

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

**DEPARTMENT OF PSYCHOLOGY**

**CURRICULUM TEMPLATE**

**All the UG First years**

| <b>S:no</b> | <b>Part</b>   | <b>Hours/week</b> | <b>Credit</b> | <b>Course code</b> | <b>Course title</b>           | <b>CIA</b> | <b>ESE</b> | <b>Marks TOTAL</b> |
|-------------|---------------|-------------------|---------------|--------------------|-------------------------------|------------|------------|--------------------|
| 1           | IV<br>SEC -1  | 2                 | 2             | VE101A             | Value<br>Education            | 25         | 75         | 100                |
| 2           | IV<br>SEC - 1 | 2                 | 2             | EPD201A            | Dynamics<br>of<br>Personality | 25         | 75         | 100                |

**SYLLABUS**

|                      |                        |                   |
|----------------------|------------------------|-------------------|
| <b>All UG I Year</b> |                        | <b>VE101A</b>     |
| <b>Semester-I</b>    | <b>Value education</b> | <b>HRS/Week-2</b> |
| <b>Paper-IV</b>      |                        | <b>Credit-2</b>   |

**Objective**

**Understand the meaning, concept of value and also enrich the importance of value education in their personal life.**

**Course Outcomes:**

- **CO1: Understand the meaning, concept of value and also enrich the importance of value education in their personal life.**
- **CO2: Understand about Attitude and behavior, factors that influence attitude strength, change of attitude to match behavior.**
- **CO3: Get knowledge about positive psychology, keys to sustain happiness, identifying positive emotions.**
- **CO4: Knowledge about creative problem solving, guidelines for convergent and divergent thinking, advantages and disadvantages of group decision making.**

- **CO5: Get knowledge about soft skill, importance of leadership skill, enhancing leadership skill.**

Relationship matrix course outcomes and programme outcomes

| SEMESTER-I         | TITLE OF THE COURSE:<br>VALUE EDUCATION<br>COURSE CODE:<br>VE101A |     |     |     |     | HOURS:2            | CREDITS:2 |
|--------------------|---|-----|-----|-----|-----|--------------------|-----------|
| COURSE<br>OUTCOMES | PROGRAMME OUTCOMES(PO)  |     |     |     |     | MEAN SCORE OF CO'S |           |
|                    | PO1   | PO2 | PO3 | PO4 | PO5 |                    |           |
| CO1                | 4   | 4   | 3   | 4   | 4   | 3.9                |           |
| CO2                | 3   | 4   | 3   | 4   | 4   | 3.7                |           |
| CO3                | 4   | 4   | 4   | 3   | 4   | 3.8                |           |
| CO4                | 4   | 3   | 4   | 3   | 3   | 3.4                |           |
| CO5                | 4   | 3   | 4   | 3   | 3   | 3.5                |           |
| Mean Overall Score |   |     |     |     |     | 3.7                |           |

**Result:** the score of this course is 3.7 (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 **HIGH** association with Programme Outcome

## **Unit-I**

### **Values**

Meaning of values – concept - accomplishment and psychological energy - process of implementing values in our lives - acquiring social values - family in process of value formation - importance of moral values - cultural values - religious values - importance of value education.

## **Unit-II**

### **Attitude and Behavior**

Attitude formation - social factors-learning - classical conditioning – operant conditioning-attitude and behavior - Factors that Influence Attitude Strength - Attitudes Can Change to Match Behavior - Learning Theory of Attitude Change

## **Unit-III**

### **Positive psychology**

Definition of Positive Psychology - Positive mental Health - The five keys for sustainable happiness - Factors that influence happiness - Seligman's Model of Happiness- Promoting well-being - Practical exercises - Identifying Positive emotions

## **Unit-IV**

### **Creative Problem Solving**

Principles of Creative Problem Solving - Divergent and Convergent Thinking - The Dynamic Balance of Creativity – guidelines for Divergent and Convergent Thinking -decision making- decision making process - group vs. individual decision making - Group Decision Making - Advantages and Disadvantages

## **Unit-V**

### **Soft skill**

Meaning - characteristics of leadership - importance of leadership skill - Role of the Leader of an Institution.- As a motivator - As moral builder - As a co-ordinator - As a confidence builder- As a professional person - As a human relationship person –enhancing leadership skill

### **Text Book:**

1. Value education and Dynamics of personality

**Reference books:**

1. Bass, B. (1983) Organizational Decision Making. Illinois: Irwin; March, J. (1994) A Primer on Decision Making: How Decisions Happen. New York: Free Press; Harrison, F. (1994) The Managerial Decision Making Process. Boston: Houghton Mifflin
2. Chaiklin H. Attitudes, Behavior, and Social Practice. Journal of Sociology and Social Welfare. 2011.
3. Cribbin, James J. (1972) Effective Managerial Leadership. New York: AMAC
4. Locke, E., Schweiger, D. and Latham, G. (1986) 'Participation in Decision Making: Should it be Used?', Organisation Dynamics 14(3), 65–79.
5. Osborn, A.F. (1953/1963). Applied imagination: Principles and procedures of creative problem

**Question paper pattern**

**Theory examination**

**Continuous internal assessment (CIA) 25 Marks**

- |                                     |   |                |
|-------------------------------------|---|----------------|
| <b>1. Two internal examinations</b> | - | <b>15marks</b> |
| <b>2. Assignment/ seminar</b>       | - | <b>5marks</b>  |
| <b>3. Attendance</b>                | - | <b>5marks</b>  |

**Semester examination (75 marks/ 3hrs)**

**Section-A (20x1=20)**

Answer all the Questions

**Section-B (5x5=25)**

Answer any five from seven of the following

**Section-C (3x10=30)**

Answer all the Questions, either or pattern

|               |                         |            |
|---------------|-------------------------|------------|
| All UG I Year |                         | EPD201A    |
| Semester-II   | Dynamics of personality | HRS/Week-2 |
| Paper-IV      |                         | Credit-2   |

### Objective

To make the students to understand the determinants of personality and need for personality development.

### Course Outcomes:

- CO1: Understand the meaning, determinants of personality and need for personality development.
- CO2: Understands pro-social behavior, factors affecting helping behavior, effects of positive mood.
- CO3: Get knowledge about factors that influence mental health, ways to enhance mental health.
- CO4: Knowledge about motivation, classification and sources of motivation, advantages of motivation and goal setting theory.
- CO5: Understand the importance of personality assessment, various technique to asses personality.

Relationship matrix course outcomes and programme outcomes

| SEMESTER-II        | TITLE OF THE COURSE:<br>DYNAMICS OF PERSONALITY<br>COURSE CODE:<br>EPD201A |     |     |     |     | HOURS:2            | CREDITS:2 |
|--------------------|--|-----|-----|-----|-----|--------------------|-----------|
| COURSE<br>OUTCOMES | PROGRAMME OUTCOMES(PO)   |     |     |     |     | MEAN SCORE OF CO'S |           |
|                    | PO1  | PO2 | PO3 | PO4 | PO5 |                    |           |
| CO1                | 4  | 4   | 4   | 4   | 4   | 4                  |           |
| CO2                | 4  | 3   | 4   | 3   | 4   | 3.8                |           |
| CO3                | 4  | 3   | 3   | 3   | 3   | 3.3                |           |
| CO4                | 3  | 3   | 3   | 3   | 3   | 3.3                |           |
| CO5                | 3  | 3   | 3   | 3   | 3   | 3.2                |           |
| Mean Overall Score |  |     |     |     |     | 3.5                |           |

**Result:** the score of this course is 3.5 (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 **High** association with Programme Outcome

### Unit-1

#### Personality

Meaning – determinants of personality - biological factors - Physical Environment - psychological factors - familial determinants - cultural factors - Need for Personality Development - Guidelines to Improve Personality

### Unit-II

#### Pro-social behavior

Introduction – objectives - pro-social behavior and altruism - pro-social behavior in emergency situations - factors affecting helping behavior - effects of positive mood - theoretical perspectives

### Unit-III

#### Mental Health

Introduction of Health – definition - nature of mental health - determinants of mental health - biological factors - psychological factors - components of mental health - ways to enhance mental health

### Unit-IV

#### Motivation

Definition - characteristics of motivation - classification of motives - sources of motivation - Maslow's hierarchy - goal setting theory - advantages of motivation and goal setting theory

### Unit-V

#### Personality assessment

Meaning - Interview – observation - behavioral assessment - personality inventories - situational test - projective test - Rorschach Inkblot Test - Thematic Apperception Test (TAT) - Word Association Test - Sentence Completion Test.

#### Text Book:

1. Value education and Dynamics of personality

#### References Books;

1. David D.Burns,M.D.(2011)the feeling good by sage publications,

2. Hall, C.S,&Lindzey.G(1985).Theories of personality. New Delhi; Wiley eastern
3. Hurlock,E.B.(1974)Personality Development. New Delhi; Mcgraw Hill
4. Dr. k. Nagarajan, Psychology of Learning and Human development, Ram publishers, Chennai.
- 5 .Barry, C. M., & Wentzel, K. R. (2006). Friend influence on prosocial behaviour:

**Question paper pattern  
Theory examination**

**Continuous internal assessment (CIA) 25 Marks**

- |                                     |   |                |
|-------------------------------------|---|----------------|
| <b>1. Two internal examinations</b> | - | <b>15marks</b> |
| <b>2. Assignment/ seminar</b>       | - | <b>5marks</b>  |
| <b>3. Attendance</b>                | - | <b>5marks</b>  |

**Semester examination (75 marks/ 3hrs)**

**Section-A (20x1=20)**

Answer all the Questions

**Section-B (5x5=25)**

Answer any five from seven of the following

**Section-C (3x10=30)**

Answer all the Questions, either or pattern

**VALUE ADDED COURSE  
SYLLABUS**

| <b>DEPARTMENT</b> | <b>COURSE TITLE</b> | <b>COURSE CODE</b> |
|-------------------|---------------------|--------------------|
| PSYCHOLOGY        | CHILD CARE          | VAPY01             |

**OBJECTIVES**

- To develop an understanding about different aspects of child development from conception to infancy

**UNIT – I**

Fertilization – Importance of Conception – Prenatal Development – The Period of Prenatal Development.

**UNIT – II**

Hazards throughout prenatal development – Postnatal Period – Birth affects postnatal development.

**UNIT – III**

Characteristics of infancy – Physical Development during infancy – Cognitive and linguistic milestones of from birth to six months.

**UNIT – IV**

Cognitive and linguistic milestones during seven months to one year – Cognitive and linguistic milestones from 13 months to 18 months – Cognitive and linguistic milestones from age 19 months to 2 years.

**UNIT – V**

Physical development – Cognitive development – Emotion and Social development – Language – Sensory and Motor Development.

**REFERENCE BOOKS**

1. Hurlock, E: Developmental Psychology, Tata McGraw Hill Publishing co.
2. Papalia Diane E. Olds, Sally Wedokes, Human Development Tata McGraw Hill Publishing co.
3. Ismai Tharamarasseri, Growth and Development, Central University of Kashmir.