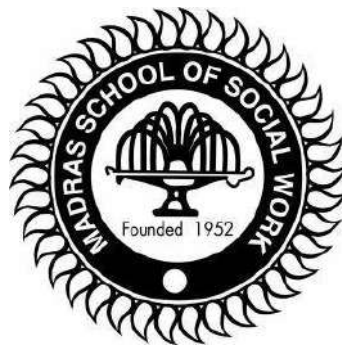


MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous institution affiliated to University of Madras)



B. Sc PSYCHOLOGY

Revised Regulations under semester system
Choice Based Credit System

Effective from the Academic Year 2018 – 2019

B.Sc. DEGREE COURSE IN PSYCHOLOGY

Course of Study and Scheme of Examination

B.Sc. psychology syllabus effective from academic year 2018-2019

FIRST SEMESTER

Course Components	Subjects	Credits	Instruction Hours	Examination Hours (ESE)	Distribution of Marks		
					External marks (ESE)	Internal marks (ICA)	Total
Part – I	Language Paper – I	3	4	3	50	50	100
Part – II	English Paper – I	3	4	3	50	50	100
Part – III Core Subjects	Paper – I – General Psychology – I	5	5	3	50	50	100
	Paper – II – Biological Psychology	5	5	3	50	50	100
Allied	Paper – I – Introduction to Social Work	5	5	3	50	50	100
Part – IV (1)	<p>1. (a). Not studied Tamil up to xii std. – shall take Tamil Comprising of two courses (level VI std.)</p> <p>2. (b) Studied Tamil up to XII std. – Taken Non-Tamil under Part – I shall take advance Tamil comprising of two courses.</p> <p>3. (c) Others who do not come under a & b can choose non-major elective comprising of two courses.</p>	2	2	2	50	50	100
2. Skill based subject	Soft skills - I	3	-	2	50	50	100

SECOND SEMESTER

Course Components	Subjects	Credits	Instruction Hours	Examination Hours (ESE)	Distribution of Marks		
					External marks (ESE)	Internal marks (ICA)	Total
Part – I	Language – Paper – II	3	4	3	50	50	100
Part – II	English - Paper – II	3	4	3	50	50	100
Part III Core Subjects	Paper – III – General Psychology – II	5	5	3	50	50	100
	Paper – IV – Child Development	5	5	3	50	50	100
Allied	Paper – II – Fundamental Statistics in Psychology	5	5	3	50	50	100
Part – IV (1)	<p>1. (a). Not studied Tamil up to xii std. – shall take Tamil Comprising of two courses (level VI std.)</p> <p>2. (b) Studied Tamil up to xii std. – Taken Non-Tamil under Part – I shall take advance Tamil comprising of two courses.</p> <p>3. (c) Others who do not comes under a & b can choose non-major elective comprising of two courses.</p>	2	2	2	50	50	100
2. Skill Based Subject	Soft skills - II	3	-	2	50	50	100

THIRD SEMESTER

Course Components	Subjects	Credits	Instruction Hours	Examination Hours (ESE)	Distribution of Marks		
					External marks (ESE)	Internal marks (ICA)	Total
Part – I	Language – Paper – III	3	4	3	50	50	100
Part – II	English – Paper – III	3	4	3	50	50	100
Part – III Core Courses	Paper – V – Social Psychology – I	5	5	3	50	50	100
	Paper – VI – Psychology of Adolescence and Middle Adulthood	5	5	3	50	50	100
Allied Subject	Paper – III – Research Methods	5	5	3	50	50	100
Part – IV 1.	Environmental Studies (Examination to be held in III semester)	2	2	3	50	50	100
2.* Skill Based Subject	Elective – Soft skills – III	3	-	2	50	50	100

FOURTH SEMESTER

Course Components	Subjects	Credits	Instruction Hours	Examination Hours (ESE)	Distribution of Marks		
					External marks (ESE)	Internal marks (ICA)	Total
Part – I	Language – Paper IV	3	4	3	50	50	100
Part – II	English – Paper IV	3	4	3	50	50	100
Part – III Core Courses	Paper – VII - Social Psychology – II	5	5	3	50	50	100
	Paper – VIII – Experimental Psychology (Practical)	5	6	3	50	50	100
Allied Subject	Paper – IV –Consumer Behavior and Marketing	5	5	3	50	50	100
Core Elective	Career Psychology (OR)	5	5	3	50	50	100
	Cognitive Psychology	5	5	3	50	50	100
Part – IV 1.	Extension Activities / NSS	1	2	-	-	-	-
2.* Skill Based Subject	Elective – Soft skills – IV	3	-	2	50	50	100
<p>Note:</p> <p>*1 External examiners for Experimental Psychology (PRACTICAL)</p> <p>*Evaluation pattern 50 internal marks / 50 external marks</p> <p>* Minimum 40 percent of the students must opt for a core elective subject to offered</p>							

FIFTH SEMESTER

Course Components	Subjects	Credits	Instruction Hours	Examination Hours (ESE)	Distribution of Marks		
					External marks (ESE)	Internal marks (ICA)	Total
Part – III Core Courses	Paper – IX – Abnormal Psychology – I	5	5	3	50	50	100
	Paper – X – Counselling Psychology	5	5	3	50	50	100
	Paper- XII – Case study(Practical)	5	5	3	50	50	100
Core Elective	Paper – V – Sports Psychology(OR)	5	5	3	50	50	100
	Health Psychology	5	5	3	50	50	100
Part – IV	Value Education	2	1	3	50	50	100
Part – V	Study Tour* community work						
<p>Note:</p> <ul style="list-style-type: none"> *1 External examiners for Case Study *Evaluation pattern 50 internal marks/ 50 external marks *Internal marks to be given based on content and on-time submission of chapters. *External marks to be given based on viva conducted by external examiner. * Minimum 40 percent of the students must opt for a core elective subject to be offered. 							

** 2 Case studies to be submitted as report, which is a practicum paper.

**Students are expected to participate in a study tour organized by the department and this study tour will be focusing on providing training to the undergraduate students on community related activities. This will be organized as part of the extension activities of the department to help students reach out the needs of people in the community.

SIXTH SEMESTER

Course Components	Subjects	Credits	Instruction Hours	Examination Hours (ESE)	Distribution of Marks		
					External marks (ESE)	Internal marks (ICA)	Total
Part – III Core Courses	Paper – XII – Abnormal Psychology – II	5	5	3	50	50	100
	Paper – XIII – Psychological Testing(fPractical)	5	6	3	50	50	100
	Paper – XIV – Organizational Behavior	5	5	3	50	50	100
	Paper – XV – Survey Research(Practical)	5	5	3	50	50	100
Core Elective	Paper – VI – Psychology of Late Adulthood	5	5	3	50	50	100
	Paper – VII – Forensic Psychology	5	5	3	50	50	100
<p>Note:</p> <ul style="list-style-type: none"> *1 External examiners for survey research. *Evaluation pattern 50 internal marks/ 50 external marks *Internal marks to be given based on content and on-time submission of chapters. *External marks to be given based on viva conducted by external examiner. * Minimum 40 percent of the students must opt for a core elective subject to be offered. 							

** Guidelines for Project – Marks = 100, Internal = 50, External = 50, Credits = 5.

Project consisting of 2 survey research report

DISTRIBUTION OF CREDITS ACROSS SIX SEMESTERS

Semester No	Nature of Paper	Number of Papers & Credits	Credits	Total Credits
SEM – 1	Part – I & II	2 Subjects X 3 Credits	6	24
SEM – 2	Part – I & II	2 Subjects X 3 Credits	6	
SEM – 3	Part – I & II	2 Subjects X 3 Credits	6	
SEM – 4	Part – I & II	2 Subjects X 3 Credits	6	
TOTAL CREDITS				
SEM – 1	CORE – Part-III	2 Subjects X 5 Credits	10	75
SEM – 2	CORE – Part-III	2 Subjects X 5 Credits	10	
SEM – 3	CORE – Part-III	2 Subjects X 5 Credits	10	
SEM – 4	CORE – Part-III	2 Subjects X 5 Credits	10	
SEM – 5	CORE – Part-III	3 Subjects X 5 Credits	15	
SEM – 6	CORE – Part-III	4 Subjects X 5 Credits	20	
TOTAL CREDITS				
SEM – 4	Core Elective – Part - IIIA	1 Subjects X 5 Credits	5	15
SEM – 5	Core Elective – Part - IIIA	1 Subjects X 5 Credits	5	
SEM – 6	Core Elective – Part - IIIA	1 Subjects X 5 Credits	5	
TOTAL CREDITS				
SEM – 1	ALLIED	1 Subject X 5 Credits	5	20
SEM – 2	ALLIED	1 Subject X 5 Credits	5	
SEM – 3	ALLIED	1 Subject X 5 Credits	5	
SEM – 4	ALLIED	1 Subject X 5 Credits	5	
TOTAL CREDITS				
SEM – 1	PART – IV (1) NME	1 Subject X 2 Credits	2	4
SEM – 2	PART – IV (1) NME	1 Subject X 2 Credits	2	
TOTAL CREDITS				
SEM – 1	PART – IV SOFT SKILLS- I	1 Soft skills Subjects X 3 Credits	3	12
SEM – 2	PART – IV SOFT SKILLS- II	1 Soft skills Subjects X 3 Credits	3	
SEM – 3	PART – IV SOFT SKILLS- III	1 Soft skills Subjects X 3 Credits	3	
SEM – 4	PART – IV SOFT SKILLS- IV	1 Soft skills Subjects X 3 Credits	3	
TOTAL CREDITS				
SEM – 3	ENVIRONMENTAL STUDIES	1 Subject X 2 Credits	2	5
SEM – 4	EXTENSION ACTIVITIES/NSS	1 Subject X 1 Credit	1	
SEM – 5	VALUE EDUCATION	1 Subject X 2 Credit	2	
TOTAL CREDITS				

OVERALL SUM OF CREDITS		155
OVERALL SUMMARY	DETAILS OF THE SUBJECTS	CREDITS
	PART – I & II	24
	CORE PAPERS – PART – III	75
	CORE ELECTIVE – PART - IIIA	15
	ALLIED	20
	PART – IV (1) – NON MAJOR ELECTIVE	4
	PART – IV (2) – SOFT SKILLS	12
	EVS & EXT. ACTI & VALUE EDUCATION	5
OVERALL SUM OF CREDITS		155

SEMESTER - I

SEMESTER - I
PART -I - FOUNDATION
/ B.S.C. DEGREE COURSE TAMIL - I

CREDITS: 3

நேக்கம் ;

ஊட்டப்பூர்வ இலக்கியம் பற்றிய அறிமுகம். கவிதை - கதை கூறத்தை அறிவு. மனவர்களின் கவிதை, கதை எழுதும் விறதவை வளர்த்தல். வைறில்லாமல் எழுதை வழிகாட்டுதல்.

அககு - 1 தநிழ் இக்கின யபாமை

(15HRS)

1. ாட்டுபஹ் இக்கின யபாமை

ாட்டுபஹ் ாடல்கள், ாட்டுபஹ் கததகள்,

ாட்டுபஹ் கதத ாடல்கள், மமநாமிகள், யிடுகததகள்

2. உதபுதட இக்கின யபாமை

சரிமைகததகள் ததாஹ்மும்

யர்ச்சிம்

ஹதிங்கள் (ாயல்கள்) ததாஹ்மும் யர்ச்சிமம்

3. கயிதத இக்கின யபாமை

நபஹ் கயிததகள் ததாஹ்மும்

யர்ச்சிம் ஹதுக் கயிததகள்

ததாஹ்மும் யர்ச்சிமம்

4. ாடக இக்கினத்தின் ததாஹ்மும் யர்ச்சிமம்

(சிப்திகாபம் முதல் தற்கா ாடகம் யதப)

அககு - 2 (மசன்த ாப ால்கதக் கமக மயரிமடூ)

(15HRS)

1. தநிழ்த்தாய் யாழ்த்து (நத ானநணீனம் - ாடக நூல்)

2. யாய்மநாமி இக்கினம்: ாட்டுபஹ்

ாடல்கள் தாாட்டு

காதல்

ஓபா

ாமி

3. ஹதுதந்பித்தன் சரிமைகததகள்

கடவுளும் கந்தசாநிப்

ரிள்தமம் மசல்மநா

நித நிந்திபம்

ஆற்றங்கதபப்
ிள்த ினார்

அககு - 3 (மசன்த ப் ல்கத க் கமக மய ிமடு)

(10HRS)

(i) ாபதினார்

காணி ிம் தயண்டும்

ல்ததார் வீதண

(ii) ாபதிதாசன்:

தநிழ்க் காதல்

தநிழ்

யர்ச்சி

ந்ாதா?

(iii) கயிநணி ததசின யிானகம் ிள்த:

குமந்ததக்கயி

ஆமை தன் யபாமை கூமதல்

அககு - 4 (மசன்த ப் ல்கத க் கமக மய ிமடு)

(10HRS)

.

ிச்சமுர்த்தி

யமித்துதண

சிற்ி:

முள்.. முள்.. முள்

அப்துல் பகுநான்

குமெடர்கின்

னத

அககு - 5

(10HRS)

A. ாடகம், ாயல்

ம்நல் சம்நந்த முதலினார் - சந்திபகரி

அதசாகநித்திபன் - தண்ணீர்

B. மநாமிப் ினிற்சி

1. மாமெந்தின மசால் தமெதல்

2. நபனத் மதாடர்கள்

3. கத்ச்மசாற்கள்

பார்த்தய நூல்கள் (Reference Books)

- 1.மனெனம், அ., சந்திபதிகா தயத்தினாதன், தநிழ் இக்கின யபாமை, டெகா துக்மசன்த, நமைதிபன் 2012.
- 2.சக்திதயல், ச., டாட்டுபன் இனல் ஆய்வு, நணியாசகர் திப்கம், மசன்த, 2006.
- 3.மநயன்பன், ச., (திபன்), பாபதினார் கயிதககள், பாபதிதாசன் கிததன்மதன்ல் திதனம், சிதம்பம், 2003.
- 4.ம்நல் சம்ந்த மூதலினார், சந்திபஹா, மூல்த திதனம், மசன்த, மூதற்திபன் 2003.
- 5.அதசாகநித்திபன், தண்ணீர், ற்திதண திப்கம், மசன்த, இபண்டாம் திபன் 2014.

- Question papers will be set based on the textbooks mentioned

APPENDIX – 18(S)
UNIVERSITY OF MADRAS
CHOICE BASED CREDIT SYSTEM
PART – I FRENCH
SYLLABUS

(w.e.f. 2012-2013 and thereafter)

(Common to all U.G. Courses and Five Year Integrated P.G. Courses)

SEMESTER I - (PART I)

Paper Title: **Prescribed text and Grammar – I**

Credit: 3

Teaching hours 4 hours per week

Objectives:

- To teach basic skills in written and spoken French.
- To encourage students oral and written mastery of the language.

Prescribed text book

- Krishnan, C & Albert Adeline, *Le Tramway Volant - I*, Saraswathi House Pvt Ltd, India, 2011.

Syllabus

Lessons 0 to 7 taken from the prescribed textbook

Recommended Reading:

- CAPELLE Guy; MENAND, Robert *Taxi-I*, Hachette, Paris, 2008
- MERIEUX , Régine; LOISEAU, Yves, *Connexions-I*, Didier, Paris , 2004
- MIQUEL, Claire, *Vite et Bien-I*, CLE International, Paris, 2009
- POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, *Amical -I*, CLE International, Paris, 2011

Websites

- <http://bouche-a-oreille.pagesperso-orange.fr> ü www.franparler.org
- www.francaisfacile.com/exercices/
- www.lepointdufle.net/
- www.ccdmd.qc.ca/fr/

COURSE CONTENT

Unit I (12 hours)

Se présenter à des publics différents et saluer- 1 hr

Saluer et Prendre congé - 1 hr

La présentation, *s'appeler* et *être* et pronoms sujets, *c'est / il est / elle est.*- 1 hr

Articles définis /indéfinis, Voici / voilà/il y a - 1 hr

Des cartes d'identité.- 1 hr

Présenter quelqu'un - 2 hrs

Parler de soi - 1 hr

Les nationalités, les verbes *er* (commencer, habiter...)- 2 hrs

Les chiffres 1 à 50.- 30 minutes

Des vedettes et leurs nationalités.- 30 minutes

1.2.1 Épreuves- 1 hr

Unit II (12 hours)

Exprimer ses goûts, ses préférences.- 1 hr

La négation, les articles définis.- 1 hr

Les mois et les jours / le calendrier.- 1 hr

Les verbes *er* (suite).- 1 hr

L'interrogation avec intonation.- 1 hr

Décrire un lieu, les noms des différentes salles...- 2 hrs

Les adjectifs qualificatifs et les articles partitif- 1 hr

Les verbes *ir* et *re*, les verbes *venir*, *devoir*, *faire.*- 2 hrs

Les adjectifs possessifs *mon, ma, mes* et *notre, nos.*- 1 hr

Épreuves- 1 hr

Unit III (12 hours)

Donner des directions / localiser un lieu/ trouver un lieu- 2 hrs

Les verbes *aller* et *mettre.*- 2 hrs

L'article contracté et les prépositions de lieu (en, à, au...)- 2 hrs

L'impératif- 2 hrs

Les mots de caractérisation d'un lieu et les lieux urbains- 2 hrs

Les transports- 2hrs

Unit IV (12 hours)

Discuter et acheter des produits, *Ça fait...*-2hrs

Les expressions de quantité-1hr

Les fruits, les légumes, les produits alimentaires -2 hrs

les produits propres aux pays différents.- 1 hr

La négation-1 hr

le COD- 2hrs

Le conditionnel (je voudrais) et les verbes

irréguliers : *pouvoir, vouloir, prendre.*- 2 hrs

Épreuves- 1 hrs

Unit V (12 hours - Leçon 7)

Fixer un rendez-vous avec le médecin- 2 hrs

L'heure et Les nombres de 51 à 100- 2 hrs

Les verbes *sortir* et *partir*- 1 hr

L'interrogation avec *est-ce que*- 2 hrs

Les parties du corps, *avoir* + les expressions et les maladies communes- 1 hr

Les adjectifs possessifs – *notre/nos, votre/vos, sa/ses/son, ...* - 1 hr

Le COI- 1 hr

L'entraînement DELF et épreuves- 2 hrs

- **Question papers will be set based on the textbooks mentioned**

PART II – FOUNDATION

ENGLISH - I

CREDITS: 3

OBJECTIVES:

- Give students an exposure to the works in English Literature.
- Enable the students to study different genres in order to appreciate the depth and variety of the written word.

Unit- 1

(15 HOURS)

Poetry

1. RICHARD CORY by EDWIN ARLINGTON ROBINSON
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/44982>
2. Rich and Poor by Ella Wheeler Wilcox
<https://www.poemhunter.com/best-poems/ella-wheeler-wilcox/rich-and-poor-6/>
3. Out, Out—’ by Robert Frost
[https://www.poets.org/poetsorg/poem/out-out%](https://www.poets.org/poetsorg/poem/out-out%20)
4. Peekabo, I Almost See You by Ogden Nash
<https://www.poemhunter.com/poem/peekabo-i-almost-see-you/>
5. The Ballad of Rudolf Reed by Gwendolyn Brooks
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/43320>

Unit -2

(10 HOURS)

(10)

Prose

1. The Shooting of an Elephant by George Orwell
<http://mslock.weebly.com/uploads/5/9/3/9/59397655/shootinganelephant.pdf>
2. On the Rule of the Road by A. G. Gardiner
<http://student.allied.edu/uploadedfiles/docs/c07efed8-98b2-402b-ae75-16696790a079.pdf>
3. AIR Speech “Teachers Should be Role Models”. By Dr. Abdul Kallam.
4. Advice To Youth by Mark Twain
<http://people.virginia.edu/~jdk3t/TwainAY.htm>

Unit- 3

(15 HOURS)

Short Stories

1. Lamb to the Slaughter by Roald Dahl
<http://www.classicshorts.com/stories/lamb.html>
2. Hearts and Hands by OHenry
http://www.online-literature.com/o_henry/1019/
3. The Sniper by Liam O’Flaherty
<http://hennessey.lib.ok.us/sniper.htm>
4. The Case of the Lower Case Letter by Jack Delany
<http://www.eastoftheweb.com/short-stories/UBooks/CaseLowe950.shtml>

Unit- 4

(15 HOURS)

Indian Writing in English

1. The Night of the Scorpion by Nissim Ezekiel
<https://www.poemhunter.com/poem/night-of-the-scorpion/>
2. A Snake in the Grass by R. K. Narayan
Catalyst A Multilevel English refresher
3. The Thief by Ruskin Bond
<https://need2see.wordpress.com/wbut-hu-101english-language-technical-communication/the-thief-by-ruskin-bond/>
4. Celebrate Internet not Abuse It by Sashi Tharoor
<http://www.dailymail.co.uk/indiahome/indianews/article-2192675/SHASHI-THAROOR-Celebrate-Internet-abuse-it.html>
5. Telephonic Monsoon Magic by Revathi Seshadri
http://creative.sulekha.com/telephonic-monsoon-magic-short-story-for-sulekha-monsoon-magic-competition_618419_blog

Unit -5

(5 HOURS)

GRAMMAR - General English Component

1. Articles, prepositions, prefix, suffix, antonyms and synonyms.

References:

All the works mentioned above are available on public portals online.
A compilation of the works will be made available to the department.

ESE Question Paper Pattern:

Part A:

- Ten questions out of Twelve questions. (2 marks each).
- To include two compulsory questions on grammar from Unit V.

Part B:

- Four questions out of Six questions (10 marks each).
- To include one compulsory question on Rearranging 10 given sentences in a proper sequence to form a meaningful paragraph. The exercise will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

Part C:

- Two questions out of Three questions (20 marks each).
- To include one General Comprehension question. The candidate is required to answer 5 questions of 4 marks each (no choice) based on the given passage. The passage will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

- **Question papers will be set based on the textbooks mentioned**

GENERAL PSYCHOLOGY – I

PART – III – PAPER – I – CORE

CREDITS 5

OBJECTIVES: -

1. To introduce the field of psychology.
2. To learn the application of psychology in everyday life.
3. To understand the importance of scientific methods

OBJECTIVES: -

4. To introduce the field of psychology.
5. To learn the application of psychology in everyday life.
6. To understand the importance of scientific methods

Unit – I: EVOLUTION OF PSYCHOLOGY – psychology’s origins in philosophy and physiology, contribution of Wundt and Hall; schools of psychology – structuralism, functionalism, gestalt, behaviorism, psycho-analysis, cognitive and biological. Psychology as profession; Branches and Scope of psychology – research branches in psychology, and professional specialties.

Unit – II: RESEARCH METHODS IN PSYCHOLOGY – scientific approach to behaviour, steps in scientific investigation, advantages of scientific approach; Experimental research – process, variations, advantages and disadvantages; Descriptive research – process, types, advantages and disadvantages; Evaluating research (critical appraisal of a research) – sampling bias, placebo effects, distortions in self – report data, experimental bias;

Unit – III: SENSATION ATTENTION AND PERCEPTION – sensation – different types of sensations, sense organs and sensory systems; perception – definition, laws of perception, perceiving forms, patterns, objects, depth or distance, and perceptual constancies.

Unit – IV: VARIATIONS IN CONSCIOUSNESS – Nature of consciousness – the stream of consciousness, variations in levels of awareness, consciousness and brain activity; sleep and waking cycle – stages of sleep, age, cultural issues in sleep; sleep and dreams – the contents of dream, links between the dream and real world, culture and dreams, theories of dreams.

Unit – V: LEARNING – Classical conditioning – Pavlov’s demonstration, terminology and procedures; Operant conditioning – Thorndike’s law of effect, skinner’s demonstration, terminology and procedures; Reinforcements – types, schedules, reinforcement versus punishment; insight oriented learning – Kohler’s demonstration, terminology and procedures.

Text Books:

1. Weiten, W. (1995). *Psychology – Themes and Variations*, Brooks / Cole Publishing Company.

References:

1. Atkinson & Hilgard, (2009). *Introduction to Psychology*, (15th ed.), Cengage Learning.
2. Strongman, K. T. (2006). *Applying Psychology to Everyday Life – A Beginner’s Guide*, John Wiley & Sons.

- **Question papers will be set based on the textbooks mentioned**

BIOLOGICAL PSYCHOLOGY

CORE – PAPER – II PART III

CREDITS 5

OBJECTIVES:

- To understand the biological bases of behaviour.
- To learn the research methods used in physiology and apply the same to psychology.

Unit – I: THE BIOLOGICAL APPROACH TO BEHAVIOUR – biological explanation of behaviour, biological explanation of human behavior, Research methods of biopsychology: methods of visualizing and stimulating the living human brain, Recording human psychophysiological activity, invasive physiological research methods.

Textbook: Kalat, Pindel

Unit – II: NEURONS, ACTION POTENTIAL AND SYNAPSE – the cells of the nervous system: neurons and glia, the blood brain barrier; the nerve impulse: resting potential of the neuron, action potential, The propagation of the action potential, the myelin sheath and saltatory conduction. The properties of synapses, Relationship among EPSP, IPSP and action potential, the sequence of chemical events at the synapse, drug mechanism.

Textbook: Kalat.

Unit – III: INTRODUCTION TO CENTRAL NERVOUS SYSTEM– structure of the vertebrate nervous system: the spinal cord, the autonomic nervous system, hindbrain, midbrain, forebrain, The ventricles. The cerebral cortex: the occipital lobe, parietal lobe, temporal lobe, frontal lobe.

Textbook: Kalat.

Unit – IV: BIOLOGICAL PSYCHOLOGY OF MOTIVATION – Thirst: Mechanism of water regulation, Osmotic thirst, Hypovolemic thirst and sodium specific hunger. Hunger: Digestion and food selection, short term and long term regulation of feeding, brain mechanisms. Neural mechanism of sexual behaviour: Structural differences between male and female hypothalamus, the hypothalamus and male sexual behaviour, the hypothalamus and female sexual behaviour, sexual orientation and genes, sexual orientation and early hormones, what triggers the development of sexual attraction, transsexualism.

Textbook: Kalat, Pinel

Unit – V: BIOLOGY

BIOLOGY OF LEARNING AND MEMORY – Localized representations of memory, types of memory, The hippocampus, The basal ganglia, other types of amnesia, other brain areas in memory.

Textbook: Pinel

Textbook:

1. Kalat, J.W. (2013). *Biological Psychology*, (11th ed.). Brooks/Cole Publishing Company.
2. Pinel, J. P. J. (2012). *Biopsychology*. Harlow, (6th ed.). Essex: Pearson Education Limited.

- **Question papers will be set based on the textbooks mentioned**

INTRODUCTION TO SOCIAL WORK

ALLIED – PAPER – I

CREDITS

5

OBJECTIVES: -

- To understand the values, principles and philosophy of social work.
- To learn the concepts of social work and empowerment.
- To learn the areas of social work and skills of social work.

Unit – I – INTRODUCTION IN SOCIAL WORK – Definition-Values-principles-philosophy, Objectives of Social work, Misconception of Social work.

Textbook: P.D Misra

Unit – II – CONCEPTS RELATED TO SOCIAL WORK – Social service, Social welfare, Social reform, Social movement, Social action, Social development and Empowerment, Social security.

Textbook: P.D Misra, Bhattacharya

Unit – III – HISTORY OF SOCIAL WORK – History of Social work(USA, England), Friendly visitors-Elizabethan poor laws, work home and alms houses, charity organization, society, History of Social work (India), Social services, traditional social institutions, contribution of social reforms, Christian missionaries, Gandhi and NGO to social work.

Textbook: P.D Misra, Bhattacharya

Unit – IV – AREAS OF SOCIAL WORK PRACTICE – Health, Mental health, Community service, Child care, Legal and correctional help, Vocational rehabilitation, Education, economic and social development, Industrial and environment.

Textbook: P.D Misra, Bhattacharya

Unit – V – SKILLS OF SOCIAL WORK – Interviewing, Listening, Observation, Questioning, Supporting, Education, Counselling, Explaining and Informing.

Textbook: P.D Misra, Bhattacharya

Textbooks:-

1. Misra, P. D. (1995). *Social Work: Philosophy and Methods*, New Delhi: Inter-India Publications
2. Bhattacharya, S. (2000). *Introduction to Social work*, New Delhi: Deep & Deep publication pvt.ltd.

References:-

1. Paul, C. D. (2000). *Introduction to social work*. New Delhi: Atmaram & Sons.
2. Rine Schenk, Paul (2016), *Introduction to social work*

- Question papers will be set based on the textbooks mentioned

SEMESTER – I

PART – IV

NON – MAJOR ELECTIVE

அடிப்படைத் தமிழ்ப்பாடம் (Basic Tamil - I)

CREDITS: 2

TOTAL TEACHING HOURS: 30

நோக்கம் ;

மைமிழம்மொழி அறியவைவர்களுக்கு மொழி பற்றிய அறிமுகம்.
மைமிழர் வழிவியதல அறிமுகப்படுத்துதல்.

அககு ;1 முத்துக்கள் (06HRS)

முதல் முத்துக்கள், சார்மமுத்துக்கள்

1. உனிர் முத்து
2. மநய் முத்து
3. உனிர்மநய் முத்து
4. ஆய்த முத்து

அககு ;2 மசாற்கள் (06HRS)

1. மனர்ச் மசால்
2. யிதச் மசால்

அககு ; 3 ண்கள்(Numerals), உவுகள் அரிமுகம் (06HRS)

1. ண்கள்
2. உவுப் மனர்கள்
3. யாழ்யிடங்கள்

அககு;4 அரிமுகம் (06HRS)

1. யிமாக்கள்
2. இனற்தக
3. உணவு முத்கள் – சுதய – காய்கள் – மங்கள்

அககு ; 5 தநிழ்ப்பளிதர் (06HRS)

- தகாடிட்ட இடங்கத பிபந்தல்
குமைக்கழுத்தும் ளிதர்

பார்த்தய நூல்கள் (Reference Books)

தமிழ்ப்பாடு அபசு மயினிடட்டுள் மூதபாம் யகுப்ள தநிழ்ப்பாடநூல்

NOTE:

The mode of conduct of Examination for Basic Tamil (I & II semesters) are as follows:

அடிப்ததத் தநிழுக்கு யிதடதனத் ததர்ந்மதடுத்தல் மூதனினிண்டி (Objective Type) 50 யிபாக்கள் மகாடுக்கப்ட தயண்டும். ஒவ்மயாமெ யிபாயிற்கும் 2 நதிப்மண்கள் வீதம் மூத்துத் ததர்யில் 100க்கு நதிப்மண்கள் யமங்கிப் ினீர் 50க்கு நாற்பம் மசய்ன தயண்டும். அகநதிப்ளட்டிற்கு உள் 50 நதிப்மண்களுடன் மூத்துத் ததர்வு நதிப்மண்தணமம் தசர்த்து 100க்கு மநாத்நாக யமங்கபாம்.

- Question papers will be set based on the textbooks mentioned

STRESS MANAGEMENT

Unit 1: What is stress? The stressor, Stress reactivity, Stress cycle,

Unit 2: General Adaptation Syndrome, consequences of stress, model of stress.

Unit 3: Stress Management – Assessment of stress, taking control, life events and stress, success analysis.

Unit 4: Asserting Self, Communication, Time Management.

Unit 5: Relaxation Technique: Meditation, Autogenic Training and Imagery, Progressive Relaxation.

Textbooks:

- Comprehensive Stress Management, seventh edition (2002) by Jerrold S. Greenberg, Published by McGraw-Hill.
- Introduction to Psychology, By Clifford T. Morgan, Richard A. King, John R. Weisz, John Schopler, Published by Tata McGraw-Hill.

- **Question papers will be set based on the textbooks mentioned**

SOFT SKILLS - I

ESSENTIALS OF LANGUAGE AND COMMUNICATION – LEVEL I

PART IV – PAPER – 1 – SKILL BASED SUBJECT CREDITS 3

UNIT – I – Recap of Language Skills – Speech, Grammar, Punctuation. Fluency building – Writing fluency.

UNIT – II – Principles of communication: LSRW in communication. What is meant by LSRW Skills – Why it is important – How it is useful – How to develop the skills? Oral – Speaking words, articulation

UNIT – III – Written communication – Generating ideas/ gathering data organizing ideas, setting goals. Non-verbal communication –Body language, Signs and symbols, &Territory/Zone, Object language.

Recommended Texts:

- Hewing, Martin. (1999). *Advanced English Grammar: A Self-study Reference and practice. Book for South Asian Students*. Reprint 2003. Cambridge University Press. New Delhi.
- Lewis, Norman. (1991). *Word Power Made Easy*. Pocket Books.
- Hall and Shepherd. (2000) *The Anti-Grammar Book: Discovery Activities for Grammar Teaching* Longman Powell In Company. MacMillan.

SEMESTER - II

SEMESTER - II
PART -I - FOUNDATION
/ B.S.C. DEGREE COURSE TAMIL - II

CREDITS: 3

நோக்கம் ;

சிறுநீரிலக்கியம் பற்றிய அறிமுகமும், அவற்றின் வகப்பாடுகளை விளக்கவும் ஆகும்.

மசயம்ளில் கண்ப்பும் இலக்கணக்கூறிப்புகளை அதயளம் கண்டு இலக்கணக்கூறிப்பு ருலைல். கிறித்துவர்கள் மற்றும் இசுலாமியர்கள் ஆற்றிய மைமீழ்த்மண்தை விவரித்தல்.

அகு : 1 தநிழ் இக்கின யபாமை

(20

hrs)

அ. சிறுநீரிலக்கின யபாமை

ஆ. கிறித்தய இக்கின

யபாமை. இசுலாமியர்

இக்கின யபாமை. காப்பின

இக்கின யபாமை

அகு : 2 (மசன்தப் பல்கதக்கமக

மபிடு)(10hrs)

1. ந்திக்கம்

2. மும்மதாள்பானியம்

3. தநிழ் யிடு தூது

அகு : 3 (மசன்தப் பல்கதக்கமக

மபிடு)(10hrs)

1. திமக்குறாக்க குயஞ்சி (குத்தி நதயம் கூமைதல்)

2. முக்கூடறள்ள (ாட்டு யம்)

3. இதனசு பிபான் பிள்தத் தநிழ் (மசங்கீதபப் மயம் மூதல் 5மசயம்ள்கள்)

அகு : 4 (மசன்தப் பல்கதக்கமக

மபிடு)(15hrs)

மயணா (கலி ிங்கு காண்டம்)

சீபாபிபாணம் (நானுக்குப் பிதண
பின்பு படி

அககு : 5 மநாமிப்பினிற்சி

(05hrs)

இக்கணக் குறிப்புகள்: ண்ஸ்தமதாதக,

யிதத்தநாதகஉம்தநத் மதாதக, உமயகம்,

உயதநத் மதாதக,

தயற்றைதநத் மதாதக, அன்மநாமித் மதாதக, இமெமனமபாட்டுப்

ண்ஸ்தமதாதக ஒமெ மமெள் குறித்த மசாற்கள்

மமெள் குறித்த ஒமெ

மஸ்பகப

யரிதசப்படுத்துதல் ஒமெதந

- ண்தந நனக்கம்

ரிமநாமிச் மசாற்கத ிக்குதல்

ார்தய நூல்கள் (Reference Books)

1.மெனம், அ., சந்திபதகா தயத்தினாதன், தநிழ் இக்கின யபாம, டெகா துமசன்த, நமெதிபஸ் 2012.

2.அமெணாச ததசிகர், தசா., (உதப), ண்திக் கம்கம், மல்த ிதனம், மசன்த, 9 முத்தாக்கதணசன், மப., முத்தாள்பானிபம் (மதரிவாதப), மல்த ிதனம், மசன்த, 1992. இபாதாகிமெஷ்ணன், மச., தநிழ் யிடுதாது, மல்த ிதனம், மசன்த, 2004.

3.ஸலிமரீக்தகசிகன் (உதப), திமெக்குறாக் குயஞ்சி, ாரி ிதனம், மசன்த, 1984.

4.ஸலிமரீக்தகசிகன் (உதப), மூக்கூடற்றள்ளு, ாரி ிதனம், மசன்த, 1983

5.அமெள் மசல்துதப, இதனசுரிபான் ிள்தத் தநிழ், மல்த ிதனம், மசன்த, 2000

6.ஸலிமரீக்தகசிகன் (உதப), மயண்பா ஸ்ரீமசண்கா திப்கம், மசன்த, 2010.

7.இதாீஸ் நதபக்கானர், ம., (திப்ஸ்), சீபாப்பாணம், நதபக்கானர் திப்கம், மசன்த,

1987

- Question papers will be set based on the textbooks mentioned
B.Sc. psychology syllabus effective from academic year 2018-2019

FRENCH - SEMESTER II

Paper II - Prescribed text and Grammar – II

No of credits: 3

Marks: 50+50

Objectives

- To reinforce the basic skills in written and spoken French acquired in the first semester.
- To encourage greater written skills through letter writing and composition writing.

Prescribed Textbook

- Krishnan, C & Albert Adeline, *Le Tramway Volant - I*, Saraswathi House Pvt Ltd, India, 2011.
- Krishnan, C & Albert Adeline, *Le Tramway Volant - II*, Saraswathi House Pvt Ltd, India, 2012.

Syllabus

- Lessons 8 to 10 taken from the prescribed textbook *Le Tramway Volant - I*
- Lessons 1 to 3 taken from the prescribed textbook *Le Tramway Volant - II*

Recommended Reading:

- CAPELLE Guy; MENAND, Robert *Taxi-I*, Hachette, Paris, 2008
- MERIEUX , Régine; LOISEAU, Yves, *Connexions-I*, Didier, Paris , 2004
- MIQUEL, Claire, *Vite et Bien-I*, CLE International, Paris, 2009
- POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, *Amical -I*, CLE International, Paris, 2001

Websites

- <http://bouche-a-oreille.pagesperso-orange.fr>
- www.franparler.org
- www.francaisfacile.com/exercices/
- www.lepointdufle.net/
- www.ccdmd.qc.ca/fr/

COURSE PLAN

Unit I (12 hours)

Acheter un billet- 2 hrs

Les nombres au-delà de 100- 1 hr

Les différents types de places (fumeur, non fumeur, aller-retour)- 1 hr

Les adjectifs démonstratifs- 1 hr

L'interrogation avec inversion- 1 hr

Les vêtements- 1 hr

L'entraînement DELF- 2 hrs

Compréhension/Production écrite- 2 hrs

Épreuves - 1 hr

Unit II (12 hours)

Discuter les plats au restaurant- 2 hrs

Les recettes, des plats et boissons différents, les formules de cuisine, des recettes simples des différents pays - 1 hr

Le passé récent- 2 hrs

Les pronoms toniques- 1 hr

Il faut + infinitif, Le pronom *en*- 1 hr

Faire des projets pour les vacances, décrire le temps les lieux touristiques et le climat des différents pays - 2 hrs

Le futur proche et les adverbes, le *il* impersonnel, le pronom *y*- 2 hrs

Épreuves et entraînement DELF - 1 hr

Unit III (12 hours)

Le passé composé - 3 hrs

Les pronoms relatifs (qui, que)- 1 hr

Québec et son histoire - 2 hrs

Parler du passé et de soi - 2 hrs

Compréhension/ production écrite- 1 hr

Entraînement DELF- 2 hrs

Épreuves - 1 hr

Unit IV (12 hours)

Les verbes réfléchis- 2 hrs

Les pronoms relatifs (dont, où)- 2 hrs

L'impératif négatif- 1 hr

Québec et son histoire- 1 hr

Parler du passé et de soi- 2 hrs

Compréhension/ production écrite- 1 hr

Entraînement DELF - 2 hrs

Épreuves- 1 hr

Unit V (12 hours)

L'imparfait- 3 hrs

La place des pronoms doubles- 2 hrs

Décrire les mœurs et les pays- 1 hr

La Réunion- 2 hrs

Compréhension/ production écrite- 1 hr

Entraînement DELF- 2 hrs

Épreuves- 1 hr

- **Question papers will be set based on the textbooks mentioned**

PART II - FOUNDATION

ENGLISH - II

CREDITS: 3

OBJECTIVES:

- Give students an exposure to the works in English Literature.
- Enable the students to study different genres in order to appreciate the depth and variety of the written word.

Unit -1

(15 HOURS)

Poetry

1. A Poison Tree by William Blake
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/45952>
2. Two Kinds of People by Ella Wheeler Wilcox
<http://www.ellawheelerwilcox.org/poems/ptwokind.htm>
3. IF by Rudyard Kipling
<https://www.poemhunter.com/poem/if/>
4. More About People by Ogden Nash
<https://www.poemhunter.com/poem/more-about-people/>
5. Mending Wall by Robert Frost

Unit -2

(10 HOURS)

(10

Prose

1. A Well Educated Mind Vs A Well Formed Mind by Sashi Tharoor
<http://singjupost.com/dr-shashi-tharoor-on-a-well-educated-mind-vs-a-well-formed-mind-full-transcript/>
2. The Pleasure of Books by William Lyon Phelps
<http://www.historyplace.com/speeches/phelps.htm>
3. My Financial Career by Stephen Leacock
<http://www.bartleby.com/380/prose/273.html>
4. On Umbrella Morals by A. G. Gardiner
<http://www.englishinccce.in/2014/05/on-umbrella-morals.html>

Unit -3

(15 HOURS)

(15

Drama

1. The Ugly Duckling by A. A. Milne
http://www.emcp.com/product_catalog/school/litLink/Grade06/U10-02uglyduckling/selection.php
2. Refund by Fritz Karinthy
<http://rafiq-lis.blogspot.in/2013/02/the-refund-hilarious-literary-play.html>
3. The Dear Departed by Stanley Houghton
https://archive.org/stream/cu31924013627256/cu31924013627256_djvu.txt
4. The Sheriff's Kitchen by Ronald Gow
Source: Panorama English for Communication Emerald Publishers

Unit -4 (15 HOURS)

Short Stories

1. When Papa swore in Hindustani by P.G.Wodehouse
<https://americanliterature.com/author/p-g-wodehouse/short-story/when-papa-swore-in-hindustani>
2. A Retrieved Reformation by O Henry
https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf
3. Clean Sweep Ignatius by Geoffrey Archer
[http://mgimo.ru/uploads/files2/UNIT%20%20STUDENT.pdf\(page 9\)](http://mgimo.ru/uploads/files2/UNIT%20%20STUDENT.pdf(page 9))
4. The Story of an Hour by Kate Chopin
<http://archive.vcu.edu/english/engweb/webtexts/hour/>
5. Passing by Langston Hughes

<https://books.google.co.in/books?id=2ezS4cZXM6IC&pg=PA6&lpg=PA6&dq=langston+hughes+short+story+collections&s>
(Short Story 4)

Unit -5

(5 HOURS)

Grammar General English Component

1. Prefix suffix, Antonym, Synonym, form Sentences.

References:

- All the works mentioned above are available on public portals online.
- A compilation of the works will be made available to the department.

ESE Question Paper Pattern:

Part A:

- Ten questions out of twelve questions. (2 mark each).
- To include two compulsory questions on grammar from Unit V.

Part B:

- Four Questions out of Six Questions (10 marks each).
- To include one compulsory question in which a passage will be given with ten blanks. Against each blank, choice of Five words will be given. Students need to choose the most appropriate word and fill in the blanks.

Part C:

- Two questions out of three questions (20 marks each).
- To include one General Comprehension question. The candidate is required to answer 5 questions of 4 marks each (no choice) based on the given passage. The passage will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

- **Question papers will be set based on the textbooks mentioned**

GENERAL PSYCHOLOGY – II

PART – III – PAPER III - CORE

CREDITS

5

OBJECTIVES:

1. To introduce the field of psychology.
2. To learn the application of psychology in everyday life.

OBJECTIVES:

3. To introduce the field of psychology.
4. To learn the application of psychology in everyday life.

Unit – I: HUMAN MEMORY – Encoding, storage, retrieval; Forgetting – how quick is forgetting, measures of forgetting, causes of forgetting.

Textbook: Weiten

Unit – II: LANGUAGE AND THOUGHT – the cognitive revolution in psychology – language, structure of language and theories of language acquisition; problem solving – types of problems, barriers to effective problem solving, approaches to problem solving; creative thinking, steps in creative thinking, characteristics of creative people.

Unit – III: PERSONALITY – Nature and Definition; Overview of theories of personality – Hippocrates, Sheldon, Kretschmer, Allport, Freudian and Neo-Freudian, Humanistic; Assessment of personality.

Unit – IV: INTELLIGENCE – Definition, theories of intelligence, Evolution of intelligence testing – Galton’s studies of hereditary genius, Binet’s breakthrough, Terman and Stanford – Binet, Wechsler’s innovations; intelligence quotient (IQ), extremes of intelligence – mental retardation, giftedness; Heredity and environment as determinants of intelligence.

Unit – V: MOTIVATION AND EMOTION – Motivational theories and concepts – instinct theories, sociobiology’s view, drive theories, incentive theories, Maslow’s theory, McClelland’s theory; Primary versus secondary motives – the motivation of hunger, thirst and sexual behaviour; Emotion – elements of emotional experience; theories of emotion – James – Lange theory, Cannon – Bard Theory, Schachter – Singer theory, evolutionary theories of emotion.

Text Books:

1. Weiten, W. (1995). *Psychology – Themes and Variations*, Brooks / Cole Publishing Company.

References:

1. Atkinson & Hilgard, (2009). *Introduction to Psychology*, (15th ed.), Cengage Learning.
2. Strongman, K. T. (2006). *Applying Psychology to Everyday Life – A Beginner's Guide*, John Wiley & Sons.

- **Question papers will be set based on the textbooks mentioned**

CHILD DEVELOPMENT

PART – III – PAPER IV - CORE

CREDITS 5

OBJECTIVES:

- To understand the nature of childhood development.
- To impart knowledge about the various domains of childhood development.
- To lay emphasis on the psychological aspects of development in childhood.

UNIT-I: GROWTH AND DECLINE - Meaning of developmental changes- Significant facts about development - – Theories of development – cognitive, psychosocial, psychosexual, moral development* - The life span- Obstacles in studying life span development.

Textbook: Hurlock; Papalia.

UNIT-II: PRENATAL PERIOD- Characteristics of prenatal period - Nature and Nurture: Influences of Heredity and Environment* - How life begins - Importance of conception- Periods of prenatal development- Attitudes of significant people- Hazards during prenatal period.

Textbook: Hurlock; Papalia.

UNIT-III: INFANCY- Characteristics of infancy- Major adjustments of infancy- Conditions influencing adjustment to postnatal life- Characteristics of infant- Hazards of infancy.

Textbook: Hurlock; Papalia.

UNIT-IV: BABYHOOD- Characteristics of babyhood- Developmental task of babyhood- Muscle control- Emotional behavior in babyhood- Development in socialization and language - Development of understanding- Beginning of interest in play- Family relationships- Hazards in babyhood.

Textbook: Hurlock; Papalia.

UNIT-V: EARLY AND LATE CHILDHOOD – Characteristics of early and late childhood- Emotions in childhood- Development of understanding – Family relationships- personality changes- Hazards in childhood.

Textbook: Hurlock; Papalia.

Text Book:-

1. Hurlock, E. B. (2006). *Developmental psychology -A lifespan approach*, (5th ed.), New Delhi: Tata McGraw-Hill.
2. Papalia, D., Olds, S., & Feldman, R. (2015). *Human Development*. (12th ed.), New Delhi: Tata McGraw-Hill.

- Question papers will be set based on the textbooks mentioned

FUNDAMENTAL STATISTICS IN PSYCHOLOGY

ALLIED – PAPER – II

CREDITS 5

Objectives:

- To learn specific set of skills about data analysis
- To decide upon the most appropriate statistical procedure for use.

Unit – I: Introduction– Meaning Of Statistics – Need And Importance Of Statistics In Education And Psychology – Scales Of Measurement- NominalScale, Ordinal Scale, Interval Scale & Ratio Scale. Types of Variables Employed In Statistical Measurement - Methods Of Organizing Data – Graphical Representation Of Data.

Textbook:Mangal

Unit – II: Measures of Central Tendency– Calculation Of The Mean, Median And Mode - Advantages Of The Mean, Median And Mode. Measures Of Variability – Calculation Of Range, Average Deviation ,Quartile Deviation and Standard Deviation – Advantages Of Measures Of Variability.

Unit – III: Normal distribution – Normal curve - Skewness – Kurtosis, Platykurtic, leptokurtic, Mesokurtic - characteristics and properties of a normal curve- Measures related to Z - Significance of difference between means of large and small independent samples.

Unit – IV: Correlation - computation of coefficient of correlation - Rank difference method –Karl Pearson product moment correlation—Assumptions underlying the use of Pearson product moment correlation – Interpretation of the computed correlation coefficient.

Unit – V: Use of Chi-square as a test of 'Goodness of fit'- Hypothesis of chance - Hypothesis of equal probability – Hypothesis of Normal Distribution - computation of chi square value – Need for the technique of analysis of variance - Meaning of the term analysis of variance - Procedure for calculating the analysis of variance - one way ANOVA.

Textbook

Mangal, S.K. Statistics in psychology and education. 2nd edition. PHI Learning private limited.

Reference:

1. Gupta.S.P. (2011).Statistical Methods. Sultan Chand & Sons , New Delhi.
2. Garret, H. E. (2008). Statistics in psychology and education. Delhi: Surjeet Publications.
3. Howell, D.C. (2011). Fundamental Statistics for the Behavioral Sciences. (7th ed.). Belmont, CA: Thomson/Wadsworth.

- **Question papers will be set based on the textbooks mentioned**

SEMESTER – II

PART – IV NON – MAJOR ELECTIVE

அடிப்படைத் தமிழ்ப்பாடம் (Basic Tamil -II)

CREDITS : 2

TOTAL TEACHING HOURS : 30

நோக்கம் ;

மனைவர்களிடையே ஒருக்கத்தை வளர்க்க வேண்டிய நூல்களை, பழமமழிகளை அறிமுகப்படுத்துதல்.

வேண்டிய இயற்றிய மிழப்புவர்களைப் பற்றிக் கூறல்.

அகு-1 ிதி நூல்கள்

(06HRS)

1. ஆத்தி சூடி (1-12)
2. மகான்தயந்தன் (1-8)
3. திமெக்குள் - 5
 1. அகப முதல் ... (1)
 2. மசனற்கரின ... (26)
 3. நத்துக்கண் ... (34)
 4. கற்க கசட்க் ... (391)
 5. பம்மாமெள் னார்னார் ... (423)

அகு-2 ிதிக்கதகள்

(06HRS)

1. னர்ால் கதக
2. பநார்த்த குமெ கதக

அகு-3 மமநாமிகள்

(06HRS)

- கல்யி சார்ந்த மமநாமிகள் (5)
அம் சார்ந்த மமநாமிகள் (5)

அகு-4 ிதி நூல்களின் இனறின னயர்கள்

(06HRS)

- ஆண்ாற்
னயர்கள்
மண்ாற்
னயர்கள்

அக்டு - 5யாழ்யினல் ிீதி (திமெக்குள் யமி)

(06HRS)

குடும்பத்தில் கதடப்ிடிக்க
தயண்டின ிசமுகத்தில்
கதடப்ிடிக்க தயண்டின ிதி

பார்தய நூல்கள் (Reference Books)

- 1.ஆத்ஸிசுடி மூலமும் உதரமும், பணிப்பசிரியர். எஸ். மகமரீஸ்வரி, சாரணா பணிப்பகம், ஜி - 4, சாந்ணி அடுக்ககம், 3, ஸீ கிரஷ்ணபுரம் மரூ, இரயநபத்தை, மசன்தை - 14
- 2.மகன்தறநவந்ணன் மூலமும் உதரமும், பணிப்பசிரியர். எஸ். மகமரீஸ்வரி, சாரணா பணிப்பகம், ஜி- 4, சாந்ணி அடுக்ககம், 3, ஸீ கிருஷ்ணபுரம் மரூ, இரயநபத்தை, மசன்தை - 14
- 3.கிரககாறள் கவிஞர் சிறப்பி பலசுப்பிரமணியம் உதர, புதுமலர் பணிப்பகம், 20- 33, மவண்முகில் வளகம், கிரகவள்ளுவர் கர் (கிழக்கூ), நக்தவ - 641 045.
- 4.பீர்பில் கதகைள், சாரணா பணிப்பகம், ஜி - 4, சாந்ணி அடுக்ககம், 3, ஸீ கிரஷ்ணபுரம் மரூ, இரயநபத்தை, மசன்தை - 14
- 5.பரமர்த்தை குருவின் கதகைள், கந்தக புத்தை ிதலயம், 13, ணீயைரூ மரூ, ணி. கர், மசன்தை - 17
- 6.பழமமழிகள், சாரணா பணிப்பகம், ஜி - 4, சாந்ணி அடுக்ககம், 3, ஸீ கிரஷ்ணபுரம் மரூ, இரயநபத்தை, மசன்தை - 14

- Question papers will be set based on the textbooks mentioned

Interpersonal Relationship Skills Training

Unit 1: Interpersonal skills – meaning; qualities for interpersonal effectiveness: warmth, genuineness, empathic understanding, and unconditional positive regard.

Unit 2: Types of interpersonal skills: counselling skills, assertiveness, and group facilitation.

Unit 3: Social Cognition- Attribution, Impression Management.

Unit 4: Application of interpersonal skills to different work and family/social setting and its impact.

Unit 5: Activity based exercises: Interpersonal skills in action – Ice breaking, self-analysis exercise, brainstorming exercise, listening activity, alternating chair activity, questioning activity, body language, expressing feeling activity, assertiveness skills activity, interviewing skills activity, preparing CV, confidence building activity.

References:

- Philip Burnard. (1995). Interpersonal skills training. A sourcebook of activities for trainers. New Delhi: Viva Books Private Limited.
- Brehm, Miller, Perlman and Campbell. Intimate relationships. 3rd edition

- **Question papers will be set based on the textbooks mentioned**

SOFT SKILLS – II

ESSENTIALS OF LANGUAGE AND COMMUNICATION – LEVEL – II

PART IV – PAPER – 2 – SKILL BASED SUBJECT CREDITS 3

Unit-I – Speaking Skills:

Formal and Informal Conversation – Conversation in the work place – Interviews – Public Speech – Lectures.

Unit – II – Listening Skill:

Comprehending – Retaining – Responding – Tactics – Barriers to Listening – Overcoming listening barriers – Misconception about listening.

Unit – III – Reading Skill:

Acquiring reading – Reading Development – methods teaching – Reading difficulties.

Unit – IV – Writing skill:

Note-making – CV's – Report writing, copy writing, Agenda – Minutes – Circular – Essay writing on any current issues – paragraph – Essay writing, Writing Research papers – Dissertation.

Unit- V – Business Correspondence:

Meaning of Business correspondence – Importance of Business Correspondence essential qualities of a business letters. Different types of business letters – cover letter, thank you letters, message through email and Fax, Acceptance letters, rejection letters, and withdrawal letters.

Recommended Texts:

- Minippally, Methukutty. M. 2001. Business Communication Strategies. 11th Reprint. Tata McGraw – Hill. New Delhi.
- SasiKumar. V and P.V. Dharmija. 1993. Spoken English: A Self-Learning Guide Conversation Practice. 34th reprint. Tata McGraw – Hill. New Delhi.
- Swets, Paul. W. 1983. The Art of Talking So That People Will Listen: Getting Through to Family, Friends and Business Associates. Prentice Hall Press. New York.
- John, Seely The Oxford guide to writing and speaking. Oxford U P, 1998, Delhi.
- The Process of Writing: Planning and Research, Writing, Drafting and Revising.

SEMESTER - III

அங்கு -5 மநாமிப்பினிற்சி

(05 hrs)

தரினார் ரிமைய த்துக்கு தயத யாய்ப்ளி தயண்டி யினண்ணபம்
ழுதுதல்

1. ஊபாட்சி, தமேபாட்சி, கபாட்சி,
நாகபாட்சிக்குத் அ. மதமெக்குமாய் குடிரீர்
தயண்டி
ஆ. வீட்டுக்கூக் குடிரீர் இதணப்ளி தயண்டி
இ. மதமெக்குப்த கத அப்ளிப்துத்த தயண்டி
ஈ. மகாசுத் மதால்த தன ிக்க நமெந்து
மதரிக்க துண்டிஉ. மயரிபாய்கத க்
கட்டுப்துத்த தயண்டி
ஊ. மதமெச்சாத கத ச் மசப்ரிட தயண்டி
ஐ. இபனில் ாததனின் தநல் தநம்பாம் கட்ட தயண்டிக் கடிதம் ழுதுதல்

ார்தய நூல்கள் (Reference Books)

- 1.மெனம், அ., சந்திபதகா தயத்தினாதன், தநி இக்கின யபாமை,
ெகா துக்மசன்த, நமெுதிப்ளி 2012.
- 2.ததயாபம், தசயசித்தாந்த நுற்றுதிப்ளிக் கமகம், மசன்த, 1964
- 3.திமெயாசகம், அமெள் சூடர் திப்கம், மசன்த, 1991
- 4.ாச்சினார் திமெநாமி, கம்கன் கமகம், மசன்த, 1998.
- 5.கம்பாநானணம், கம்பன் கமகம் மயரிமடு, மசன்த, 1999.
- 6.மாரினிபாணம், தசயசித்தாந்த நுற்றுதிப்ளிக் கமகம், மசன்த, 1968
- 7.யள்ார, நனமுத கண்டயாசகம், நணியாசகர் திப்கம், மசன்த, 2014

- Question papers will be set based on the textbooks mentioned

FRENCH
SEMESTER III

Credits: 3

Syllabus

:Selected tales from *De Bouche à Oreille : contes favoris*

Ed : Krishnan, C Saraswathi Publications, New Delhi, 2009

Selected tales from *De Bouche à Oreille : contes favoris Livret de fiches d'activités*

Ed : Krishnan, C Saraswathi Publications, New Delhi, 2009

Paper III: Language and Culture – I

The following passages from «*De Bouche à Oreille : Contes favoris* » and the corresponding pages from the

« *De Bouche à Oreille : Contes favoris –Fiches d'activités*»

Unit 1.

Marie Annick Montout- *Peau d'Ane*

Unit 2.

Achmy Halley-Djeha *et l'homme changé en âne*

Unit 3

Edith Furtado-*Le violoniste*

Unit 4

Philippe Barbeau -*La Loire et ses rives*

Unit 5

C Radhika -*Grand poussin*

- Question papers will be set based on the textbooks mentioned

SEMESTER – III
PART II – FOUNDATION
ENGLISH -III

CREDITS: 3

OBJECTIVES:

- Give students an exposure to the works in English Literature.
- Enable the students to study different genres in order to appreciate the depth and variety of the written word.

Unit- 1 (15 HOURS)

Poetry

1. The Journey of the Magi by T. S. Eliot
<https://allpoetry.com/The-Journey-Of-The-Magi>
2. Home Burial by Robert Frost
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/53086>
3. Neighbours by Rudyard Kipling
<https://ebooks.adelaide.edu.au/k/kipling/rudyard/limits/chapter23.html>
4. Telephone Conversation by Wole Soyinka
<https://allpoetry.com/poem/10379451-Telephone-Conversation-by-Wole-Soyinka>

Unit -2 (15 HOURS)

Prose

1. The Two Brothers By Leo Tolstoy
<https://education.ucf.edu/litsymposium/Resources2012/Smith%20&%20Lee/THE%20TWO%20BROTHERS%20text%20by%20Leo%20Tolstoy.pdf>
2. Letter to my Daughter By Maya Angelou
https://www.goddessshift.com/Maya_Angelou.pdf
3. George Saunders's Advice to Graduates
https://6thfloor.blogs.nytimes.com/2013/07/31/george-saunderss-advice-to-graduates/?_r=0
4. The Circus by Dan Clark
<http://www.janice142.com/JoyPage/Circus.htm>
5. Arthur Miller's Writ Against the Death Penalty
<https://www.nytimes.com/2017/03/28/books/review/luck-and-the-death-penalty.htm>

Unit- 3 (10 HOURS)

Works of Nobel Laureates

1. "The Pomegranate," by Kawabata Yasunari
http://afe.easia.columbia.edu/special/japan_1950_kawabata.htm
2. His Chosen Calling by V.S. NAIPAUL
http://hrsbstaff.ednet.ns.ca/j_patterson/Documents/English%2012/46629700-Miguel-Street-V-S-Naipaul.pdf

3. Abortion By Eugene O' Neill
<http://www.eoneill.com/texts/abortion/contents.htm>

Unit- 4 (10

HOURS)

Short Stories

1. Marriage is a Private Affair By Chinua Achebe
<http://www.worthschools.net/userfiles/542/Classes/16165/Marriage%20is%20a%20Private%20Affair%20PDF.pdf>
2. The Medicine Bag By Virginia Driving Hawk Sneve
<http://topherdavis.com/eng2d-short-stories.pdf>
3. Thank You Ma'am By Langston Hughes
http://photos.state.gov/libraries/hochiminh/646441/vant/Thank%20You_%20Ma_am.pdf
4. Paper By Catherin Lim
<https://d2ct263enury6r.cloudfront.net/ddUHYn9gC3vrnymABX5sWLywuVcAcbeEdspp>

Unit -5 (10

hours)

Drama

1. Echo by Joseph. T. Shipley
2. The Boor by Anton Chekhov
<http://www.theatrehistory.com/plays/boor.html>
3. He Said and she Said by Alice Gerstenberg

GRAMMAR - General English Component

1. Correct the error and rewrite the correct sentences.
2. Form sentences of your own from the given words/phrases.

References:

All the works mentioned above are available on public portals online. A compilation of the works will be made available to the department.

ESE Question Paper Pattern:

Part A:

- Ten questions out of Twelve questions. (2 marks each).
- To include two compulsory questions on grammar .

Part B:

- Four questions out of Six questions (10 marks each).
- To include one compulsory General Comprehension question. The candidate is required to answer 5 questions of 2 marks each (no choice) based on the given passage. The passage will not be from the prescribed list of poems, prose, short stories, drama and writings of Nobel Laureates.

Part C:

- Two questions out of Three questions (20 marks each).
- To include one compulsory General Essay question on any common/Current affairs topic.

Question papers will be set based on the textbooks mentioned

SOCIAL PSYCHOLOGY – I

PART – III – PAPER V - CORE CREDITS 5

OBJECTIVES:

- To impart knowledge about social influences on individual's ways of thinking and behaving.
- To make aware of the sources of prejudice and strategies for reducing it.

UNIT –I: FIELD OF SOCIAL PSYCHOLOGY

A working definition, its scientific nature, Focus on individual behaviour, Social Psychology in the new millennium-New Perspective, Research methods in social psychology-Systematic observation, correlation, Experimental method.

Text book: Baron;

UNIT – II: SOCIAL PERCEPTION

Meaning, Non-verbal Communication-The basic channels, Recognizing reception; Attribution-Meaning, Theories, Theory of Correspondent Inference, Causal attribution, Errors in attribution; Impression-Formation & Management.

UNIT – III: ATTITUDES

Definition, Attitude Formation, Changing attitudes through persuasion, Resistance to persuasion; Cognitive Dissonance-Meaning and ways to reduce it, Dissonance and Attitude change; measurement of Attitudes; Attitude Behaviour Relationship.

UNIT – IV: PREJUDICE

Prejudice and Discrimination, The nature and origin of prejudice- Direct intergroup conflicts, Social learning, Social categorization, Cognitive sources of Prejudice-Stereotypes, Illusory Correlation, Out-group homogeneity, reducing prejudice.

UNIT – V: INTERPERSONAL ATTRACTION

The beginning of attraction, Proximity and Emotions; becoming acquainted, the need to affiliate, the effect of observable characteristics; Moving toward friendship-Similarity and Mutual liking.

Textbook:-

Baron, R. A., & Branscombe, N.R. (2016), *Social Psychology*, Pearson India Education services Private Limited.

References: -

Taylor, S.E., Peplau, L. A., & Sears, D. O. (2006) *Social Psychology*, (12th ed.), New Delhi: Pearson/Prentice Hall.

- Question papers will be set based on the textbooks mentioned

\

PSYCHOLOGY OF ADOLESCENCE AND MIDDLE ADULTHOOD

PART – III – PAPER VI - CORE

CREDITS 5

OBJECTIVES:

- To understand the nature of adolescence.
- To impart knowledge about the various domains of adolescence development.
- To lay emphasis on the psychological aspects of development in Adolescence.

Unit – I: ADOLESCENCE – Characteristics of Adolescence (omitted). Physical Development in Adolescence – Adolescence – A developmental transition - Physical development – Puberty – Beginning of Puberty – Timing, Sequence and Signs of Maturation – Physical and Mental Health – Physical Fitness – Sleep needs – Nutrition and Eating Disorders – Use and Abuse of Drugs – Depression – Death in Adolescence.

Textbook: Papalia.

Unit II: COGNITIVE DEVELOPMENT IN ADOLESCENCE– Aspects of Cognitive Maturation – Piaget’s Stage of Formal Operations – Language Development – Elkind : Immature Characteristics of Adolescent Thought – Moral Reasoning : Kohlberg’s Theory – Educational and Vocational Issues – Influences on School Achievement - Dropping out of High School – Educational and Vocational Preparation.

Unit III: PSYCHOSOCIAL DEVELOPMENT IN ADOLESCENCE – Identity – Search for Identity – Erickson: Identity Vs Identity Confusion, Marcia: Identity status – Overview of theories of personality – Freud, Erickson, Adler – Crisis and Commitment – Gender Differences in Identity formation – Ethnic Factors in Identity Formation. Sexuality – Sexual Orientation – Sexual Behavior – Sexual Risk Taking – Sexually Transmitted Diseases – Teenage Pregnancy and Child Bearing. Autonomy as an Adolescent Issue – Types of Autonomy –Three Types of Autonomy- The Development of Emotional Autonomy – The Development of Behavioural Autonomy – The Development of Value Autonomy.

Unit IV: PHYSICAL AND COGNITIVE DEVELOPMENT OF MIDDLE ADULTHOOD – Middle Age a Cultural Construct – The Meaning of Middle Age. Physical Development – Physical Changes – Sensory and Psychomotor Functioning-Structural and Systemic Changes – Sexuality and Reproductive Functioning - Health – Health Concerns - Indirect Influences of Health : Socio Economic Status, Race/Ethnicity – Women’s Health After Menopause – Influence of Emotional States, Personality and Stress. Cognitive Development – Measuring Cognitive Abilities in Middle Age – The Distinctiveness of Adult Cognition – The Role of Expertise – Integrative Thought – Practical Problem Solving - Creativity – Creativity and

Intelligence – Creativity and Age – Work and Education – Occupational Patterns and Paths – Work Versus Early Retirement - Work and Cognitive Development – The Mature Learner.

Unit V: PSYCHOSOCIAL DEVELOPMENT OF MIDDLE ADULTHOOD – Change At The Middle Life :
 Classic Theoretical Approaches – Normative-Stage Models – Timing of Events : The Social Clock – The Self at Mid life : Issues and Themes - Midlife Crisis- Identity Development – Psychological Well-being and Positive Mental Health – Changes in Relationship at Midlife – Theories of Social Contact – Relationships and Quality of life – Consensual Relationships – Marriage – Midlife Divorce – Gay and Lesbian Relationships – Friendships- Relationships with Maturing Adolescents : Issues for Parents – Empty Nest syndrome – Parenting Grown Children – Prolonged Parenting : Cluttered Nest – Other Kinship Ties- Relationship with Aging Parents – Relationships with siblings – Grandparenthood.

Text Books:

1. Papalia, D. E., Olds, S., & Feldmann, R. D. (2015). *Human Development* (12th ed.). New Delhi: Tata Mc Graw- Hill.

Reference:

2. Steinberg, L, D. (1996). *Adolescence* (4th ed.). U.S.A: McGraw- Hill.
3. Nancy J. Cobb. (2003). *Adolescence - Continuity, Change, and Diversity* (4th ed.), New Delhi:McGraw- Hill.
4. Hurlock, E. B., (2006). *Developmental Psychology A Life - Span Approach* (5th ed.). New Delhi: Tata Mc Graw- Hill.

- Question papers will be set based on the textbooks mentioned

RESEARCH METHODS

ALLIED – PAPER – IV

CREDITS 5

OBJECTIVES:

To provide the groundwork on the basics of research methods in psychology.

To enable students understand the importance of reviewing literature and selection of sample.

Unit – 1: Research: Definition of research, characteristics of research, Types of research; Application, objective, enquiry mode, Approaches to social research: Quantitative, qualitative and mixed or multiple method approach, advantages and disadvantages of mixed method, Research process: Eight step model.

(Ranjit Kumar).

Unit – 2: Review of Literature: Importance and purpose of reviewing literature, steps in searching for literature, sources of literature, planning the review work, note taking (Ranjit Kumar, Krishnaswami, Ranganathan)

Unit – 3: Formulating Research Problem and Hypothesis: Importance, Sources, Considerations, steps in formulation of research problem; research objectives, (Ranjit Kumar) Hypothesis: Definition, Function, characteristics, types of hypothesis, errors in testing a hypothesis (Ranjit Kumar).

Unit – 4: Selecting a sample: definition, theoretical basis, factors affecting the inferences, different types of sampling: random sampling, systematic random sampling, stratified sampling, quota sampling, snow – ball technique, calculation of sample size (Ranjit Kumar).

Unit – 5: Method of Data collection: major approaches to information gathering, Primary sources; observation method, interview method, questionnaire method, different ways of administering a questionnaire. Advantages and disadvantages of questionnaire and interview method, methods of data collection in qualitative research, unstructured interview, observation and Secondary sources, collecting data and problems with using data from secondary sources (Ranjit Kumar).

Text Books:

1. Ranjit Kumar, (2014) Research Methodology - A step by step guide for Beginners, Fourth edition. Sage Texts, Sage publications India Pvt Ltd, New Delhi.
2. Krishnaswami, O.R and Ranganathan (2008). Methodology of research in social sciences 2nd revised edition, Himalaya Books Pvt Ltd, Mumbai.

References:

C R Kothari, Gaurav Garg (2014), Research Methodology - Methods and Techniques, Third edition, New Age International Private Ltd Publishers, New Delhi.

- Question papers will be set based on the textbooks mentioned

ENVIRONMENTAL STUDIES

PART – 4 – PAPER – 3 – NON – MAJOR ELECTIVE CREDITS 2

Unit 1: Multidisciplinary nature of environmental studies – Definition-scope & importance-need for public awareness.

Unit 2: Natural resource – Definition-Renewable & Non-renewable resources – Role of an individual in conservation of natural resources – Ecosystems – Concept of an ecosystem –structure & function of an ecosystem- procedures, consumers & decomposers. Energy for an ecosystem – Introduction -types-characteristic features-structure & function of the following ecosystem – a) Forest ecosystem, b) Grassland ecosystem, c) Desert ecosystem, d) Aquatic ecosystem.

Unit 3: Biodiversity & its conservation – Introduction-definition-genetic species& ecosystem diversity, biographical classification of India; value of bio diversity-consumptive use-productive use-social ethical aesthetic& option values & bio diversity at global, national & local levels- India as a mega diversity nation-Hot spots of biodiversity-Threats to bio diversity-Habitat loss-coaching of wild life-man wildlife conflict-endanger & endemic species of India's conservation of bio diversity-In-situe& X-situe conservation of bio diversity.

Unit 4: Environmental pollution – Definition-cause-effect & control measure of: a) Air pollution, b) Water pollution, c) Soil pollution, d) Marine pollution, e) Thermal pollution. Nuclear hazard-select waste management-causes effects & control measures of urban & industrial wastes-role of an individual in presentation of pollution.

Unit 5: Field work – 1.Visit to a local area to document environmental hazards, rivers, forest, grass land, hill, mountain, etc. 2.Visit to a local polluted site, urban, rural, industrial, agriculture, etc. 3.Study of common plants, insects & birds. 4.Study of simple ecosystem pond, rivers, hill slope etc.

Text Book:

Ubroi NK (2010), Environmental Studies, 2nd ed, Excel books.

REFERENCES:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- BharuchaErach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R)
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p

- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Down to Earth, Centre for Science and Environment (R)
- Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood, V.H &Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
- Jadhav, H &Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
- Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
- Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
- Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
- Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
- Rao M N. &Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
- Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
- Survey of the Environment, The Hindu (M)
- Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB).

- **Question papers will be set based on the textbooks mentioned**

SOFT SKILLS - III

PART IV – – PAPER – 3 – SKILL BASED SUBJECT – COMPUTING SKILLS LEVEL – 1 CREDITS 3

Objective: The major objective in introducing the course is to impart hands on training to students in Microsoft Office essentials like MS Word, MS Excel and MS Access. The course is basic course offered at two levels exclusively meant for students who have no computer knowledge. Course is designed as a practical oriented course and not for chalk and board teaching. Pre- requisite: NIL

Unit 1: Introduction to computers – classification of computers; Computers inside – Hardware (processing, memory i/o, storage etc.), Software (Systems, application); Operating Systems – DOS, LINUX, UNIX, Windows ; Programming – Overview, need and skills; Networking Basics; Virus; Hacking.

Unit 2: Word processing - Operating of word documents like open, close, save, print ; Editing Text – tools, formatting , bullets, layout ; Navigating word – Keyword, mouse, document formatting ; paragraph alignment - indentation, headers, footers, numbering; printing – preview, options

Unit 3: File Management – Importance of file management, backing of files, files and folders- editing, deleting, retrieving, renaming, subfolders; Manipulating windows – minimize, maximize; power point basics-terminology-templates, viewing20

Unit 4: Spread sheets – MS Excel – opening, entering text and data, formatting, navigating; Formulas- entering, handling and copying; charts- creating, formatting and printing, header and footer, centering of data; printing

Unit 5: Networking - Internet explorer; www – working, browsing, searching, saving; bookmark – features, favourite, create, delete; printing webpage; email – creating, receiving, reading and sending messages. Note – Unit 2 -5 are to be taught as practical with hands on experience

References:

- Introduction to Computers – Peter Norton, Tata McGraw-Hill, India
- Microsoft 2003 – Jennifer Ackerman Kettel et al., Tata Mc-Graw Hill, India
- Working In Microsoft office 2006–Ron Mansfield , Tata Mc-Graw Hill, India

- **Question papers will be set based on the textbooks mentioned**

SEMESTER - IV

SEMESTER - IV
PART -I - FOUNDATION
/ B.S.C. DEGREE COURSE TAMIL - IV

CREDITS : 3

நோக்கம் ;

சங்க இலக்கியங்கள் வழி மைமிழர்மை வழுவியதல மணவர்களிமை அறிமுகப்படுத்தும் பகுவை. மமழிமபயர்ப்பு சர்நை கல்வி.

அககு - 1 தநிமிக்கின யபாமை (10 hrs)

1. சங்க இலக்கின யபாமை
2. அக இலக்கின யபாமை

அககு - 2 மசய்மள் (மசன்த ப் பல்கத க்கமக மயமிடு) (20 hrs)

புட்டுத்மதாதக

1. புற்றுிதண : 10,110,129
2. குமநைம்மதாதக : 8, 25, 32
3. கலித்மதாதக : 6, 37, 51
4. அகாநைமை : 7, 122, 155
5. மிபாநைமை : 89, 109, 204

புத்துப்பாட்டு

1. மபுபுல்யாதட

அககு - 3 இபட்டக காப்பினம் (15 hrs)

சிபுபுதிபாபம்

நதபநைம்புத்த கத

நணிதநகத

யிமாயத காத்த

அககு - 4 திமக்குள் (10 hrs)

அபுத்துப்பால் : யாழ்க்ககத் துதணம்,

நக்கட்தமபாமெட்பால் : கல்யி, தகள்யி

காநத்தபுப்பால் : குபிபன் அபிதல, னணர்ச்சி நகிழ்தல்

அககு - 5 மநாமிப்பனிற்சி (05 hrs)

1. ஆங்கிலத்தில் இமெந்து தநிழுக்கு மநாமி மனர்த்தல்
2. தநிமில் இமெந்து ஆங்கிலத்துக்கு மநாமி மனர்த்த

- 1.மனெம், அ., சந்திபதகா தயத்தினாதன், தநிழ் இக்கின யபாமை, டெகா துமசன்த, நமஸ்திபன் 2012.
- 2.சங்க இக்கினத் மதாகுபன், ரிம மசஞ்சுரி ஸ்கஹவஸு, மசன்த, 2014.
- 3.சிபுத்திகாபம், உ.தய.சா நூல் ரிதனம், மசன்த, 2013
- 4.நணிதநகத, உ.தய. சா நூல் ரிதனம், மசன்த, 2013
- 5.திமெக்குள், நணியாசகர் திபுமம், மசன்த, 2004

- Question papers will be set based on the textbooks mentioned

SEMESTER IV**FRENCH****Credits: 3**

Title of Paper

: Paper IV: Language and Culture - II

Syllabus

: Selected tales from *De Bouche à Oreille : contes favoris*

Ed : Krishnan, C Saraswathi Publications, New Delhi, 2009

The following passages from «*De Bouche à Oreille : Contes favoris* » and the corresponding pages from the «*De Bouche à Oreille :Contes favoris –Fiches d’activités*»

Unit 1Philip Whyte -*Le chasseur de phoque et l’homme sirène***Unit 2**Renaud Fabri -*La Dent au chat***Unit 3**Chitra Krishnan-*Ganesa, le scribe***Unit 4**Raymond Richelot-*La Légende de Chirapa***Unit 5**Kausalya Jagan Mohan-*Les questions d’enfance*

- Question papers will be set based on the textbooks mentioned

PART II – ENGLISH-IV

**(Effective from the academic year 2014 - 2015 for the students admitted
from 2014 - 2015)**

COMMON TO ALL UNDER GRADUATE COURSES AND POST GRADUATE FIVE
YEAR
INTEGRATED COURSES WHO STUDY PART II - ENGLISH FOR FOUR SEMESTERS
ONLY
(i.e. B.A./ B.Sc./ B.Com. (CS) / B.Com. (Co-op,) etc.,)

Fourth Semester Credits:3

Text - **Six One - Act Plays** by Pavai Publications Rs.50/-

Gifts to Posterity by Anu Chithra Publishers. Rs. 32/-

Building Competency A Course in Reading and Writing English by Maruthi Publications.
Rs. 50/-

Unit - I Six One-Act Plays

1. The Bishop's Candlesticks - Norman McKinnell
2. The Two Corporals - Val Gielgud
3. Wurzel-Flummery - A.A. Milne
4. Old Man River - Dorothy Deming
5. Hewers of Coal - Joe Corrie
6. Five at "The George" - Stuart Ready

Unit - II Short Stories

1. Comrades - Nadine Gardiner
2. Games at Twilight - Anita Desai
3. Gateman's Gift - R. K. Narayan
4. Open Window - Munro (Saki)
5. Some Words with a Mummy - Edgar Allan Poe
6. The Ant and the Grasshopper - Somerset Maugham

Unit - III Scenes from Shakespeare

Scenes from Shakespeare:

1. Merchant of Venice - Lines on Quality of Mercy
2. Julius Ceaser - Antony's Funeral Oration
3. Macbeth - Murder Scene

Unit - IV**Prose:**

1. Little Girls are Wiser than Men - Leo Tolstoy
2. The Last Clock - James Thurber
3. How far is the River - Ruskin Bond

Unit - V**Writing Skill Exercises**

Letter Writing (Formal & Informal)

Précis Writing

Paraphrasing

Comprehension

Report Writing.

General essay question on any common/current affairs topic

Part II and **Part IV** from **Spring Board** can be used for Class room exercises to enhance the students' communicative and presentation skills

- **Question papers will be set based on the textbooks mentioned**

SOCIAL PSYCHOLOGY-II

PART – III – PAPER VII

CORE

CREDITS 5

OBJECTIVES:

1. To become aware of the social influences of conformity, compliance and obedience.
2. To make students learn the strategies for managing aggression.
3. To apply the principles of Social Psychology to health and organization.

UNIT – I: SOCIAL INFLUENCE - Conformity- Asch's research on conformity, Social pressure, Factors affecting conformity; Compliance, The underlying principles and Tactics –Ingratiation, The foot-in-the-door, The low ball, Door-in-the-face. Obedience- To authority and intense indoctrination.

Textbook : Baron

UNIT – II: PROSOCIAL BEHAVIOUR - Responding to an emergency, Decision to help in emergency, situational actors in helping, Motivation and Moral Behaviour, Emotional and Personality influence, Theories of pro-social behaviour.

UNIT – III: AGGRESSION - Theoretical perspectives of the nature and origin of aggression, Determinants of aggression- Social, Personal and Situational; Prevention and control of aggression- Catharsis, Cognitive intervention and other techniques; Types of aggression.

UNIT – IV: GROUPS AND INDIVIDUALS – Meaning and Functions, How groups affect individual performance? Social Facilitation, Social loafing; Cooperation- Factors influencing cooperation; Conflicts- Nature, Causes and Effects, Resolving conflicts; Decision making by groups- Process, Nature- moderation or polarization, Potential dangers of group decision making.

UNIT – V: APPLICATION TO MEDICINE AND ORGANIZATION – Applying social psychology to health-related behaviour; Emotional and Physiological effects of Stress, Coping with stress, Job Satisfaction- Attitude about work, Organizational citizenship behaviour.

Textbook:

Baron, R. A., & Branscombe, N.R. (2016), Social Psychology, Pearson India Education services Private Limited.

Reference:

Taylor, S.E., Peplau, L. A., & Sears, D. O. (2006) Social Psychology, (12th ed.), New Delhi: Pearson/Prentice Hall.

- **Question papers will be set based on the textbooks mentioned**

EXPERIMENTAL PSYCHOLOGY - (PRACTICAL)

PART – III – PAPER VIII CORE CREDITS 5

Experimental psychology – definition, Experimental Psychology as a method, variables, objectives of experimental psychology. formulation of problems, hypothesis. Brief introduction of experimental designs, statistical methods.

*Ten experiments to be conducted, with the minimum of two from each of the units.

UNIT – I: Sensation & Attention

- 1 Distraction of Attention -
- 2 Span of Attention
- 3 Division of Attention
- 4 Determination of two – point threshold (Aesthiometer)

UNIT – II: Perception

- 5 Muller Lyer Illusion
- 6 Set in perception
- 7 Perception of Space in Depth
- 8 Perception of Size Constancy

UNIT – III: Learning

- 9 Knowledge of results
- 10 Study of Learning by Insight
- 11 Habit Interference
- 12 Study of Bilateral Transfer
- 13 Transfer of Learning
- 14 Proactive and Retroactive Inhibition – Rakhi Bhargava and Abha Bhargava

UNIT – IV: Thinking

- 15 Concept Formation
- 16 Problem Solving – L.N. Dubey
- 17 T puzzle
- 18 Heart and bow

UNIT – V: Motor Skills

- 19 Motor learning
- 20 Manual Dexterity
- 21 Finger Dexterity
- 22 Steadiness test
- 23 Minnesota Rate of Manipulation test.

References: -

1. Woodworth. R. S., & Schlosberg, H. (1971) *Experimental Psychology*, Oxford and IBH Pub., Pvt., Ltd.

2. Rajamanikam, M. (1925) *Experimental Psychology with Advanced Experiments*, Revised edition, volume I and II, New Delhi: Concept Publishing company.

Note:

***1 External examiners for Experimental Psychology (PRACTICAL)**

***Evaluation pattern 50 internal / 50 externa**

- **Question papers will be set based on the textbooks mentioned**

CONSUMER BEHAVIOUR AND MARKETING

PART – III – PAPER IV ALLIED CREDITS 5

OBJECTIVES:

- To understand the basics of consumer behaviour
- To understand basics of marketing
- To learn how to analyze consumer markets

Unit I – CONSUMER BEHAVIOUR: Origins and strategic applications, development of the marketing concept; customer value, satisfaction and retention; impact of digital technologies on marketing strategies, marketing ethics and social responsibility.

Textbook: Schiffman

Unit II – CONSUMER MOTIVATION, PERSONALITY AND PERCEPTION: The dynamics of motivation, types and systems of needs, ethics and consumer motivation, personality and understanding consumer diversity, brand personality, dynamics of perception, consumer imagery.

Textbook: Schiffman

Unit III – CONSUMER ATTITUDE FORMATION AND CHANGE: The attitude object, attitudes are a learned predisposition, attitudes have consistency, structural models of attitudes, attitude formation, strategies of attitude change.

Textbook: Schiffman

Unit IV – MARKETING: Importance of marketing, scope of marketing, core marketing concepts, the new marketing realities. Connecting with customers: building customer value, satisfaction and loyalty, maximizing customer lifetime value, cultivating customer relationships.

Textbook: Kottler

Unit V – ANALYZING CONSUMER MARKETS: Factors influencing consumer behaviour, key psychological processes, the buying decision process, **Theories of consumer decision making (Include theories)**

Textbook: Kottler

Textbooks:

- Schiffman, L. G., & Kanuk, L. L. (2008). Consumer behavior (9th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Kotler. P., Keller. K.L, Koshy.A, Jha.M., (2009), Marketing Management-A South Asian Perspective, 13th edition, Pearson Publication House.
- **Question papers will be set based on the textbooks mentioned**

CAREER PSYCHOLOGY

PART IIIa CORE ELECTIVE – 1

CREDITS 5

Unit 1: Concept of Work – Early conception of work – Mindsets and meaning of work – Evolution of work in the west – The industrial revolution - Evolution of work in the Indian context – The Ashrama system – The Varna and caste system – The doctrine of Karma - The world of work in the traditional India. Work as career – Characteristics of career.

Textbook : Arulmani & Nag Arulmani

Unit 2: Theories of Career psychology - The trait Factor approach – Holland Typological theory – Developmental and life span oriented approaches – Stages of vocational development according to Donald Super - Social learning theory.

Textbook : Arulmani & Nag Arulmani

Unit 3: Factors influencing career choice - Biological influences – Heredity – Biochemical factors - Environmental influences – Psychological influences – Social influences – Educational Influences – Economic Influences - Personality - Personal Interest – Personal Aptitude

Textbook : Arulmani & Nag Arulmani

Unit 4: Career Counseling – Career Counseling – Career counseling in India – Skills for Career Counseling – Stages of Career Counseling – Career Counseling for Individuals and Groups.

Textbook : Arulmani & Nag Arulmani

Unit 5: Career Profiling – Gardner’s Multiple Intelligence test – Personality test Eysenck personality Inventory – Holland’s self directed search — Report writing.

Textbook – Arulmani & Nag Arulmani

Textbook

- Arulmani.G.& Nag - Arulmani.S.(2004).Career Counseling -A Hand Book. Tata McGraw Hill Publishing company Limited.

Reference

- Zunker.V. (2016). Career Counseling: A Holistic Approach (9th ed). Cengage Learning Custom Publication
- Brown.D.(2002). Career Choice and Development (4th ed). John Wiley& Sons Incc
- **Question papers will be set based on the textbooks mentioned**

COGNITIVE PSYCHOLOGY

PART – IIIa – CORE ELECTIVE - II

CREDITS 5

OBJECTIVES: -

1. To understand the fundamentals of cognitive psychology
2. To learn the cognitive theories and approach to explain Behavior.

Unit – I: INTRODUCTION TO COGNITIVE PSYCHOLOGY: Definition. Philosophical Antecedents of Psychology- Rationalism versus Empiricism. Psychological Antecedents of Cognitive Psychology- Early Dialectics in the Psychology of Cognition. Behaviorism, Gestalt psychology. Emergence of Cognitive psychology- Early role of psychobiology, Technology and Cognitive psychology. Cognition and Intelligence- Definition, Three Cognitive models of Intelligence.

Textbook: ROBERT J. STERNBERG

Unit – II: MEMORY MODELS AND RESEARCH METHODS: Tasks used for measuring memory- Recall versus Recognition, Implicit versus Explicit. Models of Memory- The traditional model of memory, the levels of processing model, The Integrative model, multiple memory systems, A connectionist Perspective. Exceptional memory and Neuropsychology, Deficient Memory.

Textbook: ROBERT J. STERNBERG

Unit – III: MEMORY PROCESSES: Encoding and Transfer of information-Forms of Encoding, STM to LTM transfer. Retrieval- Retrieval from STM, Retrieval from LTM, Intelligence and Retrieval. Processes of forgetting and Memory distortion-Interference theory, Decay theory. The constructive nature of Memory- Autobiographical Memory, Memory Distortions, The effect of context on memory.

Textbook: ROBERT J. STERNBERG

Unit – IV: PROBLEM SOLVING AND CREATIVITY: The Problem solving cycle. Types of Problems-well structured problems, Ill structured problems and the role of Insight. Obstacles and aids to problem solving- (Mental sets Entrenchment and Fixation), Negative and Positive transfer, Incubation. Expertise: Knowledge and problem solving- organization of knowledge, Innate talent and acquired skill, Artificial intelligence and expertise. Creativity- Characteristics of creative people, Neuroscience of creativity.

Textbook: ROBERT J. STERNBERG

Unit – V: DECISION MAKING AND REASONING: Judgment and decision making-Classical decision theory, Heuristics and biases, fallacies, Opportunity costs, Naturalistic decision making, group decision making, Neuroscience and decision making. Deductive reasoning- Definition, Conditional reasoning, Syllogistic reasoning, aids and obstacles to deductive reasoning. Inductive reasoning-

Definition, causal inferences, categorical inferences, reasoning by analogies. An alternative view of reasoning. Neuroscience of reasoning.

Textbook: ROBERT J. STERNBERG

Textbooks:

1. Robert J Sternberg and Karin Sternberg (2012) Cognitive Psychology, (6th Edition), Wadsworth, Cengage Learning.

Reference

1. Braisby, N & Gellatly, A(2012) Cognitive Psychology, (2nd ed) The open University press
2. Ronald T Kellogg (2012) Fundamentals of Cognitive psychology, (2nd ed). Sage South Asian Edition

- Question papers will be set based on the textbooks mentioned

SOFT SKILLS - IV

COMPUTING SKILLS –LEVEL II

PART IV – PAPER – 4 – SKILL BASED SUBJECT CREDITS 3

Objective: The major objective in introducing the course is to impart hands on training to students in Microsoft Office essentials like MS Word, MS Excel and MS Access. The course is basic course offered at two levels exclusively meant for students with no computer knowledge. Course is designed as a practical oriented course and not for chalk and board teaching. Pre- requisite: Essentials of Microsoft office as given in Level I.

UNIT- 1 – Word Processing

Word processing- auto formatting- paragraphs and character style- creating and modifying using style- templates- modifying and control- tables (create, manipulating and formatting) – mail merge- labels- creating document- using mail merge

UNIT – 2 – Data Management

Data management-MS access- Introduction, concepts and terms - data base and tables – creating data types- editing fields- renaming- resizing- finding- sorting- displaying- printing data

UNIT – 3 – Spread Sheet

Spread sheet – MS excel- worksheets- moving, copying, sorting, inserting of cells, rows and columns- charts (creating, editing, adding, rotating, printing, deleting and controlling)- graphs (creating and placing)- drawing lines and shapes using multiple worksheets- printing worksheets

UNIT – 4 – Presentation

Presentation- PPT- starting, browsing, saving, creating, editing, formatting of text and paragraph- inserting tables and charts- presentation through slides- hand-outs and printing

UNIT – 5 – Graphics and Multimedia

Graphics and multimedia- clip art- creating and inserting shapes- creating flow charts, etc.

REFERENCES:

- Introduction to Computers – Peter Norton, Tata McGraw-Hill, India
- Microsoft 2003 – Jennifer Ackerman Kettel et al., Tata Mc-Graw Hill, India
- Working In Microsoft office 2006–Ron Mansfield , Tata Mc-Graw Hill, India
- **Question papers will be set based on the textbooks mentioned**

SEMESTER - V

ABNORMAL PSYCHOLOGY – I

PART – III – PAPER IX CORE CREDITS 5

OBJECTIVES:

- To make the students understand abnormal behaviour
- To make them aware of different types of disorders
- To familiarize with causes, symptoms treatment and make them prevent the disease

UNIT – I: INTRODUCTION – Historical views of Abnormal Behavior: Demonology, Gods and Magic, Hippocrates' Early Medical Concepts, Early philosophical conceptions of consciousness, Later Greek and Roman thought, Early views of mental disorders in china, Views of abnormality during the Middle ages. Towards Humanitarian Approaches: The Resurgence of scientific questioning in Europe, The establishment of early Asylums, Humanitarian Reform, Nineteenth-Century views, Changing attitudes, Emergence of Contemporary views: Biological Discoveries, Development of Classification system.

Textbook : Butcher

UNIT – II: CLINICAL ASSESSMENT AND DIAGNOSIS - The Basic Elements in Assessment: The relationship between Assessment and Diagnosis, Taking a Social and Behavioral History, Ensuring Cultural Sensitivity, The influence of professional orientation, reliability validity and standardization, Trust and Rapport. Assessment of the physical Organism: The general physical examination, The neurological examination, The neuropsychological examination. Psychosocial Assessment: Assessment interviews, Clinical observations, Psychological Tests. The Integration of Assessment data: Ethical Issues in Assessment. Classifying Abnormal Behavior: Differing Models of Classification, Formal Diagnostic classification of Mental Disorders

UNIT – III: ANXIETY DISORDERS – Social Phobias: Prevalence, Psychological causes, Biological causes, Treatments. Panic Disorder with and without Agoraphobia: Prevalence, Comorbidity, Biological causal factors, Psychological causes, Treatments. Generalized Anxiety Disorders: Prevalence, Comorbidity, Psychological causes, Biological causes, Treatments. Obsessive Compulsive Disorder: Prevalence, Comorbidity, Psychological causes, Biological causes, Treatments.

UNIT – IV: SOMATIFORM DISORDERS – Hypochondriasis, somatization disorder – pain disorder, conversion disorder, body dysmorphic disorder, causal factors treatment and outcomes in Somatoform disorders.

UNIT – V: MOOD DISORDERS – Unipolar Mood Disorders, causal factors, treatment. Bipolar Mood disorders, causes and treatment, Suicide, clinical picture, causes, prevention and intervention.

*Visits to the rehabilitation centers will be organized

Textbook :

1. James N. Butcher, Susan Mineka and Jill M. Hooley. (2014) *Abnormal Psychology*, (15th Edition). Pearson Education Inc
2. Davison, G. C., Neale, J. M.(2009) *Abnormal Psychology - An Experimental Clinical Approach*, (11th ed.). New York, Chichester: John Wiley and Son, **(omitted)**

References:

1. Davison, G. C., Neale, J. M.(2009) *Abnormal Psychology - An Experimental Clinical Approach*, (11th ed.). New York, Chichester: John Wiley and Son,
2. Carson, Robert, & Butcher (2015) *Abnormal psychology and modern life*. (15th ed.). scott, Frismand and co.
3. David, B. H. & Mark, D. V. (1995) *Abnormal Psychology*. Brooks/Cole Publishing Company
- 4.

- **Question papers will be set based on the textbooks mentioned**

COUNSELLING PSYCHOLOGY

PART – III – PAPER X CORE

CREDITS 5

OBJECTIVES: -

- To understand the field of counseling psychology
- To get sensitized to counseling theories and skills.
- To understand the scope of counseling.

Unit – I: COUNSELLING AND GUIDANCE – Introduction, Definition of counseling- Counseling movement in modern times - Present status of counseling - Related fields – Advising – Guidance – Clinical psychology – Counseling as Hygiology - counseling as a helping profession–Counseling as a solution to human problems

Textbook:Narayana Rao

Unit – II: Areas Of Counseling : Counseling Families – Counseling Families Concerning Children – Counseling With Parents – Counseling the Delinquents - Marriage Counseling – Premarital Counseling – Educational Counseling – Vocational Counseling – Employment Counseling – Pastoral Counseling - Rehabilitation Counseling - Gerontology Counseling

Textbook:Narayana Rao,Gibson

Unit – III: Counseling Process – Preparation Of Counseling –Counseling Relationship - Variables Affecting The Counseling Process – Counselors Skills – Counselee Factors - Counseling Goals - Ethics In Counseling.

Textbook:NarayanaRao,Gibson

Unit – IV: Overview Of Counseling Theories – Psychoanalytic, Person Centered, Behavioral, Cognitive, Reality Counseling Theories, Gestalt, And Eclectic Counseling;.

Textbook:Gibson

Unit – V: Types Of Counseling : Individual And Group Counseling - Mechanics Of Group Counseling – Types Of Groups – Process Of Group Counseling – Individual And Group Counseling Similarities and Differences.

Textbook: Narayana Rao

*Application oriented exercises and role plays will be introduced.

Text Book:

1. Rao, N. S. (2006) Introduction to counseling and guidance , Tata Mcgraw hill.

2. Gibson, R. L. and Mitchell, M.H. (2013) Introduction to Counseling and Guidance. Pearson Education.

References:

1. Patterson, L.E. and Welfel, E. R. (2004) The Counseling Process, (6th ed). Wadsworth Brooks/Cole Thomson Learning.
2. Nelson – Jones. (2008) Basic Counseling Skills – a Helper Manual, (2nd ed.). New Delhi: Sage.

- **Question papers will be set based on the textbooks mentioned**

CASE STUDY* (PRACTICAL)

PART – III – PAPER XI CORE

CREDITS 5

Case Study (any 3) to be submitted from the following areas

1. Elementary school children
2. Adolescents
3. Middle age
4. Old age
5. Children with special needs
6. Working women

Each case study should not exceed 15 pages.

** Guidelines for Case study – Marks = 100, Internal = 50, External = 50, Credits = 5.

3 Case Studies to be submitted as report, which is a practicum paper

Note :

***Evaluation pattern 50 internal marks/ 50 external marks**

*** Internal marks to be given based on content and on-time Submission of chapters**

*** External evaluation to be done by viva by external examiner.**

- **Question papers will be set based on the textbooks mentioned**

SPORTS PSYCHOLOGY

PART IIIa CORE ELECTIVE III

CREDITS

5

OBJECTIVES:

- To become aware of Sports Psychology as a process, profession and academic discipline.
- To impart the methods and scope of psychology in sport sciences.

UNIT – I Introduction: Sports psychology: a brief history of sport psychology, who is a sport psychologist, the formation of attitudes to sport; Personality, genes and attitudes, Social learning of attitudes, Parental involvement, Desire for health and physique enhancement.

UNIT – II: Social factors in sporting performance: Groups and teams; group formation, Group cohesion, Elements of group cohesion, Factors affecting team cohesion, Cohesiveness and performance, Developing team cohesion. Social facilitation; Co-action and audience effects, the home advantage effect. Negative effects of team membership; Social loafing, Groupthink. Leadership; Leadership style, Theories of leadership, coaching as decision making

UNIT – III: Motivation and Sports: Intrinsic and extrinsic motivation; The additive principle. Theories of motivation; Maslow's theory of needs, achievement motivation, Attribution theory. Self-efficacy, Counterfactual thinking, Pathological motivation and sport; Burn-out, Eating disorders

UNIT – IV Arousal, anxiety and sporting performance: Definitions of arousal, anxiety and stress; Cognitive and somatic anxiety, State and trait anxiety. Factors inducing anxiety and stress; Situational factors, Individual factors. The relationship between arousal and performance; Drive theory, Inverted-U hypothesis. The relationship between anxiety and performance; the catastrophe model, Zones of optimal functioning. Stress management; Relaxation techniques, Cognitive-behavioural techniques, Imagery techniques.

UNIT – V: Skill acquisition and expertise: Definitions. Classifying abilities, Classifying skills; Gross and fine skills, Discrete, continuous and serial skills, External and internally paced skills. Two linked

issues: the existence of superability and the nature–nurture debate in sport. Stages of skill acquisition; The cognitive stage, The associative stage, The autonomous stage. The information-processing approach to skills; Memory, Theories of motor learning; Closed loop theory. Expert performance; The role of knowledge, The role of anticipation, The role of meta cognition. Enhancing skill and expertise: the role of practice; Massed and distributed practice, Whole and part practice, Physical and mental practice

Textbook:

1. Jarvis, M. (2006). *Sports Psychology – A Students Handbook*, Vol – 10. Sessex: Rutledge

- **Question papers will be set based on the textbooks mentioned**

HEALTH PSYCHOLOGY

PART IIIa CORE ELECTIVE IV

CREDITS 5

OBJECTIVES:

1. To introduce the field of health psychology.
2. To learn the application of psychology in health related fields.

Unit – I: HEALTH PSYCHOLOGY – Definition, The rise of biopsychosocial model; The need of health psychology, Health psychology research.

Ref: Taylor.

Unit – II: SYSTEMS OF THE BODY –The nervous system- Overview, The brain, Disorders of the Nervous System ,The Endocrine System -Overview ,The Adrenal Glands ,Disorders Involving the Endocrine System ;The Cardiovascular System -Overview ,The Heart, Disorders of the Cardiovascular System ,Blood Pressure ,The Blood ,The Respiratory System ,The Structure and Functions of the Respiratory System ,Disorders Associated with the Respiratory System ,Dealing with Respiratory Disorders . The Reproductive System-Overview, The Ovaries and Testes, Fertilization and Gestation, Disorders of the Reproductive System

Ref: Taylor.

Unit – III: USING HEALTH SERVICES-Recognition and Interpretation of Symptoms, Interpretation of Symptoms, Cognitive Representations of Illness., Uses of Health Services- Age, Gender, Social Class and Culture, Social Psychological Factors; Misusing Health Services-Using Health Services for Emotional Disturbances, Delay Behavior.

Ref: Taylor

UNIT – IV: PATIENTS, PROVIDERS, AND TREATMENTS-The Nature of Patient-Provider Communication-Setting, Provider Behaviors That Contribute to Faulty Communication, Patients' Contributions to Faulty Communication .Interactive Aspects of the Communication Problem. Results of Poor Patient-Provider Communication. Nonadherence to Treatment Regimens, Good Communication, Improving Patient-Provider Communication and Increasing Adherence to Treatment, Teaching Providers How to Communicate, The Patient in the Hospital Setting, Structure of the Hospital, The Impact of Hospitalization on the

Patient, Interventions to Increase Information in Hospital Settings, The Hospitalized Child, Preparing Children for Medical Interventions.

Ref: Taylor

Unit – V: HEALTH PSYCHOLOGY: CHALLENGES FOR THE FUTURE– Trends in Health and Health Psychology-The Changing Nature of Medical Practice, Systematic Documentation of Cost Effectiveness and Treatment Effectiveness. International Health, Becoming a Health Psychologist-Undergraduate Experience, Graduate Experience, Postgraduate Work, Employment

Ref: Taylor

Text Books:

1. Taylor,S.E., (2015),Health psychology,(9th edition),. McGraw-Hill Education,

Reference:

- 1. Jane Ogden (2012), Health Psychology, Mc Graw Hill Education**
- 2. Karen Rodham(2010), Health Psychology, Palgrave Macmillan**

- **Question papers will be set based on the textbooks mentioned**

VALUE EDUCATION

PART – 4 CREDITS 2

Objective: Values are socially accepted norms to evaluate objects, persons, and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values is inculcated through education. It contributes in forming true human being, who is able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behaviour and help to solve common human problems. Values are related to the norms of a culture.

Unit I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization-Holistic living – Balancing the outer and inner – Body, Mind and Intellectual level- Duties and responsibilities.

Unit II: Salient values for life- Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity , and inclusiveness, Self-esteem and self-confidence, punctuality – Time, task and resource management – Problem solving and decision making skills- Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

Unit III: Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr. A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

Unit IV: Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

Unit V: Social Evils – Corruption, Cyber-crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

Books for Reference:

- M.G.Chitakra: Education and Human Values, A.P.H.Publishing Corporation, New Delhi, 2003.
- Chakravarthy, S.K. : Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi , 1999.
- Satchidananda, M.K.: Ethics, Education, Indian Unityand Culture, Ajantha Publications, Delhi, 1991
- Das, M.S. & Gupta, V.K. : Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995

- Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999
- Ruhela, S.P. : Human Values and education, Sterling Publications, New Delhi, 1986
- Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
- NCERT, Education in Values, New Delhi, 1992
- Swami Budhananda (1983) How to Build Character A Primer: Ramakrishna Mission, New Delhi.
- A Cultural Heritage of India (4 Vols.), Bharatiya Vidya Bhavan, Bombay. (Selected Chapters only).
- For Life, For the future : Reserves and Remains –UNESCO Publication
- Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996
- Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai
- Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta
- Awakening Indians to India, Chinmayananda Mission, 2003

PART V STUDY TOUR*COMMUNITY WORK

**Students are expected to participate in a study tour organized by the department and this study tour will be focusing on providing training to the undergraduate students on community related activities. This will be organized as part of the extension activities of the department to help students reach out the needs of people in the community.

- **Question papers will be set based on the textbooks mentioned**

SEMESTER - VI

ABNORMAL PSYCHOLOGY – II

PART – III – PAPER XII CORE CREDITS 5

OBJECTIVES:

- To make the students familiarize with the different types of mental illness
- To make them aware of the methods and techniques of treatment

OBJECTIVES:

- To make the students familiarize with the different types of mental illness
- To make them aware of the methods and techniques of treatment

UNIT – I: DISSOCIATION DISORDERS – Depersonalization disorder, dissociative amnesia and fugue, dissociative identity disorder (DID), General socio-cultural causal factors in dissociative disorders, treatment and outcomes in dissociative disorders.

Textbook : Butcher

UNIT – II: SCHIZOPHRENIA: Clinical picture, sub types, causes and treatment.

Textbook : Butcher.

UNIT – III: PERSONALITY DISORDERS – Clinical features of personality disorders, categories of personality disorders, treatment and outcomes, Antisocial Personality Disorder, clinical picture, causes treatment and outcomes.

Textbook : Butcher.

UNIT – IV: SUBSTANCE RELATED DISORDERS: Alcohol Abuse and Dependence; Drug Abuse and Dependence; causes of substances related disorders; treatment.

Textbook : Butcher

UNIT – V: CHILDHOOD DISORDERS: common disorders of childhood, clinical picture, causes. Learning disabilities and Mental Retardation, clinical picture, causes and treatment, outcomes and prevention.

Textbook : Butcher

Textbook :

1. Butcher, Mineka & Hooley. (2013). *Abnormal Psychology*. 15th edition . Pearson Education Inc.

Reference :

1. David, B. H. & Mark, D. V. (1995) *Abnormal Psychology*. Brooks/Cole Publishing Company

- Question papers will be set based on the textbooks mentioned

PSYCHOLOGICAL TESTING (PRACTICAL)

PART – III – PAPER XIII

CORE

CREDITS 5

Definition of Psychological Testing, History of Psychological Testing, Uses of psychological testing, Types of Psychological tests, Reliability and Validity.

*Ten tests to be conducted with the minimum of two from each of the units.

Unit – I: Intelligence

1. Bhatia's Battery
2. Raven's Progressive Matrices
3. Wechsler Adult Intelligence Scale (WAIS) – David Wechsler
4. Wechsler Intelligence Scale for Children (WISC) – David Wechsler
5. Binet-Kamath Test – V.V. Kamat and Alfred Binet

UNIT – II: Personality

6. Assessing Personality Traits (Bernreuter personality traits)
7. Adjustment Scale - A.K.P Sinha
8. Eysenck Personality Inventory
9. Humor Test of Personality – Raymond. B. Cattell
10. Self concept rating scale
11. Test of Values - Donald E. Super and Dorothy, D. Nevin
12. Locus of Control Test
13. Sibling Rivalry – Ayson Ata and Ozlen Demircan

UNIT III - : Career Scales

14. Career Maturity Inventory (Dr. Nirmala Gupta)
15. Work Motivation (Dr. K.G. Agarwal)
16. Vocational Preference Inventory (John Holland, Phd)

UNIT – IV: Social Attitude & Motivation

14. Measurement of Attitudes – P. Vijaya Kumar
15. Superstitious Scale – L.N Dubey
16. Differential Aptitude Test – G.K Bennet
17. Emotional Competence Scale – R. Bharadwaj
18. Social Competence Scale
19. Altruism Scale – R.K Tyagi
20. Level of Aspiration

UNIT – V: Achievement

21. Achievement Test – J.F. Jastak and S.R. Jastak
22. Achievement Motivation test – Prathiba Deo and Asha Mohan

References: -

1. Frank. F (1965) *Theory and practice of psychological testing*, (3rd ed.). Oxford and IBH pub Co. Ltd.
2. Rajamanikam, M, (1925) *Experimental Psychology with Advanced Experiments*, Revised edition, volume I and II, New Delhi: Concept Publishing company.

***1 external examiners for psychological testing**

***Evaluation pattern 50 internal / 50 external**

- **Question papers will be set based on the textbooks mentioned**

ORGANIZATIONAL BEHAVIOUR

PART – III – PAPER XIV

CORE

CREDITS 5

OBJECTIVES:

- To understand the basic concepts of Organizational Behaviour
- To know the impact of motivation and attitude on work
- To learn the strategies for managing work stress

UNIT – I: INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR

Understanding Organizational Behavioural, Fundamental concepts, Models of O.B-Autocratic, Custodial, Supportive, Collegial, The System model. Managing communication – Importance of Communication, The two-way communication process, Downward and Upward communication, Informal Communication, Communication barriers

Textbook: Newstrom.

UNIT – II: MOTIVATION AND REWARD SYSTEM

Motivating by changing the work environment. Job characteristics Model, Alternative work arrangements, Employee Involvement programs- Rewarding Employees, Flexible benefits, Intrinsic rewards- Employee recognition program.

Textbook: Robbins

UNIT – III: EMPLOYEE ATTITUDES AND THEIR EFFECTS

The nature of employee attitudes- Job Satisfaction, Job Involvement, Organizational Commitment; Effects of Employee attitude-Performance, Turnover, Absence, Tardiness, theft, Violence, Changing employee attitudes.

Textbook: Newstrom.

UNIT – IV: LEADERSHIP, CONFLICT AND NEGOTIATION

Leadership-Definition, Inspirational approaches to leadership- Charismatic leadership, Transformational leadership. Conflict-Approaches to Conflict, the Conflict Process, Negotiation, Bargaining strategies.

Textbook: Robbins; Newstrom.

UNIT – V: ORGANIZATIONAL CHANGE AND STRESS MANAGEMENT

Forces for change, Managing planned change, Resistance to change, Approaches to managing change- Lewin's three-step model, Kottler's Eight-step plan. Work stress- Meaning, Sources of Stress, Consequences of Stress, Managing stress.

Textbook: Robbins

Textbook:

1. Newstrom, J.W. (2008). *Organizational Behaviour*. (12th ed.). Tata McGraw-Hill Companies
2. Robbins, S. P., & Judge, T. A. (2007). *Organizational Behaviour*. (12th ed.). New Delhi: Prentice-Hall of India Private Limited.

- **Question papers will be set based on the textbooks mentioned**

SURVEY RESEARCH* (PRACTICAL)

PART – III – PAPER XV

CORE

CREDITS 5

Survey research report must be submitted in any two of the following areas

1. Industrial work problems
2. Mental health problems
3. Social phenomena
4. Family problems
5. Consumer behavior
6. Environmental issues

** Guidelines for Project – Marks = 100, Internal = 50, External = 50, Credits = 5.

2 Survey Research to be submitted, which is a practicum paper.

Note :

***Evaluation pattern 50 internal marks/ 50 external marks**

*** Internal marks to be given based on content and on-time Submission**

*** External marks to be given based on viva conducted by external examiner**

- **Question papers will be set based on the textbooks mentioned**

PSYCHOLOGY OF LATE ADULTHOOD

PART – IIIa – PAPER V CORE ELECTIVE

CREDITS 5

OBJECTIVES: -

- To impart knowledge about the field.
- To make students understand the nature of old age.
- To impart knowledge about the various domains of old age.
- To emphasis the psychological aspects of development in old age.

UNIT- I

Introduction: Biology of Aging (OMMITTED); Longevity; Life Expectancy; Race and Ethnicity; Diet, Exercise and Health. Physical Development in Late Adulthood: Physical changes – Organic and systemic changes, The aging brain, Sensory and Psychomotor Functioning, Sexual Functioning; Developmental Tasks- Erik Erikson’s Stage of Integrity versus Despair and Isolation (over 65 years); Maintenance of self-esteem; other tasks of old age. Physical and Mental Health: Health Status and Health Care; Influences on health. Mental and Behavioural Problems.

Textbook : Papalia

UNIT – II

Cognitive Development in Late Adulthood: Aspects of cognitive development – Intelligence and processing abilities, Measuring Older Adults Intelligence; Changes in Processing Abilities; Competence in Everyday tasks and problem solving; Can older adults improve their cognitive performance; Memory – How does it change?, Short-Term Memory, Long Term Memory; Why do some aspects of memory decline- Problems in encoding, storage and retrieval, Neurological changes; Improving Memory in older adults; Wisdom.

UNIT – III

Psychosocial Development in Late Adulthood: Theory and Research on psychosocial development- Stability of Personality Traits, Normative Issues and Tasks; Models of Coping- George Valliant: Factors in Emotional Health, Cognitive Appraisal Model; Religion and well-being in later life; Models of successful or optimal aging- Disengagement Theory versus Activity Theory, Continuity Theory; The Role of Productivity – Selective Optimization with Compensation.

UNIT – IV

Lifestyle and Social Issues Related to Aging: Work, Retirement and Leisure- Trends in Late-Life Work and Retirement; How does age affect job performance and attitude towards work? ; How do older adults fare financially; Life after retirement; Living Arrangements- Aging in place- and other options, Living alone, living with adult children, living in institutions, Alternative housing options; Mistreatment of the Elderly , Personal relationships in late life- Social contact, Relationships and Health, The multigenerational family, Consensual Relationships- Long Term Marriage, Divorce and remarriage, Widowhood, Single Life, Gay and Lesbian relationships, Friendships, Non-Marital Kinship ties, Relationship with Adult Children or their absence, Relationship with Siblings; Becoming Great Grand Parents.

UNIT – V

Dealing with Death and Bereavement: The cultural context- The Mortality Revolution, Care of the Dying, Facing Death and Loss : Psychological Issues- Confronting ones own death, Patterns of Grieving; Death and Bereavement across life span- Childhood and Adolescence, Adulthood; Special Losses – Surviving a spouse- Losing a parent in adulthood; Losing a child- Mourning a Miscarriage, Medical, Legal and Ethical Issues : The Right to Dies- Suicide, Did in Dying , Finding Meaning and Purpose in Life and Death; Reviewing a life; Development : A lifelong Process.

Text Books:

1. Papalia, D., Olds, S., & Feldman, R. (2015). Human Development. 12th ed.). ND: Tata McGrawhill.

Reference :

2. Kaplan & Sadock, (2008) *Concise Textbook of Clinical Psychiatry*. (3rd ed.)

- **Question papers will be set based on the textbooks mentioned**

FORENSIC PSYCHOLOGY

PAPER IIIa CORE ELECTIVE – VI

CREDITS 5

OBJECTIVES: -

1. To impart knowledge about the field of forensic psychology.
2. To emphasize the importance of forensic psychology in criminal behavior.
3. To promote the knowledge of applications of forensic psychological principles in judging the criminal behavior.

Unit I – INTRODUCTION AND OVERVIEW: Forensic Psychology; Police Psychology; Legal Psychology; Correctional Psychology.

Textbook: Bartol & Bartol, 2004

Unit II – POLICE PSYCHOLOGY: The History and Application of Police Psychology; Critical Incident Stress Management / Psychological Services; Interview and Interrogation.

Textbook: Thomas, 2011

Unit III – TECHNIQUES OF CRIMINAL INVESTIGATION: Criminal Profiling and Forensic Psychology; The Need to Develop Criminal Profiles; Definitions and Approaches to Criminal Profiling; Procedures used in Criminal Profiling; Psychological Autopsies; Hypnosis in Criminal Investigations; The Polygraph Technique; Research Evaluation; The Role of the Forensic Psychologist.

Textbook: Fulero & Wrightsman, 2009

Unit IV – CRIMINAL PSYCHOLOGY – JUVENILE DELINQUENCY: Development of Habitual Criminal Behaviour; Juvenile Offender; School Violence; Criminal Psychopath.

Textbook: Bartol & Bartol, 2004

Unit V – CRIMINAL PSYCHOLOGY – SEXUAL OFFENDERS: Definition of sexual offenders; Assessment of Sexual Offenders; Treatment and Management of Sexual Offenders; Special Groups of Sexual Offenders; Sexual Offender Legislation and legal aspects. (The legal aspect will be discussed in class or given as an assignment keeping the Indian context in mind).

Textbook: Huss, 2014

Textbooks:

1. Bartol, C. R., & Bartol, A. H. (2004). *Introduction to Forensic Psychology*. (6th ed.). Sage Publications
2. Thomas, D. J. (2011). *Police Psychology - A New Specialty and New Challenges for Men and Women in Blue*. Praeger: California
3. Fulero, S. M. & Wrightsman, L. S. (2009). *Forensic Psychology*. (3rd ed.). Wadsworth Cengage Learning: USA
4. Huss, M. T. (2014). *Forensic Psychology - Research, Clinical Practice and Applications*. (2nd ed.). Wiley: USA

- Question papers will be set based on the textbooks mentioned