



KG College of Arts and Science
 Autonomous Institution | Affiliated to Bharathiar University
 ISO 9001-2015 Certified Institution
 KGJSL Campus, Saravanampatti, Coimbatore – 641 035



Regulations 2024 - 25 for Undergraduate Programme

Learning Outcomes Based Curriculum Framework - (LOCF) model with

Choice Based Credit System (CBCS)

Programme: B.Sc. Psychology

Programme Code: BPY

(Applicable for the Students admitted during the academic year 2024 - 25 onwards)

Eligibility

The student should have passed Higher Secondary Examination (10, +2 pattern).

(As per the eligibility conditions given by Bharathiar University Ref. BU/R/B3-B4/ Eligibility Condition/2024/9206 dated 24/05/2024).

Program Learning Outcomes (PLOs)

The successful completion of the B.Sc. Psychology programme shall enable the students to

| | |
|------|--|
| PLO1 | Exhibit a high level of proficiency and competency in the domains of clinical, industrial, educational, and entrepreneurship. |
| PLO2 | Understand the application of Psychology within the context of broader scientific research as well as beyond the boundaries of the discipline. |
| PLO3 | Develop sophisticated expertise and evolve into effective professional practices keeping pace with digital proficiency. |
| PLO4 | Demonstrate the ability to honour diversity with ethical principles and make continuous constructive contribution to the efficacy of a collaborative professional environment. |
| PLO5 | Acquire a nuanced understanding of the discipline, engage in profound self-reflection, and forge a purposeful and holistic career path contributing to society. |

B.Sc. Psychology**Distribution of Credits and Hours for all the Semesters**

| Part | Course Category | No. of Courses | Hours | | Credits | | Total Credits | Semester |
|--------------|---|----------------|-------|------------|---------|------------|---------------|------------|
| I | Language | 4 | 4 X 4 | 16 | 4 X 3 | 12 | 12 | 1 – 4 |
| II | English | 4 | 4 X 4 | 16 | 4 X 3 | 12 | 12 | 1 – 4 |
| III | Core (5 hrs. / Week) | 8 | 8 X 5 | 40 | 8 X 4 | 32 | 100 | 1, 2, 5, 6 |
| | Core (4 hrs. / Week) | 3 | 3 X 4 | 12 | 3 X 3 | 9 | | 3 – 5 |
| | Core (6 hrs. / Week) | 5 | 5 X 6 | 30 | 5 X 4 | 20 | | 3 – 6 |
| | Core Lab (4 hrs. / Week) | 4 | 4 X 4 | 16 | 4 X 2 | 8 | | 1 – 4 |
| | Allied (4 hrs. / Week) | 4 | 4 X 4 | 16 | 4 X 3 | 12 | | 1 – 4 |
| | Electives | 2 | 2 X 5 | 10 | 2 X 3 | 6 | | 5, 6 |
| | Project | 1 | 1 X 6 | 6 | 1 X 5 | 5 | | 6 |
| | Internship (IT) | 1 | - | - | 1 X 2 | 2 | | 5 |
| | Skill Enhancement (SEC) | 3 | 3 X 2 | 6 | 3 X 2 | 6 | | 3, 4, 6 |
| IV | Foundation Course (FC) | 3 | 3 X 2 | 6 | 3 X 2 | 6 | 14 | 1 – 3 |
| | Ability Enhancement Compulsory Course (AECC) | 3 | 3 X 2 | 6 | 3 X 2 | 6 | | 1, 2, 4 |
| | Ability Enhancement Compulsory Course (AECC) – Online Course MOOC | 1 | - | - | 1 X 2 | 2 | | 3 |
| V | Extension Activities -Liberal Arts | - | - | - | 2 | 2 | 2 | 4 |
| Total | | 46 | | 180 | | 140 | 140 | |

Consolidated Semester wise and Component wise**Hours and Credits Distribution**

| Semester | Part I | | Part II | | Part III | | Part IV | | Part V | | Total | |
|--------------|-----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|----------|----------|------------|------------|
| | Hrs. | Credits | Hrs. | Credits | Hrs. | Credits | Hrs. | Credits | Hrs. | Credits | Hrs. | Credits |
| 1 | 4 | 3 | 4 | 3 | 18 | 13 | 4 | 4 | - | - | 30 | 23 |
| 2 | 4 | 3 | 4 | 3 | 18 | 13 | 4 | 4 | - | - | 30 | 23 |
| 3 | 4 | 3 | 4 | 3 | 18 | 12 | 4 | 6 | - | - | 30 | 24 |
| 4 | 4 | 3 | 4 | 3 | 18 | 12 | 4 | 4 | - | 2 | 30 | 24 |
| 5 | - | - | - | - | 30 | 24 | - | - | - | - | 30 | 24 |
| 6 | - | - | - | - | 30 | 22 | - | - | - | - | 30 | 22 |
| Total | 16 | 12 | 16 | 12 | 132 | 96 | 16 | 18 | - | 2 | 180 | 140 |

Curriculum

B.Sc. Psychology

| Semester – 1 | | | | | | | | | |
|--------------|------|-----------------|---|-------------|------------------|-----------|-----|-------|---------|
| CourseCode | Part | Course Category | Course Name | Hrs. / week | Examination | | | | Credits |
| | | | | | Duration in hrs. | Max Marks | | | |
| | | | | | | CIA | ESE | Total | |
| 24TAM11L | I | Language - I | Tamil - I | 4 | 3 | 25 | 75 | 100 | 3 |
| 24HIN11L | I | | Hindi - I | | | | | | |
| 24MAL11L | I | | Malayalam - I | | | | | | |
| 24FRE11L | I | | French - I | | | | | | |
| 24ENG12L | II | English - I | English - I | 4 | 3 | 25 | 75 | 100 | 3 |
| 24BPY13C | III | Core - I | Basic Psychology I | 5 | 3 | 25 | 75 | 100 | 4 |
| 24BPY14C | III | Core - II | Developmental Psychology I | 5 | 3 | 25 | 75 | 100 | 4 |
| 24BPY15P | III | Core Lab - I | Lab: Experimental Psychology - I | 4 | 3 | 40 | 60 | 100 | 2 |
| 24BPY16A | III | Allied - I | Biopsychology - I | 4 | 3 | 25 | 75 | 100 | 3 |
| 24ENV1FC | IV | FC - I | Environmental Studies | 2 | 2 | 50 | - | 50 | 2 |
| 24QUA1AE | IV | AECC - I | Quantitative Aptitude | 2 | 2 | - | 50 | 50 | 2 |
| Total | | | | 30 | | | | 700 | 23 |

| Semester – 2 | | | | | | | | | |
|--------------|------|-----------------|--|-------------|------------------|-----------|-----|-------|---------|
| CourseCode | Part | Course Category | Course Name | Hrs. / week | Examination | | | | Credits |
| | | | | | Duration in hrs. | Max Marks | | | |
| | | | | | | CIA | ESE | Total | |
| 24TAM21L | I | Language - II | Tamil - II | 4 | 3 | 25 | 75 | 100 | 3 |
| 24HIN21L | I | | Hindi - II | | | | | | |
| 24MAL21L | I | | Malayalam - II | | | | | | |
| 24FRE21L | I | | French - II | | | | | | |
| 24ENG22L | II | English - II | English - II | 4 | 3 | 25 | 75 | 100 | 3 |
| 24BPY23C | III | Core - III | Basic Psychology - II | 5 | 3 | 25 | 75 | 100 | 4 |
| 24BPY24C | III | Core - IV | Developmental Psychology - II | 5 | 3 | 25 | 75 | 100 | 4 |
| 24BPY25P | III | Core Lab - II | Lab: Experimental Psychology - II | 4 | 3 | 40 | 60 | 100 | 2 |
| 24BPY26A | III | Allied - II | Biopsychology - II | 4 | 3 | 25 | 75 | 100 | 3 |
| 24HUM2FC | IV | FC - II | Human Rights | 2 | 3 | 50 | - | 50 | 2 |
| 24SOF2AE | IV | AECC - II | Soft Skills | 2 | 2 | - | 50 | 50 | 2 |
| Total | | | | 30 | | | | 700 | 23 |

Semester – 1

Part – I : Language I
(All the Undergraduate Programmes)

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-------------|----------|--------------|---------|
| 24TAM11L | Tamil - I | Part - I | 4 | 3 |

Course Objectives

The course intends to cover

- இலக்கிய வளர்ச்சியை அறிந்துகொள்ளுதல்
- இலக்கியம் படைக்கும் திறன்
- இலக்கிய இலக்கண உரைசெய்தல்
- திறனாய்வு முறையினைக் கற்றுத்தேர்தல்

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|---|---|-----------------|
| CLO1 | புதுக்கவிதையின் மூலம் வாழ்வியல் விழுமியங்களை உணர்ந்து கொள்ளுதல். | K1, K2 |
| CLO2 | சிறந்த மற்றும் வாழும் கவிஞர்களை அறிந்துகொள்ளுதல். | K2, K3 |
| CLO3 | சிறந்த படைப்பாளர்களின் சிறுகதையில் வெளிப்படும் சமூகச்சிந்தனைகளை அறிந்து விழிப்புணர்வைப் பெறுதல். | K3 |
| CLO4 | தற்கால இலக்கியங்களான புதுக்கவிதை, சிறுகதை தோன்றி வளர்ந்த பின்புலத்தை அறிதல். | K1, K3 |
| CLO5 | மொழியைப் பிழையின்றி பேச, எழுத, கற்கத் தேவையான தமிழ் இலக்கணத்தின் இன்றியமையாமையை உணர்தல். நடைமுறை வாழ்வியலுக்குத் தேவைப்படும் ஆங்கிலக் கடிதத்தைத் தமிழாக்கம் செய்தலுக்கான பயிற்சி பெறுதல். | K2, K3 |
| K1 - Remember; K2 - Understand; K3 – Apply | | |

Part – I: Tamil – I

| Unit | Content | No. of Hours |
|------|---|--------------|
| I | <p>(நாட்டுப்பற்று)</p> <ol style="list-style-type: none"> 1. உலகத்தை நோக்கி வினவுதல் - பாரதியார் 2. பாரதிதாசன் கவிதைகள் - பாரதிதாசன் <ul style="list-style-type: none"> • தமிழ்ப்பேறு 3. ஒற்றுமையே உயிர்நிலை - கவிமணி 4. தேவதேவன் கவிதைகள் - தேவதேவன் <ul style="list-style-type: none"> • சாலையும் மரங்களும் செருப்பும் • புதிய வீடு 5. ஆலாபனை - கவிக்கோ அப்துல் ரகுமான் <ul style="list-style-type: none"> • போட்டி • பாதை 6. புத்தகச் சந்தை - கவிஞர் வாலி | 14 |
| II | <p>(சமூகம்)</p> <ol style="list-style-type: none"> 1. எட்டாவது சீர்..... - ஈரோடு தமிழன்பன் 2. தொலைந்து போனேன் - கவிஞர் தாமரை 3. திருநங்கைகள் காகிதப் பூக்கள் - நா. காமராசன் 4. மரங்களைப் பாடுவேன் - வைரமுத்து 5. புள்ளிப் பூக்கள் (ஹைக்கூ) - அமுத பாரதி 6. நாட்டுப்புறப் பாடல்கள் <ul style="list-style-type: none"> • தாலாட்டுப் பாடல், தெம்மாங்கு பாடல், உழவுத்தொழில் | 14 |
| III | <p>(சிறுகதை)</p> <ol style="list-style-type: none"> 1. அகல்யை - புதுமைப்பித்தன் 2. சுமைதாங்கி - ஜெயகாந்தன் 3. அம்மா ஒரு கொலை செய்தாள் - அம்பை 4. சோற்றுக் கணக்கு - ஜெயமோகன் 5. தூரத்து உறவு - வைரமுத்து | 12 |

| Unit | Content | No. of Hours |
|--------------|--|--------------|
| IV | (இலக்கிய வரலாறு) 1. மரபுக்கவிதையின் தோற்றமும் வளர்ச்சியும் 2. புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும் 3. ஹைக்கூ கவிதையின் தோற்றமும் வளர்ச்சியும் 4. சிறுகதையின் தோற்றமும் வளர்ச்சியும் | 10 |
| V | (இலக்கணம்) 1. எழுத்துக்கள் (முதல் எழுத்துக்கள், சார்பெழுத்துக்கள்) 2. எழுத்துக்களின் பிறப்பு 3. மாத்திரைகள் 4. பயிற்சிக்குரியன - மொழிப்பெயர்ப்பு (ஆங்கிலத்திலிருந்து தமிழுக்கு மொழிப்பெயர்த்தல்) | 10 |
| Total | | 60 |

| Reference Books | |
|-----------------|--|
| 1 | பாரதி பாடல்கள் ஆய்வுப் பதிப்பு, பேரா. ம ரா போ குருசாமி,(2016) தமிழ்ப் பல்கலைக் கழகம், தஞ்சாவூர் |
| 2 | ஆலாபனை, அப்துல் ரகுமான்,(2000) கவிக்கோ பதிப்பகம் |
| 3 | தாமரை கவிதைகள், தாமரை, (2012) நியூ செஞ்சுரி புக் ஹவுஸ் |
| 4 | தமிழ் இலக்கிய வரலாறு, மு வரதராசனார், (2021) சாகித்திய அகாதெமி பதிப்பு |
| 5 | புதிய வெளிச்சத்தில் தமிழ் இலக்கிய வரலாறு, முனைவர் க பஞ்சாங்கம், (2017) அன்னம் வெளியீட்டு |
| 6 | தமிழ் இலக்கிய வரலாறு, முனைவர் கா கோ வேங்கடராமன்,(2008) கலையக வெளியீடு |
| 7 | நல்ல தமிழ் எழுத வேண்டுமா?, அ கி பரந்தாமனார் எம். ஏ., (2002)அல்லி நிலையம் |
| 8 | 100 சிறந்த சிறுகதைகள் (தொகுதி 1 & 2) தொகுப்பு: எஸ் ராமகிருஷ்ணன் (2006) பதிப்பகம்: தேசாந்திரி பதிப்பகம் |
| 9 | தமிழ் இலக்கணம் எளிய அறிமுகம் , கோ குமரன் (2010) சந்தியா பதிப்பகம் |
| 10 | நாட்டுப்புற இயல் ஆய்வு, சு சக்திவேல்,(2012) மணிவாசகர் பதிப்பகம் |

Part – II : English -I
(All the Undergraduate Programmes)

Semester - 1

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-------------|-----------|--------------|---------|
| 24ENG12L | English - I | Part - II | 4 | 3 |

Course Objectives

The course intends to cover

- Various genres of literature.
- Active and passive vocabulary.
- Usage of Grammar and Communication.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|---|--|-----------------|
| CLO1 | Identify aesthetic sense and appreciate poetry, enhancing creativity and understanding relevant to professional environments. | K1 |
| CLO2 | Understand diverse styles of prose, facilitating versatility in writing and inculcating interpersonal skills. | K2 |
| CLO3 | Apply the characters and the narrative techniques in creative writing and content creation ethically. | K3 |
| CLO4 | Employ vocabulary and grammatical proficiency in communication to enhance clarity in workplace interactions. | K3 |
| CLO5 | Enhance overall communication competence. Practicing these skills in combination reinforces learning and provides students with opportunities to use the language in authentic contexts. | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply | | |

Part - II: English - I

| Unit | Content | No. of Hours |
|---------------------------------------|--|--------------|
| I | Poetry : Nature 1. I Wandered Lonely as a Cloud - William Wordsworth 2. The Sparrow - Paul Laurence Dunbar 3. Stopping by woods on a snowy Evening – Robert Frost | 12 |
| II | Prose : Friendship 1. The Man in Black - Oliver Goldsmith 2. Of Friendship - Francis Bacon 3. The Blessing of Friends - Sir John Lubbock | 12 |
| III | Short Stories: Morality 1. The Necklace – Guy de Maupassant 2. The Lottery - Shirley Jackson 3. The Monkey’s Paw - W. W. Jacobs | 12 |
| IV | Language Competency: Vocabulary 1. Vocabulary : Synonyms, Antonyms, Word Formation 2. Appropriate use of Articles and Parts of Speech 3. Error correction | 12 |
| V | English for Communication 1. Listening for General and Specific Information. 2. Self - Introduction, Introducing others, Greetings. 3. Reading a prose passage, Reading a poem and Reading a short story 4. Descriptive writing – writing a short descriptive essay of two to three paragraphs. | 12 |
| Total Hours | | 60 |
| Text Books | | |
| 1. | Zama, M. (2004). Poetry Down the Ages. Orient Blackswan. | |
| 2. | Goldsmith, O. (1869). The Works of Oliver Goldsmith. J. Dicks | |
| 3. | Bacon, F., & Montagu, B. (1857). The Works of Francis Bacon (Vol. 1). Parry & McMillan. | |
| Reference Books | | |
| 1. | Kumar, V. T. Bhavani, Durga.K. Srinivas.YL. (2018). English in use - A textbook for College Students. (English, Paperback). | |
| 2. | Swan, M. (2005). Practical english usage (Vol. 7). Oxford: Oxford university press. | |
| Web Resources (Swayam / NPTEL) | | |
| 1. | https://nptel.ac.in/courses/109105205 | |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|----------------------|----------|--------------|---------|
| 24BPY13C | Basic Psychology - I | Core - I | 5 | 4 |

Course Objectives

The course intends to cover

- Interactions and relationships by understanding human behavior.
- Intricacies of biological systems to gain deeper insights into their profound impact on shaping behaviour.
- Cognitive abilities through practical skills and application of psychological principles in everyday situations.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|--|--|-----------------|
| CLO1 | Remember and understand the foundational principles and historical context of Psychology to evaluate modern psychological theories and their practical applications across diverse fields including education, healthcare, and business. | K1, K2 |
| CLO2 | Understand and examine how experimental studies in Psychology are utilized across various domains, including clinical, educational, and organizational psychology, to tackle real-world challenges and enhance overall results. | K2, K4 |
| CLO3 | Apply sensory input, concentration, and perceptual acuity to amplify critical thinking and problem-solving skills across decision-making, creative endeavors, and learning scenarios. | K3 |
| CLO4 | Apply the awareness of one's thoughts and feelings to focus better on decision making, therapy, education, or leadership training. | K3 |
| CLO5 | Apply strategies such as setting clear goals and providing positive reinforcement to boost motivation and productivity in both personal and professional endeavors. | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze | | |

CLO - PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|------------------------|------|-----------------------|------|------------------|------|
| CLO1 | 2 | 3 | - | - | 2 |
| CLO2 | 1 | 3 | 1 | - | - |
| CLO3 | - | 1 | 2 | 2 | 3 |
| CLO4 | - | - | 2 | 1 | 3 |
| CLO5 | 1 | - | 2 | 3 | 3 |
| 3 - Substantial (high) | | 2 - Moderate (medium) | | 1 - Slight (low) | |

Core - I: Basic Psychology - I

| Unit | Content | No. of Hours |
|--------------------|---|--------------|
| I | Introduction to Psychology: Foundations of Psychology: Definition - Philosophical Origins - Biological Origins - Psychology in India - Branches & Career Scope of Psychology - Modern Scientific Psychology: Structuralism, Functionalism, Behaviourism, Gestalt, Piaget, Psychoanalysis, Cognitive. | 15 |
| II | Experimentation and Critical Thinking in Psychology: Psychology as a Science - Goals of Scientific Enterprise - Steps in Scientific Investigation - Methods of Psychology - Factors and Characteristics of Experimental Methods - Steps in Conducting Psychological Research. | 15 |
| III | Sensation, Attention and Perception: Sensation: Sense Modalities - Psychophysics: Absolute Threshold - Differential Threshold, Just Noticeable Difference. Attention: Factors affecting Attention - Selective Attention - Phenomena associated with Attention: Span, Division, and Distraction of Attentions. Perception: Subliminal - Set - Defense - Organization - Styles - Constancies - Colour - Illusions - Habituation - Extrasensory perception (ESP) - Enhancing Perceptual Accuracy. | 15 |
| IV | Mind, Consciousness and Altered States: Awareness and Consciousness States of Mind - Nature of Consciousness - Functions of Consciousness - Changes in Consciousness - Altered States of Consciousness. | 15 |
| V | Learning: Definition - Classical Conditioning - Operant Conditioning – Applications - Other Types of Learning: Trial & Error, Verbal, Cognitive, Observational, Latent - Improving Learning. | 15 |
| Total Hours | | 75 |

Text Books

| | |
|----|---|
| 1. | Baron, R.A. (2016). Psychology, 5th ed. New Delhi: Pearson Education |
| 2. | Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2021). Introduction to Psychology, 7 th ed. New Delhi: Tata McGraw Hill |

Reference Books

| | |
|----|---|
| 1. | Mishra, B. K. (2016). Psychology: The study of human behaviour. New Delhi: Prentice Hall of India |
| 2. | Weiten, W. (2016). Psychology: Themes and variations, 5th ed. New York: Brooks/Cole Publishing Co |
| 3. | Atkinson, R. L., Hilgard, E. R., & Nolen-Hoeksema, S. (2015). Introduction to Psychology. Cengage Learning. |
| 4. | David., G. M. (2021). Exploring Psychology, 12th Edition, International Edition, Worth Publishers, Macmillan. |

Web Resources (Swayam / NPTEL)

| | |
|----|---|
| 1. | https://onlinecourses.nptel.ac.in/noc23_hs11 |
| 2. | https://onlinecourses.nptel.ac.in/noc23_hs37 |
| 3. | https://onlinecourses.nptel.ac.in/noc23_hs39 |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|------------------------------|-----------|--------------|---------|
| 24BPY14C | Developmental Psychology - I | Core - II | 5 | 4 |

Course Objectives

The course intends to cover

- The distinct phases of human life, ranging from infancy to old age and delve into the defining characteristics that delineate each stage.
- The multifaceted influences shaping individuals' physical, mental, and emotional development across their lifespan.
- Principles of lifespan development to discern how individuals evolve and adjust across different life stages and circumstances.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|--|--|-----------------|
| CLO1 | Remember, understand, and apply developmental theories to address challenges in education, parenting, and social policies, while acknowledging and accommodating diverse cultural and environmental contexts. | K1, K2, K3 |
| CLO2 | Understand prenatal care practices and empower expecting parents in fostering optimal fetal development. | K2 |
| CLO3 | Apply and analyze the progression of physical and psychological development throughout various stages of life and utilize this understanding to enhance well-being in domains such as education, healthcare, and counseling, fostering a holistic approach to human flourishing. | K3, K4 |
| CLO4 | Understand cognitive development theories ranging from initial sensory experiences to advanced language comprehension, investigating their implications for educational practices and interventions in child development. | K2 |
| CLO5 | Apply and analyze psychological principles to cultivate emotional resilience in individuals navigating adversity and examine the effectiveness of these strategies in enhancing coping mechanisms and promoting overall well-being. | K3, K4 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze | | |

CLO - PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------------------------------|------|------------------------------|------|-------------------------|------|
| CLO1 | - | 1 | 3 | 1 | 2 |
| CLO2 | - | - | 1 | 1 | 2 |
| CLO3 | 1 | - | 1 | 2 | 3 |
| CLO4 | 2 | 3 | 2 | - | 2 |
| CLO5 | 2 | 1 | 3 | 2 | 3 |
| 3 - Substantial (high) | | 2 - Moderate (medium) | | 1 - Slight (low) | |

Core - II: Developmental Psychology - I

| Unit | Content | No. of Hours |
|---------------------------------------|--|--------------|
| I | Introduction to Life Span Development: Introduction - Importance of Life Span Development - Characteristics of Life Span Perspective - Nature of Development - Theories: Freud, Erickson, Piaget, Vygotsky. | 15 |
| II | Prenatal Development: Fertilization - Germinal Period - Embryonic Period - Fetal Period. Prenatal Diagnostic Tests - Effects of Teratogens - Neonatal Health and Responsiveness - Consequences of Low Birth Weight. | 15 |
| III | Physical Development: Newborn - Reflexes - Perception. Physical Growth in Infancy and Childhood - Motor Skills Development. Physical Development in Puberty. Changes in Early, Middle, and Late Adulthood. Theories of Aging: Pre-programmed Theory, Wear-and-Tear Theory. | 15 |
| IV | Cognitive Development: Stages of Cognitive Development: Sensorimotor Stage, Preoperational Stage, Concrete Operational Stage, Formal Operational Stage - Language Development - Advances in Early, Middle, and Late Childhood - Metalinguistic Awareness. | 15 |
| V | Emotional Development: Introduction -Development of Emotion - Describing and Classifying Temperament: Chess and Thomas, Kagan, Rothbart and Bates. Theories of Attachment: Care Giving and Attachment. Moral Development: Piaget’s and Kohlberg’s Theory. Social Conventional Reasoning - Basic Processes - Resistance to Temptation - Self-control – Empathy - Moral Characters. | 15 |
| Total Hours | | 75 |
| Text Books | | |
| 1. | Berk, L.E (2017). Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd. | |
| 2. | Hurlock, E.B (2017). Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company. | |
| 3. | Santrock, J.E (2024). Child Development (2nd end) New Delhi: Tata McGrawHill Publishing Company. | |
| Reference Books | | |
| 1. | Papalia, D.E et.al (2017). Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company. | |
| 2. | Hurlock, E.B (2017). Child Development (6th ed.) London: McGraw Hill Book Company. | |
| Web Resources (Swayam / NPTEL) | | |
| 1. | https://onlinecourses.nptel.ac.in/noc23_hs06 | |
| 2. | https://onlinecourses.nptel.ac.in/noc23_hs71 | |
| 3. | https://nptel.ac.in/courses/109105199&sa%3Dd&source%3Deditors&ust%3D1713345927571116&usg%3Daovvaw38p0eqs9gmm04sadt7fu | |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-----------------------------|--------------|--------------|---------|
| 24BPY15P | Experimental Psychology - I | Core Lab - I | 4 | 2 |

| S.No. | List of Practicals | No. of Hours |
|--------------------|--|--------------|
| I | Suggestion: | 20 |
| 1. | Size Weight Illusion | |
| 2. | Progressive Weight Illusion | |
| 3. | Two Hand Coordination | |
| 4. | Suggestible Questions | |
| II | Association: | 5 |
| 1. | Free Association (Word List Method) | |
| III | Sensory and Motor Test: | 20 |
| 1. | Color Blindness | |
| 2. | Finger Dexterity | |
| 3. | Tweezers Dexterity | |
| 4. | Minnesota Rate of Manipulation Test (MRMT) | |
| IV | Attention: | 15 |
| 1. | Division of Attention | |
| 2. | Span of Attention | |
| 3. | Cutaneous Sensitivity | |
| Total Hours | | 60 |

Text Books

| | |
|----|--|
| 1. | Anastasi and Urbina (2010). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd. |
| 2. | Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi: Concept Publishing Company. |
| 3. | Collins and Drever J (1968). Experimental Psychology: Ludhiana: Lyall Book Depot. |

Reference Books

| | |
|----|--|
| 1. | Kuppuswamy. B (2013). Elementary Experiments In Psychology, Madras: Oxford Publishing Press. |
| 2. | Woodworth, R.S. & Schlosberg, H. (2015). Experimental Psychology. New Delhi: Oxford Publishing Co. |

Web Resources (Swayam / NPTEL)

| | |
|----|---|
| 1. | https://onlinecourses.nptel.ac.in/noc23_hs07 |
| 2. | https://onlinecourses.nptel.ac.in/noc23_hs73 |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-------------------|------------|--------------|---------|
| 24BPY16A | Biopsychology - I | Allied - I | 4 | 3 |

Course Objectives

The course intends to cover

- The interplay between our body's fundamental functions and how they shape our thoughts and behaviours.
- To recognize how the nervous system orchestrates both our physical actions and emotional responses.
- The sophisticated interplay between the brain, hormones, and their influence on sensory perception and physiological responses.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|--|--|-----------------|
| CLO1 | Remember and understand how the brain sends signals and regulates hormones which are crucial for understanding learning, memory, and emotions in Psychology. | K1, K2 |
| CLO2 | Understand the role of neurons and neural communication to grasp brain function in mental health, learning, and behaviour. | K2 |
| CLO3 | Understand and apply the diagnostic and treatment approaches for neurological disorders which necessitates a comprehensive grasp of the intricate architecture and progression of both the central and peripheral nervous systems. | K2, K3 |
| CLO4 | Analyze the knowledge of sensory system processes to advance medical treatments, innovate technology, and enrich daily life experiences through improved therapies, cutting-edge devices, and heightened human interaction. | K4 |
| CLO5 | Analyze pivotal role of hormones in composing metabolic processes and maintaining energy equilibrium to optimize overall health and well-being. | K4 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 – Analyze | | |

CLO - PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|------------------------|-----------------------|------|------|------------------|------|
| CLO1 | 2 | 2 | 2 | 1 | 3 |
| CLO2 | 2 | 3 | 2 | - | 2 |
| CLO3 | 2 | 3 | - | - | 2 |
| CLO4 | 3 | 3 | 3 | 2 | 2 |
| CLO5 | 1 | 1 | 1 | 2 | 2 |
| 3 - Substantial (high) | 2 - Moderate (medium) | | | 1 - Slight (low) | |

Allied - I: Biopsychology - I

| Unit | Content | No. of Hours |
|---------------------------------------|---|--------------|
| I | Introduction to Biopsychology: Nature of Physiological Psychology: Goals of Research, Biological Roots - Natural Selection and Evolution: Functionalism and Inheritance of Traits, Evolution of Human Species - Ethical Issues in Research with Animals - Career Opportunities. | 12 |
| II | Nervous System: Cells of the Nervous System: Neurons, Supporting Cells - Neural Communication: Measuring Electrical Potentials of Axons, Membrane Potential - Action Potential and its Conduction - Communication between Neurons. | 12 |
| III | Structure of the Nervous System: Basic Features of the Nervous System - Central Nervous System: Development - Brain - Spinal Cord. Peripheral Nervous System: Spinal Nerves - Cranial Nerves - Autonomic Nervous System. | 12 |
| IV | Psychobiology of Sensory Systems: Anatomy of the Visual System: Eyes - Photoreceptors - Connections between Eye and Brain. Audition: Stimulus - Anatomy of the Ear - Auditory Hair Cells and Transduction. Somatic Senses: Gustation - Olfaction. | 12 |
| V | Internal Regulation: Homeostasis and Allostasis - Controlling Body Temperature - Mechanisms of Water Regulation - Osmotic Thirst - Hypovolemic Thirst and Sodium - Specific Hunger - Digestion and Food Selection - Short and Long-Term Regulation of Feeding. | 12 |
| Total Hours | | 60 |
| Text Books | | |
| 1. | Carlson, R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc | |
| 2. | Kalat, J.W. (2023). Biological Psychology, New Delhi; Cengage Learning India Pvt Ltd. | |
| 3. | Pineal, J. P. J. (2021). Biopsychology (6th Ed.), India, Dorling Kindersley. | |
| Reference Books | | |
| 1. | Kalat, J.W. (2018). Biological psychology. Cengage. | |
| 2. | Schneider, A.M. & Tarshis, B. (1986). An Introduction to Physiological Psychology. (3rd Ed.). New York: Random House, Inc. | |
| 3. | Winn, P., & Grealy, M. A. (2020). Biological psychology. Routledge. | |
| Web Resources (Swayam / NPTEL) | | |
| 1. | https://onlinecourses.nptel.ac.in/noc23_hs38 | |
| 2. | https://onlinecourses.nptel.ac.in/noc23_hs41 | |
| 3. | https://www.google.com/url?q=https://nptel.ac.in/courses/127105233&sa=D&source=editor&s&ust=1713345927526292&usg=AOvVaw15iKQdQHDY4IJD1MTwJ_k5 | |

**Components for Internal Assessment and
Distribution of Marks for CIA and ESE (Theory)**

| Max Marks | Marks for | | Components for CIA | | | | | | | | | |
|-----------|-----------|-----|--------------------|-----------|----------|-----------|------------------------|--------|-----------|------------|-------------------|-------|
| | CIA | ESE | CIA – I | | CIA – II | | Best of CIA-I & CIA-II | Model | | Attendance | Active Engagement | Total |
| 100 | 25 | 75 | Actual | Weightage | Actual | Weightage | Weightage | Actual | Weightage | 5 | 5 | 25 |
| | | | 50 | 5 | 50 | 5 | 5 | 75 | 10 | | | |

Question Paper Pattern

| Component | Duration in Hrs. | Section A | | | Section B | | | Section C | | | Total |
|-----------------|------------------|------------------|------------------|---------|------------------|------------------|--------|------------------|------------------|--------|-------|
| | | Type of question | No. of questions | Marks | Type of question | No. of questions | Marks | Type of question | No. of questions | Marks | |
| CIA – I & II | 2 | MCQ | 8 | 8x1=8 | Either or | 3 | 3x6=18 | Either or | 3 | 3x8=24 | 50 |
| Model Exam /ESE | 3 | MCQ | 10 | 10x1=10 | Either or | 5 | 5x5=25 | Either or | 5 | 5x8=40 | 75 |

**Components for Internal Assessment and Distribution of Marks
for CIA (Lab)**

| Max Marks | Marks for | | Components for CIA | | | | | | | |
|-----------|-----------|-----|--------------------|-----------|-----------|-----------|--------|-----------|-------------|-------|
| | CIA | ESE | Test – I | | Test - II | | Model | | Observation | Total |
| 100 | 40 | 60 | Actual | Weightage | Actual | Weightage | Actual | Weightage | 5 | 40 |
| | | | 50 | 10 | 50 | 10 | 60 | 15 | | |

Examination Pattern

| Component | Duration in Hrs. | Marks | | | Weightage |
|-----------|------------------|-----------|--------|-------------|-----------|
| | | Practical | Record | Total Marks | |
| Test – I | 2 | 50 | - | 50 | 10 |
| Test – II | 2 | 50 | - | 50 | 10 |
| Model | 3 | 60 | - | 60 | 15 |
| ESE | 3 | 50 | 10 | 60 | - |

Part – IV : Foundation Courses

(All the Undergraduate Programmes)

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-----------------------|----------|--------------|---------|
| 24ENV1FC | Environmental Studies | FC- I | 2 | 2 |

| Unit | Content |
|------|---|
| I | The Multidisciplinary nature of environmental studies Definition; Scope and importance, Need for public awareness. |
| II | <p>Natural Resources:</p> <p>Renewable and non-renewable resources:</p> <p>Natural resources and associated problems.</p> <ul style="list-style-type: none"> - Forest resources: Use and Over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people. - Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems. - Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies. - Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. - Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, Case studies. - Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. <p>Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.</p> |
| III | <p>Ecosystems</p> <ul style="list-style-type: none"> - Concept of an ecosystem. - Structure and function of an ecosystem. - Producers, consumers and decomposers. - Energy flow in the ecosystem. - Ecological succession. - Food chains, food webs and ecological pyramids. - Introduction, types, characteristic features, structure and function of the following ecosystem: - <ol style="list-style-type: none"> a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries). |

| Unit | Content |
|------|--|
| IV | <p style="text-align: center;">Biodiversity and its Conservation</p> <ul style="list-style-type: none"> - Introduction-Definition: genetic, species and ecosystem diversity. - Bio geographical classification of India. - Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. - Biodiversity at global, National and local levels. - 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. - Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. |
| V | <p>Environmental Pollution Definition</p> <ul style="list-style-type: none"> - Causes, effects and control measures of: - <ul style="list-style-type: none"> a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards - Solid waste Management: Causes, effects and control measures of urban and industrial wastes. - Role of an individual in prevention of pollution. - Pollution case studies. - Disaster management: floods, earthquake, cyclone and landslides. |
| VI | <p>Social Issues and the Environment</p> <ul style="list-style-type: none"> - From Unsustainable to Sustainable development. - Urban problems related to energy. - Water conservation, rain water harvesting, watershed management. - Resettlement and rehabilitation of people; its problems and concerns. Case studies. - Environmental ethics: Issues and possible solutions. - Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies. - Wasteland reclamation. - Consumerism and waste products. - Environment Protection Act. - Air (Prevention and Control of Pollution) Act. - Water (Prevention and Control of Pollution) Act. - Wildlife Protection Act. - Forest Conservation Act. - Issues involved in enforcement of environmental legislation. - Public awareness. |

| Unit | Content |
|------------------------|--|
| VII | Human Population and the Environment <ul style="list-style-type: none"> - Population growth, variation among nations. - Population explosion-Family welfare Programme. - Environment and human health. - Human Rights. - Value Education. - HIV/AIDS. - Women and Child Welfare. - Role of information Technology in Environment and human health. - Case Studies. |
| VIII | Field Work (Practical). <ul style="list-style-type: none"> - Visit to a local area to document environmental assets-river/forest/grassland/ hill/mountain. - Visit to a local polluted site-Urban/Rural/Industrial/Agricultural. - Study of common plants, insects, birds. - Study of simple ecosystems-pond, river, hill slopes, etc. |
| Total Hours. 30 | |

| Web Resources | |
|---------------|---|
| 1. | https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf |

Components for Internal Assessment and
Distribution of Marks for CIA (Theory)

| Max Marks | Marks for | | Components for CIA | | | | | | | |
|-----------|-----------|-----|--------------------|-----------|----------|-----------|------------------------|--------|-----------|----------------------|
| | CIA | ESE | CIA – I | | CIA – II | | Best of CIA-I & CIA-II | Model | | Total (Best + Model) |
| | | | Actual | Weightage | Actual | Weightage | Weightage | Actual | Weightage | |
| 50 | 50 | - | 50 | 25 | 50 | 25 | 25 | 50 | 25 | 50 |

Question Paper Pattern

| Duration in Hrs. | Mode of Exam | Type of Questions | No. of Questions | Marks |
|------------------|--------------|-------------------|------------------|-----------|
| 2 | Offline | Open Choice | 5 (Out of 8) | 5 x 10=50 |

Part – IV : Ability Enhancement Compulsory Courses

(All the Undergraduate Programmes)

| Course Code | Course Name | Category | Hours/Week | Credits |
|-------------|-----------------------|----------|------------|---------|
| 24QUA1AE | Quantitative Aptitude | AECC - I | 2 | 2 |

Course Objectives

The course intends to cover

- Basic concepts of numbers, time and work, interests, data representation and graphs
- Concepts of permutation, probability, discounts, percentage & profit loss.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|---|---|-----------------|
| CLO1 | Remember and Understand the concepts of numbers and average | K1, K2 |
| CLO2 | Understand about percentage and apply profit & loss related processing. | K2, K3 |
| CLO3 | To understand the concepts of time and work and interest calculations. | K2 |
| CLO4 | To understand about the concepts of permutation, combination and probability. | K2 |
| CLO5 | Understand , Apply and analyze the concept of problem solving involved in graphs and age. | K2,,K3,K4 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 -Analyze | | |

Ability Enhancement Compulsory Course - I: Quantitative Aptitude

| Unit | Content | No. of Hours |
|----------------|---|--------------|
| I | Numbers - Simplification - BODMAS rule - Algebraic formulas - Decimal fractions - Square root and cube roots - Surds and indices - Divisibility rules - HCF and LCM - same remainder - different remainder - application problems – average – equation - mistaken value – replacement - including/excluding. | 6 |
| II | Percentage - increase/decrease – net change – salary – election – marks – consumption - population / machine - profit and loss - profit and loss % - finding cp and sp - profit=loss - same product cp and sp with percentage – discount - ratio and proportion - divided into parts - based on numbers - increase/decrease/ income / expenditure – coins – partnership. | 6 |
| III | Time-and-work - individual/combined - alternative days - remaining work - efficiency based - amount split - chain rule - group of male and female or boys - pipes and cistern - finding time - efficiency based – alternative - remaining part - capacity of the tank - simple interest - finding principal - rate of interest – amount -time period - doubles or triples - compound interest - finding rate - finding time, principal - doubles or triples - difference between SI and CI. | 6 |
| IV | Permutation - finding value - vowels come together - vowel never comes together - some letters come together - no two vowels come together - vowels in odd/even places - based on repetition - circular permutation – application – combination - finding value and application – probability – coins - dice-cards - balls and miscellaneous problems - odd man out and number series. | 6 |
| V | Clock - finding angle - reflex angle - gain or loss – calendars - finding particular day - data interpretation - bar chart - line chart - pie chart – table – combined – ages ratio - twice or thrice - addition /subtraction - family based - problems on numbers - equations. | 6 |
| Total Hours | | 30 |
| Text Book | | |
| 1. | R.S. Aggarwal , Quantitative Aptitude, S.Chand & Company Ltd., | |
| Reference Book | | |
| 1. | Ashish Arora, Quantitative Aptitude. | |
| Web Resources | | |
| 1. | https://www.javatpoint.com/aptitude/quantitative | |
| 2. | https://www.indiabix.com/aptitude/questions-and-answers/ | |

Components for and Distribution of Marks for ESE (Theory)**Ability Enhancement Compulsory Course(AECC)**

| Duration in Hrs. | Mode of Exam | Type of Questions | No. of Questions | Marks |
|------------------|--------------|-------------------|------------------|---------|
| 2 | Online | MCQ | 50 | 50x1=50 |

Semester – 2

| Course Code | Course Name | Category | Hours/ Week | Credit |
|-------------|-------------|---------------|----------------|--------|
| 24TAM21L | Tamil – II | Language - II | 4 | 3 |

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|---|---|-----------------|
| CLO1 | அற இலக்கியங்கள் வழி வாழ்வியல் ஒழுக்கங்களைக் கற்றுத் தருதல். | K1, K2 |
| CLO2 | பக்தி இலக்கியங்கள் வழி பக்தி நெறிகளை உணர்த்துதல். | K2 |
| CLO3 | தமிழில் உரைநடை இலக்கியப் படைப்பாளர்களின் சிந்தனைகளை எடுத்துரைத்தல். | K3 |
| CLO4 | தமிழ் இலக்கிய வரலாற்றில் அற இலக்கியம் மற்றும் உரைநடையின் தாக்கம் குறித்து அறிதல். | K1, K3 |
| CLO5 | பிழையின்றி எழுத இலக்கணங்களைக் கற்றுத் தருதல். | K2, K3 |
| K1 - Remember; K2 - Understand; K3 – Apply | | |

Part – I: Tamil – II

| Unit | Content | No. of Hours |
|--------------------|---|--------------|
| I | (அறம்) 1. திருக்குறள் <ul style="list-style-type: none"> புகழ் வினை செயல்வகை நெஞ்சொடு கிளத்தல் 2. திரிகடுகம்(தேர்ந்தெடுக்கப்பட்ட 10 பாடல்கள்) 3. பழமொழி நானூறு(தேர்ந்தெடுக்கப்பட்ட 10 பாடல்கள்) | 14 |
| II | (பக்தி) 1. அபிராமி அந்தாதி(10 பாடல்கள்) - அபிராமி பட்டர் 2. உமர்கயாம் பாடல்கள் (தனிப்பாடல்கள்) - கவிமணி தேசிய விநாயகம் பிள்ளை 3. முத்துக்குமாரசாமி பிள்ளைத்தமிழ்(தாலப் பருவம்) – குமரகுருபரர் 4. இயேசுகாவியம் - மலைப்பொழிவு - கண்ணதாசன் 5. சித்தர் பாடல்கள் - சிவவாக்கியர் பாடல் | 14 |
| III | (கலை மற்றும் பண்பாடு) 1. அறம் எனப்படுவது - அமுதன் 2. ஏட்டில் எழுதா இலக்கியம் - ஒளவை துரைச்சாமி 3. கீழடி - தொல்லியல் துறை, வெளியீடு 4. மனம் எனும் சொர்க்கவாசல் - டாக்டர் எம்.எஸ்.உதயமூர்த்தி 5. ஆளுமைத் திறன் - அறிவுக்கதிர் (அரசுப்பணி சிறப்பிதழ்) | 12 |
| IV | (இலக்கிய வரலாறு) 1. பதினெண் கீழ்க்கணக்கு நூல்கள் 2. உரைநடையின் தோற்றமும் வளர்ச்சியும் | 10 |
| V | (இலக்கணம்) 1. சொல்லின் வகைகள் 2. வேற்றுமைத் தொகைகள் 3. பயிற்சிக்குரியன:(விண்ணப்பங்கள், மடல்கள் எழுதச் செய்தல்) | 10 |
| Total Hours | | 60 |

Reference Books

| | |
|----|--|
| 1 | முத்துக்குமாரசாமி பிள்ளைத்தமிழ்,(2021) கமலா முருகன், சாரதா பதிப்பகம் |
| 2 | இயேசு காவியம், கவிஞர் கண்ணதாசன்,(2006) கலைக்காவிரி பதிப்பகம் |
| 3 | உரைகளும் உரையாசிரியர்களும்,(2013) தி சு நடராசன் நியூ செஞ்சுரி புக் ஹவுஸ் |
| 4 | அபிராமி அந்தாதி, முனைவர் சி சேதுராமன்,(2010) நியூ செஞ்சுரி புக் ஹவுஸ் |
| 5 | புதிய வெளிச்சத்தில் தமிழ் இலக்கிய வரலாறு, முனைவர் க பஞ்சாங்கம், (2017) அன்னம் வெளியீட்டு |
| 6 | தமிழ் இலக்கிய வரலாறு, மு வரதராசனார்,(2021) சாகித்ய அகாடமி பதிப்பு |
| 7 | தமிழ் உரைநடை வரலாறு, வி செல்வநாயகம்,(2003) அடையாளம் பதிப்பகம் |
| 8 | தமிழ் இலக்கிய வரலாறு, முனைவர் கா கோ வேங்கடராமன்,(2010) கலையக வெளியீடு |
| 9 | எண்ணங்கள் - டாக்டர் எம் எஸ் உதயமூர்த்தி,(2016) வெளியீடு: கங்கை புத்தக நிலையம், சென்னை |
| 10 | அடோன் தமிழ் இலக்கணம், புலவர் பொன்மணிமாறன்,(2011) அருண் பப்ளிஷிங் |

Part – II : English - II
(All the Undergraduate Programmes)

| Course Code | Course Name | Category | Hours/ Week | Credits |
|-------------|-------------|-----------|-------------|---------|
| 24ENG22L | English-II | Part - II | 4 | 3 |

Course Objectives

The course intends to cover

- The literary elements in poetry.
- The critical contemplation and writing in styles of prose texts.
- The modernist techniques and ethics in the narratives of short stories.
- The interpersonal skills essential in the work environment.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|---|--|-----------------|
| CLO1 | Identify the common techniques underlying free verse and traditional forms of poetry for crafting poems. | K1 |
| CLO2 | Understand humour in prose texts psychologically to master the oratory skills. | K2 |
| CLO3 | Employ empathy and morale in diplomatic Day-to-day circumstances. | K3 |
| CLO4 | Strengthen the writing skills for documentation. | K3 |
| CLO5 | Persist flexibility and mobility in the sequel LSRW. | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply | | |

Part - II: English - II

| Unit | Content | No. of Hours |
|--------------------------------|---|--------------|
| I | Poetry: Motherhood 1. My Grand Mother’s House – Kamala Das 2. Of mother, among others things – A.K Ramanujam 3. Night of the Scorpion – Nissim Ezekiel | 12 |
| II | Prose: Humour 1. With The Photographer – Stephen Leacock 2. Travel by Train – J.B.Priestley 3. On Forgetting – Robert Lynd | 12 |
| III | Short Stories: Integrity 1. The taxi driver – K.S. Duggal 2. A Retrieved Reformation- O Henry 3. Kabuliwala - Rabindranath Tagore | 12 |
| IV | Language Competency: Vocabulary 1. Homonyms, Homophones, Homographs Portmanteau words 2. Verbs and Tenses, Subject Verb Agreement 3. Error correction Vocabulary : Synonyms, Antonyms, Word Formation | 12 |
| V | English for Communication 1. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks 2. Participating in a meeting: face to face and online 3. Reading news and weather reports 4. Preparing first drafts of short assignments | 12 |
| Total Hours | | 60 |
| Text Books | | |
| 1. | Ezekiel Nissim, 1989 .Collected Poems 1952-1988. Oxford University Press. | |
| 2. | Hewings, M. (2000). Advanced English Grammar. Cambridge. University Press. | |
| Reference Books | | |
| 1. | Bakshi, S.P. & Sharma, R. (2019). Descriptive English. Arihant Publications (India) Ltd. | |
| 2. | Cameron S & Dempsey L. (2019). The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing. | |
| 3. | Sherman B. (2014) Skimming and Scanning Techniques. Liberty University Press. | |
| Web Resources (Swayam / NPTEL) | | |
| 1. | https://nptel.ac.in/courses/109103020 | |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-----------------------|------------|--------------|---------|
| 24BPY23C | Basic Psychology - II | Core - III | 5 | 4 |

Course Objectives

The course intends to cover

- The fundamental principles of psychology, encompassing its pivotal theories and methodologies.
- Psychological mechanisms governing human actions, encompassing cognition, emotion, perception, and motivation.
- Various tiers of consciousness and their impact in shaping behavior and its influence on behavior across diverse contexts.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|---|---|-----------------|
| CLO1 | Remember, understand, and apply memory-enhancing techniques in studying to effectively remember, comprehend, and apply vital information, thereby boosting academic performance through enhanced retention and recall. | K1, K2, K3 |
| CLO2 | Understand the fundamental principles of Psychology to enhance communication skills, problem-solving abilities, and decision-making processes in both personal and professional settings. | K2 |
| CLO3 | Examine the key elements of motivation and emotion that can guide tactics aimed at raising employee engagement and fostering well-being within the workplace. | K4 |
| CLO4 | Understand and apply the principles of intelligence across education, business, and technology to optimize learning methodologies, refine personnel selection procedures, improve decision-making frameworks, and advance intelligence systems. | K2, K3 |
| CLO5 | Examine personality across various domains, including clinical psychology, organizational behaviour, and forensic profiling, employing range of methodologies and perspectives to gain comprehensive insights. | K4 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze | | |

CLO - PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------------------------------|------|------------------------------|------|-------------------------|------|
| CLO1 | 3 | 2 | 2 | - | - |
| CLO2 | 1 | 3 | 2 | - | 3 |
| CLO3 | - | - | 2 | 1 | 2 |
| CLO4 | 1 | 2 | - | 2 | 2 |
| CLO5 | 2 | 2 | 3 | 3 | 3 |
| 3 - Substantial (high) | | 2 - Moderate (medium) | | 1 - Slight (low) | |

Core - III: Basic Psychology - II

| Unit | Content | No. of Hours |
|---------------------------------------|--|--------------|
| I | Memory: Process - Types - Organizing Information: Working Memory - Multiple Components Model. Episodic Memory: Levels of Processing View, Retrieval Cues, Context-dependent, State-dependent, Encoding Specific Principle. Semantic Memory: Concepts, Prototype, Exemplar. Procedural Memory. Other Phenomena related to Memory - Measuring Memory - Forgetting - Strategies for Improving Memory. | 15 |
| II | Thinking and Language: Basic Elements of Thought - Structure of Language - Language and Thought - Reasoning - Problem Solving - Creativity - Decision Making. | 15 |
| III | Motivation and Emotion: Motivation: Definition - Motivational Concepts - Primary and Secondary Motives - Levels of Arousal - Yerke's-Dodson Law. Learned Motives - Hierarchy of Motives. Emotion: Definition - Elements of Emotional Experience - Physiological Correlates of Emotion - Theories of Emotion: James-Lange, Cannon-Bard, Schachter-Singer, Evolutionary, Opponent Process - Facial Feedback Hypothesis - Cognition and Emotion. | 15 |
| IV | Intelligence: Definition - Intelligence as a Process - Structure of Intelligence - Approaches: Spearman, Thurstone, Cattell, Triarchic, Multiple Intelligences: PASS Model - Intelligence and Creativity - Concept of IQ - Evolution of Intelligence Testing - Extremes of Intelligence - Determiners of Intelligence - Emotional Intelligence. | 15 |
| V | Personality: Definition - Self Concept of Personality - Determinants - Early Approaches - Psychodynamic Approaches - Neo Freudian Approaches - Trait Theories - Humanistic Perspective - Social-Cognitive Perspective – Cultural Perspective. | 15 |
| Total Hours | | 75 |
| Text Books | | |
| 1. | Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2021). Introduction to psychology, 7th ed. New Delhi: Tata McGraw Hill. | |
| 2. | Baron, R.A. (2017). Psychology, 5th ed. New Delhi: Pearson Education. | |
| Reference Books | | |
| 1. | Mishra, B. K. (2016). Psychology: The study of human behaviour. New Delhi: Prentice Hall of India. | |
| 2. | Whiten, W. (2016). Psychology: Themes and variations, 5th ed. New York: Brooks/Cole Publishing Co. | |
| 3. | Kalat, J. W. (2022). Introduction to psychology. Cengage. | |
| 4. | Gazzaniga, M. S., Heatherton, T. F., Halpern, D. F., & Heine, S. J. (2016). Psychological Science, 5th Canadian Edition, W.W. Norton & Company, New York. | |
| 5. | Myers, D.G. (2024). Psychology 9th edition. New York, Worth publishers. | |
| Web Resources (Swayam / NPTEL) | | |
| 1. | https://nptel.ac.in/courses/109105116&sa%3Dd&source%3Deditors&ust%3D1713345927563202&usg%3Daovvaw33fvseahfgk9vawvm50p | |
| 2. | https://nptel.ac.in/courses/109103142&sa=D&source=editors&ust=1713345927587500&usg=AOvVaw0NgeuielO_6gTaDPB11Zvl | |
| 3. | https://nptel.ac.in/courses/109104105&sa=D&source=editors&ust=1713345927596747&usg=AOvVaw1NzY6bKi0WUOei6T7uSPM1 | |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-------------------------------|-----------|--------------|---------|
| 24BPY24C | Developmental Psychology - II | Core - IV | 5 | 4 |

Course Objectives

The course intends to cover

- The growth and development including how one talks, feels, makes friends, and stays safe as one gets older.
- The intricate transformations that occur in both body and mind during the teenage years.
- Vital life skills that are necessary to confront challenges in middle age and adopt to get older.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|--|--|-----------------|
| CLO1 | Remember and understand childhood development and potential hazards to design effective educational programs and interventions for children. | K1, K2 |
| CLO2 | Understand the substantial transformations that occur during adolescence to design efficient educational programs and support systems for teenagers. | K1, K2 |
| CLO3 | Examine the significance of acquiring essential life skills during the transition to early adulthood, effectively maneuvering through personal and professional challenges. | K4 |
| CLO4 | Apply and analyze the complexities of decision-making for middle-aged individuals, particularly concerning career shifts and financial decisions, to develop effective support strategies tailored to their needs. | K3, K4 |
| CLO5 | Apply the strategies aimed at adapting lifestyles and effectively coping with the challenges presented by aging. | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze | | |

CLO - PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------------------------------|------|------------------------------|------|-------------------------|------|
| CLO1 | - | - | 1 | 2 | 2 |
| CLO2 | - | - | 3 | 2 | 2 |
| CLO3 | 1 | 1 | 2 | 2 | 2 |
| CLO4 | 1 | 1 | 1 | 2 | 2 |
| CLO5 | 1 | 1 | 2 | 2 | 2 |
| 3 - Substantial (high) | | 2 - Moderate (medium) | | 1 - Slight (low) | |

Core - IV: Developmental Psychology - II

| Unit | Content | No. of Hours |
|--------------------------------|---|--------------|
| I | Childhood: Introduction - Characteristics of Childhood - Speech Improvement - Emotional Expression - Social Behaviour - Moral Development - Hazards of Childhood. | 15 |
| II | Adolescence: Introduction - Characteristics - Developmental Tasks - Physical Changes - Social and Morality Changes - Sex-role Typing - Family Relationships - Physical and Psychological Hazards. | 15 |
| III | Adulthood: Introduction - Characteristics - Developmental Tasks - Personal & Social Hazards – Vocational and Family Adjustment - Marital Adjustment - Hazards. | 15 |
| IV | Middle Age: Introduction - Characteristics - Developmental Tasks - Adjustment to Mental and Social Changes - Vocational Adjustment - Family Adjustment - Hazards. | 15 |
| V | Old Age: Introduction - Characteristics - Problems Unique to Old Age - Physical Adjustment - Adjustment to Motor Ability - Mental Adjustment - Vocational Adjustment - Adjustment to Retirement - Coping with Family Life - Hazards. | 15 |
| Total Hours | | 75 |
| Text Books | | |
| 1. | Santrock, J.E (2021). Child Development, New Delhi: Tata McGraw Hill Publishing Company. | |
| 2. | Hurlock, E.B (2017). Child Development (6 th ed.) London: McGraw Hill Book Company | |
| 3. | Hurlock, E.B (2017). Developmental Psychology-A Life span Approach. (5th ed.) New Delhi: Tata McGraw Hill Publishing Company. | |
| Reference Books | | |
| 1. | Berk, L.E (2017). Child Development (9th ed). New Delhi: Pearson Education Pvt Ltd. | |
| 2. | Papalia, D.E et.al (2017). Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company. | |
| 3. | Santrock, J.E (2021). Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company. | |
| 4. | Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2019). Developmental psychology. McGraw Hill | |
| Web Resources (Swayam / NPTEL) | | |
| 1. | https://nptel.ac.in/courses/109103395&sa=D&source=editors&ust=1713345927610301&usg=AOvVaw2-f8CnvcAd_sCu0jfG8Nm7 | |
| 2. | https://nptel.ac.in/courses/109104398&sa=D&source=editors&ust=1713345927621391&usg=AOvVaw0aHQU7i3_D1c8aVnGaLqWR | |
| 3. | https://nptel.ac.in/courses/109106403&sa=D&source=editors&ust=1713345927625351&usg=AOvVaw2qT92EAXh_LdzKALPNkUpN | |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|------------------------------|---------------|--------------|---------|
| 24BPY25P | Experimental Psychology - II | Core Lab - II | 4 | 2 |

| S.No | List of Practicals | No. of Hours |
|---------------------------------------|---|--------------|
| I | Perception: | 24 |
| 1. | Depth Perception | |
| 2. | Size Constancy Apparatus | |
| 3. | Kinesthetic Figural After Effect | |
| 4. | Muller Lyer Illusion | |
| II | Feeling and Emotion | 2 |
| 1. | Judging Emotions from Photographs | |
| III | Motivation | 4 |
| 1. | Motivation Analysis Test | |
| 2. | Achievement Motivation Scale | |
| 3. | Social Motive Scale | |
| IV | Reaction Time | 18 |
| 1. | Simple Reaction Time | |
| 2. | Choice Reaction Time | |
| 3. | Association Reaction Time | |
| V | Learning | 10 |
| 1. | Maze Learning Apparatus | |
| 2. | Habit Interference | |
| VI | Aptitude | 2 |
| 1. | Clerical Aptitude | |
| Total Hours | | 60 |
| Text Books | | |
| 1. | Anastasi and Urbina (2010). Psychological Testing (7th Ed.) New Delhi. PHI Learning Pvt. Ltd. | |
| 2. | Rajamanickam (2005). Experimental Psychology, Vol 1 & Vol II, New Delhi: Concept Publishing Company. | |
| Reference Books | | |
| 1. | Collins & Drever, J (1968). Experimental Psychology: Ludhiana: Lyall Book Depot | |
| 2. | Kuppuswamy. B (2013). Elementary Experiments in Psychology, Madras: Oxford Publishing Press. | |
| 3. | Woodworth, R.S. and Schlosberg H. (2015) Experimental Psychology. New Delhi: Oxford Publishing Co. | |
| 4. | Freeman F.S. (2018). Theory and Practice of Psychological Testing: New Delhi: Oxford and IBH Publishing Co. | |
| Web Resources (Swayam / NPTEL) | | |
| 1. | https://www.classcentral.com/course/ethics-of-psychological-research-205930 | |
| 2. | https://www.classcentral.com/institution/cec | |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|--------------------|-------------|--------------|---------|
| 24BPY26A | Biopsychology - II | Allied - II | 4 | 3 |

Course Objectives

The course intends to cover

- The intricate connection between bodily functions, emotions, and daily rhythms, understanding how they mutually influence each other.
- The obscure ways in which alterations within one's body, physiological or biochemical, can influence cognitive processes and behaviors.
- Understanding why brain health is crucial and how it relates to conditions like neurodegeneration.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|--|--|-----------------|
| CLO1 | Recall how body's mechanisms generate emotions and biological clock mechanisms are helpful in refining time management strategies. | K1 |
| CLO2 | Understand how the body's processes of learning, synaptic plasticity, and conditioning can optimize teaching methods, therapy techniques, and skill development programs. | K2 |
| CLO3 | Analyze the limbic system's role in memory and retrieval to leverage methods for enhancing memory and learning outcomes in educational and therapeutic settings. | K4 |
| CLO4 | Understand how cultural norms, socioeconomic factors, and biological influences intersect to shape reproductive behaviors in diverse populations. | K2 |
| CLO5 | Apply and analyze the practical ramifications of neurological, degenerative, and developmental disorders on individuals' daily lives, encompassing their social interactions, educational endeavors, and overall well-being. | K3, K4 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 – Analyze | | |

CLO - PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|------------------------|------|-----------------------|------|------------------|------|
| CLO1 | 1 | 2 | - | 1 | 1 |
| CLO2 | 3 | 3 | 1 | 2 | 1 |
| CLO3 | 2 | 2 | - | 2 | 2 |
| CLO4 | 3 | 2 | 1 | 1 | 2 |
| CLO5 | 3 | 3 | 2 | 3 | 2 |
| 3 - Substantial (high) | | 2 - Moderate (medium) | | 1 - Slight (low) | |

Allied - II: Biopsychology - II

| Unit | Content | No. of Hours |
|--------------------------------|---|--------------|
| I | Physiology of Emotions: Emotion as Response Patterns: Fear, Anger, and Aggression - Hormonal Control of Aggressive Behaviour - Communication of Emotions - Feelings of Emotions - Wakefulness and Sleep - Mechanisms of the Biological Clock. | 12 |
| II | Physiological Basis of Learning: Nature - Learning and Synaptic Plasticity - Mechanisms of Synaptic Plasticity, Long Term Depression - Perceptual Learning - Physiology of Classical Conditioning and Instrumental Conditioning. | 12 |
| III | Physiological Basis of Memory: Relational Learning - Human Anterograde Amnesia - Anatomy of Anterograde Amnesia - Failure of Relational Learning - Role of Hippocampal Formation in Spatial Memory - Relational Learning in Laboratory Animals. | 12 |
| IV | Physiology of Reproductive Behaviour: Hormonal Control of Sexual Behaviour: Female Reproductive Cycles and Laboratory Animals - Androgens and Sexual Differentiation - Chemical Communication and Sexual Behaviour - Neural Control of Sexual Behaviour. | 12 |
| V | Neurological Disorders: Nervous Disorders: Tumours, Seizure Disorders, Cerebrovascular Accidents - Disorders of Development - Degenerative Disorders: Transmissible Spongiform Encephalopathies, Parkinson's Disease, Huntington's Disease, Alzheimer's Disease, Multiple Sclerosis - Disorders Caused by Infectious Diseases. | 12 |
| Total Hours | | 60 |
| Text Books | | |
| 1. | Carlson R.N. (2017). Foundations of Physiological Psychology (6th Ed.). New Delhi, Pearson Education, Inc | |
| 2. | James W. Kalat, (2023); Biopsychology, New Delhi; Cengage Learning India Pvt Ltd | |
| 3. | Pineal, J. P. J. (2021). Biopsychology (6 th Ed.), India, Dorling Kindersley. | |
| Reference Books | | |
| 1. | Schneider, A.M. & Tarshis, B. (1986). An Introduction to Physiological Psychology. (3 rd Ed.). New York: Random House, Inc. | |
| 2. | Baron, R.A. (2017). Psychology, 5th ed. New Delhi: Pearson Education. | |
| 3. | Gerrig, R. J & Zimbardo, P. G. (2002). Psychology and life (16th Ed). USA: Allyn & Bacon publishers. | |
| 4. | Myers, D.G (2011). Psychology 12th edition. New York, Worth publishers. | |
| Web Resources (Swayam / NPTEL) | | |
| 1. | https://www.classcentral.com/course/memory-and-movies-5254 | |
| 2. | https://www.classcentral.com/course/behavioralecon-424 | |
| 3. | https://www.classcentral.com/course/xseries/the-university-of-queensland-introduction-18490 | |

**Components for Internal Assessment and
Distribution of Marks for CIA and ESE (Theory)**

| Max Marks | Marks for | | Components for CIA | | | | | | | | | |
|-----------|-----------|-----|--------------------|-----------|----------|-----------|------------------------|--------|-----------|------------|-------------------|-------|
| | CIA | ESE | CIA – I | | CIA – II | | Best of CIA-I & CIA-II | Model | | Attendance | Active Engagement | Total |
| 100 | 25 | 75 | Actual | Weightage | Actual | Weightage | Weightage | Actual | Weightage | 5 | 5 | 25 |
| | | | 50 | 5 | 50 | 5 | 5 | 75 | 10 | | | |

Question Paper Pattern

| Component | Duration in Hrs. | Section A | | | Section B | | | Section C | | | Total |
|-----------------|------------------|------------------|------------------|---------|------------------|------------------|--------|------------------|------------------|--------|-------|
| | | Type of question | No. of questions | Marks | Type of question | No. of questions | Marks | Type of question | No. of questions | Marks | |
| CIA – I & II | 2 | MCQ | 8 | 8x1=8 | Either or | 3 | 3x6=18 | Either or | 3 | 3x8=24 | 50 |
| Model Exam /ESE | 3 | MCQ | 10 | 10x1=10 | Either or | 5 | 5x5=25 | Either or | 5 | 5x8=40 | 75 |

**Components for Internal Assessment and Distribution of Marks
for CIA (Lab)**

| Max Marks | Marks for | | Components for CIA | | | | | | | |
|-----------|-----------|-----|--------------------|-----------|-----------|-----------|--------|-----------|-------------|-------|
| | CIA | ESE | Test – I | | Test - II | | Model | | Observation | Total |
| 100 | 40 | 60 | Actual | Weightage | Actual | Weightage | Actual | Weightage | 5 | 40 |
| | | | 50 | 10 | 50 | 10 | 60 | 15 | | |

Examination Pattern

| Component | Duration in Hrs. | Marks | | | Weightage |
|-----------|------------------|-----------|--------|-------------|-----------|
| | | Practical | Record | Total Marks | |
| Test – I | 2 | 50 | - | 50 | 10 |
| Test – II | 2 | 50 | - | 50 | 10 |
| Model | 3 | 60 | - | 60 | 15 |
| ESE | 3 | 50 | 10 | 60 | - |

Part – IV : Foundation Courses

(All the Undergraduate Programmes)

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|--------------|----------|--------------|---------|
| 24HUM2FC | Human Rights | FC - II | 2 | 2 |

| Unit | Content |
|------|--|
| I | <p>Concept of Human Values, Value Education Towards Personal Development</p> <p>Aim of Education and Value Education; Evolution of Value Oriented Education; Concept of Human Values; Types of Values; Components of Value Education.</p> <p>Personal Development:</p> <p>Self-analysis and Introspection; Sensitization towards Gender Equality, Physically Challenged, Intellectually Challenged. Respect to - Age, Experience, Maturity, Family Members, Neighbors, Co-workers.</p> <p>Character Formation towards Positive Personality:</p> <p>Truthfulness, Constructively, Sacrifice, Sincerity, Self-Control, Altruism, Tolerance, Scientific Vision.</p> |
| II | <p>Value Education Towards National and Global Development</p> <p>National and International Values:</p> <p>Constitutional or National Values - Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, and Fraternity.</p> <p>Social Values - Pity and Probity, Self-Control, Universal Brotherhood.</p> <p>Professional Values - Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, and Faith.</p> <p>Religious Values - Tolerance, Wisdom, Character.</p> <p>Aesthetic Values - Love and Appreciation of Literature and Fine Arts and Respect for the Same.</p> <p>National Integration and International Understanding.</p> |
| III | <p>Impact of Global Development on Ethics and Values</p> <p>Conflict of Cross-Cultural Influences, Mass Media, Cross-Border Education, Materialistic Values, Professional Challenges, and Compromise.</p> <p>Modern Challenges of Adolescent Emotions and Behavior; Sex and Spirituality: Comparison and Competition; Positive and Negative Thoughts.</p> <p>Adolescent Emotions, Arrogance, Anger, Sexual Instability, Selfishness, Defiance</p> |

| Unit | Content |
|------|--|
| IV | Therapeutic Measures Control of the Mind through <ol style="list-style-type: none"> Simplified Physical Exercise Meditation – Objectives, Types, Effect on Body, Mind and Soul Yoga – Objectives, Types, Asanas Activities: <ol style="list-style-type: none"> Moralisation of Desires Neutralisation of Anger Eradication of Worries Benefits of Blessings |
| V | Human Rights <ol style="list-style-type: none"> Concept of Human Rights – Indian and International Perspectives <ol style="list-style-type: none"> Evolution of Human Rights Definitions under Indian and International Documents Broad Classification of Human Rights and Relevant Constitutional Provisions. <ol style="list-style-type: none"> Right to Life, Liberty and Dignity Right to Equality Right against Exploitation Cultural and Educational Rights Economic Rights Political Rights Social Rights Human Rights of Women and Children <ol style="list-style-type: none"> Social Practice and Constitutional Safeguards <ol style="list-style-type: none"> Female Feticide and Infanticide Physical Assault and harassment Domestic Violence Conditions of Working Women Institutions for Implementation <ol style="list-style-type: none"> Human Rights Commission Judiciary Violations and Redressal <ol style="list-style-type: none"> Violation by State Violation by Individuals Nuclear Weapons and terrorism Safeguards |

| Web Resources | |
|---------------|---|
| 1. | https://syllabus.b-u.ac.in/syl_college/ug_ve.pdf |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-------------|-----------|--------------|---------|
| 24SOF2AE | Soft Skills | AECC - II | 2 | 2 |

Course Objectives

The course intends to cover

- The essential soft skills that is crucial for success in today's dynamic and interconnected workplace.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|---|---|-----------------|
| CLO1 | Understand the comprehensive skills to participate actively in conversation, writing short texts with expression | K1, K2, K3 |
| CLO2 | Infer the cohesive devices to describe and discuss any objects, pictures using compound, complex sentence forms. | K2, K3 |
| CLO3 | Comprehend the logic in the given situation to organize the ideas to write formal and informal letters. | K2, K3 |
| CLO4 | Understand the given material to organize it in a logical sequence to present a paragraph with main and supporting ideas with concluding sentences. | K3 |
| CLO5 | Present valuable ideas in conversation to emulate the main ideas and key points in short essays. | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; | | |

Ability Enhancement Compulsory Course - II : Soft Skills

| Unit | Details | No. of Hours |
|------|---|--------------|
| I | <p>Presentation Skills : Getting to Know You: Grammar: Introduction to Tenses; Listening: Fill in the blanks; Speaking: Self Introduction, Everyday English, Role-Play; Reading: Different ways of communication. My Day: Grammar: Present simple positive & negative / Adverbs of Frequency; Vocabulary & Speaking: Daily Activities; Listening: Observe and Answer / Telling the time; Reading & Writing: Describe where you live. Your World: Grammar: Possessive determiners; Vocabulary & Speaking: Talk about countries, nationalities; Listening: Positive & negative contractions; Reading & Writing: Personal profile. The World Of Work: Grammar: Yes/No & Wh Questions; Vocabulary & Speaking: Jobs; Listening: Recognize the schwa sound; Reading & Writing: Opening and closing an email. Places And Things: Grammar: There is / there are, articles; Vocabulary & Speaking: Talk about rooms & furniture; Listening: Directions; Reading & Writing: Imperatives. 24 Hours: Grammar: Likes & Dislikes; Vocabulary & Speaking: Speak about hobbies and interests; Listening: Observe & answer; Reading: Match the photos with descriptions; Writing: Write complete sentence using prompts;</p> | 6 |
| II | <p>Confidence : Clothes and Shopping: Grammar: Modal verbs / Adverbs of Frequency / Adjectives and Adverbs; Vocabulary & Speaking: Shopping; Listening: Observe and Answer; Reading & Writing: Product Review. Travel & Transport: Grammar: Past simple questions; Vocabulary & Speaking: Talk about holidays; Listening: At the train station; Reading & Writing: Email - A perfect holiday. Health & Fitness: Grammar: Past simple irregular verbs; Vocabulary & Speaking: Talk about a healthy lifestyle; Listening: Listen & Answer; Reading & Writing: Time sequencers. Music: Grammar: Present perfect simple; Vocabulary & Speaking: Survey about music; Listening: Listen two people talk about music; Reading: Use adjectives and create sentences. Let's go shopping: Grammar: Countable & Uncountable; Vocabulary & Speaking: Town Survey; Listening: Listen and answer; Reading & Writing: Read and match</p> | 6 |
| III | <p>Creativity :Cooking & Eating: Grammar: Some & Any, Quantifiers; Vocabulary & Speaking: Food & Drink; Listening: Kitchen conversation; Reading & Writing: Article reading & answering. Survival: Grammar: Comparison of adjectives; Vocabulary & Speaking: Describing people; Listening: Listen & Answer; Reading & Writing: Read and Answer. Working Together: Grammar: Verb + Noun phrases; Vocabulary & Speaking: Talk about technology; Listening: Listen & Answer; Reading & Writing: Notice. Music: Grammar: Present perfect simple; Vocabulary & Speaking: Survey about music; Listening: Listen two people talk about music; Reading: Use adjectives and create sentences. Culture and Arts: Grammar: Present perfect; Vocabulary & Speaking: Speak on the phone; Listening: Listen and answer; Reading & Writing: Review</p> | 6 |

| Unit | Content | No. of Hours |
|--------------------|---|--------------|
| IV | Problem-Solving :Do's and Don'ts: Grammar: Modal verbs; Vocabulary & Speaking: Role play; Listening: Holidays in January; Reading & Writing: Article reading & answering. Body: Grammar: First conditional; Vocabulary & Speaking: Personality & Appearance; Listening: Listen to conversations about personality; Reading & Writing: Read and Answer about your skills. Speed: Grammar: Present simple passive; Vocabulary & Speaking: Talk about relationships; Listening: Listen & Answer; Reading & Writing: Error spotting. Work: Grammar: Adverbs of manner; Vocabulary & Speaking: Talk about work advice; Listening: Observe & Answer; Reading: Read & check your ideas | 6 |
| V | Critical Thinking : Influence: Grammar: would / past habits; Listening: Sentence Correction; Speaking & Vocabulary: Your inspiration; Reading: Picture description; Writing: Rewrite the sentences. Money: Grammar: Second conditional; Listening: radio programme; Speaking & Vocabulary: Talk about games; Reading & Writing: Fill in the blanks. Things that changed the world: Grammar: articles; Speaking & Listening: Talk about chewing gum; Reading & Writing: Read and write a book review | 6 |
| Total Hours | | 30 |

Components for and Distribution of Marks for ESE (Theory)

Ability Enhancement Compulsory Course(AECC)

| Duration in Hrs. | Mode of exam | Type of Questions | No. of Questions | Marks |
|------------------|--------------|-------------------|------------------|---------|
| 2 | Online | MCQ | 50 | 50x1=50 |

