

ST. JOSEPH'S COLLEGE OF ARTS & SCIENCE (AUTONOMOUS),  
CUDDALORE – 1

## DEPARTMENT OF PSYCHOLOGY

CURRICULUM TEMPLATE

## All the UG First years

S:no	Subject/ Semester	Subject Code	Stream	Paper	Hours/ Week	Marks	Credits
1	Value Education/ I Semester	VE101T	Arts & Science	IV	2	75- Written exam 25- Internals	2
3	Dynamics of Personality/ II Semester	EPD201T	Arts & Science	IV	2	75- Written exam 25- Internals	2

## COURSE OUTCOMES (COs)

## Semester I

## VE101T- VALUE EDUCATION

- CO1: Understand the meaning, concept of value and also enrich the importance of value education in their personal life.
- CO2: Understand about learning, types of learning, the influence of learning through modeling, observational learning.
- CO3: Meaning of memory, knowledge about various stages of memory, techniques to improve memory span.
- CO4: Knowledge about Emotion, importance of positive emotions, understands the effects of unpleasant emotions.
- CO5: Get knowledge about Intelligence, the influence of hereditary and environment in determining intelligence,

SEMESTER-I	TITLE OF THE PAPER: VALUE EDUCATION COURSE CODE VE101T					HOURS: 2	CREDITS:2
COURSE OUTCOMES	PROGRAMME OUTCOMES(PO)					MEAN SCORE OF CO'S	
	PO1	PO2	PO3	PO4	PO5		
CO1	5	5	4	5	4	4.6	
CO2	5	5	5	5	4	4.8	
CO3	4	4	4	4	5	4.2	
CO4	4	4	4	4	5	4.2	
CO5	4	4	4	4	4	4	
	Mean score					4.4	

**Result:** the score of this course is 4.4 (High)

Association	1%-20%	21%-40%	41%-60%	61%-80%	81%-100%
Scale	1	2	3	4	5
Interval	0<=rating<=1	1.1<=rating<=2	2.1<=rating<=3	3.1<=rating<=4	4.1<=rating<=5

This Course is having **VERY HIGH** association with Programme Outcome

All UG I Year		VE101T
Semester-I	Value Education	HRS/Week-2
Paper-IV		Credit-2

**OBJECTIVES:**

1. To impart knowledge for the integrated growth of the students
2. To analyze themselves and to put forth their acceptable behavior
3. To inculcate values among the students to lead a happy life.

**Unit-I**

Values-Definition- Concept -Sources of values-Characteristics of values-Classification of values-Importance of value education-Erosion of values-Political erosion-social erosion-economic erosion.

**Unit-II**

Learning-Pavlov and classical conditioning-operant conditioning-learning by insight –the modeling process and transmission of response information-kind of modeling-observational learning.

**Unit-III**

Memory-concept-information processing approach-sensory information stage-short term memory-memory categories-measuring memory-memory span-total learning method.

**Unit-IV**

Emotion-concept of emotions-displacement-positive emotions-theories of emotion-the james-lange theory of emotion-cannon-bard theory of emotion-the facial feedback theory-Averill's social theory.

**Unit-V**

Intelligence-major intelligence test-binet-Simon test-Wechsler's test-theories of intelligence-spearman's two factor theory-Sternberg's triarchic theory of intelligence-determinants of intelligence.

**Reference books**

- Hilgard, E.R., Atkinson, R.C. and Atkinson,R.L.Introduction to psychology (5<sup>th</sup> Ed) Jovanovich ,Harcourt Brace,1971.
- Parameswaran,E.G. and Beena, C.Invitation to psychology. New Delhi, Tata McGraw-Hill Publishing co Ltd.1988.
- Ghorpade M.B.Essentials of psychology (2<sup>nd</sup> Rev.Ed.)Bombay,Himalayas publishing house,1980.

- Baron, R.A, Byrne, D and Kantowitz, B.H. Psychology, understanding human Behaviour. NY. Holt, Rinehart and Winston, 1980.

**Question pattern (CIA)****Section-A**

Answer all the Questions (15x1=15)

**Section-B**

Answer any seven from the following (7x5=35)

**Question pattern -Semester****Section-A**

Answer all the Questions (20x1=20)

**Section-B**

Answer any five from seven of the following (5x5=25)

**Section-C**

Answer all the Questions, either or pattern (3x10=30)

**Course Outcomes:****SEMESTER - II****DYNAMICS OF PERSONALITY**

- **CO1: Understand the meaning, determinants of personality and need for personality development.**
- **CO2: Understand theories behind personality, knowledge about defense mechanism.**
- **CO3: Get knowledge about stress, understand the causes of stress, and understand the various management techniques to overcome stress.**
- **CO4: Knowledge about mental health, understand the factors that influence mental health, methods to enhance mental health.**
- **CO5: Understand the importance of personality assessment, various techniques to asses' personality.**

SEMESTER-I	TITLE OF THE PAPER: DYNAMICS OF PERSONALITY COURSE CODE: EPD101T					HOURS: 2	CREDITS:2
COURSE OUTCOMES	PROGRAMME OUTCOMES(PO)					MEAN SCORE OF CO'S	
	PO1	PO2	PO3	PO4	PO5		
CO1	5	5	4	5	4	4.6	
CO2	5	5	5	5	4	4.8	
CO3	4	4	4	4	4	4	
CO4	4	4	4	4	4	4	
CO5	4	4	4	4	5	4.2	
Mean score						4.3	

**Result:** the score of this course is 4.3 (High)

Association	1%-20%	21%-40%	41%-60%	61%-80%	81%-100%
Scale	1	2	3	4	5
Interval	$0 \leq \text{rating} \leq 1$	$1.1 \leq \text{rating} \leq 2$	$2.1 \leq \text{rating} \leq 3$	$3.1 \leq \text{rating} \leq 4$	$4.1 \leq \text{rating} \leq 5$

This Course is having **VERY HIGH** association with Programme Outcome

<b>ALL UG I YEAR</b>	<b>Dynamics of personality</b>	<b>EPD 201T</b>
<b>SEMESTER - II</b>		<b>HRS/WEEK - 2</b>
<b>PAPER – IV</b>		<b>CREDIT - 2</b>

**OBJECTIVES**

- The meaning of the personality
- determinants of the personality
- Personality types and assessment to enhance mental health

**Unit-I**

Personality-meaning-Definition-Determinants of personality-Genetic Determinants-Social Determinants-cultural Determinants- Psychological Determinants-Development of personality -Need for personality development-Guidelines to improve personality.

**Unit-II**

Theories of personality-Freudian theory-Jung's analytical psychology-Defense mechanism-Displacement-Repression-Projection-Reaction formation-fixation and Regression-The dynamics of personality.

**Unit-III**

Stress –Concept of stress-Stressful situations and life transition-Stress arousing events-Personal crisis-Bereavement and grief- Stress coping skills-Assessing stress-social support.

**Unit-IV**

Mental Health-Concept-Definition-Factors that influence mental health-Significance of youth period-Specific mental health problems of rural youth.

**Unit-V**

Personality -Approaches and personality assessment-Uses of personality assessment-Projective techniques-Rorschach inkblot test-Thematic apperception test (TAT)

**Reference books**

- Wittig,A.E.and Williams G III.Psychology-An introduction.New Delhi.Mc Graw Hill Book Co (international student edition) 1984.
- Baron, R.A,Byrne, D and Kantowitz,B.H.Psychology,understanding human Behaviour.NY.Holt,Rinehart and Winston,1980
- De fruyt, f. [2001].personality and individual difference.
- Hall, C.S., &Lindzey, G.theories of personality
- Halle, larry.A &Ziegler Daniel.1981.personality theories,New Delhi ;mc craw hill ltd.

### **Question pattern (CIA)**

**Section-A**

Answer all the Questions (15x1=15)

**Section-B**

Answer any seven from the following (7x5=35)

### **Question pattern -Semester**

**Section-A**

Answer all the Questions (20x1=20)

**Section-B**

Answer any five from seven of the following (5x5=25)

**Section-C**

Answer all the Questions, either or pattern (3x10=30)