community Engagement										
									Entrepreneurial Risk Taking										
									Advocate Mental Health										
									Communicate Psychological Science										
CLO	At the end of this course, learners will be able to:																		
CLO-1	Identify and Evaluate the Responsibilities of a School Counselor	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1	
CLO-2	Implement Academic Support Strategies	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Apply Social and Emotional Counseling Techniques	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Guide Students in Career and College Planning	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Develop and Evaluate a Comprehensive School Counseling Program	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Introduction to School Counseling: Roles and Responsibilities	Understanding Child and Adolescent Development	Social and Emotional Learning (SEL) Frameworks	The Role of School Counselors in Career Planning	Introduction to Research in School Counseling
SLO-2	History and Evolution of School Counseling Programs	The Role of School Counseling in Academic Achievement	Understanding and Addressing Bullying in Schools	Career Development Theories and Models	Needs Assessment and Data Collection Methods
SLO-3	Ethical Standards and Legal Issues in School Counseling	Classroom Guidance and School-Wide Programs	Peer Relationships and Conflict Resolution	Career Assessments and Interest Inventories	Designing Comprehensive School Counseling Programs
SLO - 4,5,6	Practice: Role Play	Practice: Developmental Milestones	Practice: Develop SEL Activities	Practice: Career Exploration	Practice: Research in School Counselling
SLO-7	Multicultural Competence in School Counseling	Academic Assessment and Intervention Strategies	Substance Abuse Awareness and Prevention	Assisting Students with College Applications and Admissions	Implementing Evidence-Based Counseling Interventions
SLO-8	Developing Counseling Goals and Objectives	Motivation and Student Engagement	Supporting Students with Mental Health Needs	Financial Aid and Scholarship Resources	Program Evaluation and Accountability
SLO-9	Counselor Self-Care and Professional Growth	Working with Underachievers and Gifted Students	Managing Stress and Anxiety Among Students	Post-Secondary Planning for Diverse Student Populations	Advocating for Systemic Change in Schools
SLO - 10,11,12	Practice: Goal Setting	Practice: Academic Support Plan	Practice : Support Workshop	Practice: College Guidance	Practice: Advocacy for Evidence Based School Counselling
SLO-13	Building Collaborative Relationships with School Staff	Study Skills and Learning Strategies for Academic Success	Promoting Positive School Climate and Student Well-being	Vocational Training and Alternative Pathways	Utilizing Technology in School Counseling Programs
SLO-14	Parental Involvement and Community Engagement	Goal Setting and Academic Planning	Crisis Intervention and Response in Schools	Transition Planning for Students with Disabilities	Working with School Leadership for Program Support
SLO-15	Current Trends and Challenges in School Counseling	Monitoring and Evaluating Student Progress	Counseling Techniques for Emotional Support	Engaging Families in Career and College Planning	Professional Development and Continuing Education
SLO – 16,17,18	Practice: Mock Parent Teacher Meeting	Practice: Academic Success Plan	Practice : Crisis Management	Practice: Vocational Counselling	Practice: Collaboration and Technology

Resources	
1	American School Counselor Association. (2019). The ASCA national model: A framework for school counseling programs (4th ed.). Alexandria, VA: Author.
2	Brown, D., & Trusty, J. (2005). Designing and leading comprehensive school counseling programs: Promoting student competence and meeting student needs. Belmont, CA: Brooks/Cole.
2	Erford, B. T. (2018). Transforming the school counseling profession (5th ed.). Upper Saddle River, NJ: Pearson.
3	Gysbers, N. C., & Henderson, P. (2012). Developing and managing your school guidance and counseling program (5th ed.). Alexandria, VA: American Counseling Association.
6	Sink, C. A. (2011). School-based group counseling. Belmont, CA: Brooks/Cole.
7	Studer, J. R. (2015). A guide to practicum and internship for school counselors-in-training (2nd ed.). New York, NY: Routledge.

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
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			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24D04J	Course Title	Psychodiagnostics			Category	D	Discipline Core Elective	L	T	P	C
									3	0	3	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
CLR-1	Understand nature of psychodiagnostics	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-2	Know about different assessment types																		
CLR-3	Familiarize the assessment methods																		
CLR-4	Describe the measurement of assessment																		
CLR-5	Know research and application of assessment																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLO-1	Describe the nature and scope of Psychodiagnostics	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1	
CLO-2	Conceptualize psychodiagnostics for psychopathology	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Interpret issues in childhood and adolescent assessments	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Elucidate Psychodiagnostics in Clinical Settings	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Explain the application of Psychodiagnostics	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Introduction- psychodiagnostics	Assessment of mood	Test interpretation	Assessment in clinical setting	Suicide risk assessment
SLO-2	Ethical and legal issues	Assessment of affect	Report writing	New technologies	Suicide violence assessment
SLO-3	Principles of assessment	Behavioural assessment	Diagnostic interviewing	Advanced theories	Integrative approaches
SLO - 4,5,6	Practice: interviewing techniques	Practice: Assessment development	Practice: cognitive assessment	Practice: complex case formation	Practice: research in psychodiagnostics
SLO-7	Observing methods	Assessing learning disorder	Social issues in assessment	Assessment of severe MI	Clinical judgement
SLO-8	Personality assessments	Assessing development disorder	Cultural issues in assessment	Psycho education	Group testing assessment
SLO-9	Intelligence tests	Psychopathology assessment	Functional assessments	Assessment of additive disorder	Psychological measurement
SLO - 10,11,12	Practice: cognitive testing	Practice: forensic assessment	Practice : behavioral assessment	Practice: Anxiety disorder assessment	Practice :supervision in psychodiagnostics
SLO-13	Neuropsychological testing	Assessing personality disorder	Child assessment	Psychophysiological measures	Test construction
SLO-14	Psychometric theories	Family assessments	Adolescent assessment	Biopsychological measures	Test development
SLO-15	Psychometric measurement	Couples assessments	Assessment of stress	Evidence based practice	Application of psychodiagnostics
SLO – 16,17,18	Practice: types of assessments	Practice: Assessing Substance Abuse	Practice : Assessment of trauma	Practice: psychometric properties	Practice: Consultation

Resources					
1	Meyer, G. J., & Kurtz, J. E. (2006). Psychodiagnostics: A clinical guide for mental health professionals (2nd ed.). New York, NY: Routledge.	2	Weiner, I. B., & Greene, R. L. (2017). Handbook of psychological assessment (2nd ed.). Hoboken, NJ: John Wiley & Sons.		
3	Butcher, J. N., Mineka, S., & Hooley, J. M. (2013). Abnormal psychology (16th ed.). Upper Saddle River, NJ: Pearson.	4	Goldfinger, K., & Pomerantz, A. M. (2015). Psychological assessment and report writing. New York, NY: Routledge.		
5	Schneider, F. W. (2018). Principles of psychopathology and assessment. New York, NY: Routledge.	6	World Health Organization. (2024). Clinical descriptions and diagnostic requirements for ICD-11 mental, behavioural and neurodevelopmental disorders. World Health Organization.		

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24D05J	Course Title	Sports and Exercise Psychology	Category	D	Discipline Core Elective	L	T	P	C
							3	0	3	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
CLR-1	Learn the different aspects, fields, approaches of sports and exercise psychology	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-2	Understand the personality approaches and its relationship with sports																	
CLR-3	Learn the theoretical frameworks of motivation and sports and gain skills for performances																	
CLR-4	Discover the psychological skills training programs and build the self confidence																	
CLR-5	Assess the different psychological aspects in relation to sports																	
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLO-1	Describe the nature and scope of sports and exercise psychology	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1
CLO-2	Explain the personality development in sports	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	Elucidate the motivational process in sports	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Develop a Psychological Skills Training Programme	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3
CLO-5	Conceptualize Self-confidence in sports performances	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Definition Introduction to Sports and Exercise Psychology	Bridging the science and practice gap	Situational and interactional approach	Attribution Theory	Designing and implementing PST programs
SLO-2	Definition and meaning	Application of science into practice	Assessments of personality	Self-efficacy	problems of designing and implementing PST programs
SLO-3	Nature and Scope	Research evidences	Personality research in Sports and Exercise	Counterfactual thinking	Self confidence
SLO - 4,5,6	Practice: Importance of Sports and Exercise Psychology	Practice: Social learning and its application to sports	Practice: Personality tests for sportsmen	Practice: Improving self-efficacy	Practice: Characteristics and uses of Self confidence
SLO-7	History of Sports and Exercise Psychology	Sources of information on social development	Role in understanding personality	Classifying skills and abilities	Factors affecting Self confidence
SLO-8	Approaches: Affective and Biological perspectives	Sports as an influence on social development	Cognitive strategies and success	Stages of skills acquisition	Self-confidence and resilience
SLO-9	Approaches: Cognitive and personality perspectives	The Psychodynamic approach to personality development	Motivation	Information processing approach to skills	Benefits of confidence and optimal confidence
SLO - 10,11,12	Practice: Social perspectives and importance of integration	Practice: Attentional style	Practice : Types of motivation	Practice: Roles of coaching and mentoring	Practice: building Self confidence
SLO-13	Past, Present and Future	Approaches: Trait theories	Maslow's theory of need	Expert performances	Relationship between Self-confidence and sports
SLO-14	Branches of Sports and Exercise Psychology	Narrow band theory	Achievement motivation and orientation	Psychological Skills Training	Coaching Self confidence
SLO-15	Recent Perspectives	Psychodynamic approach	McClelland and Atkinson's theory of need achievement	PST knowledge base and effectiveness	Assessments of Self confidence
SLO – 16,17,18	Practice: Roles of Sports and Exercise Psychologists	Practice: Mental Toughness	Practice : Development of achievement motivation and competitiveness	Practice: Phases of PST programs	Practice: Research evidences

Resources					
1	Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, Inc.	2	Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.		
3	Williams, J. M., & Krane, V. (2015). Applied sport psychology: Personal growth to peak performance (7th ed.). McGraw-Hill.	4	Lox, C. L., Martin Ginis, K. A., & Petruzzello, S. J. (2016). The psychology of exercise: Integrating theory and practice (4th ed.). Routledge.		

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24D06J	Course Title	Psychotherapy				Category	D	Discipline Core / Elective	L	T	P	C
									3	0	3	4	

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-1	Understand the meaning of guidance and counseling								Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn ,Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLR-2	Learn the basic process of counseling																	
CLR-3	Acquire the knowledge of psychotherapy																	
CLR-4	Learn different approaches to psychotherapy																	
CLR-5	Understand various psychotherapy techniques																	
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)										
CLO-1	Learn the difference between guidance, counseling and therapy	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1
CLO-2	Understand difference process and stages of therapy and establish rapport	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	Acquire the skills of a therapist	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Understand the dynamics of approaches to therapy	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3
CLO-5	Learn the relationship between behavior and family environment and society	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Definition Psychotherapy	Process of psychotherapy	Process: Relationship Establishment	Humanistic approach	Action-Orientated Approach
SLO-2	Guidance Movement	Assessment in psychotherapy	Stages of Relationship Establishment	Humanistic approach	Brief therapies
SLO-3	Significance of Psychotherapy	Approaches to Psychotherapy	Techniques of relationship establishment	Qualities, Techniques, Challenges	Behavioural counselling
SLO - 4,5,6	Practice: Understanding Psychotherapy	Practice: Process of Psychotherapy	Practice: Rapport Building	Practice: Techniques of CBT	Practice: Action-Orientated Approach
SLO-7	Counselling and psychotherapy	Psychoanalytic Approach	Behaviour Approach to psychotherapy	Rogerian person-centered therapy	Operant conditioning, Reinforcement strategies
SLO-8	Scope of Psychotherapy	Psychodynamic Approach	Cognitive Behavior Therapy (CBT)	Concept of person; Conditions of worth	Systematic desensitization
SLO-9	Psychotherapy as a helping profession	Freud's talking cure	Features of CBT	Criticism of client centered therapy	Flooding
SLO - 10,11,12	Practice: Psychotherapist Vs Psychologist	Practice: Psychotherapy Approaches	Practice : Behaviour Approach to psychotherapy	Practice: Rogerian person-centered therapy	Practice: Behavioural counselling
SLO-13	Goals of Psychotherapy	Evidence based practice	Theories of CBT	Gestalt approach to therapy	Principles, Schemas and Irrational Beliefs
SLO-14	Basic principles of psychotherapy	Qualities of a therapist	Treating disorders with CBT	Existential therapy	Case formulation, Therapeutic monitoring
SLO-15	Status of psychotherapy in India	Psychotherapist as researcher	Treating disorders with CBT	Existential therapy	REBT
SLO – 16,17,18	Practice: Trends in psychotherapy	Practice: Practicing Psychotherapy	Practice : Practicing CBT	Practice: Types of Therapy	Practice: Behavioural activation in CBT

Resources					
1	Nelson-Jones, R. (2008). Basic Counselling Skills: A Helper's Manual. Sage Publications		2	Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counselling. New York: Brooks / Cole.	
3	Gladding, S.T. (2009). Counselling: A comprehensive profession(6th ed.). New Delhi: Pearson India.		4	Gibson,R.L. and Mitchell,M.H. (2010). Introduction to Counselling and Guidance. New Delhi: PHI Learning Private Limited.	
5	Antony, D. John, (2003) Psychotherapies in Counselling, Nochiodaipatti, Dindigul, Anugraha Publications		6	Individual Psychotherapy and the Sciences of Psychodynamics – Malan D.H., Butter worth & Co. Ltd., London, 1979.	

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIDYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	UES24V01T	Course Title	Environmental Studies	Category	V	Value Added Course	L	T	P	C
							2	0	0	2

Course Offering Department	Biotechnology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Create awareness on environment and renewable and non-renewable resources	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLR-2	Understand about ecosystem and biodiversity																		
CLR-3	Understand the natural and anthropogenic impact of the environmental pollution																		
CLR-4	Create awareness on different environmental problems																		
CLR-5	Create awareness on various environment protection acts and the impact of human population on environment																		
CLO	At the end of this course, learners will be able to:																		
CLO-1	Apply knowledge on renewable and non-renewable resources	✓	✓	-	-	1	75	70	-	-	1	-	-	2	1	-	-	-	
CLO-2	Understand about ecosystem and biodiversity	✓	✓	-	-	1	80	75	3	2	-	1	-	-	2	-	-	-	
CLO-3	Gather knowledge on impact of environmental pollution	-	✓	✓	✓	2	80	75	-	3	2	-	3	-	3	-	-	-	
CLO-4	Understand different environmental problems	✓	-	✓	✓	3	80	75	-	2	3	-	-	3	2	-	-	-	
CLO-5	Have knowledge on various environment protection acts and the impact of human population on environment problems	✓	-	✓	✓	3	80	75	-	-	3	-	3	2	1	-	-	-	

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Multidisciplinary nature of environmental studies, definition, scope and importance of environmental studies	Energy flow in the ecosystem, energy flow in the ecosystem, ecological succession	Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity	Disaster management- floods, earthquakes, cyclones, landslides	Air, water, wildlife - environment protection act
SLO-2	Need for public awareness. institutions in environment, people in environment	Food chains, food webs and ecological pyramids	Environmental pollution- definition, causes, effects and control measures of air, water, and soil pollution	Social issues and the environment: From unsustainable to sustainable development	Forest conservation act; issues involved in enforcement of environmental legislation, public awareness
SLO-3	Introduction to natural resources- renewable and nonrenewable resources - associated problems	Ecosystem, introduction, types, characteristic features, structure and functions: forest, grassland and desert ecosystems	Causes, effects and control measures of marine, and noise	Urban problems related to energy, water conservation, rain water harvesting, watershed	Human population and the environment: population growth, variation among nations
SLO-4	Forest, water, mineral, food resources	Aquatic ecosystems; biodiversity and its conservation- genetic, species and ecosystem diversity	Causes, effects and control measures of thermal pollution and nuclear hazards	Environmental ethics: issues and possible solutions, climate change & global warming	Population explosion – family welfare programme, human rights, value education
SLO-5	Energy and land resources; role of an individual in conservation of natural resources; equitable use of resources for sustainable lifestyles	Biogeographical classification of India, value of biodiversity, biodiversity at global, national and local levels	Role of individuals in pollution prevention	Acid rain & ozone layer depletion	HIV/AIDS, women and child welfare
SLO-6	Concept of an ecosystem, structure and functions of an ecosystem, producers, consumers and decomposers	India as a mega diversity nation, hot-spots of biodiversity, threats to biodiversity: habitat loss, poaching of wildlife man-wildlife conflicts, endangered and endemic species of India	Solid waste management Causes, effects and control measures of urban and industrial waste	Nuclear accidents and nuclear holocaust; wasteland reclamation	Role of information technology in environment and human health

Resources					
1	Bharucha, E (2013). Textbook of environmental studies for undergraduate courses (2 nd ed.). Orient BlackSwan.	3	Jeyalakshmi, R. (2014). Text book of environmental studies, Devi publications		
2	Basu, M., & Savarimuthu, X., (2017), SJ Fundamentals of environmental studies. Cambridge University Press, Cambridge, United Kingdom	4	Bharucha, E (2002). The Biodiversity of India, Mapin Publishing Pvt. Ltd.		

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

Strategies					
Technology	Pedagogy / Andragogy	Sustainable Development			
Presentation Tools	✓ Clarification/Pauses	✓	Good Health & Well Being	✓	✓
Learning Management System	✓ Group Discussion	✓	Quality Education	✓	✓
	Hands-on Practice	✓	Gender Equality	✓	✓
	Debate	✓	Life on Land	✓	✓
	Interactive Lecture	✓	Clean Water and Sanitation	✓	✓
	Brainstorming	✓	Affordable and clean energy	✓	✓

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Dr. Arumugam Perumal, ARMATS BIOTEK Training and Research Institute, Chennai	1	Dr. N. Banu, Bharathi Women's College (Autonomous), Chennai	1	Dr. P. Parthipan, Assistant Professor, Department of Biotechnology, FSH, SRMIST, KTR

Course Code	UCD24S04J	Course Title	Career Readiness and Professional Skills	Category	S	Skill Enhancement Course	L	T	P	C
							1	0	2	2

Course Offering Department	Career Guidance	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Develop resume building practice								Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLR-2	Prepare for interviews and group discussion																		
CLR-3	Understand the significance of team skills																		
CLR-4	Help students improve their speaking and presenting abilities																		
CLR-5	Acquire career planning skills and fully pursue a successful career path																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)											
CLO-1	Understand the importance of resume preparation and face interview confidently	✓	✓	-	-	2	85	80	3	2	3	-	-	-	-	-	-	-	3
CLO-2	Perform appropriately and effectively in group discussions	✓	✓	-	-	3	85	80	3	2	3	-	1	2	3	-	-	-	3
CLO-3	Empathize with and trust colleagues for improving interpersonal skills	✓	✓	✓	✓	3	85	80	3	3	3	1	-	3	2	-	-	-	3
CLO-4	Prepare effective presentations considering the important strategies	✓	✓	✓	✓	3	85	80	3	2	3	-	2	2	-	-	-	-	3
CLO-5	Explore sources of (online/offline) opportunities	✓	✓	✓	✓	3	85	80	3	2	3	-	1	2	2	-	-	-	3

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	9	9	9	9	9
SLO-1	Introduction of resume and its Importance - Difference between a CV, Resume and Bio Data	Mock interview – face to face	Listening as a Team Skill	Types of Presentation - Informative, Instructional, Arousing, Persuasive, Decision-making - Structure of a presentation – Introduction of the event, Introducing the speaker, vote of thanks	Process of Career Exploration - Knowing Yourself - Personal Characteristics
SLO-2	Essential components of a good resume, common errors people make while preparing a resume	Mock interview- Feedback	Trust and Collaboration - Importance of Collaboration in Organization	Improvisation and unprepared presentations, man-woman view, feedback – appreciation and critique - Dos and Don'ts	Knowledge about the World of Work - Requirements of Jobs including Self-employment
SLO-3	Resume building format -Video resume – Tips and tricks – Do's and Don'ts	Meaning and Importance of Group Discussion - types of Group Discussion	The Secret to be a high performing Team	PowerPoint presentation–body language and stage etiquette – practice session	Sources of Career Information - Career Opportunities
SLO-4	Meaning and types of interview (face to face, telephonic, video) - Dress code, background research	Procedure of Group Discussion - Ground rules - Evaluation of Group Discussion	Creativity - Meaning - Strategies to increase Creativity - creativity skills at the Workplace	PowerPoint presentation–practice session	Critical Thinking Skills - Problem Solving Skills - Ability to Learn
SLO-5	STAR Technique (situation, task, approach and response) for facing an interview	Group Discussion - Common Errors Group Discussion Rubric	Methods and Process of Creativity Skills	PowerPoint presentation–practice session	Non- Cognitive Skills - Types of non-cognitive Skills and Strategies
SLO-6	Interview procedure (opening, listening skills, closure, asking questions)	Group discussion – Types and Tips to follow	Social Skills - Peer Pressure	Presentation for Internal and External Communication - online & offline Meetings	Non-Cognitive Skills and Gaps I Socio Economic Status
SLO-7	Keys to attain success in an interview	Group Discussion Practice	Stress and Stress Management - Meaning Stress Management Techniques	Visual elements in Presentation	Brainstorming
SLO-8	Rules and Elements of an Interview	Email Drafting – formal and informal	Social and Cultural Etiquette	Oral Skills and Public Speaking Skills	Logic and Rationality of Critical Thinking
SLO-9	Preparation and Practice	Writing Email – Practice	Characteristics and Enhancing Social Skills	Speaking Skills – Practice	Habits and Traits of the Mind

Resources					
1	Scott Bennett, The Elements of Resume Style: Essential Rules for Writing Resumes and Cover Letters That Work, AMACOM, 2014	2	David John, Tricks and Techniques of Group Discussions, Arihant, 2012		
3	Singh O.P., Art of Effective Communication in Group Discussion and Interview, S Chand & Company, 2014	4	Paul Newton, How to deliver a presentation e-book		
5	Eric Garner, A-Z of Presentation, Eric Garner and Ventus Publishing ApS, 2012, bookboon.com				

Assessment									
Bloom's Level of Thinking		Continuous Learning Assessment (CLA) (100% weightage)							
		CLA – 1		CLA – 2		CLA – 3		CLA – 4	
		(20 %)		(20 %)		(30 %)		(30%)	
		Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)	Theory (%)	Practice (%)
1	Remember	5	5	5	5	15	15	10	10
2	Understand	5	5	5	5	15	15	10	10
3	Apply	25	25	25	25	20	20	20	20
4	Analyze	25	25	25	25	20	20	20	20
5	Evaluate	20	20	20	20	15	15	20	20
6	Create	20	20	20	20	15	15	20	20
Total (%)		100	100	100	100	100	100	100	100

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate			
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Mr. P. Chockalingam, Senior Lead Software Engineer, Virtusa Consulting Services Private Ltd, DLF IT Park SEZ, Chennai – 600089 p.chockalingam1986@gmail.com	1 Dr. G. Saravana Prabu, Asst. Professor, Department of English, Amrita Vishwa Vidhyapeetham, Coimbatore - 641112 g_saravanaprabu@cb.amrita.edu	1 Mrs. Deepalakshmi S, HOD, Department of Career Guidance, FSH, SRMIST hod.dcg.ktr@srmist.edu.in 2 Dr. Muthu Deepa, Assistant Professor, Department of Career Guidance, FSH, SRMIST, muthudem@srmist.edu.in

Course Code	USY24P02L	Course Title	Internship - II			Category	P	Project work / Internship	L	T	P	C
									0	0	0	1

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10
CLR-1	Develop contacts with institutes delivering psychological services								Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn , Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Incultation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLR-2	Explore the scope of psychological services																	
CLR-3	Enhance people skills																	
CLR-4	Understand professional etiquettes																	
CLR-5	Apply problem solving skills																	
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10
CLO-1	Familiarize about the organization	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1
CLO-2	Focus the knowledge towards competence	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	Communicate with professional attitude	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Establish professional connections	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3
CLO-5	Test the solutions for situations	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

Conduct	Assessment Method
<p>Students are required to undertake any one internships (each for a period of 30 days, atleast 6 hours per day) in the following areas, based on their areas of interest, and submit a detailed Observation/Case history/Intervention reports, pertaining to the chosen areas within 15 working days from the date of completion. The selection of Area and Organization should be different from Internship I</p> <ol style="list-style-type: none"> 1.Counseling Psychology (Visit a Counseling Centre at a hospital / a private organization offering Counseling services) 2.Industrial/Organizational (Visit Human Resources / Learning & Development of an organization) 3.School Psychology (Visit a private or Government school) 4.Sports Psychology (Visit a Sports Team) 5.Geriatric Psychology (Visit an old age home) 6. Non-profit organization (Visit a NGO on Social Change) 7.Addiction Psychology (Visit a de-addiction centre/clinic) 8.Special Education/Learning Disability (Visit a special school/A Centre for Learning Disabilities) 	<p>Field Work – 30% Critical Reflection – 20 % Report – 30 % Viva –Voce – 20 %</p>

Learning Assessment				
Project Work / Internship	Continuous Learning Assessment (CLA) (50% weightage)		Final Assessment (50 % weightage)	
	Review – 1 Field Work	Review – 2 Critical Reflection	Internship Report	Viva-Voce
	30%	20%	30%	20 %

Designers			
Higher Institution Experts		Internal Experts	
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in	1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in	2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in
1		1	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in
2		2	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in

SEMESTER - VI

Course Code	USY24D07J	Course Title	Counselling Psychology	Category	D	Discipline Core/ Elective		L	3	T	0	P	3	C	4
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Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-1	Understand counselling as a profession.					Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLR-2	Learn approaches, theories, and techniques in counselling.																	
CLR-3	Recognize contemporary issues and challenges in counselling.																	
CLR-4	Explore modern therapies like solution-focused and narrative therapy.																	
CLR-5	Apply counselling techniques in real-world scenarios.																	
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLO-1	Conceptualize foundational knowledge of counselling and its significance in various contexts.	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1
CLO-2	Understand essential theoretical insights and practical skills for effective counselling.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	Be aware of current challenges helps students adapt their practices to client needs.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Familiarize with innovative therapies equips students to address diverse client situations.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3
CLO-5	Highlight importance of practical application in professional settings.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Introduction to Counseling	Person-Centered Approach	Music Therapy	Sexual Abuse Counseling	Assessment Tools in Counseling
SLO-2	Goals of Counseling	Psychodynamic Approach	Yoga in Counseling	Contemporary Issues in Counseling	Professional Development in Counseling
SLO-3	Nature of Counseling	Behavioral Approach	Meditation Techniques	Ethical Challenges in Counseling	Therapeutic Relationships
SLO - 4,5,6	Practice: Significance of counselling	Practice: online and tele-counseling settings.	Practice: Solution-focused techniques	Practice: Yoga and meditation with counselling	Practice: Comprehensive career counseling plan
SLO-7	Professional Ethics in Counseling	Cognitive Behavioral Therapy (CBT)	Child Counseling Strategies	Telehealth Counseling	Self-Care for Counselors
SLO-8	ACA Ethical Guidelines	Rational Emotive Behavior Therapy (REBT)	Family Counseling Approaches	Supportive Counseling Techniques	Mindfulness in Therapy
SLO-9	Counseling Psychology in India	Narrative Therapy	Career Counseling Methods	Empathy in Counseling	Supervision in Counseling
SLO - 10,11,12	Practice: ACA guidelines.	Practice: Compare Counselling Approaches	Practice : Creative and expressive arts in Counselling	Practice: Child counseling strategies.	Practice: Crisis intervention techniques.
SLO-13	Status of Counseling Profession	Solution-Focused Therapy	Crisis Intervention Techniques	Client-Centered Techniques	Community Counseling Approaches
SLO-14	Online Counseling Challenges	Creative Arts Therapy	Suicide Prevention Counseling	Cross-Cultural Counseling	Resilience in Counseling
SLO-15	Tele-Counseling Issues	Expressive Arts Therapy	Grief Counseling	Group Counseling Dynamics	Advocacy in Counseling
SLO – 16,17,18	Practice: Counseling psychology in India.	Practice: Narrative therapy techniques.	Practice : Music Therapy	Practice: Family counselling	Practice: Cultural competence in counseling

Resources					
1	Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby. Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.		2	Capuzzi,D. &Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.	
3	Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.		4	Friedlander, M.L. & Diamond, G.M. (2012).Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press	
5	Sharf, R. S. (2012). Theories of Psychotherapy and Counseling: Concepts and Cases. 5th Edition. Belmont: Brooks/Cole (Cengage Learning).		6	Kapur, M. (2011).Counselling Children with Psychological Problems. New Delhi, Pearson.	

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24D08J	Course Title	Applied Social Psychology			Category	D	Discipline Core/ Elective	L	T	P	C
									3	0	3	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	
CLR-1	Understand Psychology of women and gender in Indian Context																		
CLR-2	Gain insights on theories and concepts related to Family system																		
CLR-3	Application of familial concepts to ourselves for increased awareness																		
CLR-4	Gain knowledge on issues related to poverty and deprivation in Rural India.																		
CLR-5	Understand participatory Approaches to rural development																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLO-1	Gain knowledge on key concepts related to gender psychology in India	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1	
CLO-2	Understand major theories on social construction of gender	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Grasp key terms, theories, themes on family systems and its application	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Gaining insights on media and its effects on us	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Understand issues related to poverty and deprivation in Rural India.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Women and Gender	Social Construction of gender and theoretical perspectives	Marriage and Family	Media and its effects	Rural Psychology
SLO-2	Sex and Gender	Psychoanalytic Theory	Trends on Marriage and Family (Indian Context)	Media Violence	Poverty and Deprivation
SLO-3	Sexism and Feminism	Criticisms on Psychoanalytic theory	Trends on Marriage and Family (Global Context)	Prosocial effects of media	Intervention: Poverty reduction
SLO - 4,5,6	Practice: Social Psychology and Gender	Practice: Freud and Gender	Practice: Family: values, strengths & characteristics	Practice: Para social & Online relationship	Practice: Multiple perspective on Poverty reduction
SLO-7	Feminine Evil	Social Learning Theory	Environment influences on relationships	Media and Health	Intervention: Rural Development
SLO-8	Male as Normative	Cognitive development theory	Introduction: Theories on family system	Media use - Obesity	Participatory rural appraisal
SLO-9	Similarities and Differences	Gender Schema Theory	Family system theory	Media messages – Drugs & Addiction	Using Technology
SLO - 10,11,12	Practice: Gender and Normative ideas	Practice: Social Cognition and Gender	Practice: Family development framework, Symbolic interaction	Practice: Media and Health	Practice: Rural Development
SLO-13	Gender Binary, Alternate sexuality	Sociobiology & Evolutionary theory	Social Construction Theory	Media & Social representation	Rural culture
SLO-14	Intersectionality of Gender	Social role theory	Feminist framework	Media and Reality	Folk wisdom
SLO-15	Gender Identity	Feminist Theory	Key concepts on relationship	Media, Society and Reality	Case studies: Indian villages
SLO – 16,17,18	Practice: Gender ideas in Indian Context.	Practice: Feminism and Gender	Practice: Brainstorm – Family concepts	Practice: Media and Society	Practice: Indian villages and Schemes.

Resources					
1	Crawford, M., & Unger, R. (2004). Women and gender: A feminist psychology (4th ed.). McGraw-Hill.	2	Dalal, A.K. & Misra, G. (2002). Social psychology in India: Evolution and emerging trends. In A. K. Dalal & G. Misra (Eds.) New Directions in Indian Psychology (vol. 1: Social Psychology). New Delhi: Sage		
3	Sinha, D. Misra, G., & Dalal, A. K. (2015). Psychology for India, New Delhi: Sage Publications.	4	Olson, D. H., DeFrain, J., & Skogrand, L. (2018). Marriages and Families: Intimacy, Diversity and Strengths. McGraw Hill: New York.		
5	Misra, G. (Ed.) Psychology in India. (2009): Social and Organizational Processes (Volume 2). New Delhi: Pearson education.	6	Calvert, S. L., & Wilson, B. J. (Eds.). (2008). The Handbook of Children, Media, and Development. Handbooks in Communication and Media. Boston: Wiley Blackwell		
7	Chambers, R. (1992). Rural appraisal: Rapid, relaxed, and participatory. IDS Discussion Paper 311. Brighton: Institute of Development Studies.	8	Chandra B. P. Singh (2001). Rural psychology in India: Issues and approaches. Indian Journal of Industrial Relations, 37(3), 404-419.		

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24D09J	Course Title	Transpersonal Psychology	Category	D	Discipline Core/ Elective	L	T	P	C
							3	0	2	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
CLR-1	Explain the transpersonal psychology	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-2	Know the spiritual facet of psychology																	
CLR-3	Apply the perspectives of transpersonal psychology																	
CLR-4	Understand the notions of soul and psyche																	
CLR-5	Explore the research methods in transpersonal psychology																	
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLO-1	Know about the unbound potential in human beings	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1
CLO-2	Learn spirituality in the field of transpersonal psychology	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	Understanding the theory of transpersonal psychology	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Describe in young minds about religion, soul, psyche	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3
CLO-5	Practice research in transpersonal psychology	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	15	15	15	15	15
SLO-1	Introduction	History- transpersonal	Biological perspective	Yoga and psychology	Research methods
SLO-2	Transpersonal experience –types	Personalistic approach	Environmental perspective	Psychosynthesis	Global consciousness
SLO-3	Transpersonal behavior –types	Naturalistic approach	Cognitive perspective	Ecopsychology	Collective evolution
SLO – 4 & 5	Practice: transcendence	Practice: shamanism	Practice: kundalini awakening	Practice: role of dreams	Practice: Future directions
SLO-6	Levels of consciousness	Contemporary approach	Phenomenological perspective	Soul and psyche	Quantitative research
SLO-7	Approaches to Religious issues	Role of meditation	Psychodynamic perspective	Healing modalities	Qualitative research
SLO-8	Transpersonal vision	Role of mindfulness	Integral perspective	Conscious dying	Mixed research method
SLO – 9 & 10	Practice: theoretical foundation	Practice: psychedelic therapy	Practice: spiritual emergencies	Practice: compassion	Practice: personal transformation
SLO-11	Spiritual experience	Psychological well- being	Near- death experiences	Transpersonal sexuality	Spirituality and mental illness
SLO-12	Spiritual development	Indigenous spiritual practices	Holotropic breathwork	Soul retrieval -fragmentation	Boundaries in transpersonal work
SLO-13	Parapsychology of spirituality	Altered states of consciousness	Traditional therapy	Transpersonal identity	The role of self
SLO – 14 & 15	Practice: mysticism	Practice: Spiritual intelligence	Practice: Jungian psychology	Practice: individuation	Practice: transpersonal approaches

Resources					
1	Anderson, R., & Braud, W. (2011). Transforming self and others through research: Transpersonal research methods and skills for the human sciences and humanities. Albany, NY: State University of New York Press.	2	Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th Ed.). Thousand Oaks, CA: Sage Publications.		
3	Cunningham, P. F. (2011). Bridging psychological science and transpersonal spirit: A primer of transpersonal psychology. Nashua, NH: Department of Psychology, Rivier College.	4	Friedman, H. L., & Hartelius, G. (Eds.). (2015). The Wiley-Blackwell handbook of transpersonal psychology. Hoboken, NJ: Wiley-Blackwell.		

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

Strategies					
Technology	Pedagogy / Andragogy		Sustainable Development		
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNID, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24D10J	Course Title	Social Anthropology	Category	D	Discipline Core/ Elective	L	T	P	C
							3	0	2	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO												
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10			
CLR-1	Understand the importance of Social Anthropology								Problem Solving, Critical Thinking, Creativity Solving Communication Skills, Collaborating Skills Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills Leadership Qualities, Professionalism, Autonomy, Accountability Digital Technology Skills Value Inculcation, Multicultural inclusivity Environmental Action, Community Engagement Entrepreneurial Risk Taking Advocate Mental Health Communicate Psychological Science												
CLR-2	Familiarize with the details of Religion and Identity																				
CLR-3	Conceptualize various facets of Anthropology																				
CLR-4	Know about areas of Anthropology																				
CLR-5	Learn the scope of Anthropology in present times																				
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)													
CLO-1	Explain the basic concepts in social anthropology	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	2	1		
CLO-2	Explore rituals, communication and migration	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1			
CLO-3	Describe the multitude of Anthropology	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2			
CLO-4	Apply social anthropology at developmental issues	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3			
CLO-5	Project Social anthropology at needs of special population	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3			

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	15	15	15	15	15
SLO-1	Social anthropology – definition	Religion and ritual	Rural societies	Anthropology of aging	Feminist anthropology
SLO-2	History	Symbolism and meaning	Colonialism	Anthropology of life course	Ethics in anthropology
SLO-3	Cultural perspective	Mythology and folklore	Postcolonial theory	Anthropology of childhood	Human rights
SLO – 4 & 5	Practice: fieldwork	Practice: Race and racism	Practice: food and culture	Practice: visual anthropology	Practice: social justice
SLO-6	Ethnography	Language and communication	Anthropology of law	Anthropology of space	Economic systems
SLO-7	Society and social structure	Ethnic identity	Anthropology of the body	Anthropology of place	Non – western societies
SLO-8	Kinship and family system	Social stratification	Medical anthropology	Anthropology of work	Anthropology of development
SLO – 9 & 10	Practice: economic anthropology	Practice: social class	Practice: violence and conflict	Practice: anthropology of art	Practice: peasant societies
SLO-11	Gender and sexuality	Globalization	Anthropology of tourism	Anthropology of labor	Cultural theories
SLO-12	Marriage systems	Transnationalism	Anthropology of environment	Performance anthropology	Social roles and leadership
SLO-13	Rules of exogamy / endogamy	Migration and mobility	Technology and culture	Cognitive anthropology	Power and social change
SLO – 14 & 15	Practice: political anthropology	Practice: urban anthropology	Practice: Anthropology of media	Practice: gender anthropology	Practice: future directions

Resources					
1	Lavenda, R., & Schultz, E. (2018). Anthropology: What does it mean to be human? (4th ed.). New York, NY: Oxford University Press.	2	Monaghan, J., & Just, P. (2000). Social and cultural anthropology: A very short introduction. Oxford, UK: Oxford University Press.		
3	Geertz, C. (1973). The interpretation of cultures. New York, NY: Basic Books.	4	Guest, K. J. (2023). Cultural anthropology: A toolkit for a global age (4th ed.). New York, NY: W.W. Norton & Company.		

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24P03L	Course Title	Project Work	Category	P	Project Work / Internship	L	T	P	C
							0	0	4	2

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Apply Theoretical Concepts								Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLR-2	Develop research skills																		
CLR-3	Understanding Individual Differences in behaviour																		
CLR-4	Enhance Critical thinking																		
CLR-5	Be Aware of ethical considerations in research																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)											
CLO-1	Propose a survey research plan	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1	
CLO-2	Hypothesize the variables under study	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Conduct data collection	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Perform data analysis	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Describe the results of the study	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Assessment Component	Expected Outcome	Type	Evaluators	Criteria or basis	Maximum Marks
Review – 0	Problem Statement Title and Abstract of the project	Internal	Supervisor / Guide	Clarity of the Idea	5
Review – 1	Submission of Introduction, Review of Literature and Research Method	Internal	Supervisor / Guide	Feasibility of the study	10
Review – 2	Raw Data Submission. N >30 Analysis output tables	Internal	Supervisor / Guide	Clean Data and Randomness	10
Review – 3	Synopsis Presentation	Internal	Supervisor / Guide	Scientific Communication	10
Report Submission	APA format Completed Project	Internal	Supervisor / Guide	Originality, comprehensiveness and systematic presentation	15
Project Report	Evaluation of Project Report	External	Examiners / Reviewers	Precise Explanation and Confidently facing Q & A	20
Viva-Voce	Final Presentation	External			30

	Continuous Learning Assessment (50% Weightage)					Final Evaluation (50% Weightage)	
	Review - 0	Review – 1	Review – 2	Review – 3	Report Submission	Project Report	Viva- Voce
Project Work	5%	10%	10%	10%	15%	20%	30%

Course Code	UCD24V02T	Course Title	Universal Human Values	Category	V	Value Added Course	L	T	P	C
							2	0	0	2

Course Offering Department	Career Guidance	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO												
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10			
CLR-1	Help the students to understand need of value education, appreciate the essential complementarily between 'values' and 'skills' and to ensure sustained happiness and prosperity which are the core aspirations of all human beings,								Problem Solving, Critical Thinking, Creativity Solving Communication Skills, Collaborating Skills Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills Leadership Qualities, Professionalism, Autonomy, Accountability Digital Technology Skills Value Inculcation, Multicultural inclusivity Environmental Action, Community Engagement Entrepreneurial Risk Taking Advocate Mental Health Communicate Psychological Science												
CLR-2	Help students initiate a process of dialog within themselves to know what they really want to be' in their life and profession.																				
CLR-3	Help students to understand the meaning of happiness and prosperity for a human being. understanding holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.																				
CLR-4	Help students on right understanding of the Human reality and the rest of existence, harmony at all the levels of human living, and live accordingly.																				
CLR-5	Highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature.																				
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)													
CLO-1	Evaluate the significance of value inputs in formal education and start applying them in their life and profession	✓	✓	-	-	3	80	70													
CLO-2	Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.	✓	✓	-	-	3	80	75													
CLO-3	Analyze the value of harmonious relationship based on trust and respect in their life and profession	✓	✓	✓	✓	3	85	70													
CLO-4	Examine the role of a human being in ensuring harmony in society and nature.	✓	✓	✓	✓	3	85	80													
CLO-5	Apply the understanding of ethical conduct to formulate the strategy for ethical life and profession.	✓	✓	✓	✓	3	85	75													

Sessions	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
	9	9	9	9	9
SLO-1	Right Understanding, Relationship and Physical Facility	Understanding Human being as the Co-existence of the Self and the Body	Harmony in the Family – the Basic Unit of Human Interaction	Understanding Harmony in the Nature	Natural Acceptance of Human Values
SLO-2	Understanding Value Education	Distinguishing between the Needs of the Self and the Body	Trust – the Foundational Value in Relationship	Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature	Definitiveness of (Ethical) Human Conduct
SLO-3	Self-exploration as the Process for Value Education	The Body as an Instrument of the Self	Respect – as the Right Evaluation	Exploring the Four Orders of Nature	A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order
SLO-4	Continuous Happiness and Prosperity – the Basic Human Aspirations	Understanding Harmony in the Self	Other Feelings, Justice in Human-to-Human Relationship	Realizing Existence as Co-existence at All Levels	Competence in Professional Ethics
SLO-5	Happiness and Prosperity – Current Scenario	Harmony of the Self with the Body	Understanding Harmony in the Society	The Holistic Perception of Harmony in Existence	Holistic Technologies, Production Systems and Management Models-Typical Case Studies
SLO-6	Method to Fulfill the Basic Human Aspirations	Programme to ensure self-regulation and Health	Vision for the Universal Human Order	Exploring Co-existence in Existence	Strategies for Transition towards Value-based Life and Profession

Resources					
1	Gaur R.R., Sangal R., Bagaria G.P., 2019 (2nd Revised Edition), A Foundation Course in Human Values and Professional Ethics, Excel Books, New Delhi.	2	A Nagraj, 1998, Jeevan Vidya EkParichay, Divya Path Sansthan, Amarkantak.		
3	E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.	4	A N Tripathy, 2003, Human Values, New Age International Publishers.		

Assessment					
Level of Thinking		Continuous Learning Assessment (CLA) (100% weightage)			
		CLA – 1	CLA – 2	CLA – 3	CLA – 4
		(20 %)	(20 %)	(30 %)	(30%)
		Theory (%)	Theory (%)	Theory (%)	Theory (%)
1	Remember	15	15	15	15
2	Understand	15	15	15	15
3	Apply	20	20	20	20
4	Analyze	20	20	20	20
5	Evaluate	15	15	15	15
6	Create	15	15	15	15
Total (%)		100	100	100	100

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate			
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Prof. Rajiv Kumar, Member Secretary, NCC-IP as member at AICTE	1	Mrs. V Sumathi, Associate Professor, Sri Sairam Engineering College, Chennai, Tamil Nadu	1	Dr. Supraja P, UHV University Coordinator, SRMIST
				2	Dr. Deepalakshmi S, HoD, Department of Career Guidance Cell, FSH, SRMIST
				3	Dr. Sweety Bakyarani E, Department of Computer Science, FSH, SRMIST

SEMESTER - VII

Course Code	USY24D11J	Course Title	Psychological Research	Category	D	Discipline Core Elective	L	T	P	C
							3	0	3	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO											
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10		
CLR-1	Develop a structured and analytical mindset					Level of Thinking			Problem Solving, Critical Thinking, Creativity Solving Communication Skills, Collaborating Skills Independent Thinking, Analytical Reasoning, Learning to Learn ,Research Skills Leadership Qualities, Professionalism, Autonomy, Accountability Digital Technology Skills Value Incultation, Multicultural inclusivity Environmental Action, Community Engagement Entrepreneurial Risk Taking Advocate Mental Health Communicate Psychological Science											
CLR-2	Gain practical skills for designing, conducting and evaluating experiments					Expected Proficiency (%)														
CLR-3	Appreciate the importance of psychometric assessment					Expected Attainment (%)														
CLR-4	Understand complex human experiences																			
CLR-5	Explore empirical procedure of research designs																			
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)												
CLO-1	Explain the essentials of research inquiry in Psychology	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1		
CLO-2	Support hypothesis testing via various research designs	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1		
CLO-3	Verify the psychometric properties of an assessment tool	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2		
CLO-4	Conduct Qualitative research study	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3		
CLO-5	Perform Quantitative inquiry in psychology	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3		

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Meaning and Purpose of Research	Research Design, Hypothesis, Theory, Observation, and Data	Importance of Assessing Individual Differences in Various Fields	Qualitative Methods: Observation and Ethnography	Characteristics of Quantitative Inquiry
SLO-2	Process and Steps of Scientific Research	Manipulation, Selection, and Measurement	Understanding Attitude, Aptitude, and Ability/Intelligence	Conducting Interviews and Thematic Analysis	Quantitative Research Process: Variables, Hypotheses, and Designs
SLO-3	Identifying a Research Problem	Roles and Responsibilities of the Experimenter	Personality and Interest as Psychological Constructs	Phases of Qualitative Inquiry and Self-Reflexivity	Correlational, Experimental, and Quasi-Experimental Designs
SLO - 4,5,6	Practice: Research Problem Identification	Practice: Develop Hypothesis	Practice: Develop a Rating Scale	Practice: Ethnography	Practice: Develop a Quasi Experimental Design
SLO-7	Types of Research: Descriptive, Experimental, Correlational, Theoretical	Procedural Requirements in Experimentation	Concepts and Types of Reliability and Validity	Phenomenology, Ethnography, Narrative Inquiry, Grounded Theory	Survey and Experimental Methods for Data Collection
SLO-8	Concepts of Variables: Independent, Dependent, and Control	Control and Experimental Groups in Basic Experimental Design	Norms and Their Role in Psychological Measurement	Qualitative Data Analysis: Coding and Thematic Analysis	Interview and Observation Techniques
SLO-9	Predictor and Criterion Variables	Factorial Design in Experiments	Rating Scales and Their Applications	Introduction to Qualitative Analysis Software (e.g., NVivo)	Case Study and Archival Research Methods
SLO - 10,11,12	Practice: Types of Variables	Practice: Experimental design	Practice : Personality Assessment	Practice: Thematic Analysis	Practice: Develop a Survey
SLO-13	Positivist vs. Non-Positivist Traditions in Research	Internal and External Validity Threats	Psychological Testing: Types and Uses	Writing Experimental and Correlational Reports	Sampling Methods: Probability and Non-Probability
SLO-14	Qualitative vs. Quantitative Research	Analyzing Data from Experiments	Interview Schedules and Questionnaires	Ethical and Moral Considerations in Research	Sampling Size and Sampling Error
SLO-15	Fundamental vs. Applied Research	Decision-Making in Data Analysis	Projective Measures for Assessment	Reporting Standards in Qualitative Research	Ethical and Moral Considerations
SLO – 16,17,18	Practice: Positivist and Non-Positivist Paradigms	Practice: Experimental Validity	Practice : Group Administration	Practice: Research Ethics	Practice: Sampling

Resources					
1	Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Thousand Oaks, CA: Sage Publications.	2	Jackson, S. L. (2012). Research methods and statistics: A critical thinking approach. Belmont, CA: Wadsworth, Cengage Learning.		
3	Kothari, C.R. (2004) Research Methodology: Methods and Techniques. 2nd Edition, New Age International Publishers, New Delhi.	4	Kerlinger, F.N. & Lee, H.B. (2000). Foundations of behavioural research. New York: Harcourt College Publishers		
5	Anastasi, A. & Urbina, S. (2004). Psychological testing. New Delhi: Pearson Education.	6	Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2014). Research methods in psychology (10th ed.). New York, NY: McGraw-Hill.		
7	Patton, M. Q. (2015). Qualitative research & evaluation methods: Integrating theory and practice (4th ed.). Thousand Oaks, CA: Sage Publications.	8	Gravetter, F. J., & Forzano, L. B. (2018). Research methods for the behavioral sciences (6th ed.). Boston, MA: Cengage Learning.		

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

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations		Clarification/Pauses	✓	Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓	Quality Education ✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality ✓
		Debate	✓	
		Interactive Lecture	✓	
		Brainstorming	✓	

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers				
Higher Institution Experts			Internal Experts	
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in

Course Code	USY24D12J	Course Title	Indian Psychology				Category	D	Discipline Core Elective	L	T	P	C
									3	0	2	4	

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO												
		1	2	3	4	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10			
CLR-1	Understand diverse psychological frameworks.								Problem Solving, Critical Thinking, Creativity Solving Communication Skills, Collaborating Skills Independent Thinking, Analytical Reasoning, Learning to Learn Research Skills Leadership Qualities, Professionalism, Autonomy, Accountability Digital Technology Skills Value Incultation, Multicultural inclusivity Environmental Action, Community Engagement Entrepreneurial Risk Taking Advocate Mental Health Communicate Psychological Science												
CLR-2	Examine various Indian views on self and personality																				
CLR-3	Learn development of self & personality																				
CLR-4	Understand how group dynamics influence self and identity.																				
CLR-5	Explore the practical applications of Indian psychology																				
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)													
CLO-1	Critically analyze Indian psychology's core principles	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1			
CLO-2	Understand self and personality models, improving their emotional health and relationships.	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1			
CLO-3	Analyze the Indian view of developmental psychology	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2			
CLO-4	Evaluate social relationships' effects on self	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3			
CLO-5	Apply Indian psychological concepts effectively in education, therapy, and organizational settings.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3			

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	15	15	15	15	15
SLO-1	Indian Psychological Thought	Types of knowledge	Self & Personality	Self in Action	Applications of Indian Psychology
SLO-2	Alternative Perspectives	Vidya	Indian view on personality types	Relationships with family	Vipassana and Mindfulness
SLO-3	Psychology-friendly philosophy	Avidya	States of consciousness	Relationships with world	Hathayoga
SLO – 4 & 5	Practice: need for Indian psychology	Practice: Power of misinformation	Practice: Triguna	Practice: Oneself vs One's self	Practice: Gita as guide
SLO-6	Consciousness as reality	Sri Aurobindo's Knowledge	Emotions-colours of perceptions	Group membership	Gandhi's Nai Talim
SLO-7	History of Indian thought	Experiential Learning	Rasa & Bhava	Roles and hierarchies	Tagore's System of Education
SLO-8	Self-enquiry	Self- Knowledge	Detachment & Commitment	Shifting identities	Sri Aurobindo's Integral Education
SLO – 9 & 10	Practice: Indian Introspection	Practice: Self-support	Practice: Who am I ?	Practice: Self in groups	Practice: Educational Applications
SLO-11	Self-development	Healing	Individual development	Motivation	Yoga
SLO-12	Self-Observation	Higher Knowledge	Developmental determinants	Karma	Organizational Behaviour
SLO-13	Personality structure	Methods of subjective enquiry	Willed development	Free will vs determinism	Gita – based approaches to OB
SLO – 14 & 15	Practice: process of change	Practice:self-healing	Practice: Yoga based coping	Practice: Motiveless action	Practice:

Resources					
1	Dalal, A. S. (Ed.) (2001). Living within. Pondicherry: Sri Aurobindo Ashram Trust.	2	Rao, K, R. & Paranjpe, A.C. (2017). Psychology in the Indian Tradition. New Delhi: D.K. Printworld.		
3	Hiriyanna, M. (2000). The essentials of Indian philosophy. New Delhi: Motilal Banarsidas Publishers	4	Rao, K, R., Paranjpe, A.C. & Dalal, A.K. (Eds.) (2008). (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press, India.		
5	Taimni, I. K. (2007). The science of yoga. Chennai: The Theosophical Publishing House.	6	Brunton, P. (2009). The Maharshi and his message. Tiruvannamalai: Sri Ramanasramam		
7	Mascaro, J. (1994). The Bhagavad Gita. New Delhi: Penguin Books India.				

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24D13J	Course Title	Principles of Sociology	Category	D	Discipline Core Elective	L	T	P	C
							3	0	2	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Understand the basic social process of society					Level of Thinking			Problem Solving, Critical Thinking, Creativity Solving Communication Skills, Collaborating Skills Independent Thinking, Analytical Reasoning, Learning to Learn Research Skills Leadership Qualities, Professionalism, Autonomy, Accountability Digital Technology Skills Value Inculcation, Multicultural inclusivity Environmental Action, Community Engagement Entrepreneurial Risk Taking Advocate Mental Health Communicate Psychological Science										
CLR-2	Know social institutions and social structure					Expected Proficiency (%)				3	-	-	1	-	3	-	2	2	1
CLR-3	Understand knowledge in socialization and process					Expected Attainment (%)				3	2	1	2	2	3	-	1	2	1
CLR-4	Identify and apply the social change									3	1	3	1	3	3	-	1	1	2
CLR-5	Create foundational knowledge in sociology									3	3	2	3	3	3	-	2	3	3
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)											
CLO-1	Explain the basic concepts of sociology	✓	✓	-	-	2	85	75	3	3	2	3	3	3	-	3	3	3	
CLO-2	Demonstrate knowledge about the functions of socialization	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Analyze institutions and social structure	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	How socialization operates in different societies and culture	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Apply sociological concepts in psychological pursuits	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	15	15	15	15	15
SLO-1	Introduction of sociology	Individual and society	Marriage and society	Role of family in social setup	Socialization
SLO-2	Applied areas of sociology	Theories of origin of society	Types of marriage	International perspective	Concept of socialization
SLO-3	Sociology in psychological view	Human elements in society	Marriage in social perspective	Religion and its roles	Various definitions of socialization
SLO – 4 & 5	Practice: sociology and economy	Practice: origin of society	Practice : functions of marriages	Practice: function of religion	Practice: theories of socialization
SLO-6	Sociology and history	Individual behavior in group	Polygyny	Role of religion in society	Classification of socialization
SLO-7	Sociology and anthropology	Role of individual in society	pros and cons of polygyny	Groups and society	Various agencies of socialization
SLO-8	Sociology and other disciplines	Understanding society	Polyandry	Various types of groups	Family setup and socialization
SLO – 9 & 10	Practice: Rise of sociology	Practice: individual and groups	Practice: types of family	Practice: group form- norms	Practice: types of socialization
SLO-11	Theories of sociology	Role of individual in groups	Pros and cons of polyandry	Process of group forming	Roles of families in socialization
SLO-12	Application - sociology theories	Social institutions	Monogamy	Conditions of group forming	Peers and socialization
SLO-13	Generalization – sociology	Functions of social institutions	Pros and cons of monogamy	Characteristics of group form	Roles of peers in socialization
SLO – 14 & 15	Practice: Uses of sociology	Practice: theories of family	Practice: functions of families	Practice: purpose of groups	Practice: mass media and society

Resources					
1	Jayaram, N. (1998). Introductory sociology. Macmillan India.	2	Gisbert, P. (1973). Fundamentals of sociology. New Delhi, India: Orient Longman.		
3	Appelbaum, R. P., & Chambliss, W. J. (1997). Sociology. Reading, MA: Addison-Wesley.	4	Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2018). Introduction to sociology (10th ed.). New York, NY: W.W. Norton & Company.		
5	Ritzer, G. (2020). Introduction to sociology (5th ed.). Thousand Oaks, CA: SAGE Publications.	6	Ferris, K., & Stein, J. (2022). The real world: An introduction to sociology (8th ed.). New York, NY: W.W. Norton & Company.		

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

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations		Clarification/Pauses	✓	Good Health & Well Being ✓
Presentation Tools	✓	Group Discussion	✓	Quality Education ✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality ✓
		Debate	✓	
		Interactive Lecture	✓	
		Brainstorming	✓	

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers				
Higher Institution Experts			Internal Experts	
1	Dr. S. Suresh, RGNID, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in

Course Code	USY24D14J	Course Title	Counselling Skills	Category	D	Discipline Core Elective	L	T	P	C
							3	0	3	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO											
		1	2	3	4	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10		
CLR-1	Identify client issues and fostering therapeutic relationships through empathy and active listening								Problem Solving, Critical Thinking, Creativity Solving Communication Skills, Collaborating Skills Independent Thinking, Analytical Reasoning, Learning to Learn Research Skills Leadership Qualities, Professionalism, Autonomy, Accountability Digital Technology Skills Value Incultation, Multicultural inclusivity Environmental Action, Community Engagement Entrepreneurial Risk Taking Advocate Mental Health Communicate Psychological Science											
CLR-2	Equip with practical skills for client support, including relaxation techniques, managing negative self-talk.																			
CLR-3	Promote essential personal qualities, such as self-awareness and objectivity, for effective counseling.																			
CLR-4	Support professional counselors during intake interviews, enhancing collaborative skills.																			
CLR-5	Apply their skills to help individuals facing mild challenges, fostering mental well-being.																			
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)												
CLO-1	Understand the counseling profession, especially in India.	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1		
CLO-2	Acquire basic skills in problem identification and relationship building	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1		
CLO-3	Demonstrate client assistance skills, including relaxation techniques and managing self-talk.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2		
CLO-4	Cultivate qualities of an effective counselor, such as self-awareness and objectivity.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3		
CLO-5	Develop skills to assist professional counselors during intake interviews.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3		

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Counselling Definition	Psychodynamic Approach	Outside Skills of Counseling	IPR Model of Counseling	Nonverbal Communication
SLO-2	Goals of Counselling	Behavioral Counseling	Self-Monitoring Techniques	Indian Counseling Models	Cultural Competence
SLO-3	Professional Counselors	Cognitive Behavioral Therapy (CBT)	Client Relaxation Training	Detachment in Counseling	Client Empowerment
SLO - 4,5,6	Practice: Importance of Counselling	Practice: Counseling techniques.	Practice: Compare counseling approaches	Practice: Cultural differences and counseling practices	Practice: Achievable counseling goals
SLO-7	Basic Counselling Skills	Paraphrasing Techniques	Self-Talk Improvement	Self-Surrender in Counseling	Group Counseling Approaches
SLO-8	Helping Relationship	Reflecting Feelings	Client Self-Perception	Empathy in Counseling	Crisis Intervention Techniques
SLO-9	Counselor-Counselee Relationship	Questioning Skills	Termination of Counseling	Active Listening Skills	Developmental Counseling
SLO - 10,11,12	Practice: Reflect on help seeking	Practice: Personal goals and counseling techniques	Practice : Paraphrasing and reflecting feelings	Practice: Counselling model	Practice: Relaxation techniques
SLO-13	Counseling Goal Setting	Self-Disclosure	Working Alliance	Ethical Dilemmas	Psychosocial Interventions
SLO-14	Ethical Considerations	Problem Solving Facilitation	Rogers Model of Counseling	Goal Setting Techniques	Therapeutic Alliance
SLO-15	Person-Centered Approach	Inside Skills of Counseling	Carkhuff Model	Supportive Counseling Techniques	Assessment in Counseling
SLO – 16,17,18	Practice: Hypothetical case	Practice: Ethical dilemmas in counselling	Practice : Improve Self-talk	Practice: Mock feedback session	Practice: Applications of Counselling

Resources					
1	Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.	2	Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.		
3	Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.	4	Feltham, C., & Horton, I. E. (2006). The Sage handbook of counseling and psychotherapy. London: Sage Publications.		
5	Jones, R. N. (2008). Basic counselling Skills: A helper’s manual (2nd Ed.). New Delhi: Sage Publications.				

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
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2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24D15J	Course Title	Cross - Cultural Psychology	Category	D	Discipline Core Elective	L	T	P	C
							3	0	3	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-1	Understand the different cultures and cultural psychology																	
CLR-2	Learn cultural competence and behavior patterns																	
CLR-3	Understand the link between culture and human development																	
CLR-4	Analyze the concepts of culture and cognition																	
CLR-5	Understand the relationship between culture and language																	
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn ,Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLO-1	Know the key concepts and themes in cross cultural psychology	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1
CLO-2	Make connections between culture and socialization	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	Identify and critique the influence of culture on developmental process	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Evaluate the influence of culture on cognition	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3
CLO-5	Understand influence of culture on language	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	18	18	18	18	18
SLO-1	Introduction to culture	Cultural Learning	Culture and Developmental Process	Culture and Cognition	Culture and Language
SLO-2	Psychology with cultural perspective	Enculturation & Socialization	Temperament	Sensation and Perception	Language acquisition
SLO-3	Contents of Culture	Parenting Goals & Styles	Cross cultural studies on temperament	Perception and physical reality	Language and thought
SLO - 4,5,6	Practice: Explore on Culture	Practice: Global Parenting Styles	Practice: Temperament and learning Culture	Practice: cultural influence on visual perception	Practice: Linguistic differences
SLO-7	Introductory to Cross Culture	Parenting Strategies	Temperamental Differences	Culture and Thinking	Culture and communication
SLO-8	Relationship with other disciplines	Domain specific approach	Culture and Attachment	Memory and math abilities	Culture and Nonverbal communication
SLO-9	Frameworks of Cross Culture Psychology	Family – siblings, extended family, multigenerational family	Bowlby Attachment Theory	Problem solving & Creativity	Interpersonal space
SLO - 10,11,12	Practice: Ethnocentrism	Practice: Family and Culture	Practice: Attachment Styles	Practice: Culture and Regrets	Practice: Culture and communication
SLO-13	Cross Cultural Research Methods	Culture and Peer	Ainsworth experiment	Culture and Dreams, time and Pain	Intercultural Communication
SLO-14	Cross Cultural Comparisons	Peer and Bullying	Piaget – cross cultural perspective	Culture and Intelligence	Process of Inter & Intracultural
SLO-15	Structure, Bias and equivalence	Culture and Education	Kolberg’s theory of morality	Intelligence in other cultures	Improving intercultural communication
SLO – 16,17,18	Practice: Types of Cross-Cultural Comparisons	Practice: National Difference – Social and cultural factors	Practice: Reflecting on different theories	Practice: Intelligence in Contemporary psychology	Practice: Intercultural communication

Resources					
1	Matsumoto, D. (2000). Culture and psychology: People around the world. Wadsworth/Thomson Learning.	2	Berry, J. W., Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2002). Cross-cultural psychology: Research and applications. Cambridge University Press.		
3	Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.				

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
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			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

SEMESTER - VII

Course Code	USY24D16T	Course Title	Health Psychology			Category	D	Discipline Core Elective	L	T	P	C
								4	0	0	4	

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
CLR-1	To explore the relationship between psychology and health	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-2	To explore the stress and psychophysiological disorders								Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn , Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLR-3	To create awareness n health and wellbeing																		
CLR-4	To understand the health promoting behaviour																		
CLR-5	To create awareness on addictive behaviours																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)											
CLO-1	To understand the basic concepts of health psychology	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1	
CLO-2	To learn the sources of health and stress	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	To understand the emotions and stress	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	To understand the health promoting behaviour	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	To learn the healthy habits	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	12	12	12	12	12
SLO-1	Definition and dimensions of health psychology	Sources of stress	Health behaviour and habits	Self control and relaxation techniques	Health promoting behaviours
SLO-2	Foundations of health psychology	Responses of stress	Barriers to health behaviour	Community based interventions	Intervention for healthy diet
SLO-3	Historical perspectives of diseases	Physiological mechanisms of stress	Health promotion in adolescents	Health and wellbeing	Sleep hygiene and health
SLO-4	Determinants of health	Psychological mechanism of stress	Health promotion in younger and older adults	Health and positive emotions	Eating behaviours and health
SLO-7	Bio medical model	Psychosocial mechanism of stress	Attitude change and health behaviour	Role of resilience and protective factors	Obesity and weight loss techniques
SLO-8	Biopsychosocial model	Psychophysiological mechanism of stress	Health belief model	Psychology of pain management	Alcoholism and drinking
SLO-9	Cognition model of health	Stress and neurological disorders	Self determination theory	Theories of pain management	Treatment for alcoholism
SLO-10	Socio cognition of health	Stress and cardio vascular diseases	Theory of planned behaviour	Pain management techniques	Smoking and its treatments
SLO-11	Self regulatory model of illness	Coping with stress	Cognitive behavioural approach to health behaviour	Meditation	Drug abuse
SLO-12	Research evidences	Stress management	Trans theoretical model	Mindfulness	De addiction

Resources					
1	Allen, F. (2011). Health Psychology and Behaviour. Tata McGraw Hills	5	Roberts, R., Towell, T., & Golding, J. F. (2001). Foundations of Health Psychology .New York PalgraveHoundmills		
2	Marks, D., Murray, M., Evans, B., Willig, C. Woodwall, C. & Syskes, C. (2008). Health Psychology, New Delhi: Sage	6	Sarafino, E. P. (1998). Health Psychology: Bio-psychosocial interactions (2nd and 3rd ed.), John Wiley & Sons Inc.		
3	Marks, (2008). Health Psychology: Theory and Practice. Delhi: Sage.	7	Taylor, S. E. (2006). Health psychology, New Delhi: McGraw Hills Inc		
4	Mohan, J. & Sehgal, M. (2006). Health Psychology: Recent Perspectives				

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

Strategies					
Technology	Pedagogy / Andragogy			Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
2	Dr. Vijayabanu U, VIT, vijayabanu.u@vit.ac.in		2	Dr. Prema N, FSH KTR, SRMIST, preman@srmist.edu.in	
			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24D17T	Course Title	Forensic Psychology	Category	D	Discipline Core Elective	L	T	P	C
							4	0	0	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO												
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10			
CLR-1	Understand forensic psychology foundations								Problem Solving, Critical Thinking, Creativity Solving Communication Skills, Collaborating Skills Independent Thinking, Analytical Reasoning, Learning to Learn Research Skills Leadership Qualities, Professionalism, Autonomy, Accountability Digital Technology Skills Value Inculcation, Multicultural inclusivity Environmental Action, Community Engagement Entrepreneurial Risk Taking Advocate Mental Health Communicate Psychological Science												
CLR-2	Explore court roles of psychologists																				
CLR-3	Analyze memory and confession reliability																				
CLR-4	Study criminal profiling methods																				
CLR-5	Apply psychology to crime contexts																				
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)													
CLO-1	Define key forensic psychology concepts	✓	✓	-	-	2	85	75													
CLO-2	Describe forensic roles in court	✓	✓	✓	-	2	85	75													
CLO-3	Identify factors affecting testimony	✓	✓	✓	✓	3	85	75													
CLO-4	Outline FBI profiling stages	✓	✓	✓	✓	3	85	75													
CLO-5	Discuss applications in offender assessment	✓	✓	✓	✓	3	85	75													

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	12	12	12	12	12
SLO-1	Defining forensic psychology	Introduction to forensic psychology in court	The psychology of eyewitness testimony	Introduction to criminal profiling	Introduction to applied forensic psychology
SLO-2	Scope and significance of forensic psychology	The role of psychologists as expert witnesses	Factors affecting the accuracy of witness evidence	Nature and scope of profiling work	Risk assessment in forensic settings
SLO-3	History and evolution of forensic psychology	Types of forensic reports and evaluations	Eyewitness memory: Encoding, storage, and retrieval	Inductive vs. deductive profiling approaches	Psychological theories of criminal behavior
SLO-4	Forensic psychology vs. criminal psychology	Legal standards for admissibility of psychological evidence	Influence of stress and trauma on memory	The FBI profiling model: An overview	Assessing the dangerousness of offenders
SLO-7	Ethical considerations in forensic psychology	Pre-trial preparation for forensic psychologists	Eyewitness evidence in court: Procedures and limitations	FBI Profiling - Stage 1: Data assimilation stage	Psychological treatment of offenders
SLO-8	The roles of forensic psychologists: Clinical perspectives	The forensic portfolio: Components and preparation	The cognitive interview technique	FBI Profiling - Stage 2: Crime scene classification	Juvenile forensic psychology
SLO-9	The roles of forensic psychologists: Experimental perspectives	Ethics of testifying as a psychologist	False memories and their implications in court	FBI Profiling - Stage 3: Crime scene reconstruction	Gender differences in criminal behavior
SLO-10	Differences between forensic psychology and forensic psychiatry	Examination-in-chief: Techniques and strategies	Types and consequences of false confessions	FBI Profiling - Stage 4: Profile generation	Substance abuse and its link to criminality
SLO-11	Key competencies for forensic psychologists	Cross-examination: Challenges and responses	Psychological theories of false confessions	Typologies of offenders in profiling	Rehabilitation and reformation strategies
SLO-12	Professional pathways and career opportunities	Bias and impartiality in court testimony	Coercive interrogation techniques and confessions	Statistical profiling and its application	The role of forensic psychologists in correctional facilities

Resources					
1	Bartol, C. R., & Bartol, A. M. (2018). Introduction to Forensic Psychology: Research and Application (5th ed.). Thousand Oaks, CA: SAGE Publications.	2	Howitt, D. (2018). Introduction to Forensic and Criminal Psychology (6th ed.). London, UK: Pearson.		
3	Webb, D. (2013). Criminal profiling: An introductory Guide. UK: Independent Publishing Platform.	4	Wrightsmann, L. S., & Fulero, S. M. (2008). Forensic Psychology (3rd ed.). Belmont, CA: Cengage Learning.		
5	Batchman, R., & Schutt, R. K. (2008). Fundamentals of research in criminology and criminal justice. London: Sage.	6	Haward, L. (1981). Forensic psychology. London: Batsford Academic and Educational Ltd.		

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

Strategies					
Technology	Pedagogy / Andragogy			Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIDYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
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			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24D18T	Course Title	Cognitive Psychology	Category	D	Discipline Core Elective	L	T	P	C
							4	0	0	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Investigate the field of cognitive psychology								Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLR-2	Explore paradigms of cognitive psychology																		
CLR-3	Understand the concepts of attention and consciousness																		
CLR-4	Gain insights about memory process																		
CLR-5	Familiarize the phenomenon of reasoning and decision making																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)											
CLO-1	Describe the nature and scope of cognitive psychology	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1	
CLO-2	Identify major paradigms in Cognitive Psychology	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Analyze the relationship between attention and consciousness in cognitive processing.	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Elaborate on stages and types of memory	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Conceptualize key concepts in reasoning and decision-making, including heuristics and biases.	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	12	12	12	12	12
SLO-1	Cognitive Psychology	Paradigms of Cognitive Psychology	Attention	Memory Process	Reasoning
SLO-2	Nature	Information Processing Approach	Selective Attention	Encoding , Storing, Retrieval	Inductive Reasoning
SLO-3	History	Working Memory	Divided Attention	Atkinson – Shiffrin Model	Deductive Reasoning
SLO-4	Methods	Piaget & Sternberg	Sustained Attention	Sensory Memory	Componential Approaches
SLO-7	Approaches	Connectionist Approach	Early and Late selection theories	Short term memory	Rule/ Heuristics Approaches
SLO-8	Experimental Cognitive Psychology	Cognition as a network	Capacity and Mental effort Models	Long term Memory	Mental Models
SLO-9	Cognitive Neuroscience	Evolutionary Approach	Consciousness	Working memory & Mnemonics	Heuristics
SLO-10	Cognitive Neuropsychology	Evolution as a continuous process	Nature	Autobiographical memory	Availability vs Representativeness
SLO-11	Computational Cognitive Science	Ecological Approach	Types	Eyewitness memory	Biases
SLO-12	Future Directions	Context based	Functions	Prospective memory	Framing Effect & Hindsight Bias

Resources					
1	Galotti, K. M. (2008). Cognitive psychology: In and out of the laboratory (2nd Ed.). Bangalore: Wadsworth, Cengage Learning.	2	Goldstein, E.B. (2011/2014). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Belmont, CA: Wadsworth Cengage.		
3	Hunt, R. R., & Ellis, H. C. (2004). Fundamentals of cognitive psychology (7th Ed.). New Delhi: Tata McGraw-Hill.	4	Riegler, B. R., & Riegler, G. R. (2008). Cognitive psychology: Applying the science of the mind (2nd Ed.). New Delhi: Dorling Kindersley.		

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

Strategies					
Technology	Pedagogy / Andragogy			Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
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			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24D19T	Course Title	Behavioural Coaching	Category	D	Discipline Core Elective	L	T	P	C
							4	0	0	4

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO										
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	
CLR-1	Understand the Foundations of Behavioral Coaching								Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science	
CLR-2	Enhance Motivation and Driving Behavioral Change																		
CLR-3	Master Coaching Skills and Techniques																		
CLR-4	Apply Behavioral Coaching to Specialized Areas																		
CLR-5	Integrate Theory with Practicum for Real-World needs																		
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)											
CLO-1	Explain Core Concepts and Principles of Behavioral Coaching	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1	
CLO-2	Implement Motivation and Emotional Intelligence Techniques	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1	
CLO-3	Demonstrate Effective Coaching Skills and Communication Techniques	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2	
CLO-4	Adapt Behavioral Coaching Approaches to Diverse Settings	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3	
CLO-5	Develop and Conduct Coaching Plans with Real-World Application	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3	

Sessions	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
	12	12	12	12	12
SLO-1	Foundations of Behavioural Coaching	Motivation and coaching	Art of listening	Behavioral Coaching in Workplace Settings	Practicum and Integration of Behavioral Coaching Skills
SLO-2	History and Evolution	Intrinsic Motivation	Powerful questioning	Group Coaching Strategies	Potential areas of Behavioural coaching
SLO-3	Role and Responsibilities of a Behavioral Coach	Extrinsic Motivation	Reflective Practices	Crisis Management in Coaching	Creating Coaching Plans
SLO-4	Scope of Behavioural coaching	Behavior Modification Principles	Constructive Feedback	Coaching for Performance Enhancement	Measuring Client Progress
SLO-5	Personal Coaching	Theories of Behavioral Change	Communication skills for Coaches	Overcoming Limiting Beliefs	Case Study Analysis in Behavioral Coaching
SLO-6	Behavioral Coaching vs. Traditional Coaching	Habit Formation and Behaviour modification	Coaching models - GROW	Managing Stress through Behavioral Coaching	Integrating Theory and Practice
SLO-7	Building Trust and Rapport	Managing Client Resistance	Coaching models - CLEAR	Time Management techniques	Conducting Mock Coaching Sessions
SLO-8	Ethics in Behavioral Coaching	Emotional intelligence in coaching	Coaching models - OSCAR	Productivity Techniques	Overcoming Common Challenges in Coaching
SLO-9	Goal Setting in Coaching	Self- Management techniques	Solution-Focused Coaching Techniques	Addressing Procrastination	Developing a Feedback Loop
SLO-10	Creating Accountability in Coaching	Social Awareness	Visualization Techniques for Behavioral Change	Behavioral Coaching for Health and Wellness Goals	Evaluating Personal Coaching Effectiveness
SLO-11	Behavioral Assessments and Tools	Relationship management skills	Cognitive Behavioural coaching	Digital Tools for Behavioral Coaching	Setting Up a Behavioral Coaching Practice
SLO-12	Identifying Behavioral Patterns	Mindfulness & EI	Behavioural contracting	Behavioural coaching outcomes	Developing a Personal Coaching Style

Resources					
1	Skiffington, S., & Zeus, P. (2003). The behavioral coaching handbook: A comprehensive guide to techniques and strategies. McGraw-Hill Education.	2	Whitmore, J. (2017). Coaching for performance: The principles and practice of coaching and leadership (5th ed.). Nicholas Brealey Publishing.		
3	Bradberry, T., & Greaves, J. (2009). Emotional intelligence 2.0. TalentSmart.	4	Rollnick, S., Miller, W. R., & Butler, C. C. (2008). Motivational interviewing in health care: Helping patients change behavior. Guilford Press.		
5	Branch, R., & Willson, R. (2010). Cognitive behavioral coaching techniques for dummies. John Wiley & Sons	6	Peltier, B. (2011). The psychology of executive coaching: Theory and application (2nd ed.). Routledge.		

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

Strategies					
Technology	Pedagogy / Andragogy			Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
		Debate	✓		
		Interactive Lecture	✓		
		Brainstorming	✓		

*The evaluation can be done on one or more parameters that include, (i) Seminars, (ii) Mini-Project, (iii) Case-Studies, (iv) MOOC Certification, (v) Publication of Article, (vi) Presentation of Research Work in Conferences, (vii) Assignments

Designers					
Higher Institution Experts			Internal Experts		
1	Dr. S. Suresh, RGNIYD, suresh@rgniyd.gov.in		1	Dr. Senthil Kumaran J, FSH KTR, SRMIST, senthilj@srmist.edu.in	
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			3	Dr. Shyamala Dinakar, FSH KTR, SRMIST, shyamalad@srmist.edu.in	
			4	Ms. Nellore Pratika Reddy, FSH VDP, SRMIST, nellorer@srmist.edu.in	

Course Code	USY24P04L	Course Title	Research Project and Dissertation	Category	P	Project work / Internship	L	T	P	C
							0	0	24	12

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO												
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10			
CLR-1	Develop Advanced Research Skills								Problem Solving, Critical Thinking, Creativity Solving Communication Skills, Collaborating Skills Independent Thinking, Analytical Reasoning, Learning to Learn, Research Skills Leadership Qualities, Professionalism, Autonomy, Accountability Digital Technology Skills Value Inculcation, Multicultural inclusivity Environmental Action, Community Engagement Entrepreneurial Risk Taking Advocate Mental Health Communicate Psychological Science												
CLR-2	Apply Theoretical Knowledge Practically																				
CLR-3	Enhance Critical Thinking and Analysis																				
CLR-4	Understand Ethical Implications																				
CLR-5	Promote Effective Communication of Findings																				
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)													
CLO-1	Design and Execute a Psychological Research Study	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1			
CLO-2	Apply Psychological Theories to Real-Life Contexts	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1			
CLO-3	Critically Evaluate Psychological Literature	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2			
CLO-4	Address Ethical Issues in Psychological Research	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3			
CLO-5	Communicate Research Findings in Professional way	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3			

Assessment Component	Expected Outcome	Type	Evaluators	Criteria or basis	Maximum Marks
Review – 0	Problem Statement Title and Abstract of the project	Internal	Supervisor / Guide	Clarity of the Idea	5
Review – 1	Submission of Introduction, Review of Literature and Research Method	Internal	Supervisor / Guide	Feasibility of the study	10
Review – 2	Raw Data Submission. N >30 Analysis output tables	Internal	Supervisor / Guide	Clean Data and Randomness	10
Review - 3	Synopsis Presentation	Internal	Supervisor / Guide	Scientific Communication	10
Report Submission	APA format Completed Dissertation	Internal	Supervisor / Guide	Originality, comprehensiveness and systematic presentation	15
Project Report	Evaluation of dissertation	External	Examiners / Reviewers	Precise Explanation and Confidently facing Q & A	20
Viva-Voce	Final Presentation	External			30

	Continuous Learning Assessment (50% Weightage)					Final Evaluation (50% Weightage)	
	Review - 0	Review – 1	Review – 2	Review – 3	Report Submission	Project Report	Viva- Voce
Research Project and Dissertation	5%	10%	10%	10%	15%	20%	30%

Course Code	USY24P05L	Course Title	Professional Internship				Category	P	Project work / Internship	L	T	P	C
									0	0	24	12	

Course Offering Department	Psychology	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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CLR	The purpose of learning this course is to:	Depth				Attainment			PLO									
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10
CLR-1	Develop Professional networking skills					Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLR-2	Apply Theoretical Knowledge Practically																	
CLR-3	Enhance Critical Thinking and Analysis																	
CLR-4	Understand Ethical Implications																	
CLR-5	Promote communication of knowledge																	
CLO	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving, Critical Thinking, Creativity Solving	Communication Skills, Collaborating Skills	Independent Thinking, Analytical Reasoning, Learning to Learn Research Skills	Leadership Qualities, Professionalism, Autonomy, Accountability	Digital Technology Skills	Value Inculcation, Multicultural inclusivity	Environmental Action, Community Engagement	Entrepreneurial Risk Taking	Advocate Mental Health	Communicate Psychological Science
CLO-1	Design and Execute a Psychological activity	✓	✓	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1
CLO-2	Apply Psychological Theories to Real-Life Contexts	✓	✓	✓	-	2	85	75	3	2	1	2	2	3	-	1	2	1
CLO-3	Critically Evaluate Psychological implications	✓	✓	✓	✓	3	85	75	3	1	3	1	3	3	-	1	1	2
CLO-4	Address Ethical Issues in Psychology profession	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	2	3	3
CLO-5	Communicate Findings in Professional way	✓	✓	✓	✓	3	85	75	3	3	2	3	3	3	-	3	3	3

Assessment Component	Expected Outcome	Type	Evaluators	Criteria or basis	Maximum Marks
Review – 0	Identification of Area and Organization	Internal	Supervisor / Guide	Clarity of the Plan	5
Review – 1	Submission of Internship documents, Goal setting, Key performance indicators	Internal	Supervisor / Guide	Feasibility of the Internship	10
Review – 2	Mid –term Report I	Internal	Supervisor / Guide	Systematic Procedures and Efforts	10
Review - 3	Mid – term Report II	Internal	Supervisor / Guide	Scientific Communication	10
Report Submission	Completion Report	Internal	Supervisor / Guide	Originality, comprehensiveness and systematic presentation	15
Internship Report	Evaluation of Report	External	Examiners / Reviewers	Precise Explanation and Confidently facing Q & A	20
Viva-Voce	Final Presentation	External			30

	Continuous Learning Assessment (50% Weightage)					Final Evaluation (50% Weightage)	
	Review - 0	Review – 1	Review – 2	Review – 3	Report Submission	Project Report	Viva- Voce
Professional Internship	5%	10%	10%	10%	15%	20%	30%