



ALAGAPPA UNIVERSITY



(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India



FACULTY OF EDUCATION ALAGAPPA UNIVERSITY COLLEGE OF EDUCATION



DIPLOMA IN COGNITIVE SCIENCE

REGULATIONS AND SYLLABUS

(For the candidates admitted from the
Academic Year 2022 - 2023)

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(A State University Accredited with “A+”
grade by NAAC (CGPA:3.64) in the Third
Cycle and Graded as Category-I University
by MHRD-UGC)

Karaikudi-630003, TamilNadu.

THE PANEL OF MEMBERS-BROAD BASED BOARD OF STUDIES

<p>Convener: Dr. J. E. Merlin Sasikala, Principal i/c, College of Education Teaching experience: 20 years, Research Experience: 15, Area of Research: Educational Psychology , Teacher Education and Educational Technology</p>	
<p>Foreign Subject Expert: Prof. Vinnaras Nithyanantham, Professor Education and Languages, Department of General Education, Lebanese French University, Iraq. Teaching experience: 17 years, Research Experience: 17,</p>	
<p>Subject Expert: Dr. I. Muthuchamy, Professor and Head, Department of Educational Technology, Bharathidasan University Tiruchirapalli. Teaching experience: 26 years, Research Experience: 26, Area of Research: Educational Technology and Education Psychology.</p>	
<p>Subject Expert: Dr. K. Chellamani Ph.D., Dean – Faculty of Education, Department of Education, Pondichery University, Pondichery. Teaching experience: 25 years, Research Experience: 26 , Area of Research: Educational Psychology, Research Design and Methods, Pedagogy of technology</p>	
<p>Subject Expert for Diploma in Cognitive Science Programme: Dr. A. Jahitha Begum, Professor and Head, Department of Education Gandhigram Rural Institute, Dindigul. Teaching experience: 16 years, Research Experience: 10, Area of Research: Cognitive Science, Communicative Competence</p>	
<p>Industry Expert: Mr. S. Rajapandian, Headmaster, Alagappa Model Higher Sec. School, Karaikudi. Teaching Experience: 25 years, Research Experience: 8 years, Area of Research: Chemical Science and Educational Psychology.</p>	
<p>Special Invitee: Prof. P. Sivakumar, Professor & Head, Department of Education (DDE), Alagappa University, Karaikudi. Teaching experience: 33 years, Research Experience: 26, Area of Research: Education Technology, Education Psychology and Curriculum Development</p>	
<p>Special invitee for Diploma in Cognitive Science Programme: Dr. J. Sujathamalini, Professor & Head, Dean of Education, Department of Special Education and Rehabilitation Science Alagappa University, Karaikudi. . Teaching experience: 20 years, Research Experience: 15, Area of Research: Educational Psychology and Special Education and Education</p>	

<p>Student Alumni: Dr. AR. Saravanakumar, Assistant Professor & Head i/c, Department of History, Alagappa University, Karaikudi. Teaching experience: 25 years, Research Experience: 15, Area of Research: Teaching Strategies, Education Psychology and Special Education</p>	
<p>Ex-Officio Member: Dr. V. Sivakumar, Director, Curriculum Development Cell, Alagappa University, Karaikudi-03. Teaching experience: 20 years, Research Experience: 11, Area of Research: Marketing Management, Agricultural Marketing, International Logistics, Retail Logistics, Consumer Research</p>	
<p>Member: Dr. C. Anbuchelvan, Assistant Professor in Commerce College of Education, Teaching experience: 15 years, Research Experience: 10, Area of Research: Educational Psychology and technology.</p>	
<p>Member: Dr. A. Pio Albina, Assistant Professor in Mathematics, College of Education, Teaching experience: 13 years, research Experience: 11, Area of Research: Mathematics Education and technology</p>	
<p>Member: Dr. M. Parimala Fathima, Assistant Professor, in Physical Science, College of Education, Teaching experience: 18 years, research Experience: 18, Area of Research: Cognitive Science Education and Teaching competency.</p>	
<p>Member: Dr. M. Suganthi, Assistant Professor in Tamil, College of Education, Teaching experience: 18 years, research Experience: 15, Area of Research: Teaching of Tamil, Psychology, Sociology.</p>	
<p>Member: Dr. R. Portia, Assistant Professor in Education, College of Education, Teaching experience: 16 years, research Experience: 16, Area of Research: Educational Psychology, Guidance and Counselling.</p>	
<p>Member: Dr. J. Jayachithra, Assistant Professor in Education, College of Education, Teaching experience: 13 years, research Experience: 12, Area of Research: Life skills, Psychology.</p>	
<p>Member: Dr. M. Sanmuga Revathi, Assistant Professor in Education, College of Education, Teaching experience: 13 years, research Experience: 7, Area of Research: Bio cognition, meta cognition.</p>	
<p>Member: Dr. G. Sivakumar, Assistant Professor in Education, College of Education, Teaching experience: 15 years, research Experience: 9, Area of Research: Primary Education</p>	

<p>Member: Dr. G. Rajeswari, Assistant Professor in Biological Science, College of Education, Teaching experience: 13 years, research Experience: 12, Area of Research: Life skills, Psychology, Biological Science</p>	
<p>Member: Mr. I. Lenin, Assistant Professor in Education, College of Education, Teaching experience: 6 years, research Experience: 4, Area of Research: Social Emotional Learning</p>	
<p>Member: Dr. A. Rube Jesintha, Assistant Professor in Physical Education, College of Education, Teaching experience: 06 years, Research Experience: 12, Area of Research: Physical and yoga Education.</p>	
<p>Member: Mrs. EMN. Sharmila, Arts & Crafts Instructor, College of Education, Teaching experience: 8 years, research Experience: 04, Area of Research: Arts and crafts and computer applications</p>	



DIPLOMA IN COGNITIVE SCIENCE EDUCATION

Introduction:

Diploma in cognitive science is a six months programme. Cognitive science is the interdisciplinary, scientific study of the mind and its processes. It examines the nature, the tasks, and the functions of cognition (in a broad sense). Cognitive scientists study intelligence and behavior, with a focus on how nervous systems represent, process, and transform information. The typical analysis of cognitive science spans many levels of organization, from learning and decision to logic and planning; from neural circuitry to modular brain organization. The fundamental concept of cognitive science is that "thinking can best be understood in terms of representational structures in the mind and computational procedures that operate on those structures. Accordingly the course contains with a view to inspire young graduates to identify, analyze and evaluate the cognitive process.

Programme Objectives:

- To acquaint with theories of human cognitive development
- To acquire knowledge about meaning, concept and scope of cognitive science
- Define cognitive science, and identify their key characteristics and principles.
- To familiarize with research in human cognitive development.
- To understand mind and its processes
- To understand the knowledge and functions of cognition, meta cognition and neurocognition
- To aware of mental processes and problem-solving.
- To identify, analyze, and evaluate cognitive processes.
- Identify and describe the different types of testing devices used in guidance, such as intelligence tests, aptitude tests, and interest inventories.
- Acquire knowledge, skills needed for effective teaching, strengthen their physical well -being and improve mental health in order to cope up with classroom problems.

PROGRAMME OUTCOMES (POs)

Programme Outcomes (POs): Diploma in Cognitive Science

After successful completion of the programme, the Pre-service teachers will be able to

PO1	Pedagogical Excellence: Pre-service teachers learn to use effective teaching strategies and create instructional materials that improved student learning. They understand a personal educational philosophy to guide their teaching learning process.
PO2	Professional Development: Pre-Service Teachers demonstrate a deep understanding of educational theories and principles, including learning, teaching, assessment, and action research for Cognitive Development.
PO3	Communication Skills: Pre-Service Teachers able to communicate effectively and professionally with diverse audiences, including students, colleagues, parents, and community members.
PO4	Assessment and Evaluation: Pre-service teachers able to design, implement, and evaluate assessments that accurately measure student learning and provide meaningful feedback to learners.
PO5	Technical Expertise: Pre-service teachers to integrate educational technology effectively into instructional practices to improve teaching and learning in Cognitive Science Education.

PO6	Diversity and Inclusion: Pre-service teachers able to create inclusive learning environments that respect and value diversity, including cultural, linguistic, and ability differences.
PO7	Professionalism and Ethical Conduct: Pre-service teachers demonstrate professionalism and ethical conduct in their interactions with students, colleagues, and other stakeholders in the educational process.
PO8	Collaborative and Leadership Skills: Pre-service teachers able to work collaboratively with other educators and stakeholders and children with special needs to achieve educational goals, effectively lead and manage educational institutions and systems.
PO9	Community Engagement: Pre-service teachers engage with local communities to develop and deliver educational programs that meet the needs of diverse learners.
PO10	Lifelong Learning and Continuous Improvement: Pre-service teachers able to demonstrate a commitment to ongoing reflection, self-assessment, and professional development to improve their practice.

PROGRAMME SPECIFIC OBJECTIVES (PSOs)

After the successful completion of the Diploma program, the students are expected to

PSO	Statement
PSO1	Analyse the impact of nature versus nurture on human Cognitive development.
PSO2	Explain how individual differences affect learning and the role of the practitioner in addressing those differences.
PSO3	Discuss the importance of emotional intelligence and its role in academic and social success.
PSO4	Apply principles of cognitive development to design appropriate teaching strategies for learners of different ages and also children with special needs .
PSO5	Critique the effectiveness of different teaching strategies and also practicing assessment methods in promoting student learning.

Eligibility for Admission:

Applicants must have qualified any UG degree. There is no upper age limit getting admission.

Attendance:

The minimum attendance of students shall have to be 80% for the programme.

Assessment / Evaluation:

The performance of a student in each course evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by a continuous internal assessment by the concerned course teacher by internal assessments and consolidated at the end of the course along with the external assessment.

Continuous Internal Evaluation for Theory Courses:

The internal assessment marks for theory courses are about 25 marks each, shall be based on attendance, tests, seminars and assignments.

a. Test (average of best of two tests)	10
b. Assignment	05
c. seminar/Discussion	05
d. Attendance	05
Total=	25

External:

For the external assessment of theory courses, marks will be awarded to a maximum of 75 in each course.

Question Paper Pattern (External Examination):

Diploma in Cognitive Science – Examination

Duration:3 Hours

Maximum Marks: 75

Section - A (10×2=20)

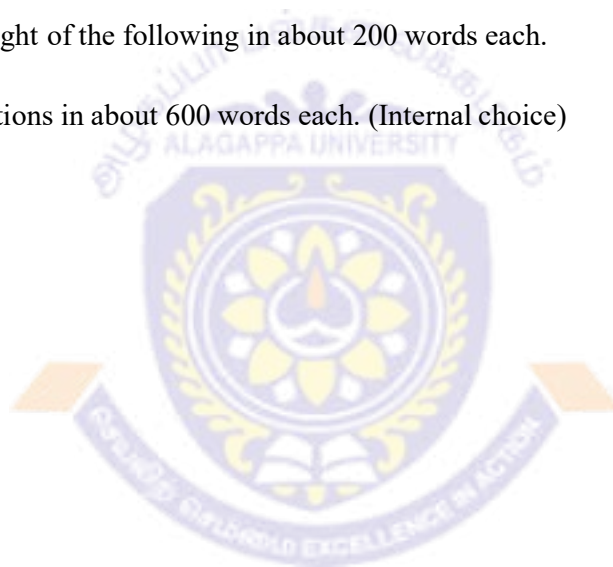
Answer the following questions in about 50 words each

Section - B (5×5=25)

Answer any FIVE out of Eight of the following in about 200 words each.

Section – C (2×15=30)

Answer the following questions in about 600 words each. (Internal choice)



Curriculum frame work for Diploma in Cognitive Science:

S.No.	Course code	Courses	Title of the Paper	T/P	Cr.	Hrs./ week	Max Marks		
							Int.	Ext.	Total
1	717101	Core Course-I	Foundations of Cognitive Science -I	T	4	5	25	75	100
2	717102	Core Course-II	Cognitive Neuro Science Education	T	4	5	25	75	100
3	717103	Core Practical-I	Counseling and Psychotherapy for children with special needs- Case Study	P	5	10	25	75	100
4	717104	Core Practical - II	Mindfulness Education/ Yoga/ Meditation	P	5	10	25	75	100
Total					18	30	100	300	400

Declaration of Results:

For a pass in the university examination, a minimum of 40% (30 marks) out of a maximum of 75 marks should be secured by the candidate and minimum of 50 marks out of a maximum of 100 marks in both the internal assessment and university examinations in each course. There is no separate for minimum marks for the internal assessment

Syllabus:

The syllabus of the diploma programme consists of two different courses synthesizing theoretical component. The programme would follow the great system in evaluation and it includes both internal and external assessment. The diploma in cognitive science will be awarded to those who have successfully completed the course. The programme comprises two courses

Core	CourseCode: 717101	FOUNDATIONS OF COGNITIVE SCIENCE-I	T	Credits:4	Hours:5
Unit –I					
Objective 1	To acquire knowledge on basic principles of cognitive science.				
INTRODUCTION					
Meaning, concept, need, objectives, scope of cognitive science –branches of cognitive science- cognitive science and teacher education					
Outcome1	Explain about basic principle of cognitive science.				K2
Unit II					
Objective 2	To understand the cognitive and mental process.				
COGNITIVE PROCESSES					
Cognition- meaning, definition, concept-Nature of mental process such as perception, reasoning, memory, attention, imagery, language, intelligence, decision-making, problem solving, morality, love.					
Outcome 2	Discuss cognitive and its related mental process.				K3
Unit III					
Objective 3	To understand the sensory process and the concept of cognition				
BRAIN AND NEURONS					
Structure and function of brain, neurons, structure of neuron, neurotransmitters and its function, synapse. Brain compatibility, emotion and feeling, brain based learning.					
Outcome3	Explain the sensory process and the concept of cognition.				K5
Unit IV					
Objective4	To understand learning and memory				
LEARNING AND MEMORY					
Neurological disorder- Alzheimer’s disease, Parkinson’s disease, amnesia, and focal lesions from strokes, brain tumors, Huntington’s disease, epilepsy, learning disability.					
Outcome4	Students would become proficient to the skills and procedures for delivering interventions.				K3
Unit V					
Objective 5	To understand the core areas of cognition.				
COGNITION AND METACOGNITION					
Metacognition: meaning, components-metacognitive knowledge and metacognitive regulation. Types of metacognitive learners. Concepts learning and categorization- Reasoning about Natural kinds of learning- Causal Relations-Theory of mind.					
Outcome 5	Explain the core areas of cognition.				K5

References:

- Baron, J.B. & Sternberg, R.J. (Eds.) (1987). Teaching thinking skills: Theory and practice. New York: Freeman.
- Beyer, B. (1988). Developing a thinking skills program. Boston: Allyn and Bacon.
- Cormier, S.M. & Hagman, J.D. (Eds.) (1987). Transfer of training. San Diego, CA: Academic Press.
- Costa, A (Ed.) (2001). Developing minds, 3rd edition. Alexandria, VA: Association for Supervision and Curriculum Development.
- De Bono, E. (1985) Six thinking hats. London: Penguin.
- Ditter, D. & Sternberg, R (Eds.) (1993). Transfer on trial: Intelligence, cognition and instruction.
- Feurstein, Rafael; Feuerstein, Reuven; and Falk, L (2004). User's guide to the theory and practice of the Feuerstein Instrumental Enrichment BASIC Program. Jerusalem: International Center for the Enhancement of Learning Potential.
- Feuerstein, R, Klein, P.S., & Tannenbaum, AJ. (1991). Mediated learning experience: Theoretical, psychological and learning implications. London: Freund Publishing House.
- Feuerstein, R, Rand, Y., & Rynder, J.E. (1988). Don't accept me as I am: Helping "retarded" people to excel. New York: Plenum.
- Feuerstein's theory and applied systems: A reader (2003). Jerusalem: International Center for the Enhancement of Learning Potential.
- Furth, H. and Wachs (1974). M. Piaget's theory in practice: Thinking goes to school. New York: Oxford.
- Gaskins, J. and Elliot, T. (1991). Implementing cognitive strategy training across the school: The benchmark manual for teachers. Brookline, MA: Brookline Books.
- Lensgold, A & Glaser, R, (Eds.) (1989). Foundations for a psychology of education.
- Resnick, L. (1987). Education and learning to think. Washington, D.C.: National Academy Press.
- Roth, M. and Szamoskozi, S. (2001). Activating cognitive functions of children living in an impoverished environment: A Romanian perspective. Hampshire, England: Project INSIDE.
- Mooc Course: Student Psychology
Abnormal Psychology

Online resources

- <https://dst.gov.in/cognitive-science-research-initiative-csri>
- <https://cogsci.jhu.edu/about/#:~:text=What%20Is%20Cognitive%20Science%3F,are%20realized%20in%20the%20brain.>
- <https://onlinelibrary.wiley.com/journal/15516709>
- <https://cognitivesciencesociety.org/>
- <https://www.sciencedirect.com/topics/neuroscience/cognitive-science>

Mooc Course: [Cognition and its computation](#)

https://onlinecourses.nptel.ac.in/noc22_ee122/preview

K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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Course designed by: Dr.M.Parimala Fathima

COURSE OUTCOMES VS PROGRAMME OUTCOMES

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	L(1)	L(1)	M(2)	L(1)	-	-	L(1)	M(2)	-	-
CO 2	L(1)	L(1)	M(2)	M(2)	-	L(1)	-	M(2)	M(2)	L(1)
CO 3	M(2)	L(1)	M(2)	M(2)	-	H(3)	L(1)	M(2)	M(2)	L(1)
CO 4	L(1)	H(3)	L(1)	L(1)	L(1)	M(2)	L(1)	H(3)	H(3)	-
CO 5	H(3)	M(2)	M(2)	M(2)	H(3)	H(3)	M(2)	H(3)	H(3)	L(1)
W.AV.	1.6	1.6	1.8	1.6	0.8	1.8	1	2.4	2	0.6

1. Slight (low), 2. Moderate (Medium), 3. High

COURSE OUTCOMES VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	L (1)	M(2)	M (2)	L (1)	M (2)
CO 2	M (2)	M (2)	H(3)	M (2)	M (2)
CO 3	M(2)	L (1)	M (2)	M(2)	M(2)
CO 4	L (1)	L (1)	M (2)	M(2)	H(3)
CO 5	M (2)	M(2)	H (3)	H (3)	H (3)
W.AV.	1.6	1.6	2.4	1.8	2.4

1. Slight (low), 2. Moderate (Medium), 3. High

Core	CourseCode: 717102	COGNITIVE NEURO SCIENCE EDUCATION	T	Credits:4	Hours:5
Unit -I					
Objective 1	To acquainted with theories of human cognitive development.				
FUNDAMENDAL CONCEPTS OF COGNITIVE SCIENCE					
Cognitive psychology, cognitive neuroscience – Neuro cognitive disorders – Future of cognitive science – Research methods in cognitive neuro science.					
Outcome1	Differentiate the cognition and meta cognition and neuro cognition				K4
Unit II					
Objective 2	To identify, analyze, and evaluate cognitive processes.				
METACOGNITIVE KNOWLEDGE AND FUNCTIONS					
Metacognitive knowledge: declarative knowledge, procedural knowledge and conditional knowledge. Cognitive Functions: concerning the quality and quantity of data gathered by an individual in an attempt to solve the problems; perceptual problems.					
Outcome2	Aware of one’s own mental processes and how that awareness can lead to become a more effective problem-solver.				K2
Unit III					
Objective 3	To understand the cognition and meta cognition and neuro cognition				
METACOGNITIVE EXPERIENCE					
Metacognitive Experience: recall memories, information, and earlier experiences to solve the task of learning- Metacognitive experience: frustration, disappointment, happiness, or satisfaction – Critical to metacognition: positive attitude and positive feelings.					
Outcome3	Elaborate the cognitive processes				K6
Unit IV					
Objective 4	To Become aware of one’s own mental processes and how that awareness can lead to becoming a more effective problem-solver.				
COGNITIVE NEURO SCIENCE/FUNCTION					
Nervous system – central nervous system, Autonomous nervous system, structure of brain and neuron, Role of neuron, synapses, neurotransmitters, Electrical activity, Event related potential (ERP), Brain Mapping – Brain imaging techniques, brain and learning.					
Outcome4	To aware of one’s own mental processes and how that process can lead to become a more effective problem-solver.				K6
Unit V					
Objective 5	To understand various cognitive disorders.				
COGNITIVE DISORDER					
Causes, signs of cognitive disorder, amnesia, dementia and delirium, attention deficit disorder, mild neurocognitive disorder, major neurocognitive disorder.					
Outcome5	Express the theoretical views of human cognitive development.				K2

Suggested Readings:

Baron, J.B. & Sternberg, R.J. (Eds.) (1987). Teaching thinking skills: Theory and practice. New York:Freeman.

Beyer, B. (1988). Developing a thinking skills program. Boston: Allyn and Bacon.

Cornier, S.M. & Hagman, J.D. (Eds.) (1987). Transfer of training. San Diego, CA: Academic Press.

Costa, A (Ed.) (2001). Developing minds, 3rd edition. Alexandria, VA: Association for Supervisionand Curriculum Development.

De Bono, E. (1985) Six thinking hats. London: Penguin.

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Feuerstein, R, Klein, P.S., & Tannenbaum, AJ. (1991). Mediated learning experience: Theoretical,psychological and learning implications. London: Freund Publishing House.

Feuerstein, R, Rand,Y., & Rynder, J.E. (1988). Don't accept me as I am: Helping "retarded" people to excel. New York: Plenum. Feuerstein's theory and applied systems: A reader (2003). Jerusalem: International Center for the Enhancement of Learning Potential.

Furth, H. and Wachs (1974). M. Piaget's theory in practice:Thinking goes to school. New York: Oxford.

Gaskins, J. and Elliot, T.(1991). Implementing cognitive strategy training across the school: The benchmark manual for teachers. Brookline, MA: Brookline Books.

Lensgold, A & Glaser, R, (Eds.) (1989). Foundations for a psychology of education.

Resnick, L.(1987). Education and learning to think. Washington, D.C.: National Academy Press.

Roth, M. and Szamoskozi, S. (2001). Activating cognitive functions of children living in an impoverished environment: A Romanian perspective. Hampshire, England: Project INSIDE.

Mooc Course: Student Psychology
Abnormal Psychology

Online resources

- <https://dst.gov.in/cognitive-science-research-initiative-csri>
- <https://www.nature.com/subjects/cognitive-neuroscience>
- <https://onlinelibrary.wiley.com/journal/15516709>
- <https://cognitivesciencesociety.org/>
- <https://uwaterloo.ca/psychology/research/research-areas/cognitive-neuroscience-psychology>

Mooc Course: Introduction to Brain & Behaviour

https://onlinecourses.nptel.ac.in/noc21_hs19/preview

K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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Course designed by: Dr.M.Parimala Fathima

COURSE OUTCOMES VS PROGRAMME OUTCOMES

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	L(1)	L(1)	L(1)	M(2)	-	-	L(1)	M(2)	-	-
CO 2	L(1)	M(2)	M(2)	M(2)	-	L(1)	-	M(2)	H(3)	M(2)
CO 3	M(2)	L(1)	M(2)	M(2)	-	H(3)	L(1)	H(3)	M(2)	M(2)
CO 4	L(1)	-	L(1)	L(1)	L(1)	M(2)	L(1)	M(2)	M(2)	M(2)
CO 5	H(3)	M(2)	M(2)	M(2)	H(3)	H(3)	M(2)	H(3)	H(3)	L(1)
W.AV.	1.6	1.2	1.6	1.8	0.8	1.8	1	2.4	2	1.4

1. Slight (low), 2. Moderate (Medium), 3. High

COURSE OUTCOMES VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	L(1)	M(2)	M(2)	L(1)	M(2)
CO 2	M(2)	M(2)	M(2)	M(2)	M(2)
CO 3	M(2)	L(1)	M(2)	M(2)	M(2)
CO 4	L(1)	L(1)	M(2)	M(2)	M(2)
CO 5	M(2)	M(2)	L(1)	H(3)	H(3)
W.AV.	1.6	1.6	1.8	1.8	2.2

1. Slight (low), 2. Moderate (Medium), 3. High

Core	Course Code: 717103	Counseling and Psychotherapy for children with special needs-Case Study	P	Credits:5	Hours: 10
Unit -I					
Objective 1	To impart knowledge of basics of counseling and psychotherapy				
Memory test					
<input type="checkbox"/> Recall <input type="checkbox"/> Retrieval					
Outcome 1	Students would be able to apply these in research and development				K3
Unit II					
Objective 2	To familiarize the students with positive perspectives of counseling and psychotherapy				
Intelligence					
<input type="checkbox"/> Bhatia's Battery of Performance Test <input type="checkbox"/> Draw a man test					
Outcome 2	Students would gain knowledge about practical process in counseling and psychotherapy				K2
Unit III					
Objective 3	To prepare the students as counseling and psychotherapy professionals				
Aptitude and interest inventories					
<input type="checkbox"/> Differential aptitude Test (DAT) <input type="checkbox"/> Thurstone Interest Schedule					
Outcome 3	Students would be able to plan and conduct counseling sessions				K3
Unit IV					
Objective 4	To familiarize the students with life skills				
Personality tests					
<input type="checkbox"/> Eysenck Personality Inventory (EPI) <input type="checkbox"/> Bell's adjustment Inventory					
Outcome 4	Students would become proficient to the skills and procedures for delivering interventions.				K6
Unit V					
Objective 5	To understand skills and procedures in delivering interventions				
Case study- children with special needs					
Outcome5	Students would be able to develop about practical process incounselling and psychotherapy				K6

Suggested Readings:

- Baron, J.B. & Sternberg, R.J. (Eds.) (1987).
Teaching thinking skills: Theory and practice. New York: Freeman.
- Beyer, B. (1988). Developing a thinking skills program. Boston: Allyn and Bacon.
- Cormier, S.M. & Hagman, J.D. (Eds.) (1987). Transfer of training. San Diego, CA: Academic Press.
- Costa, A (Ed.) (2001). Developing minds, 3rd edition. Alexandria, VA: Association for Supervision and Curriculum Development.
- De Bono, E. (1985) Six thinking hats. London: Penguin.
- Ditter, D. & Sternberg, R (Eds.) (1993). Transfer on trial: Intelligence, cognition and instruction.
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- Feuerstein, R, Klein, P.S., & Tannenbaum, A.J. (1991). Mediated learning experience: Theoretical, psychological and learning implications. London: Freund Publishing House.
- Feuerstein, R, Rand, Y., & Rynder, J.E. (1988). Don't accept me as I am: Helping "retarded" people to excel. New York: Plenum.
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- Furth, H. and Wachs (1974). M. Piaget's theory in practice: Thinking goes to school. New York: Oxford.
- Gaskins, J. and Elliot, T.(1991). Implementing cognitive strategy training across the school: The benchmark manual for teachers. Brookline, MA: Brookline Books.
- Lensgold, A & Glaser, R, (Eds.) (1989). Foundations for a psychology of education.
- Resnick, L.(1987). Education and learning to think. Washington, D.C.: National Academy Press.
- Roth, M. and Szamoskozi, S. (2001). Activating cognitive functions of children living in an impoverished environment: A Romanian perspective. Hampshire, England: Project INSIDE.

Online resources

<http://www.counseling.org>

<http://www.academia.edu>

<http://www.tandfonline.com>

<http://www.jstor.org> 5.

<http://www.apa.org> Mooc Course: Student

Psychology

Abnormal Psychology

K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
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Course designed by: Dr.M.Parimala Fathima

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	L(1)	L(1)	M(2)	-	-	L(1)	-	-	-
CO2	M(2)	L(1)	M(2)	M(2)	-	L(1)	-	L(1)	M(2)	L(1)
CO3	S(3)	S(3)	S(3)	M(2)	L(1)	S(3)	L(1)	L(1)	S(3)	L(1)
CO4	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	L(1)	S(3)	L(1)
CO5	L(1)	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	L(1)
W.A V	1.6	1.8	1.6	2.2	1.2	2	1.6	1.6	1.4	0.8

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)	L(1)	M(2)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	L(1)
CO3	S(3)	S(3)	S(3)	M(3)	M(2)
CO4	L(1)	L(1)	M(2)	M(2)	S(3)
CO5	L(1)	M(2)	M(2)	M(3)	S(3)
W.AV	1.8	2	2	2	2

S –Strong (3), M-Medium (2), L- Low (1)

Core	CourseCode: 717104	Mindfulness Education /Yoga/Meditation	P	Credits:5	Hours:10
Unit -I					
Objective 1	To impart fundamentals of mindfulness education				
	Exploring the motivation for mindfulness practice Mindfulness of Breath Mindful walking				
Outcome1	Experience how mindfulness can improve well-being and performance of the individual				K3
Unit II					
Objective 2	To familiarize the students with mindfulness strategies				
	Feeling emotions in the body Self-regulation				
Outcome2	Understand the causes, and able to cope stress, anxiety and mood swing				K2
Unit III					
Objective 3	To experience and gain insights of mindfulness				
	Mindful eating Mindful listening Mindful appreciation				
Outcome3	Experience the benefits of mindfulness attitude like acceptance, kindness, gratitude.				K4
Unit IV					
Objective 4	To establish a regular meditation practices				
	Maintaining a daily practice for an individual				
Outcome4	Be more focused and productive				K6
Unit V					
Objective 5	To enhance the students to better interpersonal and intrapersonal relationship.				
	Meta cognitive awareness				
Outcome5	Students would be able to develop about practical process incounselling andpsychotherapy				K6

Suggested Readings:

Anderson, J.R. (2010). Cognitive Psychology and Its Implications. New York, NY: Worth Publishers.

Boller F & Grafman J (1988). Handbook of neuropsychology. New York:Elsevier

Eysenck, M.W. (1990). Cognitive Psychology: An International Review. West Sussex, England: John Wiley & Sons, Ltd. (pp. 111)

Galotti K (1999). Cognitive psychology in and out of Laboratory. New Delhi: Wiley

Gazzaniga M.S. (2002). Cognitive Neuroscience The biology of mind (2 ndEd) New York: W.W.Norton & Company

Kolb .B & Ian Q.W (1990). Fundamental of neuropsychology. New York Freeman Lamberts K and Goldstone R L, (2005) (Eds), Handbook of Cognition. London: Sage

Neisser, U. (1967). Cognitive Psychology. Englewood Cliffs, NJ: Prentice Hall. Neisser's definition on page 4.

Parasurmana R (1998). Attentive brain. MIT Press: London

Ponsford J 9Ed (2004) Cognitive and behavioural Rehabilitation New York Guilford

Online resources

1. <http://www.counseling.org>

2. <http://www.academia.edu>

3. <http://www.tandfonline.com>

4. <http://www.jstor.org> 5. <http://www.apa.org>

Mooc Course: Student Psychology

Abnormal Psychology

<i>K1-Remember</i>	<i>K2-Understand</i>	<i>K3- Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
Course Designed by: Dr.M.Sanmugarevathi Dr.S.Sumithra					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	L(1)	L(1)	L(1)	-	-	L(1)	-	-	M(2)
CO2	M (2)	M(2)	M (2)	M (2)	-	L(1)	-	L (1)	M (2)	L (1)
CO3	S(3)	S(3)	S (3)	M (2)	L (1)	S (3)	L (1)	L (1)	S (3)	M(2)
CO4	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)	L (1)	S (3)	L(1)
CO5	L (1)	M (2)	M (2)	S (3)	S (3)	S (3)	M (2)	S(3)	S (3)	M(2)
W.AV	1.6	2.2	1.6	1.4	1.2	2	1.6	1.6	1.4	1.6

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M (2)	L(1)	L(1)	L (1)	S(3)
CO2	M (2)	M (2)	M (2)	M (2)	L(1)
CO3	S (3)	S (3)	S (3)	M (3)	M(2)
CO4	L (1)	L(1)	M(2)	M (2)	S (3)
CO5	L (1)	M(2)	M (2)	M (3)	S (3)
W.AV	1.8	2	2	2.2	2.4

S –Strong (3), M-Medium (2), L- Low (1)



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