MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous Institution Affiliated to the University of Madras)

32, Casa Major Road, Egmore, Chennai 600008

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Dr. S. RAJA SAMUEL, M.A., Ph.D.

Principal

This is to certify that the following are the recommendations made by the Board of Studies in Psychology during the academic year 2019-2020.

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.,
Principal
Madras School of Social Work (Autonomous)
No. 32, Casa Major Road,
Egmore, Chennai - 600 008.

MADRAS SCHOOL OF SOCIAL WORK
CHENNAI
600 008

BOARD OF STUDIES MEETING

DATE: - 7.02.2019

VENUE: - Department of Psychology

LIST OF MEMBERS:

S.NO	NAME & DESIGNATION OF THE MEMBER	COUNSELLING PSYCHOLOGY BOARD	SIGNATURE
1.	Dr. Y. Vyjayanthi Mala Head of the Department, PG Dept. of Counselling Psychology MSSW, Chennai – 8.	Chairperson	Y. vyjayanthi mala 7/2/19
2.	Dr. Lavanya T, Associate Professor, Department of Psychology University of Madras, Chennai - 5.	Vice Chancellor Nominee	T Lavanya 7/2/19
3.	Dr. Jayanthi Rani, Assistant Professor, Dept. of Psychology, Ethiraj college for women, Chennai – 8.	ubject Expert	7/2/19
4.	Dr. Zarina, Assistant Professor, Dept. of Psychology, Women Christian college, Chennai – 6.	ubject Expert	7/2/19
5.	Dr. Sangeetha Makesh, Consultant Psychologist,	Consultant Psychologist	Sangeetha Makesh 7/2/19
6	Ms. Pretheka, Corporate HR, Cavinkare	lied area expert	Pretheka 7/2/19
7.	Ms. P.Priyadarshini,	Alumni epresentative	7/2/19
8.	Mrs. PriyaMagesh Assistant Professor & Head UG Dept. of Psychology MSSW, Chennai – 8.	Member	
9.	Dr. Subasree,	Member	

	Assistant Professor, PG Dept. of Counselling Psychology MSSW, Chennai – 8		Sinbaam 7/2/19
10.	Dr. Kalyani Kenneth Assistant Professor, PG Dept. of Counselling Psychology MSSW, Chennai – 8.	Member	Kalyani 7/2/19
11.	Mrs. Hannah John Assistant Professor, PG Dept. of Counselling Psychology MSSW, Chennai – 8.	Member	Hannah John 7/2/2019
12.	Ms. Ezhil Meena. P. M Assistant Professor, PG Dept. of Counselling Psychology MSSW, Chennai – 8.	Member	Ezhil 7/2/19
13.	Mr. SangeethGopinath, Assistant Professor, UG Dept. of Psychology MSSW, Chennai – 8.	Member	27/03/2019
14.	Mrs.Nikita Sunny, Assistant Professor, UG Dept. of Counselling Psychology MSSW, Chennai – 8.	Member	7/2/19
15.	Ms.S.Durga Devi, Assistant Professor, UG Dept. of Psychology MSSW, Chennai – 8.	Member	AB
16.	Ms.A. Madhuri, Assistant Professor, UG Dept. of Psychology MSSW, Chennai – 8.	Member	Madhuri A

Agenda

1. Welcome Address by the Chairperson
2. Reading the Minutes of the previous meeting
3. Presenting M.Phil. Psychology Syllabus.
4. Presenting M.Sc. Counselling Psychology with proposed changes
5. Presenting B.Sc. Psychology Syllabus with proposed changes
6. Any other business
7. Vote of Thanks.

MINUTES OF THE MEETING

M.Phil. Psychology Syllabus

Resolution -1:
M.Phil Syllabus was placed before the Board and no changes were made and it was resolved to continue the existing syllabus.

M.Sc. Counselling Psychology Syllabus

Resolution -2:
Resolved to approve the modifications in the content in the paper Psychopathology as per the updated textbook. (Appendix 1.1)

Resolution -3:
Resolved to the introduction of a new paper – Organizational Behavior- instead of Introduction to Management

B.Sc. Psychology Syllabus

Resolution – 1:

Resolved to approve the elaboration of topics listed in the syllabus for the following papers ; General Psychology – I, General Psychology –II, Biological Psychology, Introduction to Social Work, Child Development, Fundamental Statistics in Psychology, Social Psychology –I, Social Psychology –II, Consumer Behaviour and Marketing, Abnormal Psychology –I, Abnormal Psychology –II, Organizational Behaviour. (Appendix-2.1)

Resolution – 2:

Resolved to approve updating the textbook to its latest version for the papers General Psychology-I and General Psychology –II. (Appendix-2.2)

Resolution -3:

Resolved to approve the revision of the format of textbooks and references specified for each paper based on APA format for the papers; General Psychology I and II, Biological Psychology, Introduction to social work, Fundamental Statistics in Psychology, Social Psychology I and II, Psychology of Adolescence and Middle Adulthood, Consumer Behaviour and Marketing, Cognitive Psychology, Psychology of Late Adulthood, Career Psychology and Counselling Psychology.(Appendix-2.3)

Resolution -4:

Resolved to approve the modification/addition in the objectives specified for the papers; Psychology of late adulthood, Social Psychology I and II, Cognitive Psychology , Abnormal Psychology I and II, General Psychology II and Career Psychology (Appendix-2.4)

Resolution – 5:

Resolved to approve the addition of topics in the paper; Organizational Behaviour. (Appendix-2.5)

Resolution – 6:

Resolved to approve to mention the Theory/problem distribution in fundamental statistics paper for the purpose of paper setting. (Appendix-2.6)

Resolution – 7:

Resolved to approve the rephrasing of title of unit in paper Organizational Behaviour.

Appendix 1.1

Psychopathology

The first objective (To provide an overview of psychological disorders) was removed, and the second objective was modified to ""to understand various psychological disorders, their symptoms and causes"

The term "viral problems" in unit I is replaced with "viral infections"

The term "theoretical explanations" in Unit II, III, IV and V was replaced by "theoretical perspectives" to denote etiology.

Unit V was renamed as "bipolar and depressive disorders"

Updated textbook:
Comer, R.J (2013). *Abnormal Psychology.* (8th ed.). Worth Publishers.

Appendix 1.2

In Unit 2 (personality), assessments (MBTI) related to workplace were added.

In unit 3 (motivation), introduction and application of contemporary theories of motivation were added. The theories are self-determination theory, job engagement, goal setting theory, self-efficacy theory, reinforcement theory, equity theory, organizational justice, and expectancy theory.

In unit 4 (understanding work teams), leadership, group dynamics, and power were added.

Appendix- 2.1

General Psychology-I

- Topics have been elaborated from units I –V.

Biological Psychology

- Topics have been elaborated from units I –V.

Introduction To Social Work

- Topics have been elaborated for units I, II, III and IV.

General Psychology-II

- Topics have been elaborated from units I –V.

Child Development

- Topics have been elaborated from units I –V.

Fundamental Statistics In Psychology

- Topics have been elaborated for Unit I

Social Psychology –I

- Topics have been elaborated for units I-V.

Social Psychology –II

- Topics have been elaborated from units I –V.

Consumer Behaviour and Marketing

- Topics have been elaborated for units I, II, IV and V.

Abnormal Psychology –I

- Topics have been elaborated for units IV and V

Abnormal Psychology –II

- Topics have been elaborated for units I, II, IV and V.

Organizational Beahviour

- Topics have been elaborated for units I, II and V.

Appendix- 2.2

General Psychology-I and II

- The textbook 'Weiten, W. (1995). *Psychology – Themes and Variations,*(5th ed.) Brooks / Cole Publishing Company.' has been replaced with its latest version of 'Weiten, W. (2012). *Psychology – Themes and Variations,(9th edition),* Wadsworth cengagelearning.Company

Appendix- 2.3

General Psychology I and II

- The format of textbook and reference book mentioned has been changed to standard APA format

Biological Psychology

- The format of textbook and reference book mentioned has been changed to standard APA format

Introduction to social work

- The format of textbook and reference book mentioned has been changed to standard APA format

Fundamental Statistics in Psychology

- The format of textbook and reference book mentioned has been changed to standard APA format

Social Psychology I and II

- The format of textbook and reference book mentioned has been changed to standard APA format

Psychology of Adolescence and Middle Adulthood

- The format of textbook and reference book mentioned has been changed to standard APA format

Consumer Behaviour and Marketing

- The format of textbook and reference book mentioned has been changed to standard APA format

Cognitive Psychology

- The format of textbook and reference book mentioned has been changed to standard APA format

Psychology of Late Adulthood

- The format of textbook and reference book mentioned has been changed to standard APA format

Career Psychology

- The format of textbook and reference book mentioned has been changed to standard APA format

Counseling Psychology

- The format of textbook and reference book mentioned has been changed to standard APA format

Appendix 2.4

General Psychology II

- the objectives have been modified to suit the course content

Social Psychology I and II

- the objectives have been modified to suit the course content

Cognitive Psychology

- the objectives have been modified to suit the course content

Abnormal Psychology I and II

- The objectives have been rephrased.

Psychology of late adulthood

- The objectives have been rephrased.

Career Psychology

- The objectives section has been added for the paper.

Appendix 2.5

Organizational Behaviour

- **The topics** 'Early Theories of Motivation - Hierarchy of Needs Theory, Theory X and Theory Y, Two-Factor Theory' has been added to unit II.

Appendix 2.6

Fundamental Statistics in Psychology

- For the clarity in question paper setting, the distribution of theory/problems as 40% theory and 60% problems has been mentioned.

Appendix 2.7

Organizational Behaviour

- The title of Unit II has been rephrased as 'Motivation theories and its application'.

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 2019 – 2020

B.Sc. DEGREE COURSE IN PSYCHOLOGY

Course of Study and Scheme of Examination

FIRST SEMESTER

Course Components	Subjects	Subject code	Credits	Instruction Hours	Examination Hours (ESE)	Distribution of Marks		
						External marks (ESE)	Internal marks (ICA)	Total
Part – I	Language Paper – I	BS/18/101B	3	4	3	50	50	100
Part – II	English Paper – I	BS/18/102	3	4	3	50	50	100
Part – III Core Subjects	Paper – I – General Psychology – I	BP/18C/103	5	5	3	50	50	100
	Paper – II – Biological Psychology	BP/18C/104	5	5	3	50	50	100
Allied	Paper – I – Introduction to Social Work	BP/18A/105	5	5	3	50	50	100
Part – IV (1)	(a). Not studied Tamil up to xii std. – shall take Tamil Comprising of two courses (level VI std.) (b) Studied Tamil up to XII std. – Taken Non-Tamil under Part – I shall take advance Tamil comprising of two courses. (c) Others who do not come under a & b can choose non-major elective comprising of two courses.	BP/18N/106A BS/18/101A BP/18N/106B	2	2	2	50	50	100
2.**Skill based subject**	Soft skills - I	BP/18S/107	3	-	2	50	50	100

SECOND SEMESTER

Course Components	Subjects	Subject code	Credits	Instruction Hours	Examination Hours (ESE)	Distribution of Marks		
						External marks (ESE)	Internal marks (ICA)	Total
Part – I	Language – Paper – II	BS/18/201B	3	4	3	50	50	100
Part – II	English - Paper – II	BS/18/202	3	4	3	50	50	100
Part III Core Subjects	Paper – III – General Psychology – II	BP/18C/203	5	5	3	50	50	100
	Paper – IV – Child Development	BP/18C/204	5	5	3	50	50	100
Allied	Paper – II – Fundamental Statisticsin Psychology	BP/18A/205	5	5	3	50	50	100
Part – IV (1)	1. (a). Not studied Tamil up to xii std. – shall take Tamil Comprising of two courses (level VI std.) 2. (b) Studied Tamil up toxii std. – Taken Non-Tamil under Part – I shall take advance Tamil comprising of two courses. 3. (c) Others who do not comes under a & b can choose non-major elective comprising of two courses.	BP/18N/206A BS/18/201A BP/18N/206C	2	2	2	50	50	100
2.**Skill Based Subject**	Soft skills – II	BP/18S/207	3	-	2	50	50	100

THIRD SEMESTER

Course Components	Subjects	Subject code	Credits	Instruction Hours	Examination Hours (ESE)	Distribution of Marks		
						External marks (ESE)	Internal marks (ICA)	Total
Part – I	Language – Paper – III	BP/18/301B	3	4	3	50	50	100
	Tamil - Paper – III	BP/18/301A	3	4	3	50	50	100
Part – II	English – Paper – III	BP/18/302	3	4	3	50	50	100
Part – III Core Courses	Paper– V – Social Psychology – I	BP/18C/303	5	5	3	50	50	100
	Paper – VI – Psychology of Adolescence and Middle Adult hood	BP/18C/304	5	5	3	50	50	100
Allied Subject	Paper – III – Research Methods	BP/18A/305	5	5	3	50	50	100
Part – IV 1.	Environmental Studies (Examination to be held in III semester)	BP/18N/307	2	2	3	50	50	100
2.* Skill Based Subject	Elective – Soft skills – III	BP/18S/306	3	-	2	50	50	100

FOURTH SEMESTER

Course Components	Subjects	Subject code	Credits	Instruction Hours	Examination Hours (ESE)	Distribution of Marks		
						External marks (ESE)	Internal marks (ICA)	Total
Part – I	Language – Paper IV	BP/18/401B	3	4	3	50	50	100
	Tamil – Paper IV	BP/18/401A	3	4	3	50	50	100
Part – II	English – Paper IV	BP/18/402	3	4	3	50	50	100
Part – III Core Courses	Paper – VII - Social Psychology – II	BP/18C/403	5	5	3	50	50	100
	Paper – VIII – Experimental Psychology (Practical)	BP/18C/404	5	6	3	50	50	100
Allied Subject	Paper – IV –Consumer Behavior and Marketing	BP/18A/405	5	5	3	50	50	100
Core Elective	Career Psychology (OR)	BP/18E/407A	5	5	3	50	50	100
	Cognitive Psychology	BP/18E/407B	5	5	3	50	50	100
Part – IV 1.	Extension Activities / NSS	BP/18X/001	1	2	-	-	-	-
2.* Skill Based Subject	Elective – Soft skills – IV	BP/18S/406	3	-	2	50	50	100

Note:
***1 External examiner for experimental Psychology (PRACTICAL)**
***Evaluation pattern 50 internal mark / 50 external mark**
***minimum of 40% of the students must opt for a core elective to be offered.**

FIFTH SEMESTER

Course Components	Subjects	Subject code	Credits	Instruction Hours	Examination Hours (ESE)	Distribution of Marks		
						al marks	l marks	Total
Part – III Core Courses	Paper – IX – Abnormal Psychology – I	BP/18C/501	5	5	3	50	50	100
	Paper – X – Counselling Psychology	BP/18C/502	5	5	3	50	50	100
	Paper- XII – Case study(Practical)	BP/18C/503	5	5	3	50	50	100
Core Elective	Paper – V – Sports Psychology(OR)	BP/18E/504A	5	5	3	50	50	100
	Health Psychology	BP/18E/504B	5	5	3	50	50	100
Part – IV	Value Education	BP/18N/505	2	1	3	50	50	100
Part – V	Study Tour* community work							

Note:

***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	Subject code	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	BP/18C/601	5	5	3	50	50	100
	Paper – XIII – Psychological Testing(Practical)	BP/18C/603	5	6	3	50	50	100
	Paper – XIV – Organizational Behavior	BP/19C/602	5	5	3	50	50	100
	Paper – XV – Survey Research(Practical)	BP/18C/604	5	5	3	50	50	100
Core Elective	Paper – VI – Psychology of Late Adulthood (OR)	BP/18E/606	5	5	3	50	50	100
	Paper – VII – Forensic Psychology	BP/18E/605	5	5	3	50	50	100

Note:

***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**

	DETAILS OF THE SUBJECTS	**CREDITS**
OVERALL SUMMARY	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.W. / B.S.C. DEGREE COURSE
TAMIL - I

CREDITS: 3 **subject code:** BS/18/101A

நோக்கம் ;

நாட்டுப்புறஇலக்கியம்பற்றியஅறிமுகம். கவிதை – கதைகுறத்தஅறிவு.
மாணவர்களின்கவிதை, கதைஎழுதும்திறனைவளர்த்தல்.
தவறில்லாமல்எழுதவழிகாட்டுதல்.

அலகு - 1 தமிழ் இலக்கிய வரலாறு
(15HRS)

1. நாட்டுப்புற இலக்கிய வரலாறு
   நாட்டுப்புறப் பாடல்கள், நாட்டுப்புறக் கதைகள்,
   நாட்டுப்புறக் கதைப் பாடல்கள், பழமொழிகள், விடுகதைகள்
2. உரைநடை இலக்கிய வரலாறு
   சிறுகதைகள் தோற்றமும் வளர்ச்சியும்
   புதினங்கள் (நாவல்கள்) தோற்றமும் வளர்ச்சியும்
3. கவிதை இலக்கிய வரலாறு
   மரபுக் கவிதைகள் தோற்றமும் வளர்ச்சியும்
   புதுக் கவிதைகள் தோற்றமும் வளர்ச்சியும்
4. நாடக இலக்கியத்தின் தோற்றமும் வளர்ச்சியும்
   (சிலப்பதிகாரம் முதல் தற்கால நாடகம் வரை)

அலகு – 2 (சென்னைப் பல்கலைக் கழக வெளியீடு)
(15HRS)

1.தமிழ்த்தாய் வாழ்த்து (மனோன்மணீயம் – நாடக நூல்)
2. வாய்மொழி இலக்கியம்: நாட்டுப்புறப் பாடல்கள்
   தாலாட்டு
   காதல்
   ஒப்பாரி
3. புதுமைப்பித்தன் சிறுகதைகள்
   கடவுளும் கந்தசாமிப் பிள்ளையும்
   செல்லம்மா
   மனித எந்திரம்
   ஆற்றங்கரைப் பிள்ளையார்

அலகு – 3 (சென்னைப் பல்கலைக் கழக வெளியீடு)
(10HRS)

(i) பாரதியார்

காணி நிலம் வேண்டும்
நல்லதோர் வீணை
(ii) பாரதிதாசன்:
தமிழ்க் காதல்
தமிழ் வளர்ச்சி
எந்நாளோ?
(iii) கவிமணி தேசிய விநாயகம் பிள்ளை:
குழந்தைக்கவி
ஆறு தன் வரலாறு கூறுதல்

அலகு – 4 (சென்னைப் பல்கலைக் கழக வெளியீடு) (10HRS)

ந. பிச்சமூர்த்தி
வழித்துணை
சிற்பி:
முள்.. முள்.. முள்
அப்துல் ரகுமான்
குருடர்களின் யானை

அலகு – 5 (10HRS)

A. நாடகம், நாவல்

பம்மல் சம்மந்த முதலியார் - சந்திரகிரி
அசோகமித்திரன் - தண்ணீர்

B. மொழிப் பயிற்சி

1. பொருந்திய சொல் தருதல்
2. மரபுத் தொடர்கள்
3. கலைச் சொற்கள்

பார்வை நூல்கள் (Reference BookS)

1.ஜெயம், அ., சந்திரலேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.
2.சக்திவேல், சு., நாட்டுப்புற இயல் ஆய்வு, மணிவாசகர் பதிப்பகம், சென்னை, 2006.
3.மெய்யப்பன், ச., (பதிப்பு), பாரதியார் கவிதைகள், பாரதிதாசன் கவிதைகள் தென்றல் நிலையம், சிதம்பரம், 2003.
4.பம்மல் சம்பந்த முதலியார், சந்திரஹரி, முல்லை நிலையம், சென்னை, முதற்பதிப்பு 2003.

5.அசோகமித்திரன், தண்ணீர், நற்றிணை பதிப்பகம், சென்னை, இரண்டாம் பதிப்பு 2014.

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

APPENDIX – 18(S)
UNIVERSITY OF MADRAS

CHOICE BASED CREDIT SYSTEM

PART – I FRENCH

subject code: BS/18/101B

(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 hours4 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-1*, Hachette, Paris, 2008
- MERIEUX , Régine; LOISEAU, Yves, *Connexions-1*, Didier, Paris , 2004
- MIQUEL, Claire,*Vite et Bien-1*, CLE International, Paris, 2009

- POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, *Amical -1*, CLE International, Paris, 20011

Websites

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

COURSE CONTENT

Unit I (12 hours)

1.1Se présenter à des publics différents et saluer- 1 hr

1.2Saluer et Prendre congé- 1 hr

1.3La présentation, *s'appeler* et *être* et pronoms sujets,*c'est / il est / elle est.*- 1 hr

1.5Articles définis /indéfinis, Voici / voilà/il y a- 1 hr

1.6Des cartes d'identité.- 1 hr

1.7Présenter quelqu'un- 2 hrs

1.8 Parler de soi- 1 hr

1.9Les nationalités, les verbes *er* (commencer, habiter…)- 2 hrs

1.2.1Les chiffres 1 à 50.- 30 minutes

1.2.2Des vedettes et leurs nationalités.- 30 minutes

1.2.1Épreuves- 1 hr

Unit II (12 hours)

2.1Exprimer ses goûts, ses préférences.- 1 hr

2.2La négation, les articles définis.- 1 hr

2.3Les mois et les jours / le calendrier.- 1 hr

2.4Les verbes *er* (suite).- 1 hr

2.5L'interrogation avec intonation.- 1 hr

2.6Décrire un lieu, les noms des différentes salles…- 2 hrs

2.7Les adjectifs qualificatifs et les articles partitif- 1 hr

2.8Les verbes *ir* et *re*, les verbes *venir, devoir, faire*.- 2 hrs

2.9Les adjectifs possessifs *mon, ma, mes* et *notre, nos*.- 1 hr

2.9.1Épreuves- 1 hr

Unit III (12 hours)

3.1Donner des directions / localiser un lieu/ trouver un lieu- 2 hrs

3.2Les verbes *aller* et *mettre*.- 2 hrs

3.3L'article contracté et les prépositions de lieu (en, à, au…)- 2 hrs

3.4L'impératif- 2 hrs

3.5Les mots de caractérisation d'un lieu et les lieux urbains- 2 hrs

3.6Les transports- 2hrs

Unit IV (12 hours)

4.1Discuter et acheter des produits, *Ça fait…*-2hrs

4.2Les expressions de quantité-1hr

4.3Les fruits, les légumes, les produits alimentaires-2 hrs

4.4les produits propres aux pays différents.- 1 hr

4.5La négation-1 hr

4.6le COD- 2hrs

4.6Le conditionnel (je voudrais) et les verbes

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

4.7Épreuves- 1 hrs

Unit V (12 hours - Leçon 7)

5.1Fixer un rendez-vous avec le médecin- 2 hrs

5.2L'heure et Les nombres de 51 à 100- 2 hrs

5.3Les verbes *sortir* et *partir*- 1 hr

5.4L'interrogation avec *est-ce que*- 2 hrs

5.5Les parties du corps, *avoir* + les expressions et lesmaladies communes- 1 hr

5.6Les adjectifs possessifs – *notre/nos*, *votre/vos*, *sa/ses/son, …*- 1 hr

5.7Le COI- 1 hr

5.8L'entraînement DELF et épreuves- 2 hrs

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

PARTII–FOUNDATION

ENGLISH-I

CREDITS:3 **subject code:** BS/18/102

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%
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)

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: - Subject code: BP/18C/103

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

Unit – I: EVOLUTION OF PSYCHOLOGY – psychology's origins in philosophy and physiology, Emergence of the field of Psychology; schools of psychology – structuralism, functionalism, gestalt, behaviorism, psycho-analysis, cognitive and biological. Psychology as profession; Branches and Scope of psychology – Developmental, social, experimental, Physiological, Cognitive, personality, psychometrics, Clinical, counselling, educational and school psychology, Industrial and organizational psychology.

Text Book: Weiten

Unit – II: RESEARCH METHODS IN PSYCHOLOGY – scientific approach to behavior-Goals of the scientific enterprise, Psychology's place in scientific enterprise, steps in scientific investigation, advantages of scientific approach; Experimental research – Independent and dependent variables, Experimental and control groups, Extraneous variables, variations, advantages and disadvantages; Descriptive research – Naturalistic observation, Case studies, surveys, 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- vision, hearing, olfaction, taste, touch; 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 – Sleep as a biological rhythm,Circadian rhythm,stages of sleep-Stages 1-4,REM Sleep,Repeating the cycle. Age, cultural issues in sleep; sleep and dreams – the world of dreams-contents of dream, links between the dream and real world, culture and dreams, theories of dreaming.

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

Text Books:

- Weiten, W. (2012). *Psychology – Themes and Variations,(9th edition),* Wadsworth cengage learning.Company.

References:

- Atkinson & Hilgard, (2009). *Introduction to Psychology,* (15th ed.), Cengage Learning.
- DavesW.F. (2015) *A text book of general psychology*,Chandler publishing company.
- Khatoon N (2012*) general psychology*, Dorling Kindersley (India) private limited.
- Silverman R.E. (2009)*Psychology*,prentice hall publishing company.
- 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: Subject code: BP/18C/104

- To understand the biological basis 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, Research methods of biopsychology: methods of visualizing and and stimulating the living human brain: contrast xrays, x-ray tomography, magnetic resonance imaging, positron emission tomography, fMRI, magnetoencephalography, brain image archives, transcranial magnetic stimultion. Recording human psychophysiological activity: scalp electroencephalography, electroencephalography, muscle tension, skin conductance, eye movement, cardiovascular activity, heart rate, blood volume. invasive physiological research methods: steriotaxic surgery, lesion methods, electrical stimulation, invasive electrophysiological recording methods.

Textbook: Kalat, Pinel

Unit – II: NEURONS, ACTION POTENTIAL AND SYNAPSE – the cells of the nervous system: neurons and glia, structure of a neuron. the blood brain barrier; the nerve impulse: resting potential of the neuron, action potential: the molecular basis of action potential, all or none law, refractory period. The propagation of the action potential, the myelin sheath and saltatory conduction. The properties of synapses: temporal summation, spatial summation, inhibitory synapses. Relationship among EPSP, IPSP and action potential, the sequence of chemical events at the synapse: types of neurotransmitters, synthesis of transmitters, storage of transmitters, release and diffusion of transmitters, activitating receptors of postsynaptic cell, inactivation and reuptake of neurotransmitters, negative feedback from the postsynaptic cell, electrical synapses. Drug mechanisms: stimulant drugs, opiates, nicotine, marijuana, hallucinogenic drugs, alcohol.

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: thalamus,

hypothalamus, pituitary gland, basal ganglia, basal forebrain, hippocampus. 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: food selection and behaviour. short term and long term regulation of feeding: oral factors, the stomach and intestines, glucose, isulin and glucagon, leptin. brain mechanisms: the arcuate nucleus and paraventricular hypothalamus, lateral hypothalamus, medial areas of the hypothamus. 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, Development of sexual attraction, transsexualism.

Textbook: Kalat, Pinel

Unit – V: BIOLOGY OF LEARNING AND MEMORY – Localized representations of memory: lashleys search for engram, the modern search for the engram. types of memory: short term and long term memory, changing views of consolidation, working memory. The hippocampus: people with hippocampal damage, theories of the function of hippocampus. The basal ganglia, other types of amnesia: korsakoff's syndrome, alzheimers disease. other brain areas in memory.

Textbook: kalat

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.

References:

1. Carley, S. G. (2015). *Biological psychology*. N Charleston.
2. Galluscio, E. H. (1990). *Biological psychology*. New York: Macmillan.

3. Kalat, J. W. (1995). *Biological psychology*. Pacific Grove, CA: Brooks/Cole.
4. Lyons, M., Harrison, N., Brewer, G., Robinson, S., & Sanders, R. (2014). *Biological psychology*. London: SAGE/Learning Matters.
5. Toates, F. M. (2011). *Biological psychology*. Harlow: Prentice Hall.

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

INTRODUCTION TO SOCIAL WORK

ALLIED – PAPER – I CREDITS 5

OBJECTIVES: - Subject code: BP/18A/105

- 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 – values relating to individual -problem – relationship – social agency -social work practice .-principles-individualization- meaningful relationship – self determination – acceptance –communication – social functioning- tuning behavior – social learning – confidentiality. philosophy, - gandhian philosophy. Objectives of Social work, Misconception of Social work – alm giving activity -shramdan – leadership – volunteering.
Textbook: P.D Misra

Unit – II – CONCEPTS RELATED TO SOCIAL WORK – Social service, Social welfare, Social reform, Social movement, Social action–objectives -forms -principles, 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–christians–hindus – jains - , Christian missionaries, Gandhi and NGO to social work.
Textbook: P.D Misra, Bhattacharya

Unit – IV – AREAS OF SOCIAL WORK PRACTICE – Health -nutrition education -warer sanitation –waste and extra disposal – control of insects – personal hygiene -health education – immunization camping- school health services –marriage ckunselling – recreation facilities. 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. Bhattacharya, S. (2000). *Introduction to Social work*, New Delhi: Deep & Deep publication pvt.ltd.

2. Misra, P. D. (1995). *Social Work: Philosophy and Methods*, New Delhi: Inter-India Publications

References:-

1. Farley, O. W., Smith, L. L., Boyle, S. W., & Skidmore, R. A. (2012). *Introduction to social work*. Boston: Pearson Education.

2. Jha, J. K. (2002). *An introduction to social work*. Lucknow: Institute for Sustainable Development &.

3. Nicholas, L., Rautenbach, J., &Maistry, M. (2010). *Introduction to social work*. Claremont: Juta

4. Paul, C. D. (2000). *Introduction to social work*. New Delhi: Atmaram& Sons.

5. Rine Schenk, Paul (2016), *Introduction to social work*

SEMESTER – I

PART – IV

NON – MAJOR ELECTIVE

அடிப்படைத் தமிழ்ப்பாடம் (Basic Tamil - I)

CREDITS: 2 TOTAL TEACHING HOURS: 30 Subject code: BP/18N/106A

நோக்கம் ;

தமிழ்மொழிஅறியாதவர்களுக்குமொழிபற்றியஅறிமுகம்.
தமிழர்வாழ்வியலைஅறிமுகப்படுத்துதல்.

அலகு ; 1 எழுத்துக்கள்
(06HRS)

முதல் எழுத்துக்கள், சார்பெழுத்துக்கள்

1. உயிர் எழுத்து
2. மெய் எழுத்து
3. உயிர்மெய் எழுத்து
4. ஆய்த எழுத்து

அலகு ; 2 சொற்கள்
(06HRS)

1. பெயர்ச் சொல்
2. வினைச் சொல்

அலகு ; 3 எண்கள்(Numerals), உறவுகள் அறிமுகம்
(06HRS)

1. எண்கள்
2. உறவுப் பெயர்கள்
3. வாழ்விடங்கள்

அலகு ; 4 அறிமுகம் **(06HRS)**

1. விழாக்கள்
2. இயற்கை
3. உணவு முறைகள் – சுவை – காய்கள் – பழங்கள்

அலகு ; 5 தமிழ்ப்புதிர்
(06HRS)

கோடிட்ட இடங்களை நிரப்புதல்
குறுக்கெழுத்துப் புதிர்

பார்வை நூல்கள் (Reference BookS)

தமிழ்நாடு அரசு வெளியிட்டுள்ள முதலாம் வகுப்பு தமிழ்ப் பாடநூல்

NOTE:

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

அடிப்படைத் தமிழுக்கு விடையைத் தேர்ந்தெடுத்தல் முறையின்படி (Objective Type) 50 வினாக்கள் கொடுக்கப்பட வேண்டும். ஒவ்வொரு வினாவிற்கும் 2 மதிப்பெண்கள் வீதம் எழுத்துத் தேர்வில் 100க்கு மதிப்பெண்கள் வழங்கிப் பின்னர் 50க்கு மாற்றம் செய்ய வேண்டும். அகமதிப்பீட்டிற்கு உள்ள 50 மதிப்பெண்களுடன் எழுத்துத் தேர்வு மதிப்பெண்ணையும் சேர்த்து 100க்கு மொத்தமாக வழங்கலாம்.

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

STRESS MANAGEMENT

PART – 4 – PAPER – 1 – NON MAJOR ELECTIVE CREDITS 2

Subject code: BP/18C/103

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

Subject code: BP/18S/107

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* TeachingLongman Powell In Company. MacMillan.

SEMESTER - II

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

Subject Code: BS/18/201A

CREDITS: 3
நோக்கம் ;

சிற்றிலக்கியம்பற்றியஅறிமுகமும், அவற்றின்வகைப்பாடுகளைவிளக்குவதும்ஆகும்.
செய்யுளில்காணப்படும்இலக்கணக்குறிப்புகளைஅடையாளம்கண்டுஇலக்கணக்குறிப்பு தருதல்.
கிறித்துவர்கள் மற்றும் இசுலாமியர்கள் ஆற்றிய தமிழ்த்தொண்டினை விவரித்தல்.

அலகு : 1 தமிழ் இலக்கிய வரலாறு (20 hrs)

அ. சிற்றிலக்கிய வரலாறு
ஆ. கிறித்துவ இலக்கிய வரலாறு
இ. இசுலாமிய இலக்கிய வரலாறு
ஈ. காப்பிய இலக்கிய வரலாறு

அலகு : 2 (சென்னைப் பல்கலைக்கழக வெளியீடு) (10hrs)

1. நந்திக் கலம்பகம்
2. முத்தொள்ளாயிரம்
3. தமிழ் விடு தூது

அலகு : 3 (சென்னைப் பல்கலைக்கழக வெளியீடு) (10hrs)

1. திருக்குற்றாலக் குறவஞ்சி (குறத்தி மலைவளம் கூறுதல்)
2. முக்கூடற்பள்ளு (நாட்டு வளம்)
3. இயேசு பிரான் பிள்ளைத் தமிழ் (செங்கீரைப் பருவம் முதல் 5செய்யுள்கள்)

அலகு : 4 (சென்னைப் பல்கலைக்கழக வெளியீடு) (15hrs)

நளவெண்பா (கலி நீங்கு காண்டம்)
சீறாப்புராணம் (மானுக்குப் பிணை நின்ற படலம்)

அலகு : 5 மொழிப்பயிற்சி (05hrs)

இலக்கணக் குறிப்புகள்: பண்புத்தொகை, வினைத்தொகை
உம்மைத் தொகை, உருவகம், உவமைத் தொகை,
வேற்றுமைத் தொகை, அன்மொழித் தொகை, இருபெயரொட்டுப் பண்புத்தொகை

ஒரு பொருள் குறித்த பல சொற்கள்
பல பொருள் குறித்த ஒரு சொல்
அகர வரிசைப்படுத்துதல்
ஒருமை - பன்மை மயக்கம்
பிறமொழிச் சொற்களை நீக்குதல்

பார்வை நூல்கள் (Reference BookS)

1.ஜெயம், அ., சந்திரலேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.
2.அருணாசல தேசிகர், சோ., (உரை), நந்திக் கலம்பகம், முல்லை நிலையம், சென்னை, 1993.
முத்துக்கணேசன், ரெ., முத்தொள்ளாயிரம் (தெளிவுரை), முல்லை நிலையம், சென்னை, 1992.
இராதாகிருஷ்ணன், செ., தமிழ் விடுதூது, முல்லை நிலையம், சென்னை, 2004.
3.புலியூர்க்கேசிகன் (உரை), திருக்குற்றாலக் குறவஞ்சி, பாரி நிலையம், சென்னை, 1984.
4.புலியூர்க்கேசிகன் (உரை), முக்கூடற்பள்ளு, பாரிநிலையம், சென்னை, 1983
5.அருள் செல்லதுரை, இயேசுபிரான் பிள்ளைத் தமிழ், முல்லை நிலையம், சென்னை, 2000
6.புலியூர்க்கேசிகன் (உரை), நளவெண்பா ஸ்ரீசெண்பகா பதிப்பகம், சென்னை, 2010.
7.இத்ரீஸ் மரைக்காயர், எம்., (பதிப்பு), சீறாப்புராணம், மரைக்காயர் பதிப்பகம், சென்னை, 1987

FRENCH - SEMESTER II

Paper II-Prescribed text and Grammar – II

No of credits: 3 **Subject Code: BS/18/201B**

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-1*, Hachette, Paris, 2008
- MERIEUX , Régine; LOISEAU, Yves, *Connexions-1*, Didier, Paris , 2004
- MIQUEL, Claire,*Vite et Bien-1*, CLE International, Paris, 2009
- POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, *Amical -1*, CLE International, Paris, 20011

Websites

- http://bouche-a-oreille.pagesperso-orange.fr
- www.francparler.org
- www.francaisfacile.com/exercices/
- www.lepointdufle.net/

- www.ccdmd.qc.ca/fr/

COURSE PLAN

Unit I (12 hours)

5.1Acheter un billet- 2 hrs

5.2Les nombres au-delà de 100- 1 hr

5.3Les différents types de places (fumeur, non fumeur, aller-retour)- 1 hr

5.4Les adjectifs démonstratifs- 1 hr

5.5L'interrogation avec inversion- 1 hr

5.6Les vêtements- 1 hr

5.7L'entraînement DELF- 2 hrs

5.8Compréhension/Production écrite- 2 hrs

5.9Épreuves- 1 hr

Unit II (12 hours)

1.1Discuter les plats au restaurant- 2 hrs

1.2Les recettes, des plats et boissons différents,les formules de cuisine, des recettes simplesdes différents pays- 1 hr

1.3Le passé récent- 2 hrs

1.5Les pronoms toniques- 1 hr

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

1.7Faire des projets pour les vacances, décrire le tempsles lieux touristiques et le climat des différents pays- 2 hrs

1.8Le futur proche et les adverbes, le *il* impersonnel, le pronom *y*- 2 hrs

1.9Épreuves et entraînement DELF- 1 hr

Unit III (12 hours)

2.1Le passé compose- 3 hrs

2.2Les pronoms relatifs (qui, que)- 1 hr

2.3Québec et son histoire- 2 hrs

2.4Parler du passé et de soi- 2 hrs

2.5Compréhension/ production écrite- 1 hr

2.6Entraînement DELF- 2 hrs

2.7Épreuves- 1 hr

Unit IV (12 hours)

3.1Les verbes réfléchis- 2 hrs

3.2Les pronoms relatifs (dont, où)- 2 hrs

3.3L'impératif négatif- 1 hr

3.4Québec et son histoire- 1 hr

3.5Parler du passé et de soi- 2 hrs

3.6Compréhension/ production écrite- 1 hr

3.7Entraînement DELF- 2 hrs

3.8Épreuves- 1 hr

Unit V (12 hours)

4.1L'imparfait- 3 hrs

4.2La place des pronoms doubles- 2 hrs

4.3Décrire les mœurs et les pays- 1 hr

4.4La Réunion- 2 hrs

4.5Compréhension/ production écrite- 1 hr

4.6Entraînement DELF- 2 hrs

4.7Épreuves- 1 hr

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

PARTII - FOUNDATION

ENGLISH-II

CREDITS:3 **Subject Code: BS/18/202**

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 OgdenNash https://www.poemhunter.com/poem/more-about-people/
5. Mending Wall by Robert Frost

Unit -2 (10 HOURS)

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.englishincce.in/2014/05/on-umbrella-morals.html

Unit -3 (15 HOURS)

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 Retreived 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%202%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: **Subject Code: BP/18C/203**

1. To learn about memory and forgetting in human beings.
2. To learn about thinking,motivation and emotion.
3. To Understand various personality theories and Human Intelligence.

Unit – I: HUMAN MEMORY – Encoding- the role of attention, levels of processing, enriching encoding, self- referent encoding; storage-sensory memory, short term memory, long term memory, retrieval- using cues to aid ,reinstating the context of an event, Associating mood ,reconstructing memories, source monitoring, Forgetting – measures of forgetting, causes of forgetting.

Text book-Weiten

Unit – II: LANGUAGE AND THOUGHT – the cognitive revolution in psychology – language, structure of language-Phonomes, Morphome, syntax and theories of language acquisition-behaviorist theories,Nativist, interactionist; problem solving – types of problems-problems of inducing structure, problems of arrangement, problems of transformation, barriers to effective problem solving- irrelevant information, functional fixedness, mental set, unnecessary constraints, approaches to problem solving-Algorithms and Heuristics, Mean /end analysis, forming sub goals, working backward, searching for analogies, changing the representation of the problem; creative thinking, steps in creative thinking, characteristics of creative people.

Unit – III: PERSONALITY – Nature- consistency and distinctiveness,dispositions and dimensions and Definition; Overview of theories of personality – Hippocrates, Sheldon, Kretschmer, Allport, Freudian and Neo-Freudian, Humanistic; Assessment of personality- scales, inventories,projective tests.

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- cognitive,physiological and behavioral;

theories of emotion – James – Lange theory, Cannon – Bard Theory, Schachter – Singer theory, evolutionary theories of emotion.child

Text Books:

Weiten, W. (2012). *Psychology – Themes and Variations,(9th edition)*,Wadsworth cengage learning.Company.

References:

- Atkinson & Hilgard, (2009). *Introduction to Psychology,* (15th ed.), Cengage Learning.
- DavesW.F. (2015) *A text book of general psychology*,Chandler publishing company.
- Khatoon N (2012*) general psychology*, Dorling Kindersley (India) private limited.
- Silverman R.E. (2009)*Psychology*,prentice hall publishing company.
- 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

Subject Code: BP/18C/204

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: **Goals of developmental changes, Studies of Developmental changes**- Significant facts about development – Theories of development – cognitive, psychosocial, psychosexual, moral development- The life span: **Conditions influencing Longevity, Subdivisions of life span, Stages-** 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 - **Maturation, Ovulation, and Fertilization** - Importance of conception: **Heredity Endowment, Sex, Off springs, Ordinal position** - Periods of prenatal development- Attitudes of significant people: **Origin, Conditions influencing attitudes**, Hazards during prenatal period: **Physical hazards: conditions influencing, long term effects, Psychological Hazards: Traditional beliefs and maternal stress**

Textbook: Hurlock; Papalia.

UNIT-III: INFANCY-Characteristics of infancy: **Indications of difficulty of adjustment**- Major adjustments of infancy- **Conditions influencing adjustment to postnatal life: prenatal environment, kinds of births, length of gestation period, parental attitudes, postnatal care** - Characteristics of infant- **activities of infant, vocalization of the infant, sensitivities of infant, state of consciousness, capacity for learning, beginning of personality** - Hazards of infancy-**Physical hazards, psychological hazards**

Textbook: Hurlock; Papalia.

UNIT-IV: BABYHOOD-Characteristics of babyhood- Developmental task of babyhood- Muscle control- Emotional behavior in babyhood: **Common emotional patterns in Babyhood, Emotional dominance in Babyhood**- Development in socialization and language - Development of understanding: **concepts that develop in Babyhood** - Beginning of interest in play: **common play patters** - Family relationships: **evidence of importance of parent child relationship, change in family relationship**- Hazards in babyhood: **physical hazards, psychological hazards.**

Textbook:Hurlock; Papalia.

UNIT-V: EARLY AND LATECHILDHOOD – Characteristics of early and late childhood- Emotions in early and late childhood: **common emotional patterns, variations in emotional patterns**- Development of understanding: **common categories of concepts** – Family relationships: **conditions contributing to parent child relationship, sibling relationship, relationship with relatives**- personality changes: **conditions shaping self concept, increase in individuality**- Hazards in childhood: **physical hazards, psychological hazards.**

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: **Subject Code: BP/18C/205**

- To understand 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 of ungrouped data and grouped data -bar diagram – circle graph- picto grams- line graphs -histogram- frequency polygon – cumulative frequency graph – cumulative frequency percentage curve or ogive.

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. 2002 *Statistics in psychology and education*. 2nd edition,. PHI Learning private limited.

Reference:

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. New Delhi: Pearson Education, Inc.
2. Cowells.M . (2014). *Statistics in Psychology* . Psychology Press , Newyork.
3. Gupta.S.P. (2011).*Statistical Methods*. Sultan Chand & Sons , New Delhi.
4. Garret, H. E. (2008). *Statistics in psychology and education.* Delhi: Surjeet Publications.
5. Howell, D.C. (2011). *Fundamental Statistics for the Behavioral Sciences*. (7th ed.). Belmont, CA: Thomson/Wadsworth.
6. Miles.J.,&Banyard, P. (2007). *Understanding and using statistics in Psychology*. Sage Publications.

- **Question papers will be set based on the textbooks mentioned with 60% computations and 40% theory**
- **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** **Subject Code: BP/18N/206A**

நோக்கம் ;

மாணவர்களிடையே ஒழுக்கத்தை வளர்க்க நீதி நூல்களை, பழமொழிகளை அறிமுகப்படுத்துதல்.

நீதிநூல்களை இயற்றிய தமிழ்ப்புலவர்களைப் பற்றிக் கூறுதல்.

அலகு – 1 நீதி நூல்கள்
(06HRS)

1. ஆத்தி சூடி (1-12)
2. கொன்றைவேந்தன் (1-8)
3. திருக்குறள் - 5
   1. அகர முதல … (1)
   2. செயற்கரிய … (26)
   3. மனத்துக்கண் … (34)
   4. கற்க கசடறக் … (391)
   5. எப்பொருள் யார்யார் … (423)

அலகு – 2 நீதிக் கதைகள்
(06HRS)

1. பீர்பால் கதை
2. பரமார்த்த குரு கதை

அலகு – 3 பழமொழிகள்
(06HRS)

கல்வி சார்ந்த பழமொழிகள் (5)
அறம் சார்ந்த பழமொழிகள் (5)

அலகு – 4 நீதி நூல்களை இயற்றிய புலவர்கள்
(06HRS)

ஆண்பாற் புலவர்கள்
பெண்பாற் புலவர்கள்

அலகு - 5வாழ்வியல் நீதி (திருக்குறள் வழி)
(06HRS)

குடும்பத்தில் கடைப்பிடிக்க வேண்டிய நீதி
சமூகத்தில் கடைப்பிடிக்க வேண்டிய நீதி

பார்வை நூல்கள் (Reference BookS)

1.ஆத்திசூடி மூலமும் உரையும், பதிப்பாசிரியர். எஸ். கௌமாரீஸ்வரி, சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

2.கொன்றைவேந்தன் மூலமும் உரையும், பதிப்பாசிரியர். எஸ். கௌமாரீஸ்வரி, சாரதா பதிப்பகம், ஜி- 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

3.திருக்குறள் கவிஞர் சிற்பி பாலசுப்பிரமணியம் உரை, புதுமலர் பதிப்பகம், 20- 33, வெண்முகில் வளாகம், திருவள்ளுவர் நகர் (கிழக்கு), கோவை - 641 045.

4.பீர்பால் கதைகள், சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

5.பரமார்த்த குருவின் கதைகள், கங்கை புத்தக நிலையம், 13, தீனதயாளு தெரு, தி.நகர், சென்னை - 17

6.பழமொழிகள், சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

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

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

Subject Code: BP/18N/206C

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 it 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). Interpersonalskills 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

Subject Code: BP/18S/207

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 – Barries 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, SeelyThe Oxford guide to writing and speaking. Oxford U P, 1998, Delhi.
- The Process of Writing: Planning and Research, Writing, Drafting and Revising.

SEMESTER - III

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

CREDITS: 3 **TOTAL TEACHING HOURS: 60**
Subject Code: BP/18/301A

நோக்கம் ;

பக்தி இலக்கியங்கள் மற்றும் காப்பியங்கள் ஆகியவற்றை மாணவர்களிடம் அறிமுகப்படுத்தும் பகுதி.
அலுவலகக் கடிதம் மற்றும் வேலைக்கான விண்ணப்பம் செய்யும் முறை குறித்த அறிவை வளர்த்தல்.

அலகு - 1 தமிழிலக்கிய வரலாறு
(15hrs)
அ. பல்லவர்கால பக்தி இலக்கியங்கள்
ஆ. பிற்காலச் சோழர் காலப் பேரிலக்கியங்கள்
இ. காப்பிய இலக்கிய வரலாறு

அலகு – 2 செய்யுள் (சென்னைப் பல்கலைக்கழக வெளியீடு)
(10 hrs)
அ. தேவாரம் – திருநாவுக்கரசர்
ஆ. திருவாசகம் – மாணிக்கவாசகம் (திருவெம்பாவை முதல் 10 செய்யுள்கள்)
இ. நாலாயிரத் திவ்வியபிரபந்தம் – ஆண்டாள் வாரணம் ஆயிரம் தொடங்கி 10 செய்யுள்கள்

அலகு – 3 காப்பியம் (சென்னைப் பல்கலைக்கழக வெளியீடு)
(20 hrs)
கம்பராமயணம்
(சுந்தரகாண்டம் – ஊர் தேடு படலம் முதல் 74 செய்யுள்கள்)
பெரியபுராணம்
(காரைக்காலம்மையார் புராணம்)

அலகு – 4 உரைநடை **(10 hrs)**
இராமலிங்க அடிகள் – மனுமுறை கண்ட வாசகம்

அலகு – 5 மொழிப்பயிற்சி **(05 hrs)**

தனியார் நிறுவனத்துக்கு வேலை வாய்ப்பு வேண்டி விண்ணப்பம் எழுதுதல்

1. ஊராட்சி, பேரூராட்சி, நகராட்சி, மாநகராட்சிக்குத்

அ. தெருக்குழாய் குடிநீர் வேண்டி
ஆ. வீட்டுக்குக் குடிநீர் இணைப்பு வேண்டி
இ. தெருக்குப்பைகளை அப்புறப்படுத்த வேண்டி
ஈ. கொசுத் தொல்லையை நீக்க மருந்து தெளிக்க வேண்டி
உ. வெறிநாய்களைக் கட்டுப்படுத்த வேண்டி
ஊ. தெருச்சாலைகளைச் செப்பனிட வேண்டி
எ. இரயில் பாதையின் மேல் மேம்பாலம் கட்ட வேண்டிக் கடிதம் எழுதுதல்

பார்வை நூல்கள் (Reference Books)

1.ஜெயம், அ., சந்திரலேகா வைத்தியநாதன், தமி இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.
2.தேவாரம், சைவசித்தாந்த நூற்பதிப்புக் கழகம், சென்னை, 1964
3.திருவாசகம், அருள் சுடர் பதிப்பகம், சென்னை,1991
4.நாச்சியார் திருமொழி, கம்பகன் கழகம், சென்னை, 1998.
5.கம்பராமாயணம், கம்பன் கழகம் வெளியீடு, சென்னை, 1999.
6.பெரியபுராணம், சைவசித்தாந்த நூற்பதிப்புக் கழகம், சென்னை, 1968
7.வள்ளலார், மனுமுறை கண்டவாசகம், மணிவாசகர் பதிப்பகம், சென்னை, 2014

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

FRENCH

SEMESTER III

Credits: 3 **Subject Code: BP/18/301B**

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 favorisLivret 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

Subject Code: BP/18/302

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/vantt/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

Subject Code: BP/18C/303

OBJECTIVE:

To impart knowledge about social influences on individual's ways of thinking and behaving.

UNIT –I: FIELD OF SOCIAL PSYCHOLOGY

Social psychology - A working definition, its scientific nature, Focus on individual behaviour, Social Psychology in the new millennium-New Perspective – cognition and behavior- the role of emotion in the social side of life –relationships, social neuroscience, the role of implicit processes,multicultural 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- facial expressions- gazes and stares- body language -touching. Recognizing deception; Attribution-Meaning, Theories-theory of Correspondent Inference – kelleys theory of Causal attribution, Errors in attribution -the correspondences bias, actor observer effect,self serving bias. Impression-Formation &Management. Impression formation -the beginnings of research on first impression ,implicit personality theories, impression management- tactics of impression management and application of impression management.

Text book: Baron

UNIT – III: ATTITUDES

Definition, Attitude Formation – classical conditioning- instrumental conditioning- observational conditioning. Changing attitudes through persuasion–the cognitive processes underlying persuasion. Resistance to persuasion – reactance – forewarning – selective avoidance –actively defending our attitudes -ego depletion. ; Cognitive Dissonance-Meaning and ways to reduce it, Dissonance and Attitude change; measurement of Attitudes; Attitude Behaviour Relationship.

Text book: Baron

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
Text book: Baron

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 – similarity –similarity and dissimilarity effect-the matching hypothesis – balance theory.
Text book: Baron

Text book

Baron, R. A., &Branscombe, N.R. (2016), *Social Psychology*,(13th edition), Pearson India Education services Private Limited.

References: -

Buumeister R.F., Bushman B.J. (2017) *Social psychology and human natur*e, cengage learning

Delamter ,J.D , Myers D.J. (2009) *Text book of social psychology* Cengage learning india private limited.

Dickerson ,P. (2011)*Social psychology : Traditional and critical perspectives* Pearson education

Greenbreg,J., Schamader , T. Ardnt ,J, Landau, M (2018). *Social psychology*, Macmillan publishing company.

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

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

PSYCHOLOGY OF ADOLESCENCE AND MIDDLE ADULTHOOD

PART – III – PAPER VI - CORE CREDITS 5

Subject Code: BP/18C/304

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:

1 Clifford T. Morgan, Richard A. King, John R.Weisz, John Schopler (2011). *Introduction to Psychology.* Tata McGraw-Hill.

2 Hurlock, E. B., (2006). *Developmental Psychology A Life – Span Approach* (5th ed.). New Delhi: Tata Mc Graw- Hill.

3 Laura E. Berk. (2014). *Development Through the Lifespan (6th Edition*) Pearson ISBN-13 : 9780205957606

4 Nancy J. Cobb. (2003). *Adolescence - Continuity, Change, and Diversity* (4th ed.), New Delhi:McGraw- Hill.

5 Steinberg, L, D. (1996). *Adolescence (*4th ed.). U.S.A: McGraw- Hill.

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

RESEARCH METHODS

ALLIED – PAPER – IV CREDITS 5

OBJECTIVES: **Subject Code: BP/18C/305**

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

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

McBurney, D.H. (2001). Research Methods. (5th ed). US: Wadsworth International Publishers

Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2006). Research Methods in Psychology. (7th ed.) Singapore: McGraw—Hill.

Kerlinger, F. N. (2000). Foundations of Behaviour Research, (5th ed). New York: Reinhart Publishers.

Singh, A.K. (1997). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhawan.

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

ENVIRONMENTAL STUDIES

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

Subject Code: BP/18N/307

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 last-coaching of wild life-man wildlife conflict-endanger & endemic speciesof India'sconservation 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

Subject Code: BP/18S/306

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.W. / B.S.C. DEGREE COURSE

TAMIL - IV **Subject Code: BP/18/401A**

CREDITS : 3

நோக்கம் ;

சங்க இலக்கியங்கள் வழி தமிழர்தம் வாழ்வியலை மாணவர்களிடம் அறிமுகப்படுத்தும் பகுதி. மொழிபெயர்ப்பு சார்ந்த கல்வி.

அலகு – 1 தமிழிலக்கிய வரலாறு (10 hrs)

1. சங்க இலக்கிய வரலாறு
2. அற இலக்கிய வரலாறு

அலகு – 2 செய்யுள் (சென்னைப் பல்கலைக்கழக வெளியீடு) (20 hrs)

எட்டுத்தொகை

1. நற்றிணை : 10,110,129
2. குறுந்தொகை : 8, 25, 32
3. கலித்தொகை : 6, 37, 51
4. அகநானூறு : 7, 122, 155
5. புறநானூறு : 89, 109, 204

பத்துப்பாட்டு

1. நெடுநல்வாடை

அலகு – 3 இரட்டைக் காப்பியம் (15 hrs)

சிலப்பதிகாரம்
மனையறம்படுத்த காதை
மணிமேகலை
விழாவறை காதை

அலகு – 4 திருக்குறள் (10 hrs)

அறத்துப்பால் : வாழ்க்கைத் துணைநலம், மக்கட்பேறு
பொருட்பால் : கல்வி, கேள்வி
காமத்துப்பால் : குறிப்பு அறிதல், புணர்ச்சி மகிழ்தல்

அலகு – 5 மொழிப்பயிற்சி (05 hrs)

1. ஆங்கிலத்தில் இருந்து தமிழுக்கு மொழி பெயர்த்தல்
2. தமிழில் இருந்து ஆங்கிலத்துக்கு மொழி பெயர்த்த

1.ஜெயம், அ., சந்திரலேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.
2.சங்க இலக்கியத் தொகுப்பு, நியூ செஞ்சுரி புக்ஹவுஸ், சென்னை, 2014.
3.சிலப்பதிகாரம், உ.வே.சா நூல் நிலையம், சென்னை, 2013
4.மணிமேகலை, உ.வே. சா நூல் நிலையம், சென்னை, 2013
5.திருக்குறள், மணிவாசகர் பதிப்பகம், சென்னை, 2004

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

SEMESTER IV

FRENCH

Credits: 3 **Subject Code: BP/18/401B**

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 1

Philip 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.,)

Credits:3

Subject Code: BP/18/402

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

Subject Code: BP/18C/403

OBJECTIVES:

To impart knowledge on various aspects of social psychology that people use in their day to day

UNIT – I: SOCIAL INFLUENCE - Conformity- Asch's research on conformity - Social pressure, Factors affecting conformity – cohesiveness and conformity – group size – descriptive and injunctive social norms 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 – obedience the laboratory – destructive obedience

Textbook:Baron

UNIT – II: PROSOCIAL BEHAVIOUR - Responding to an emergency – helping in emergencies –bystander effect -Decision to help in emergency, situational factors in helping. Motivation and Moral Behavior, Emotional and Personality influence, Theories of pro-social behavior – empathy altruism – negative state relief model- empathetic joy – competitive altruism- kin selection theory.

Textbook:Baron

UNIT – III: AGGRESSION - Theoretical perspectives of the nature and origin of aggression – the role of biological factors –drive theories – modern theories. Determinants of aggression- Social–exposure to media – media violence - , Personal -the TASS model – narcissism -type a behavior pattern; prevention and control of aggression - punishment- Catharsis -self regulation - Cognitive intervention and other techniques; Types of aggression.

Textbook :Baron

UNIT – IV: GROUPS AND INDIVIDUALS – Meaning and Functions -status- roles – norms – cohesiveness. 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.

Textbook :Baron

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

Textbook :Baron

Textbook:

Baron, R. A., &Branscombe, N.R. (2016), *Social Psychology*, 13th edition Pearson India Education services Private Limited.

Reference:

Buumeister R.F., Bushman B.J. (2017) *Social psychology and human natur*e,Cengage learning

Delamter ,J.D , Myers D.J. (2009) *Text book of social psychology* Cengage learning india private limited.

Dickerson ,P. (2011)*Social psychology : Traditional and critical perspectives* Pearson education

Greenbreg,J., Schamader , T. Ardnt ,J, Landau, M (2018). *Social psychology*, Macmillan publishing company.

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

Subject Code: BP/18C/404

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 external**

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

CONSUMER BEHAVIOUR AND MARKETING

PART – III – PAPER IV ALLIED CREDITS 5

OBJECTIVES: **Subject Code: BP/18A/405**

- 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; the marketing concept, implementing the marketing concept, segmentation, targeting and positioning, the marketing mix. customer value, satisfaction and retention; impact of digital technologies on marketing strategies: challenges marketers face. marketing ethics and social responsibility.

Textbook: Schiffman

Unit II – CONSUMER MOTIVATION,PERSONALITY AND PERCEPTION: The dynamics of motivation, types and systems of needs: hierarchy of needs, a trio needs, ethics and consumer motivation,personality and understanding consumer diversity : consumer innovativeness and related personality traits, cognitive personality factors, consumer ethnocentrism. brand personality: brand personification, product personality and gender, product personality and geography, personality and color. dynamics of perception: perceptual selection, perceptual organization. consumer imagery: product positioning, product repositioning, positioning of services, percieved price, percieved quality, retail store image, manufacturers image, perception of risk varies, how consumers handle risk.

Textbook: Schiffman

Unit III – CONSUMER ATTITUDE FORMATION AND CHANGE: attitudes, structural models of attitudes: tricomponent attitude model, multiattribute attitude models, theory of trying to consume model, attitude towards the ad models. attitude formation: how attitudes are learned, sources of influence on attitude formation, personality factors. strategies of attitude change: changing the basic motivational function, associating the product, resolving two conflict attitudes, altering components of the multiattribute model, changing beliefs about the competitors brands, the elaboration likelihood model (ELM).

Textbook: Schiffman

Unit IV – MARKETING: Importance of marketing, scope of marketing: core marketing concepts: needs, wants and demands, target markets positioning and segmentation, offering and brands, value and satisfaction, marketing channels, supply chains, competition, marketing environment. the new marketing realities: major societal forces, new consumer capabilities, company capabilities.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: cultural factors, social factors, personal factors. key psychological processes: motivation, perception, learning, memory. the buying decision process: problem recognition, information search, evaluation of alternatives, purchase decision, post purchase behaviour. Theories of consumer decision making: level of customer involvement, decision heuristics and biases, mental accounting, profiling the customer buying- decision process.

Textbook: Kottler

Textbooks:

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

References:

- Peter, J. P., & Donnelly, J. H. (2013). *Marketing management: Knowledge and skills*. New York, NY: McGraw-Hill.
- Purohit, H. C. (2007). *Consumer behaviour*. New Delhi: Shree & Distributors.
- Putit, L., Teoh, K., & Fikry, A. (2015). *Consumer behaviour*. Shah Alam, Selangor: Oxford University Press.
- Saxena, R. (2010). *Marketing management*. New Delhi: Tata McGraw Hill.
- Webb, K. (2009). *Consumer behaviour*. North Ryde, N.S.W.: McGraw-Hill Education.

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

CAREER PSYCHOLOGY

PART IIIa CORE ELECTIVE – 1 CREDITS 5

Subject Code: BP/18E/407A

OBJECTIVES:

- To understand the concept of work and get introduced to the theories of career psychology
- To get an overview of the factors influencing career choice, career counseling and career profiling

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 traditional India. Work as career – Characteristics of career.
Textbook : **Arulmani & Nag Arulmani**

Unit 2: Theories of Career Psychology - The Trait Factor approach – HollandTypological 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 – Gardener'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.

References:

- Capuzzi, D., & Stauffer, D.M. (2012). *Career Counseling - Foundations, Perspectives, and Applications*. (2nd ed.). United States of America: Routledge Taylor & Francis Group.
- Feller, R., & Whichard, J. (2005). *Knowledge Nomads and the Nervously Employed: Workplace Change and Courageous Career Choices*. Austin, TX: CAPS Press.
- Gysbers, N., Heppner, M., & Johnston, J. (2009). *Career Counseling: Contexts, Processes, and Techniques.* (3rd ed.). Alexandria, VA: American Counseling Association.
- Jennifer, M. K. (2006). *Understanding Career Counselling – Theory, Research and Practice*. London: Sage Publication.
- Robert, G.L., & Mitchell, M. (2008). *Introduction to Counselling and Guidance*. New Delhi: Prentice Hall of India.
- Zunker.V. (2016). *Career Counseling: A Holistic Approach.* (9th ed.). Cengage Learning Custom Publication.

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

COGNITIVE PSYCHOLOGY

PART – IIIa – CORE ELECTIVE - II CREDITS 5

OBJECTIVES: - **Subject Code: BP/18E/407B**

1. To understand the origin and fundamentals of cognitive psychology
2. To impart deeper understanding of various cognitive processes
3. To get exposure to various cognitive models and theories

.

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

- Braisby, N & Gellatly, A(2012) Cognitive Psychology, (2nd ed) The open University press
- Brian Tracy.(2015). *Creativity and Problem Solving* (2nd ed). Worth Publishers.
- E. Bruce Goldstein (2010). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*(3rd ed). Cengage Learning
- Ronald, T. Kellogg. (2012). *Fundamentals of Cognitive psychology, (2nd ed).* Sage South Asian Edition
- W. Scott Terry. (2010). *Learning and Memory: Basic Principles, Processes, and Procedures.* Routledge, Taylor and Francis Group.

- **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

Subject Code: BP/18S/406

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: **Subject Code: BP/18C/501**

- To understand abnormal behaviour
- To understand different types of disorders
- To familiarize with causes, symptoms treatment and Prevention

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 –Specific phob*ia*, Social Phobias, Panic Disorder with and without Agoraphobia Generalized Anxiety Disorders, Obsessive Compulsive Disorder. Onset, Prevalence, comorbidity, causal factors, Treatments.

UNIT – IV: SOMATOFORM DISORDERS – Hypochondriasis, somatization disorder, pain disorder, conversion disorder – range of conversion disorder symptoms, body dysmorphic disorder. Onset, Prevalence, comorbidity, causal factors, Treatments.

UNIT – V: MOOD DISORDERS – Unipolar Mood Disorders; Post partum depression, grief, dysthymic disorder, major depressive disorder. Bipolar Mood disorders; cyclothymic disorder, bipolar disorders (I and II). Prevalence, 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, (13th Edition). Pearson Education Inc

References:

1. Davison, G. C., Neale, J. M.(2009) *Abnormal Psychology – An Experimental Clinical Approach,* (11th ed.). New York, Chichestor: 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. G. Sarason Irwin and R. Sarason Barbara (2017) Abnormal *Psychology- The problem of Maladaptive Behavior* (11th Edition). Pearson India Education Services Pvt. Ltd

5. David H. Barlow, Vincent Mark Durand, Stefan G. Hofmann(2014) *Abnormal Psychology: An Integrative Approach (8th Edition).* Cengage Learning Pvt Ltd

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

COUNSELLING PSYCHOLOGY

PART – III – PAPER X CORE CREDITS 5

OBJECTIVES: **Subject Code: BP/18C/502**

- 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 Books:

- Gibson, R. L. and Mitchell, M.H. (2013) *Introduction to Counseling and Guidance*. Pearson Education.
- Rao, N. S. (2006) *Introduction to Counseling and Guidance*. Tata Mcgraw Hill.

References:

- MacCluskie, K. (2009) *Acquiring Counseling Skills: Integrating Theory, Multiculturalism, and Self-Awareness.*(1st ed.). Pearson Inc.
- Nelson – Jones. (2008) *Basic Counseling Skills – a Helper Manual*. (2nd ed.). New Delhi: Sage Publications.
- Patterson, L.E. and Welfel, E. R. (2004) *The Counseling Process*. (6th ed.). Wadsworth Brooks/Cole Thomson Learning.
- Rosenthal, H. (2017)*Encyclopedia of Counseling*. (4th ed.). Rowledge, Newyork, NY.
- Sriram, S. (2016) *Counseling in India. Reflection on the Process*. Springer Science + Business Media Singapore.

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

CASE STUDY* (PRACTICAL)

PART – III – PAPER XI CORE CREDITS 5

Subject Code: BP/18C/503

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: **Subject Code: BP/18E/504A**

- 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

Reference:

1. Gangopadhyay. S.R. (2008) *Sports Psychology*, Sports Publications, New Delhi
2. Burton. D. Thomas. D. (2008). *Sports Psychology for Coaches*, Human Kinetics Publishers, UK
3. Gurbaksh S. Sandhu (2002). *Psychology of Sports*- A Contemporary approach, Friends Publications, New Delhi
4. Martens. R. (1987). *Coaches guide to sports psychology*, Human Kinetics Publishers, Champaign, Illinois
5. Weinberg. R.S, Gould. D (2003). *Foundations of sports and Exercise psychology* (3rd ed), Human Kinetics, South Australia.

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

HEALTH PSYCHOLOGY

PART IIIa CORE ELECTIVE IV CREDITS 5

Subject Code: BP/18E/504B

OBJECTIVES:

- To introduce the field of health psychology.
- 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.

Textbook: 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

Textbook: 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.

Textbook: 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.

Textbook: 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

Textbook: Taylor**.**

Text Books:

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

Reference:

1.Sarafino ,E.P., Smith, T.W., (2014).Health psychology- Biopsychosocial nteractions,John wiley & Sons.

2.Karen Rodham(2010), Health Psychology, Palgrame Macmillan

3.Straub, R.O. (2006). Health Psychology : A Biopsychosocial approach,Freeman publishing company.

4.Marks, D.F., Murray ,M.,Evans, B., (2010).Health psychology, Theory, research and practice., Sage Publishing Company.

5.Morrison,V., Bennett, P (2016).Introduction to Health psychology,Pearson education Limited

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

VALUE EDUCATION

PART – 4 CREDITS 2

Subject Code: BP/18N/505

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

Subject Code: BP/18C/601

OBJECTIVES:

- To understand abnormal behaviour
- To understand different types of disorders
- To familiarize with causes, symptoms treatment and Prevention

UNIT – I: DISSOCIATION DISORDERS – Depersonalization disorder, dissociative amnesia and fugue: memory and intellectual deficits in dissociative amnesia and fugue, dissociative identity disorder (DID): prevalence, experimental studies, controversies about DID, Socio-cultural factors in dissociative disorders, onset, prevalence, treatment and outcomes in dissociative disorders.

Textbook : Butcher

UNIT – II: SCHIZOPHRENIA: origins of the schizophrenia construct, epidemiology. Clinical picture: delusions, hallucinations, disorganized speech and behaviour, positive and negative symptoms, sub types, other psychotic disorders, Risk and causal factors: genetic factors, prenatal exposures, genes and environment in schizophrenia, a neurodevelopmental perspective, structural functional brain abnormalities, psychosocial and cultural factors, diathesis-stress model of schizophrenia. treatment and outcomes : Clinical outcome, pharmacological approaches, psychosocial approaches.

Textbook : Butcher.

UNIT – III: PERSONALITY DISORDERS – Clinical features of personality disorders, Cluster A personality disorders: paranoid personality disorder, schizoid personality disorder, schizotypal personality disorder. cluster B personality disorders : histrionic personality disorder, narcissistic personality disorder, antisocial personality disorder, border line personality disorder. cluster C personality disorders: avoidant personality disorder, dependent personality disorder. general sociocultural causal factors for personality disorders. treatment and outcomes for personality disorders : adapting therapeutic techniques to specific personality disorders causal factors and treatment.

Textbook : Butcher.

UNIT – IV: SUBSTANCE RELATED DISORDERS: Alcohol Abuse and Dependence: The prevalence, comorbidity, and demographics of alcohol abuse and dependence, the clinical picture of alcohol abuse and dependence, biological causal factors, psychosocial causal factors, socio-cultural causal factors,

treatment of alcohol related disorders. Drug Abuse and Dependence; opium and its derivatives (narcotics), cocaine and amphetamines (stimulants), methamphetamine, barbiturates (sedatives), hallucinogens, ecstasy, marijuana. Treatment.

Textbook : Butcher

UNIT – V: CHILDHOOD DISORDERS: common disorders of childhood, Attention-Deficit/hyperactivity disorder, ODD and conduct disorder, Symptom disorders: Functional enuresis, encopresis, somnambulism, tic disorders. pervasive developmental disorders. Learning disabilities and Mental Retardation; levels of mental retardation, organic retardation syndromes .clinical picture, causes and treatment, outcomes and prevention.

Textbook : Butcher

Textbook :

1. Butcher, Mineka & Hooley. (2013). *Abnormal Psychology*. (13th ed.). Pearson Education Inc.

Reference :

- Alloy, L. B. & Riskind, J. H., Manos, M.J. (2005). *Abnormal Psychology*. (9th ed.) Delhi: Tata Mc Graw Hill Publishing Company Ltd.
- Barlow, D. H., & Durand, V.M. (2007). *Abnormal Psychology*, 4th ed. Pacific Grove: Brookes / Cole Publishing Co
- Butcher, Mineka & Hooley. (2013). *Abnormal Psychology*. (16th ed.). Pearson Education Inc.
- David, B. H. & Mark, D. V. (1995) *Abnormal Psychology*. Brooks/Cole Publishing Company.
- Sarason, I. G. & Sarason, B. R., (2007). *Abnormal Psychology*. 10th ed. New Delhi : Pearson Education.
- Sadock, B.J., & Sadock, V.A. (2007). *Synopsis of Psychiatry*. (10th ed). PA: Lipincott, Williams and Wilkins.

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

PSYCHOLOGICAL TESTING (PRACTICAL)

PART – III – PAPER XIII CORE CREDITS 5

Subject Code: BP/18C/603

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

<u>References: -</u>

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

Subject Code: BP/19C/602

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 Behaviour - definition, goals, forces, positive characteristics of the OB field, Fundamental concepts -nature of people, nature of organizations , Models of OB-Autocratic, Custodial, Supportive, Collegial, System models. Managing Communications – Importance of communication, Two-way communication process, Downward and Upward communication, Informal communication, Communication barriers.

Textbook: Newstrom

UNIT – II: MOTIVATION THEORIES AND ITS APPLICATIONS

Early Theories of Motivation - Hierarchy of Needs Theory, Theory X and Theory Y, Two-Factor Theory. Motivating by changing the work environment - Job Characteristics Model, Redesigning Jobs, Alternative work arrangements, Employee Involvement programs; Rewarding Employees - Variable-Pay Programs, Flexible benefits, Intrinsic rewards- Employee recognition programs.

Textbook: Robbins

UNIT – III: EMPLOYEE ATTITUDES AND THEIR EFFECTS

The nature of employee attitudes- Job Satisfaction, Job Involvement, Organizational Commitment; Effects of Employee attitudes -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& ways to overcome it, Approaches to managing change- Lewin's three-step model, Kotter's Eight-step plan. Work stress- Meaning, Sources of Stress, Consequences of Stress, Managing stress.

Textbook: Robbins

Textbooks:

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.

References:

1. Chitale, A. K. (2013). *Organizational Behaviour*. Place of publication not identified: Prentice-Hall of India.
2. French, R. (2011). *Organizational Behaviour*. Hoboken, NJ: Wiley.
3. King, D. (2016). *Organizational Behaviour*. Place of publication not identified: Oxford University Press.
4. Kreitner, R., & Kinicki, A. (2010). *Organizational Behaviour*. New York, NY: McGraw-Hill/Irwin.
5. Martin, J. (2002). *Organizational Behaviour*. London: Thomson Learning.

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

SURVEY RESEARCH* (PRACTICAL)

PART – III – PAPER XV CORE CREDITS 5

Subject Code: BP/18C/604

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

Subject Code: BP/18E/606

OBJECTIVES: -

- To understand the nature of old age.
- To impart knowledge about the various domains of old age.
- To emphasize the psychological aspects of development in old age.

UNIT- I

Introduction: 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.), New Ddelhi: Tata McGrawhill.

Reference :

1. Hurlock, E. B. (2006). *Developmental psychology –A lifespan approach,* (5th ed.), New Delhi: Tata McGraw-Hill.
2. Ian Stuart-Hamilton (2012). *Psychology of Ageing.* Jessica Kinsley Publishers
3. John W. Santrock(2014). *Life Span Development*(13th ed). McGraw-Hill Education 2014-11-16
4. Kaplan & Sadock, (2008). *Concise Textbook of Clinical Psychiatry*. (3rd ed.), USA: Lippincott Williams and wilkins
5. K. Warner Schaie,Sherry Willis (2015). *Handbook of the Psychology of Aging* (8th ed). Academic Press

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

FORENSIC PSYCHOLOGY

PAPER IIIa CORE ELECTIVE – VI CREDITS 5

Subject Code: BP/18E/605

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 Cenage Learning: USA

4. Huss, M. T. (2014). *Forensic Psychology – Research, Clinical Practice and Applications*. (2nd ed.). Wiley: USA

References :

- Adler, J. R., & Gray, J. M. (2011). *Forensic psychology: Concepts, debates and practice*. Abingdon, Oxon: Routledge.

- Crighton, D. A. (2015). *Forensic psychology*. Chichester: Wiley-Blackwell.

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