ALAGAPPA UNIVERSITY COLLEGE OF EDUCATION

DIPLOMA IN COGNITIVE SCIENCE - DCS

REGULATIONS AND SYLLABUS

[For the candidates admitted from the AcademicYear2022–2023 onwards]

ALAGAPPAUNIVERSITY

(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

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	
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,	
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.	
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 andMethods, Pedagogy of technology	
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	
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.	
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	
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	

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	
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	
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.	
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 Education technology	
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.	
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.	
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.	
Member: Dr. J. Jayachithra, Assistant Professor in Education, College of Education, Teaching experience: 13 years, research Experience: 12, Area of Research: Life skills, Psychology.	
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.	

Member: Dr. G. Sivakumar, Assistant Professor in Education, College of Education, Teaching experience: 15 years, research Experience: 9, Area of Research: Primary Education	
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	
Member: Mr. I. Lenin, Assistant Professor in Education, College of Education, Teaching experience: 6 years, research Experience: 4, Area of Research: Social Emotional Learning	
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.	
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	

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 neuro cognition
- 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 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 practioner r 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 practicingassessment 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:

Sem	Course code	Title of the Paper	Cr.	Hrs./week	Max Marks		
					Int.	Ext.	Total
	717101	Foundations of Cognitive Science- Core Course-I	4	5	25	75	100
	717102	Cognitive Neuro Science Education - Core Course-II	4	5	25	75	100
IV	717103	Counseling and Psychotherapy for children with special needs- Case Study Core Practical-I	5	10	25	75	100
	717104	Mindfulness Education /Yoga/Meditation- Core Practical -II	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 synthesing 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

	Course Code: 717**101**	**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

Objective 4	**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.

Outcome5	**Explain the core areas of cognition.**	**K5**

References:

Baron, J.B. & Sternberg, RJ. (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. Paiget'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

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

Mooc Course: Cognition and its computation

https://onlinecourses.nptel.ac.in/noc22_ee122/preview					
K1-Knowledge	**K2-Understanding**	**K3-Apply**	**K4-Analyze**	**K4-Evaluate**	**K6-Create**
Course designed by: Dr.M.Parimala Fathima					

MAPPING 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)	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

MAPPING 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

Course designed by: Dr.M.Parimala Fathima

	Course Code: 717**102**	**COGNITIVE NEURO SCIENCE EDUCATION-II**	**T**	**Credits:4**	**Hours:4**

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**

References:

Baron, J.B. & Sternberg, RJ. (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.

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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. Paiget'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

1. https://dst.gov.in/cognitive-science-research-initiative-csri
2. https://www.nature.com/subjects/cognitive-neuroscience
3. https://onlinelibrary.wiley.com/journal/15516709
4. https://cognitivesciencesociety.org/
5. 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-Knowledge	K2- Understanding	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

Course designed by: Dr.M.Parimala Fathima

MAPPING 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

MAPPING 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

Course designed by: Dr.M.Parimala Fathima

	Course Code: 717**103**	**Counseling and Psychotherapy for children with special needs-Case Study**	**P**	**Credits:4**	**Hours: 4**
Unit -I					
Objective 1	**To impart knowledge of basics of counseling and psychotherapy**				
Memory test ○ Recall ○ Retrival					
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 • Bhatia's Battery of Performance Test • Draw a man test					
Outcome2	**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 • Differential aptitude Test (DAT) • 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 • Eysenck Personality Inventory (EPI) • 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**

Reference and Text Books:

Baron, J.B. & Sternberg, RJ. (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.
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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. Paiget'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

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

K1-Knowledge	K2- Understanding	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

Course designed by: Dr.M.Parimala Fathima

Mapping 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.AV	**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)

Mapping 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)

Course Designed by: Dr.M.Sanmugarevathi

Dr.S.Sumithra

	Course Code: 717**104**	**Mindfulness Education /Yoga/Meditation**	**P**	**Credits:4**	**Hours:5**

	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 and psychotherapy**	**K6**

Reference and Text Books:

Anderson, J.R. (2010). Cognitive Psychology and Its Implications. NewYork, 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. NewDelhi: 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 YorkFreeman

Lamberts K and Goldstone R L, (2005) (Eds), Handbook of Cognition.London: Sage

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

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

Ponsford J 9Ed) (2004) Cogntive 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

Mapping 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)

Mapping 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)