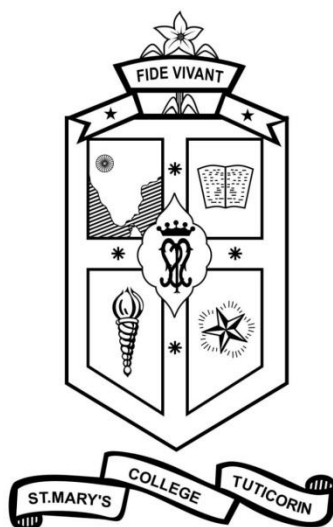


**ST. MARY'S COLLEGE (Autonomous)**  
*(Re-accredited with 'A+' Grade by NAAC)*  
**Thoothukudi-628001, Tamil Nadu**  
**(Affiliated to Manonmaniam Sundaranar University)**



## **Syllabus**

**B.Sc. Psychology**

**School of Biological Sciences**

*Outcome Based Curriculum*

**(W.e.f.2018)**

## **Preamble**

The Department of Psychology has been started in the academic year 2017 – 2018 as a self supporting course. It has been the first of its kind in Thoothukudi District to offer a regular Psychology course for the young women in and around Thoothukudi. It has been aptly started in the calendar year of “JOY”, to offer inner liberation and develop immense self esteem and happiness in the minds of the young women.

## **Vision:**

To make young women powerful personalities and great sources of positivity.

## **Mission:**

- To make Psychology a tool to empower women and make them mentally efficient so that they contribute to the development of the society.
- To empower students and make them psychologically strong individuals of the society.
- To conduct various Seminars and Conferences in the field of Psychology.
- To make known the value of Psychology so that even people from other disciplines may get benefitted.
- To conduct various Interactive Programmes with the society to be of use to the public.
- To develop the students into socially responsible citizens

## Programme Outcome

<b>PO. NO.</b>	<b>Upon completion of B.Sc. Degree Programme, students will be able to</b>
PO-1	show familiarity with the major concepts in psychology
PO-2	have a knowledge about the theoretical perspectives, empirical findings and historical trends in psychology
PO-3	understand and apply basic research methods in psychology including research design, data analysis and interpretation
PO-4	use critical and creative thinking in daily life and understand humans from a psychological perspective.
PO-5	use scientific approach to solve problems related to behaviour and mental processes
PO-6	understand psychological principles and use it for personal growth
PO-7	apply psychological principles to personal, social and organizational issues
PO-8	weigh evidence and tolerate ambiguity and act ethically.

**Course Structure (w.e.f. 2018 )**

**Semester I**

Part	Components	Sub. Code	Title of the paper	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil /	18ULTA11	இக்கால இலக்கியம்: செய்யுள், இலக்கணம், உரைநடை, சிறுகதை, இலக்கியவரலாறு	6	4	40	60	100
	French	18ULFA11	Preliminary French course					
II	General English	18UGEN11	Prose, poetry, extensive reading and language study-I	6	4	40	60	100
III	Core I	18UPSC11	General Psychology I	4	4	40	60	100
	Core II	18UPSC12	Developmental Psychology I	4	4	40	60	100
	Core Practical I	18UPSCR1	18UPSC11, 18UPSC12	2	1	40	60	100
	Allied I	18UPSA11	Elements of Sociology	4	3	40	60	100
	Allied Practical I	18UPSAR1	18UPSA11	2	1			
IV	Ability Enhancement Course	18UAVE11	Value Education	2	2	20	30	50
<b>Total</b>				<b>30</b>	<b>23</b>			

### Semester II

Part	Components	Sub. Code	Title of the paper	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil /	18ULTA21	சமய இலக்கியங்களும், நீதி இலக்கியங்களும்: செய்யுள், இலக்கணம்,உரைநடை, வாழ்க்கைவரலாறு, இலக்கிய வரலாறு	6	4	40	60	100
	French	18ULFA21	Basic French course					
II	General English	18UGEN21	Prose, Poetry, Extensive reading language study-II	6	4	40	60	100
III	Core III	18UPSC21	General Psychology II	4	4	40	60	100
	Core IV	18UPSC22	Developmental Psychology II	4	4	40	60	100
	Core Practical II	18UPSCR2	18UPSC21, 18UPSC22	2	1	40	60	100
	Allied II	18UPSA21	Biological Basis of behavior	4	3	40	60	100
	Allied Practical I	18UPSAR2	18UPSA11, 18UPSA21	2	1	40	60	100
IV	Ability Enhancement Course	18UAEV21	Environmental Studies	2	2	20	30	50
<b>Total</b>				<b>30</b>	<b>23</b>			

**Semester III**

Part	Components	Sub. Code	Title of the paper	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil /	18ULTA31	செய்யுள், இலக்கணம்,உரைநடை,புதினம், இலக்கியவரலாறு	6	4	40	60	100
	French	18ULFA31	Advanced French course					
II	General English	18UGEN31	Prose, Poetry, extensive reading and language study-III	6	4	40	60	100
III	Core V	18UPSC31	Abnormal Psychology I	4	4	40	60	100
	Core Practical III	18UPSCR3	18UPSC31	2	1	40	60	100
	Allied III	18UPSA31	Psychological Statistics I	4	3	40	60	100
	Allied Practical II	18UPSAR2	18UPSA31	2	1			
	Core Skill Based	18UPSS31	Social skills development	4	4	40	60	100
	NME I	18UPSN31	Psychology for life	2	2	20	30	50
IV	Ability Enhancement Course	18UAWS31	Women's Synergy		2	20	30	50
	Self Study or On-line course/ Internship (optional)	18UPSSS1	Colour Psychology		+2			50
<b>Total</b>				<b>30</b>	<b>25+2</b>			

**Semester IV**

Part	Components	Sub. Code	Title of the paper	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil /	18ULTA41	செய்யுள், இலக்கணம், உரைநடை,நாடகம், இலக்கியவரலாறு	6	4	40	60	100
	French	18ULFA41	Language through literature					
II	General English	18UGEN41	Prose, Poetry, Extensive reading and language study-IV	6	4	40	60	100
III	Core VI	18UPSC41	Abnormal Psychology II	4	4	40	60	100
	Core Practical IV	18UPSCR4	18UPSC41	2	1	40	60	100
	Allied IV	18UPSA41	Psychological Statistics II	4	3	40	60	100
	Allied Practical II	18UPSAR2	18UPSA31, 18UPSA41	2	1	40	60	100
	Core Skill Based	18UPSS41	Inner child healing	4	4	40	60	100
	NME II	18UPSN41	Self development skills	2	2	20	30	50
IV	Ability Enhancement Course	18UAYM41	Yoga and meditation		2	20	30	50
	Self Study / On-line Course / Internship (Optional)	18UPSSS2	Human rights		+2			50
V	NCC,NSS & Sports				1			
	Extension Activities CDP				+1			
<b>Total</b>				<b>30</b>	<b>26+3</b>			

### Semester V

Part	Components	Sub. Code	Title of the paper	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
III	Common Core VII	18UBCS51	Psychology and Microbiology for Health Care	6	4	40	60	100
	Core VIII	18UPSC52	Social Psychology I	5	4	40	60	100
	Core IX	18UPSC53	Counselling Psychology	5	4	40	60	100
	Core Practical V	18UPSCR5	Core Practical V	4	2	40	60	100
	Core integral I	18UPSI51	Health Psychology	4	4	40	60	100
	Core integral II	18UPSI52	Psychology of Women	4	4	40	60	100
IV	Common Skill Based Core	18UCSB51	Computer in digital era & soft skills	2	2	20	30	50
	Self-study course/online course/internship (compulsory)	18UPSSS3	Psychology for happy living		2			50
<b>Total</b>				<b>30</b>	<b>26</b>			



### Semester VI

Part	Components	Sub. Code	Title of the paper	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
III	Core X	18UPC61	Social Psychology 2	5	4	40	60	100
	Core XI	18UPSC62	Positive psychology	5	4	40	60	100
	Core XII	18UPSC63	Industrial psychology	5	4	40	60	100
	Core Integral III	18UPSI61	Psychology of life management	4	4	40	60	100
	Core Practical VI	18UPSCR6	Core Practical VI	4	2	40	60	100
IV	Project	18UPSP61	Subject project	7	4	40	60	100
<b>Total</b>				<b>30</b>	<b>22</b>			
<b>Total</b>				<b>180</b>	<b>145+5</b>			

Semester	Hours	Credits	Extra Credits
I	30	23	-
II	30	23	-
III	30	25	2
IV	30	26	3
V	30	24	-
VI	30	24	-
<b>TOTAL</b>	<b>180</b>	<b>145</b>	<b>5</b>

<b>Courses</b>	<b>Number of Courses</b>	<b>Hours/Week</b>	<b>Credits</b>	<b>Extra Credits</b>
Tamil	4	24	16	-
English	4	24	16	-
Core	12T+6P	54T+20P	48T+8P	-
Core Skill Based	2	8	8	-
Core integral	3	13	12	-
Group Project	1	7	4	-
Allied	4T+2P	16T+8P	12T+4P	-
NME	2	4	4	-
Ability Enhancement course	4	4(extra hrs)	8	-
Common Skill Based	1	2	2	-
NCC/NSS/Sports	-	-	1	-
Extension activities	-	-	-	1
Self study papers ( Optional)	2	-	-	4
Self Study Papers (Compulsory)	1	-	2	-
<b>Total</b>		<b>180</b>	<b>145</b>	<b>5</b>

## தமிழ்த் துறை தமிழ் பாடத்திட்டம் 2018 – 2021

### பாடத்திட்டத்தின் நோக்கங்கள்

1. அனைத்து துறை மாணவர்களும் பயன்பெறும் வகையில் பாடத்திட்டம் வரையறை செய்யப்பட்டுள்ளது.
2. தமிழ் இலக்கிய கல்வியை எளிமையுடன் ஆழமாக்கிக் கற்பிக்கும் விதமாகத் தற்கால இலக்கியம் தொடங்கி, சங்க இலக்கியம் வரை கற்பித்தல்.
3. தமிழ் மொழியில் பிழையின்றி கற்கும் விதமாக எழுத்து, சொல் , பொருள், யாப்பு, அணி என இலக்கணத்தைக் பயிற்றுவித்தல்.
4. மாணவர்களின் நலன் கருதி இலக்கிய வரலாற்றுப் பகுதியானது செய்யுள் அமைப்பிற்கேற்ப வகைப்படுத்தப்பட்டு கற்பிக்கப்படுதல்

### பயன்கள்

1. காலந்தோறும் வளர்ந்துவரும் தமிழ் கவிதைகளின் வடிவினையும், கருத்தோட்டத்தினையும் மாணவியர் அறிந்து கொள்வர்.
2. தமிழ் மொழியைப் பிழையின்றி எழுதவும் பேசவும் முடியும்.
3. தன்னம்பிக்கை உருவாகும்.
4. தகவல் தொடர்பு சாதனங்கள் தமிழ் வளர்ச்சிக்குப் பயன்படுவதை அறிந்து கொள்வர்.
5. படைப்பாற்றலை வளர்த்துக்கொள்வர்.
6. தமிழ் இலக்கியங்கள் அன்று முதல் இன்று வரை பெற்றுவரும் சிறப்பை உணர்வர்.
7. இலக்கிய வரலாற்றின் வழி, மொழியின் வளர்ச்சியையும் காலந்தோறும் மாறிவரும் இலக்கியங்களின் பல்வேறு வகைகளையும் தெரிந்து கொள்வர்.
8. துறைதோறும் தமிழ் மொழியின் வளர்ச்சியை அறிவர்.
9. சங்கம் வைத்து தமிழாய்ந்த மன்னர், புலவர், மக்கள் இவர்களின் வாழ்வியல் அறங்களைக் கண்டறிவர்.
10. பண்பாட்டுச் சிறப்பினை மொழியின் வழி அறிந்து தம் வாழ்வில் கடைபிடிப்பர்.
11. வேலைவாய்ப்பிற்கான தேர்வுகளில் திறமையுடன் பங்கேற்பர்.

SEMESTER - I			
Part-1 தமிழ் தாள் - 1 இக்கால இலக்கியம் செய்யுள், இலக்கணம், உரைநடை, சிறுகதை, இலக்கிய வரலாறு			
18ULTA11	Hrs / Week:6	Hrs / Semester: 90	Credits: 4

**Vision:** மாணவியருக்கு நல்ல மதிப்பீடுகளைக் கற்பித்து, வாழ்வில் அவற்றைப் பின்பற்ற வழிவகுத்தல்.

**Mission:** இலக்கிய மாந்தரின் வாழ்க்கை அனுபவங்கள் மூலம் பிரச்சனைகளை எதிர்கொள்ளும் திறம், தன்னம்பிக்கை, ஆளுமைத்திறம், மொழிஅறிவு இவற்றை உருவாக்குதல்.

### Course Outcome:

CO.No.	இப்பாடத்திட்டத்தின் மூலம், மாணவியர்	Cognitive Level
CO-1	பெண் சார்ந்த விடுதலை உணர்வை வளர்க்கிறது.	வளர்ச்சி
CO-2	இனம், சாதி குறித்த பாகுபாட்டிலிருந்து விடுதலை பெறும் வழிவகைகளைக் கற்றுக்கொடுக்கிறது.	நடைமுறைப்படுத்தல்
CO-3	இயற்கையைப் பேணுதற்கும் வாழ்வின் வளர்ச்சிநிலையை மேம்படுத்திக் கொள்ளுதற்கும் உதவுகிறது.	நடைமுறைப்படுத்தல்
CO-4	சமயநல்லிணக்கம், ஒற்றுமைஉணர்வு, இறைநம்பிக்கை இவற்றை உருவாக்குகிறது.	உருவாக்கம்
CO-5	மொழியை பிழையின்றி பேசவும் எழுதவும் உதவுகின்றது.	புரிதல் திறன் மேம்பாடு
CO-6	தனிமனித வாழ்க்கைச் சிக்கல்களை எதிர்கொள்ளும் நிலையை உருவாக்குகிறது	நடைமுறைப்படுத்தல்
CO-7	சமுதாய பிரச்சனைகளை எதிர்கொள்ளும் திறம் கிடைக்கிறது.	நடைமுறைப்படுத்தல்
CO-8	போட்டித் தேர்வுகளுக்குப் பயன்படும் வகையில் படைப்பாக்கத் திறனை வளர்க்க உதவுகிறது.	படைப்பாற்றல் திறன் மேம்பாடு

SEMESTER – I			
Part – I தமிழ்; Paper – 1 இக்கால இலக்கியம், செய்யுள், இலக்கணம், உரைநடை, சிறுகதை, இலக்கிய வரலாறு			
18ULTA11	Hrs/Week: 6	Hrs / Semester: 90	Credits: 4

**அலகு- 1 செய்யுள் - 1 மணி**

- |                             |                   |
|-----------------------------|-------------------|
| 1. மனதில் உறுதிவேண்டும்     | - பாரதியார்       |
| 2. ஒழுக்கம் விழுப்பம் தரும் | - பாரதிதாசன்      |
| 3. ஐந்துபெரிது ஆறு சிறிது   | - வைரமுத்து       |
| 4. போட்டி                   | - அப்துல் ரகுமான் |
| 5. மனிதனும் இயற்கையும்      | - சிற்பி          |
| 6. நன்றிக்கடன்              | - பா.விஜய்        |
| 7. மேலாடை                   | - சுரதா           |
| 8. கவிஞர்கள் கவனிக்க        | - ஜெ.செல்வகுமாரி  |
| 9. மாதவம்                   | - சக்திஜோதி       |
| 10. ஹைக்கூ கவிதைகள்         |                   |
| 11. நாட்டார் பாடல்கள்       |                   |
| 1. விளையாட்டு               |                   |
| 2. உழவும் தொழிலும்          |                   |

**அலகு-2 இலக்கணம் - 1 மணி**

எழுத்து

- எழுத்துப் பற்றிய விளக்கம். ஒரெழுத்து ஒருமொழி
- முதலெழுத்துகள்.
- சார்பெழுத்துகள்
- சுட்டெழுத்துகள், வினாவெழுத்துகள்
- மொழிமுதல் எழுத்துகள், மொழிஇறுதி எழுத்துகள்
- வல்லினம் மிகும் இடங்கள், வல்லினம் மிகா இடங்கள்

**அலகு- 3 உரைநடை - 1 மணி**

இலக்கியச் சாரல்

( கட்டுரை எண்கள் - 1, 2, 3, 8, 9, 10 )

- ச.பாரிஜாதம்

**அலகு- 4 சிறுகதை - 1 மணி**

- |                    |                     |
|--------------------|---------------------|
| 1. அகிலன்          | - தாய்ப்பசு         |
| 2. புதுமைப்பித்தன் | - சாபவிமோசனம்       |
| 3. அண்ணா           | - செவ்வாழை          |
| 4. ஜெயகாந்தன்      | - அக்கினிப்பிரவேசம் |
| 5. இரா.கலாராணி     | - மௌனப்போராளி       |
| 6. ஜெயரதி அகஸ்டின் | - ஜோடிப் பொருத்தம்  |

**அலகு -5 இலக்கிய வரலாறு - 2 மணி**

- புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும்
- சிறுகதையின் தோற்றமும் வளர்ச்சியும்
- நாட்டுப்புறப் பாடல்கள்
- தகவல் தொடர்புசாதனங்களும் தமிழ் வளர்ச்சியும்
- மொழிப்பயிற்சி : புதுக்கவிதை, சிறுகதை, பத்திரிகைக்கு செய்தி

<b>SEMESTER – II</b>			
<b>Part-1 Tamil</b> தாள் -2 சமயஇலக்கியங்களும் நீதி இலக்கியங்களும் செய்யுள், இலக்கணம், உரைநடை, வாழ்க்கை வரலாறு, இலக்கிய வரலாறு			
<b>18ULTA21</b>	<b>Hrs / Week:6</b>	<b>Hrs / Semester: 90</b>	<b>Credits: 4</b>

**Vision:**

வாழ்வியல் நன்னெறிகளான மனிதநேயம், சமத்துவம் போன்றவற்றை வளர்த்துக் கொள்ள கற்றுக்கொடுத்தல்

**Mission:**

அறநெறியைக் கடைபிடிப்பதே நிலையானதும் நீடித்ததுமான நன்மையைத் தருவது என்பதைச் சான்றோரின் வாழ்க்கைநெறிகள் மூலம் உணரச்செய்தல், மொழிஅறிவு, இலக்கியஅறிவு இவற்றை வளர்த்துக் கொள்ளக் கற்றுக்கொடுத்தல்

**Course Outcomes:**

CO.No.	இப்பாடத்திட்டத்தின் மூலம், மாணவியர்	Cognitive Level
CO-1	இறைஆற்றலை உணர்ந்துகொள்ள உதவுகிறது	மதிப்பீடு
CO-2	நல்லநண்பர்களையும், நல்லமனிதர்களையும் இனங்கண்டுகொள்ள வழிவகுக்கிறது	நடைமுறைப்படுத்தல்
CO-3	அன்பு, இரக்கம், நற்சொல், நற்செயல் போன்ற நற்பண்புகளோடு வாழ்வழிவகுக்கிறது	மதிப்பீடு
CO-4	மனிதநேய பண்புகளோடு வாழ்ந்த சான்றோரின் அனுபவங்களைப் பெற்றுக்கொள்ள உதவுகிறது	நடைமுறைப்படுத்தல்
CO-5	மொழியை பிழையின்றி பேசவும் எழுதவும் உதவுகின்றது.	புரிதல், திறன் மேம்பாடு
CO-6	துனிமனித வாழ்க்கைச் சிக்கல்களையும் பிரச்சினைகளையும் எதிர்கொள்ளும் ஆற்றலை உருவாக்குகிறது	நடைமுறைப்படுத்தல், திறன் மேம்பாடு
CO-7	இறைவன்முன் அனைவரும் சமம் என்ற சிந்தனையை உருவாக்குகிறது	மதிப்பீடு
CO-8	போட்டித் தேர்வுகளுக்குப் பயன்படும் வகையில் படைப்பாக்கத் திறனை வளர்க்க உதவுகிறது	படைப்பாற்றல்

<b>SEMESTER - II</b>			
Part – I Tamil தாள் – II சமய இலக்கியங்களும் நீதி இலக்கியங்களும் செய்யுள், இலக்கணம், உரைநடை, வாழ்க்கை வரலாறு, இலக்கிய வரலாறு			
Code:18ULTA21	Hrs/Week: 6	Hrs / Semester: 90	Credits: 4

**அலகு- 1 செய்யுள் - 2 மணி**

- சைவம்** 1. தேவாரம் - சுந்தரர்  
2. திருவாசகம் - மாணிக்கவாசகர்  
3. திருமந்திரம் - திருமூலர்
- வைணவம்** 1. ஆண்டாள் - நாச்சியார் திருமொழி  
2. நம்மாழ்வார் - திருவாய்மொழி

**பௌத்தம் :** மணிமேகலை

**கிறித்துவம் :** கிறிஸ்து மொழிக்குறள்

**இசுலாமியம் :** பேட்டைஆம்பூர் அப்துல் காதிர் சாகிபு பாடல்

**நீதி இலக்கியங்கள்**

1. திருக்குறள்
2. நாலடியார்
3. பழமொழிநானூறு

**அலகு-2 இலக்கணம் - 1 மணி**

1. சொல்லின் பொது இலக்கணம்
2. பெயர்ச்சொல் - அறுவகை பெயர்கள்
3. வினைச்சொல் - வகைகள் - முற்று, எச்சம், ஏவல், வியங்கோள், செய்வினை, செய்ப்பாட்டுவினை, தன்வினை, பிறவினை
4. இடைச்சொல் - ஏகார ஓகார உம்மை இடைச்சொற்கள்
5. உரிச்சொல் - வகைகள்

**அலகு- 3 உரைநடை - 1 மணி**

எண்ணங்கள் - எம். எஸ். உதயமூர்த்தி

**அலகு- 4 வாழ்க்கை வரலாறு - 1 மணி**

அன்னைதேரேசா-பசுமைக்குமார்

**அலகு-5 இலக்கியவரலாறு - 1 மணி**

1. சைவ இலக்கியங்கள்
  2. வைணவ இலக்கியங்கள்
  3. கிறிஸ்துவம் தமிழுக்குச் செய்த தொண்டு
  4. இஸ்லாமியம் தமிழுக்குச் செய்த தொண்டு
- பதினெண் கீழ்க்கணக்கு நூல்கள் - அறநூல்கள் 11 மட்டும்

SEMESTER – III			
Part-I Tamil Paper - 3 காப்பிய இலக்கியங்களும் சிற்றிலக்கியங்களும்			
18ULTA31	Hrs / Week:6	Hrs / Semester: 90	Credits: 4

**Vision:** மாணவியருக்கு தனது உரிமைகளைப் போராடி பெறுவதற்கும் நல்ல உறவுகளை இனம் கண்டு மதிக்கவும் கற்றுக்கொடுத்தல்.

**Mission:** காப்பிய மாந்தரின் வாழ்க்கையின் மூலமாக நம்பிக்கை, நல்ல உறவுகள், இயற்கையை நேசித்தல், மொழிஅறிவு போன்றவற்றை வளரச் செய்தல்.

### Course Outcome:

CO.No.	இப்பாடத்திட்டம் மாணவியருக்கு	அறிவுசார் மதிப்பீடு
CO-1	பெண்கள் நீதிக்குப் போராடும் உணர்வை வளர்க்கிறது.	நடைமுறைப்படுத்தல்
CO-2	அரசியல் சூழ்ச்சி, இனம், சாதி குறித்த பாகுபாடு இவற்றிலிருந்து விடுதலை பெறும் வழிவகைகளைக் கற்றுக்கொடுக்கிறது.	நடைமுறைப்படுத்தல்
CO-3	இயற்கையைப் பேணுதற்கு உதவுகிறது.	நடைமுறைப்படுத்தல்
CO-4	சமயநல்லிணக்கம், இறைநம்பிக்கை இவற்றை உருவாக்குகிறது.	உருவாக்கம்
CO-5	மொழியைப் பிழையின்றி பேசவும் எழுதவும் உதவுகின்றது.	புரிந்துகொள்ளுதல், திறன் மேம்பாடு
CO-6	தனிமனித வாழ்க்கைச் சிக்கல்களை எதிர்கொள்ளும் நிலையை உருவாக்குகிறது	நடைமுறைப்படுத்தல்
CO-7	விவசாயிகளின் வாழ்க்கைப் பிரச்சினை, சமுதாயப்பிரச்சினை இவற்றை உணர்ந்து அவற்றை நீக்கும் திறனை உருவாக்குகிறது.	நடைமுறைப்படுத்தல், திறன் மேம்பாடு
CO-8	போட்டித் தேர்வுகளுக்குப் பயன்படும் வகையில் படைப்பாக்கத் திறனை வளர்க்க உதவுகிறது.	படைப்பாற்றல், திறன் மேம்பாடு



SEMESTER – III			
Part-I Tamil Paper - 3 காப்பிய இலக்கியங்களும் சிற்றிலக்கியங்களும்			
18ULTA31	Hrs / Week:6	Hrs / Semester: 90	Credits: 4

**அலகு - 1 செய்யுள் - 2 மணி**  
**காப்பியங்கள்**

1. சிலப்பதிகாரம் - வழக்குரைகாதை : 1 – 80 பாடலடிகள்
2. மணிமேகலை - பாத்திரம் பெற்ற காதை : 75– 145 பாடலடிகள்
3. சீவகசிந்தாமணி - கோவிந்தையார் இலம்பகம் - பாடல்கள்: 411, 421, 430, 437, 440, 441, 448, 454, 456, 474, 477, 483, 484, 488, 489.
4. கம்பராமாயணம் - நகரப் படலம் - பாடல்கள்: 94, 95, 98, 100, 103, 104, 108, 114, 116, 119, 129, 132, 138, 147, 153, 159, 160.
5. சீறாப்பராணம் - விடமீட்ட படலம் - பாடல்கள் : 1, 4, 5, 6, 7, 9, 12, 13, 15, 16, 17, 20, 23, 25, 27, 29, 32, 33, 34, 36, 37, 40, 42, 44.
6. இயேசுகாவியம் - மலைப்பொழிவு
7. பெரியபுராணம் - பூசலார் புராணம்

**சிற்றிலக்கியங்கள்**

1. முத்துக்குமாரசாமி பிள்ளைத்தமிழ் - செங்கீரைப் பருவம் - முதல் பத்து அடிகள்
2. முக்கூடற்பள்ளு - நகர்வளம் 19-வது பாடல்
3. நந்திக் கலம்பகம் - வெற்றிமுரசு சிறப்பு
4. திருக்குற்றாலக் குறவஞ்சி பாடல் - 9

**அலகு - 2 இலக்கணம் - 1 மணி**  
**பொருள் இலக்கணம்**

1. அகப்பொருள் : எழுதிணை விளக்கம் - முதல், கரு, உரிப்பொருள்
2. புறப்பொருள் : வெட்சிதிணை முதல் பாடாண்திணை வரை விளக்கம் மட்டும்

**யாப்பு இலக்கணம்**

1. யாப்பு உறுப்புகள்

**அலகு - 3 - உரைநடை - 1மணி**  
நீ போகும் பாதைகள் - கீழ்குளம் வில்லவன்

**அலகு - 4 புதினம் - 1**  
பூர்வீக பூமி - சூர்யகாந்தன்

**அலகு - 5 இலக்கிய வரலாறு - 1 மணி**

1. ஐம்பெருங்காப்பியங்கள்
2. ஐஞ்சிறுகாப்பியங்கள்
3. சிற்றிலக்கியத்தின் தோற்றமும் வளர்ச்சியும், பிள்ளைத்தமிழ், கலம்பகம், குறவஞ்சி, பரணி.

SEMESTER – IV			
Part-1 Tamil Paper – IV சங்க இலக்கியம்			
18ULTA41	Hrs / Week:6	Hrs / Semester: 90	Credits: 4

**Vision:** மாணவியருக்கு நல்ல மதிப்பீடுகளைக் கற்பித்து, வாழ்வில் அவற்றைப் பின்பற்ற வழிவகுத்தல்.

**Mission:** இலக்கிய மாந்தரின் மூலம் நல்லவாழ்க்கை அனுபவங்களைப் பெறச்செய்து தன்னம்பிக்கை, ஆளுமைத் திறம், மொழி அறிவு இவற்றை உருவாக்குதல்.

### Course Outcome:

CO.No.	இப்பாடத்திட்டம் மாணவியருக்கு	அறிவுசார் மதிப்பீடு
CO-1	அனுபவ அறிவை வளர்க்கிறது.	நடைமுறைப்படுத்தல்
CO-2	பழந்தமிழர் வாழ்வியல் முறைகளை கற்று பயனடைய உதவுகிறது.	நடைமுறைப்படுத்தல்
CO-3	ஆய்வு நோக்கினை வளர்க்கவும் வாழ்வின் வளர்ச்சி நிலையை மேம்படுத்திக் கொள்ளவும் உதவுகிறது.	நடைமுறைப்படுத்தல், உருவாக்கம்
CO-4	மனிதநேயம், இறை நம்பிக்கை இவற்றை உருவாக்குகிறது.	உருவாக்கம்
CO-5	மொழியைப் பிழையின்றி பேசவும் எழுதவும் உதவுகின்றது.	திறன் மேம்பாடு
CO-6	தனிமனித வாழ்க்கைச் சிக்கல்களை எதிர்கொள்ளும் நிலையை உருவாக்குகிறது	நடைமுறைப்படுத்தல், உருவாக்கம்
CO-7	சமுதாய பிரச்சினைகளை எதிர்கொள்ளும் திறம் கிடைக்கிறது.	நடைமுறைப்படுத்தல், திறன் மேம்பாடு
CO-8	போட்டித் தேர்வுகளுக்குப் பயன்படும் வகையில் படைப்பாக்கத் திறனை வளர்க்க உதவுகிறது.	படைப்பாற்றல், திறன் மேம்பாடு

SEMESTER – IV			
Part-1 Tamil Paper – IV சங்க இலக்கியம்			
18ULTA41	Hrs / Week:6	Hrs / Semester: 90	Credits: 4

**அலகு - 1 செய்யுள் - 2 மணி**

**எட்டுத்தொகை**

1. நற்றிணை - பாடல்கள் : 1, 12
2. குறுந்தொகை - பாடல்கள் : 23, 58, 135
3. ஐங்குறுநூறு - மஞ்சைப்பத்து - பாடல்கள் : 294, 296, 297, 299
4. பதிற்றுப்பத்து - பாடல் : 28
5. கலித்தொகை - பாடல் : 27
6. அகநானூறு - பாடல்கள் : 173, 270
7. புறநானூறு - பாடல்கள் : 279, 312

**பத்துப்பாட்டு**

நெடுநல்வாடை - 80 வரிகள்

**அலகு - 2 இலக்கணம் - 1 மணி**

1. பாவகைகள் - வெண்பா, ஆசிரியப்பா  
பொது இலக்கணம்
2. அணி இலக்கணம் - உவமை, உருவகம், வேற்றுமை, வஞ்சப்புக்கழ்ச்சி, சிலேடை,  
தற்குறிப்பேற்றம்
3. வாக்கிய வகைகள்
4. பிறமொழிச் சொற்களை நீக்கி எழுதுதல்  
அ. ஆங்கிலச் சொற்கள்  
ஆ. வடமொழிச் சொற்கள்  
இ. தெலுங்குச் சொற்கள்

**அலகு - 3 உரைநடை - 1மணி**

**சிந்தனைக் களஞ்சியம் - தமிழ்த்துறை - கட்டுரைத் தொகுப்பு,  
தூய மரியன்னை கல்லூரி (தன்னாட்சி), தூத்துக்குடி**

**அலகு - 4 நாடகம் - 1 மணி**

தண்ணீர் தண்ணீர் - கோமல் சுவாமிநாதன்

**அலகு - 5 இலக்கிய வரலாறு - 1 மணி**

1. எட்டுத்தொகை நூல்கள்
2. பத்துப்பாட்டு நூல்கள்
3. சங்க இலக்கியத்தின் தனிச்சிறப்புகள்

## **Preamble**

Acquisition of a foreign language and exposure to a different culture enhances the quality of a person. An understanding of a different civilisation opens vistas in the perception of the learner. Learning a new language is an additional skill and it widens the employability scope of the students, considering the large number of international collaborations in the global market.

### **Vision:**

To impart knowledge and skill in French to enhance employment opportunities of the students

### **Mission :**

To promote an understanding and appreciation of the French language and literature

Part-I Course in French is set to equip the students with an additional qualification, of acquisition of a foreign language, French. Two-year course in French creates

- Ability to act and respond in specific life-time situations of communication
- Ability to understand and translate sentences into target language
- Capability to compare and evaluate the life style of the French in contrast with Indians
- Capability to create a text of her own, narrating her day to day life
- Capability to summarize a poem or a dialogue in her own words
- Capability to use the knowledge and skill in diverse professions such as translator, interpreter , editor etc in multinational companies

### **Criteria of eligibility**

Part-I French course is offered to students who have studied French in schools and also to students who have no knowledge of French, beginners.

## I B.A., / B.Sc Part I FRENCH

SEMESTER – I			
PART – I French Paper – I Preliminary French Course			
Code : 18ULFA11	Hrs/week : 6	Hrs/Sem : 90	Credits : 4

### Vision :

To initiate a beginner to the francophonic world and to train them to make their maiden efforts in spoken and written French

### Mission:

To create a number of real life situations to make the learner express herself in the target language through experiential teaching method

### Course Outcomes :

CO	At end of this Course, the students will be able to	CL
1.	To identify French monuments and celebrities	Kn,Ap
2.	To understand the living style of the French	Un
3.	To know and understand the taste and leisure time activities of the French people	Kn, Un
4.	From the perspective of communication	
5.	To describe a lodging	Cr
6.	To redact an advertisement	Cr
7.	To express her desires and preferences	Cr
8.	To create a blog and to express herself	Cr
9.	To redact a portrait of a personality	Cr

### Prescribed Text Book:

Cocton Marie-Noëlle,Heu Elodie, Houssa Catherine, Kasazian Emilie,

Dupleix Dorothée et Ripaud Delphine, *Saison 1* Les Editions Didier,Paris,2015.

Unite I : Mes cinq sens en action

Unite II : S'ouvrir aux autres

Unite III : Partager son lieu de vie

Unite IV : Vivre au quotidien

## Unité V : Fêtes et Traditions

### **Books, Journals and Learning Resources**

:

- le cahier d'activités(CD Audio INCLUS)
- Le manuel numérique premium classe
- Grammaire « Le Nouvel Entraînez-vous avec 450 Nouveaux Exercices » par Evelyne Sirejols, Tempesta Giovanna
- Les applis complémentaires
- 450 nouveaux exercices(niveau débutant)par Grand-Clément Odile Clé International, 2003.
- Les 500 exercices de grammaire par Akyuz Anne,Bazelle-Shahmaei Bernadette,Bonenfant Joelle, Gliemann Marie-Francoise,Hachette livre,2005
- Grammaire Progressive du français par Grégoire Maia, Clé International,2002.
- Grammaire « Le Nouvel Entraînez-vous avec 450 Nouveaux Exercices » par Sirejols Evelyne , Tempesta Giovanna
- [www.didierfle.com/saison](http://www.didierfle.com/saison)
- [www.facebook.com/SaisonFLE](https://www.facebook.com/SaisonFLE)

## I B.A., / B.Sc Part I FRENCH

SEMESTER – II			
Paper – II Basic French Course			
Code : 18ULFA21	Hrs/week : 6	Hrs/Sem : 90	Credits : 4

**VISION :** To develop and improve upon the acquisition of four competencies of language learning

**MISSION :** To motivate and to enthuse the learner's mind to life-long learning experience evidenced through various situations of communication

### Course Outcomes:

CO	At end of this Course, the students will be able to	CL
1.	To understand the cultural practices of the French	Kn, Un
2.	To know and understand cultural life at Louisiane	Kn, Un
3.	To know the dressing style of the French	Kn
4.	To know the eating habits of the French	Kn, Un
5.	To be exposed to city life and various modes of transport	Kn, Un
6.	To describe a city	Kn, Un
7.	To compare cities	An,
8.	To redact an invitation	Cr
9.	To create a recipe of her own	Ap, Cr
10.	To describe an outfit	Ap, Cr
11.	To narrate an outing	Ap, Cr

**Prescribed Text Book:** Cocton Marie-Noëlle, Heu Elodie, Houssa Catherine, Kasazian Emilie, Duplex Dorothee et Ripaud Delphine, *Saison*, Les Editions Didier, Paris, 2015.

Unite I : S'ouvrir à la culture

Unite II : La langue française en partage

Unite II I : Gouter a la campagne

Unite IV : La gastronomie française, une question de gout

Unite V : Voyager dans sa ville, La Belgique, carrefour de l'Europe

## **Books, Journals and Learning Resources**

1. le cahier d'activités(CD Audio INCLUS)
2. Le manuel numérique premium classe
3. Les applis complémentaires
4. Grand-Clément Odile,*450 nouveaux exercices(niveau débutant)* Clé International, 2003.
5. Akyuz Anne,Bazelle-Shahmaei Bernadette, Bonenfant Joelle, Gliemann Marie-Francoise, *Les 500 exercices de grammaire* ,Hachette livre,2005
6. Grégoire Maia ,*Grammaire Progressive du français* , Clé International,2002.
7. Sirejols Evelyne , Tempesta Giovanna,*Grammaire « Le Nouvel Entraînez-vous avec 450 Nouveaux Exercices*

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[www.facebook.com/SaisonFLE](http://www.facebook.com/SaisonFLE)



## I B.Com., / BBA / B.Sc (Computer Science) Part I FRENCH

SEMESTER – I			
Paper Title-Basic French and Commercial terms			
Code : 18ULFB11	Hrs/week : 6	Hrs/Sem : 90	Credits : 4

### Vision :

To impart knowledge of the culture of the French and to give training in speaking and writing French to a beginner

### Mission :

To provide ample opportunities to induce and ignite the independent learning capacity.

CO	At end of this Course, the students will be able to	CL
1.	To adopt French as the language of the class	Kn, Un
2.	To enrol herself on a social media network	Ap, Cr
3.	To orient herself in a city	Un, Ap
4.	To adapt herself to new habits and rhythm of life	Un, Ap
5.	To invite and to respond to an invitation	Un, Cr, Ap
6.	To prepare a programme of outing	Un, Cr, Ap
7.	To translate the commercial terms from English to French & vice versa	Un, Ap
8.	To know and understand various aspects of cultural life of the French	Kn, Un

### Prescribed Text Book:

Girardet Jacky, Pécheur Jacques, Gibbe Colette, Parizet Marie-Louise, *Tendances*, Clé International, 2016.

### Prescribed Units:

- Unite 1 : Commencer en français
- Unite 2 : Arriver dans un pays francophone
- Unite 3 : Découvrir une ville
- Unite 4 : Vivre dans une famille, termes commerciaux
- Unite 5 : Participer à une sortie

**Books, journals and other references:**

1. Evelyne Sirejols, Tempesta Giovanna *Grammaire « Le Nouvel Entraînez-vous avec 450 Nouveaux Exercices »*
2. Girardet Jacky, Pécheur Jacques, *Cahier d'activités*, Clé International ,2016.
3. Grand-Clément Odile,*450 nouveaux exercices(niveau débutant)* Clé International, 2003
4. Akyuz Anne, Bazelle-Shahmaei Bernadette,Bonenfant Joelle, Gliemann Marie-Francoise, *Les 500 exercices de grammaire* Hachette livre,2005
5. Grégoire Maia, Thievenez Odile, *Grammaire Progressive du français*, Clé International, 2002.

## I B.Com., / BBA / B.Sc (Computer Science) Part I FRENCH

SEMESTER – II			
Paper Title-Essential French and Commercial correspondance			
Code : 18ULFB21	Hrs/week : 6	Hrs/Sem : 90	Credits : 4

### Vision :

To build upon the language skills acquired to reach a standard level of speaking and writing French

### Mission :

To give thrust on the actional approach to motivate the autonomy of the learner.

CO	At end of this Course, the students will be able to	CL
1.	To understand travel documents and to describe a displacement	Kn, Un
2.	To write a post card or mail about a voyage	Ap, Cr
3.	To know and understand the means of payment	Kn, Un
4.	To express her needs	Ap, Cr
5.	To create words of felicitation, thanks, excuse and to formulate a wish	Ap, Cr
6.	To know and understand the cultural life of the French	Kn, Un
7.	To describe an itinerary, to give instructions	Ap, Cr
8.	To redact commercial letters in French	Ap, Cr

### Prescribed Text Book:

Girardet Jacky, Pécheur Jacques, Gibbe Colette, Parizet Marie-Louise, *Tendances*, Clé International, 2016.

### Prescribed Units:

Unite 1 : Voyager

Unite 2 : Faire des achats

Unite 3 : Se faire des relations

Unite 4 : Organiser ses loisirs

Unite 5 : Se loger

**Books for reference:**

1. Girardet Jacky, Pécheur Jacques *Cahier d'activités* Clé International ,2016.
2. Grand-Clément Odile,*450 nouveaux exercices(niveau débutant)* Clé International, 2003.
3. Akyuz Anne,Bazelle-Shahmaei Bernadette,Bonenfant Joelle, Gliemann Marie-Francoise,  
*Les 500 exercices de grammaire* Hachette livre,2005.
4. Grégoire Maia ,*Grammaire Progressive du français* Clé International,2002.
5. Sirejols Evelyne , Tempesta Giovanna *Grammaire « Le Nouvel Entraînez-vous avec 450 Nouveaux Exercices »*

## II B.A., / B.Sc Part I FRENCH

<b>SEMESTER – III</b>			
<b>Paper – III Advanced French Course</b>			
<b>Code : 18ULFA31</b>	<b>Hrs/week : 6</b>	<b>Hrs/Sem : 90</b>	<b>Credits : 4</b>

**Vision :** To enhance further the acquisition of four competencies of language learning

**Mission :** To create the independent capability of the learner to respond and tackle the various situations of communication when the learner is in the native country of the target language

**Course Outcome:**

CO	At end of this Course, the students will be able to	CL
CO-1	describe the souvenirs of the past	Ap, Cr
CO-2	create novel things with ancient objects	Cr
CO-3	attempt business ventures on the internet	Un, Ap
CO-4	understand the expatriate's experience	Un, Ap
CO-5	prepare for study in foreign countries	Ap, Cr
CO-6	speak of the weather	Ap, Cr
CO-7	speak about the system of education in France	Un,Ap
CO-8	become conscious of the environment	Ap, Cr

**Prescribed Text Book:** Cocton Marie-Noëlle, Heu Elodie, Houssa Catherine, Kasazian Emilie, Duplex Dorothée et Ripaud Delphine, *Saison*, Les Editions Didier, Paris, 2015.

Unite I : Faire du neuf avec du vieux-Faire revivre les objets-

Unite II : Exprimer l'accord ou le désaccord-Exprimer l'obligation et l'interdiction

Unite III : Changer d'air- Demander/donner son opinion-Parler du temps qu'il fait-

Unite IV : Découvrir-Apprendre-Réussir

Unite V : Devenir éco-citoyen-Ecrire une biographie-Institutions et femmes d'exception

### Books, Journals and Learning Resources

1. le cahier d'activités(CD Audio INCLUS)
2. Le manuel numérique premium classe
3. Les applis complémentaires
4. Grand-Clément Odile,*450 nouveaux exercices(niveau débutant)* Clé International, 2003.
5. Akyuz Anne,Bazelle-Shahmaei Bernadette, Bonenfant Joelle, Gliemann Marie-Francoise, *Les 500 exercices de grammaire* ,Hachette livre,2005
6. Grégoire Maia ,*Grammaire Progressive du français* , Clé International,2002.
7. Sirejols Evelyne , Tempesta Giovanna,*Grammaire « Le Nouvel Entraînez-vous avec 450 Nouveaux Exercices*  
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### II B.A., / B.Sc Part I FRENCH

SEMESTER – IV			
Paper – IV French Language through Literature			
Code : 18ULFA41	Hrs/week : 6	Hrs/Sem : 90	Credits : 4

**VISION :** To initiate the learner to the realm of French Literature

**MISSION :** To create and develop the taste for literary readings in the target language

#### Course Outcome:

CO	At end of this Course, the students will be able to	CL
CO-1	comprehend the French literary background	Un, An
CO-2	imbibe the basic grammatical structures of the language	Un, An
CO-3	inculcate the values imparted through the literary texts	Un, An
CO-4	appreciate the simple literary texts	An, Ap
CO-5	acquire literary knowledge and enhance aesthetic perception	An, Ap
CO-6	explore a literary text, with the perspective of analysing the matter and manner of writing	An, Ap
CO-7	reflect upon the author's ideas and transform her own personality	Ap, Cr
CO-8	discover, interrogate and reflect on the humanistic value	Ap, Cr

## II B.A., / B.Sc Part I FRENCH

SEMESTER – IV			
Paper – IV French Language through Literature			
Code : 18ULFA41	Hrs/week : 6	Hrs/Sem : 90	Credits : 4

### Unité 1:

1. Au soir , auprès d'une chandelle -Pierre de Ronsard
2. Caractères -La Bruyère
3. La barbe bleue -Charles Perrault

### Unité 2 :

1. La Jeune Tarentine -André Chénier
2. La Révolution Française
3. L'impératif

### Unité 3 :

1. Le Pape est mort -Guy de Maupassant
2. A l'école des petits dieux -Bernard Wéber
3. Pronoms Relatifs

### Unité 4 :

1. Oh voleur !quelle vie -Le Clezio
2. L'avalée des avalées - Ducharme
3. Pronoms Relatifs

### Unité 5 :

1. L'homme qui plantait des arbres -Jean Giono
2. Pour toi mon amour -Jacques Prévert
3. Les indicateurs Temporels

### Books for Reference :

1. Blondeau Nicole, Allouache Ferroud jà, Ne Marie-Françoise, *Littérature Progressive du Français*, Clé International, 2004.
2. Akyuz Anne, Bazelle-Shahmaei Bernadette, Bonenfant Joelle, Gliemann Marie-Francoise, *Les 500 exercices de grammaire*, Hachette livre, 2005
3. Grégoire Maia, *Grammaire Progressive du français*, Clé International, 2002.
4. Sirejols Evelyne, Tempesta Giovanna, *Grammaire « Le Nouvel Entraînez-vous avec 450 Nouveaux Exercices*
5. Auge Helene, Marlhens Claire, Molinos Lluçia, *Grammaire et Communication*, Clé International, 2008

At the end of two-year course, students will be able to

1. Develop their communicative skills in English for employment.
2. Employ their English proficiency to excel in cultural exchanges and to connect themselves globally.
3. Develop their comprehension and analytical skills in order to be innovative in all disciplines.
4. Build confidence and helps to maintain cordial relationship with colleagues in their flourishing career.
5. Express themselves as skilful English news readers and journalists.
6. Convert their passive vocabulary into active one; enhancing their speaking and writing skills.
7. Exercise their creativity in writing English.
8. Gain proficiency in writing skills and help them to write grammatically correct sentences.
9. Tune their soft skills which enable them to maintain good career records.
10. Improve their passion for reading literary works.



<b>SEMESTER - I</b>			
<b>Part II English</b>		<b>Prose, Poetry, Extensive Reading and Language Study- I</b>	
<b>18UGEN11</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester: 90</b>	<b>Credits: 4</b>

**Vision:**

To provide adequate exposure and opportunities for students to imbibe, develop, practice and use the LSRW skills with more opportunities to experiment and fine tune their productive skills – speaking and writing.

**Mission:**

To help students read and comprehend content in English

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>Cognitive Level</b>
CO-1	Understand the written word in everyday life through the study of basic comprehension skills	Un
CO-2	Apply and incorporate basic grammar, mechanics, and sentence variety in writing.	Ap
CO-3	Label and paraphrase main ideas in readings.	Ap
CO-4	Develop their ability to read and spell words through an analysis of the structure of the English language.	Re
CO-5	Analyse the theme of prescribed texts of literature.	Un
CO-6	Evaluate the parts of speech.	Ev
CO-7	Listen and comprehend speech sounds.	Co
CO-8	Construct simple sentences and short paragraphs in response to reading.	Cr

<b>SEMESTER - I</b>			
<b>Part II English</b>		<b>Prose, Poetry, Extensive Reading and Language Study-I</b>	
<b>18UGEN11</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester: 90</b>	<b>Credits: 4</b>

### **Unit I - Poetry**

Sarojini Naidu - Village Song  
 John Milton - On His Blindness  
 Robert Frost - The Road Not Taken

### **Unit II - Prose**

Leigh Hunt – Getting Upon Cold Mornings  
 Robert Lynd - Sweets

### **Unit III - Short Story**

Ernest Hemingway - A Day's Wait  
 Rabindranath Tagore - Kabuliwala

### **Unit IV – Grammar & Vocabulary**

Parts of Speech, Tenses –Present, Past, Vocabulary of the Specific Domain, Punctuation, Kinds of Sentences

### **Unit V – Oral & Written Communication**

Listening for handling simple situations, Listening Comprehension, Reading- passages from magazines & stories, Speaking – Introduction to body language, Basic interactions, Filling Forms, Developing Hints, Letters – leave letters, permission letters & personal letters

### **Text Books:**

Units I – III – To be compiled by the Research Department of English  
 Units IV – V – CLIL ( Content & Language Integrated Learning ) – Module I by TANSICHE  
 (Tamil Nadu State Council for Higher Education)

SEMESTER – II			
Part II English		Prose, Poetry, Extensive Reading and Language Study- II	
18UGEN21	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4

**Vision:** To intensify English language teaching and learning to promote communication skills based on the strengths in specific domains of knowledge that students are already sound in.

**Mission:** To expose students to language skills through the core subjects.

To help students identify how writers use the creative resources of language-in poetry, nonfiction, and short fiction - to explore the entire range of human experience.

**Course Outcome:**

CO.No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	Classify and develop the skills of interpretation, critical thinking, and clear writing.	An
CO-2	Demonstrate improved oral fluency.	Un
CO-3	Support future academic study by developing a high social, aesthetic and cultural literacy.	Cr
CO-4	Construct parts of a paragraph and essay, through prose writings.	An
CO-5	Build effective communication skills.	Un
CO-6	Make use of context clues and analyse poetic content and correlate to experiences.	An
CO-7	Use vocabulary through the study of word parts.	Ap
CO-8	Comprehend passages	Un

<b>SEMESTER – II</b>			
<b>Part II English</b>	<b>Prose, Poetry, Extensive Reading and Language Study- II</b>		
<b>18UGEN21</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester: 90</b>	<b>Credits: 4</b>

### **Unit I - Poetry**

Nissim Ezekiel - The Night of the Scorpion

William Wordsworth- The Tables Turned

Walt Whitman - One's Self I Sing

### **Unit II - Prose**

A.J. Cronin - Two Gentlemen of Verona

Robin Sharma -Your Commitment to Self- Mastery: Kaizen

### **Unit III - Short Story**

Khushwant Singh - Karma

Oscar Wilde - The Happy Prince

### **Unit IV – Grammar & Vocabulary**

Present & Past Continuous form, Command form, Will/Going to, Subject – Verb Agreement, Vocabulary of the Specific Domain, Paragraphing

### **Unit V – Oral & Written Communication**

Listening for handling tough situations, Reading – passages from newspapers, incomplete stories, Pronunciation, Speaking (Storyline, Telephone Conversation), Key Functions

### **Text Books :**

Units I – III – To be compiled by the Research Department of English

Units IV – V – CLIL (Content & Language Integrated Learning) – Module II by TANSICHE  
(Tamil Nadu State Council for Higher Education)

SEMESTER – III			
Part II English		Prose, Poetry, Extensive Reading and Language Study- III	
18UGEN31	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4

**Vision:** To teach English based on the strengths in specific domains of knowledge that students are already sound in.

**Mission:** To expose students to language skills through the core subjects.

To help students explore the creative resources of language-in poetry, nonfiction, and one-act plays to enhance their vocabulary for interpersonal, academic, and real-life situations.

**Course Outcome:**

CO.No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	Identify the common errors in their day today communication.	Ev
CO-2	Imbibe the language skills necessary for maintaining cordial relationship.	Ap
CO-3	Revise, organize and edit their assignments successfully.	Cr
CO-4	Enhance communicative competence in English.	Cr
CO-5	Construct sentences in different verb forms.	Ap
CO-6	Formulate specific questions and key ideas in class discussion.	Ap
CO-7	Appraise the specific values for life through the literary texts.	Ev
CO-8	Make use of grammar and vocabulary in practical ways.	Ap

<b>SEMESTER – III</b>			
<b>Part II English</b>		<b>Prose, Poetry, Extensive Reading and Language Study- III</b>	
<b>18UGEN31</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester: 90</b>	<b>Credits: 4</b>

**Unit I – Poetry**

Toru Dutt - Lotus

John Keats - La Belle Dame Sans Merci

Langston Hughes - The Weary Blues

**Unit II – Prose**

A.G. Gardiner - A Fellow Traveller

G.K. Chesterton - The Fallacy of Success

**Unit III - One Act Play**

Cedric Mount - The Never Never Nest

Percival Wilde - The Hour of Truth

**Unit IV – Grammar & Vocabulary**

Present & Past Perfect form, Connectives & Linkers, Vocabulary of the Specific Domain, Paragraphing

**Unit V – Oral & Written Communication**

Evaluative Listening, Different Reading Strategies, Pronunciation, Public Speaking, Negotiation & Turn Taking, Tongue Twisters, Writing – Formal Letters, Emails, One Word Substitutes.

**Text Books :**

Units I – III – To be compiled by the Research Department of English

Units IV – V – CLIL (Content & Language Integrated Learning) – Module III by TANSCH  
(Tamil Nadu State Council for Higher Education)

SEMESTER – IV			
Part II English		Prose, Poetry, Extensive Reading and Language Study- IV	
18UGEN41	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4

**Vision:** To teach English based on the strengths in specific domains of knowledge that students are already sound in.

**Mission:** To expose students to language skills through the core subjects.

To help students explore the creative resources of language-in poetry, nonfiction, and Shakespearean plays and gain insight into the literary traditions and cultures of the brave new world.

**Course Outcome:**

CO.No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	Interpret texts with an awareness of the specific cultural context.	A
CO-2	Improve their communication skills	U
CO-3	Compose and deliver engaging oral presentations.	A
CO-4	Adapt stylistic elements to aid and enhance communication.	Cr
CO-5	Modify their perspectives on the themes of perennial human interest.	Ev
CO-6	Adapt the vocabulary acquired through their reading and to use them in various situations in their everyday lives.	Cr
CO-7	Formulate appropriate writing style.	A
CO-8	Compose essays in a well-developed, academic voice.	Cr

<b>SEMESTER – IV</b>			
<b>Part II English</b>		<b>Prose, Poetry, Extensive Reading and Language Study- IV</b>	
<b>18UGEN41</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester: 90</b>	<b>Credits: 4</b>

### **Unit I – Poetry**

Rabindranath Tagore - The Lord of My Life

Tennyson - Ulysses

Gabriel Okara - Once Upon a Time

### **Unit II - Prose**

Juliane Koepcke - My First Plane Crash

Frank R. Stockton –The Lady or the Tiger

### **Unit III – Scenes from Shakespeare**

A Midsummer Night’s Dream – Act II, Scene ii

Tempest – Act III, Scene i

### **Unit IV – Grammar & Vocabulary**

Modals & Auxiliaries, Active & Passive Voice, Direct & Indirect Speech, Transformation of Sentences, Vocabulary of the Specific Domain, Homophones & Homonyms

### **Unit V – Oral & Written Communication**

Extensive Reading/ Film (with subtitles) Viewing, Refuting, Arguing & Debating, Defending & Challenging Interviews (face to face, telephone & video conferencing), Making Presentations, Tongue Twisters

### **Text Books :**

Units I – III – To be compiled by the Research Department of English

Units IV – V – CLIL ( Content & Language Integrated Learning ) – Module IV by TANSICHE  
(Tamil Nadu State Council for Higher Education)



<b>SEMESTER - I</b>			
<b>Core I</b>		<b>General Psychology I</b>	
<b>Code : 18UPSC11</b>	<b>Hrs / Week: 4</b>	<b>Hrs / Sem.: 60</b>	<b>Credits: 4</b>

**Vision:** To impart basic knowledge on the subject of psychology.

**Mission:** To elaborate on the basic principles of the origin of psychology as a discipline.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the basic concepts in psychology in historical outline.	1	Re
CO-2	gain knowledge in the various principles of psychology.	1	Re
CO-3	compare and contrast the various areas of psychology.	1,4	Un
CO-4	understand the various biological basis of behaviour.	5	Un
CO-5	apply knowledge about the sensory processes of the body in life	5	Ap
CO-6	analyze the concepts of attention.	4	An
CO-7	evaluate the concepts of perception.	4	Ev
CO-8	create new theories and concepts of emotions.	4	Cr

SEMESTER – I			
Core I		General Psychology I	
Code : 18UPSC11	Hrs / Week: 4	Hrs / Sem.: 60	Credits: 4

### Unit I Psychology: Meaning, Scope and Methods.

Introduction to psychology. Need to study psychology. Psychology as a science - Methods of Psychology-Experimental method, Systematic Observation, Case Study method, Survey method; Early Schools of Psychology; Modern Perspectives.

### Unit II History of Psychology

Systems and schools of psychology: The psychoanalytic perspective – Structuralism and Functionalism – Humanistic and Existential view – Behaviourism – Transpersonal psychology – Cognitive psychology.

### Unit III Sensory processes

Physiological basis of behaviour: Nervous system - Endocrine system - Some general properties of Senses: Visual sense – Auditory sense – Other senses

### Unit IV Attention & Perception

Selective attention; physiological correlates of attention; Internal influences on perception learning– set - motivation & emotion - cognitive styles; External influences on perception figure and ground separation – movement – organization – illusion; Internal- external interactions: Constancy -Depth Perception- Binocular & Monocular Perception; Perceptual defense & Perceptual vigilance; Sensory deprivation -Sensory bombardment; ESP - Social Perception.

### Unit V Emotions

Defining emotions – characteristics – identification and measurement of emotions – physiology of emotions – theories of emotions

#### Text book:

1. S.K. Mangal. 2002 -*General Psychology, Sterling Publishers Pvt. Ltd., New Delhi.*

#### Books for Reference:

1. Robert A Baron 2002, *Psychology*, 5th Edition, Prentice Hall, India.
2. Morgan, C.T. and King, R.A. 1994 *Introduction to Psychology*, Tata McGraw hill co, Ltd, New Delhi. .
- 3 Ciccarelli, S. & Meyer, G.E. 2006. *Psychology*. New Delhi: Pearson Education.
4. Zimbardo, P.G. and Weber, A.L. 1997. *Psychology*. N.Y. Pearson. Edition.

SEMESTER – I			
Core II		Developmental Psychology I	
Code : 18UPSC12	Hrs / Week: 4	Hrs / Sem.: 60	Credits: 4

**Vision:** To provide a basic understanding about the developmental stages of man.

**Mission:** To elaborate on the first five stages of human development.

**Course Outcome:**

CO.No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	understand the various developmental stages of man.	3	Un
CO-2	know the various developmental tasks.	3	Re
CO-3	acquire competence in the various skills of relevant stages.	3	Un
CO-4	learn the various hazards of each stage.	3	Un
CO-5	understand the basic principles of play interests in the various stages.	3	Un, Ap
CO-6	analyze the various problems of each developmental stage.	3	An
CO-7	evaluate the knowledge on the developmental processes.	3,4	Ev
CO-8	understand and create the need for knowledge on the developmental stages.	3	Cr

SEMESTER – I			
Core II		Developmental Psychology I	
Code : 18UPSC12	Hrs / Week: 4	Hrs / Sem.: 60	Credits: 4

### Unit I Introduction

Meaning of developmental changes – significant facts about development – the life span – difficulties in studying life span – development – the developmental tasks during the life span – happiness and unhappiness during the life span.

### Unit – II: Infancy

Beginning of life & infancy: conception - periods & prenatal development – hazards during prenatal period – understanding birth complications – characteristics of infancy – developmental tasks – physical developmental – physiological functions – muscle control – speech development play – development of understanding – mental development – personality development – Piaget’s Cognitive developmental stages.

### Unit III Babyhood

Babyhood: Characteristics- developmental tasks – physical development – physiological functions – muscle control – speech development- interest in play – development of understanding – mental development – personality development.

### Unit IV Early childhood

Early childhood: Characteristics – developmental tasks – physical development – skills – speech development – emotional development – socialization – play – moral development – family relationships – personality development.

### Unit V: Late Childhood

Late childhood: Characteristics – developmental tasks – physical growth – skills – speech development – emotional expressions – social behaviour – play interests – moral attitudes and interests – personality changes.

### Text book:

1. Hurlock E.B. 1997 *Developmental Psychology* (4thed), New Delhi, Tata McGraw Hill.

### Books for Reference:

1. Hurlock E.B. 1997: *Developmental Psychology* (4thed), New Delhi, Tata Mc Graw Hill.
2. Thompson, George G. 1981: *Child Psychology* (2nded) Delhi: Surjeet Publications.
3. Berk L.E. 2005 *Child Development*, (2nd Ed.), New Delhi: Pearson Education.
4. Shaffer R.H. 2004. *Child Psychology* M.A Blackwell publishing,
5. Papalia D.E & Old & S.W. 1978 *Human Development*. New Delhi. Tata Mc Graw Hill

Kogakusha.

<b>SEMESTER – I</b>			
<b>Core Practical I</b>			
<b>Code: 18UPSCR1</b>	<b>Hrs / Week: 4</b>	<b>Hrs / Semester: 60</b>	<b>Credits: 2</b>

Minimum 10 experiments should be chosen from the given list and be taken for record writing and practice

1. Division of attention
2. Effect of distraction
3. Concept Formation
4. Problem Solving
5. Stroop effect
6. Muller – Lyer Illusion
7. Size – weight illusion.
8. Signal Detection
9. EPI
10. Adjustment Scale
11. Self Concept
12. Vocational Interest Inventory
13. Bhatia’s Battery of Intelligence
14. Standard Progressive Matrices

**Book for Reference :**

1. Manuals for the experiments.

<b>SEMESTER – I</b>			
<b>Allied 1</b>		<b>Elements of Sociology</b>	
<b>Code: 18UPSA11</b>	<b>Hrs / Week: 4</b>	<b>Hrs / Semester: 60</b>	<b>Credits: 3</b>

**Vision:**

To provide a basic understanding about the various elements of sociology.

**Mission:**

To cover all the contents that describe the basic elements of sociology.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	know the nature, scope and subject matter of sociology	2	Re
CO-2	understand the primary concepts	2	Un
CO-3	understand about the social institutions	2	Un
CO-4	apply the concept of 'total environment', geographical environment and its impact on social life	2, 8	Ap
CO-5	know about the individual and the society	2,8	Un, Ap
CO-6	evaluate the social differentiation and stratification	2,8	An, Ev
CO-7	evaluate the basic social processes	8	Ev
CO-8	create a universal concept of culture	8	Cr

SEMESTER – I			
Allied 1	Elements of Sociology		
Code: 18UPSA11	Hrs / Week: 4	Hrs / Semester: 60	Credits: 3

### Unit I Introduction to Sociology

Meaning, Definition and origin - Nature and Scope of Sociology - Uses of Sociology Primary Concepts Society, Community, Association and Institution - Social structure Status and role, Culture Its traits and complexes.

### Unit II Scientific Study of Social Phenomena

Sociology as a Science, Methods and Perspectives - Sociology and other Social Sciences - Psychology, Anthropology and Economics

### Unit III Individual and Society Theories of the Origin of Society

Socialisation definition, Processes, Theories, Stages and Agencies - Social Interaction - Social Processes Associative and Disassociative Social Processes Social Groups Definition and Characteristics Primary and Secondary groups.

### Unit IV Social Stratification and Social institutions

Social Stratification Definition concept of Inequality Caste and Class - Social Institutions Marriage Characteristics, types, functions. Family-Characteristics, Types, Functions and recent trends. Religion Definition and basic components of religion. The social functions of religion.

### Unit V Social Control and Social change

Meaning, Definition, Nature and Types of Social Control - Meaning and nature of Social change - Factors and Theories of social change.

#### Text books:

1. Shankar Rao, 1995, *Sociology*, S Chand and Co., New Delhi,

#### Books for Reference :

1. B. Brinkerhoff David Lynn K. White, 1991 *Sociology* New York West Publishing co.,
2. Kendall, Diana 1996 *Sociology in our times* California Wadsworth Publication
3. Shankar Rao - 1995 *Sociology*, S Chand and Co. New Delhi,,
4. Giddens, Anthony 2001 *Sociology* (4th edition) U.K Polity Press
5. Mitchell, Duncan 1959 *Sociology*, Bombay Oxford University Press
6. Robertson, Ian 1980 *Sociology*, New York Worth Publishers Inc.
7. Eshleman, Ross J & Cashion G Barbara 1983 *Sociology An Introduction* U.S.A Little Brown & Co Ltd.,
8. Caplow, Theodore 1975 *Sociology*, New Jersey Prentice Hall Inc

<b>SEMESTER - I</b>			
<b>Allied Practical I</b>			
<b>Code: 18UPSCA1</b>	<b>Hrs / Week: 2</b>	<b>Hrs / Semester: 30</b>	<b>Credit: 1</b>

1. Field Visit

Hospitals, Schools, Old age homes or clinics

Preparing case studies

Submitting the report

2. Students can take any two social events and they have to submit a report on the same. They have to submit the information regarding background factors leading to the present problem.

**Books for Reference**

1. B. Brinkerhoff David Lynn K. White, 1991 *Sociology* New York West Publishing co.,
2. Kendall, Diana 1996 *Sociology in our times* California Wadsworth Publication
3. Shankar Rao - 1995 *Sociology*, S Chand and Co. New Delhi.



<b>SEMESTER - I</b>			
<b>Ability Enhancement Course - Value Education</b>			
<b>Code : 18UAVE11</b>	<b>Hrs/Week : 2</b>	<b>Hrs / Semester: 30</b>	<b>Credits : 2</b>

**Unit I : Introduction**

Value education and its Relevance to present day – Meaning of Value Education  
 – Education and its role – Leading a fulfilling life of universal values

**Unit II : Cultivation of Personal Values**

Personal Values– Truth - Honesty and Integrity – Love –Compassion – Gratitude -  
 Courage – Optimism – Friendship

**Unit III : Elimination of Negative Emotions**

Overcome fear – Jealousy is harmful – Sources of jealousy - Jealousy and  
 compulsiveness- Be an optimist – Gossip is Dynamite – Anger

**Unit IV : Family Values**

Familial Responsibilities –Five Basic Functions of a Mother - Fathers’ role in the  
 family - Five Duties of Children to Parents - Indian Cultural Values

**Unit V : Spiritual Value**

Cultivating Good Manners – Being Persuasive – Being authentic – Professional  
 Ethics – Work Culture – Code of Conduct

<b>SEMESTER – II</b>			
<b>Core III</b>		<b>General Psychology II</b>	
<b>Code: 18UPSC21</b>	<b>Hrs / Week: 4</b>	<b>Hrs / Semester: 60</b>	<b>Credits: 4</b>

**Vision:**

To impart basic knowledge on the processes of general psychology.

**Mission:**

To elaborate on the basic principles of memory and forgetting in psychology.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO Addressed</b>	<b>CL</b>
CO-1	introduce the processes of memory and causes of forgetting.	4	Un
CO-2	know the meaning and types of thinking, learning, motivation and emotions.	4	Un
CO-3	acquire knowledge about forgetting and thinking processes.	4	Re
CO-4	learn the basics of intelligence.	4	Un
CO-5	analyze the theories of motivation.	4	An
CO-6	create an in depth knowledge about memory processes.	4,6	Cr
CO-7	understand the concepts of personality.	1, 3,4	Ev
CO-8	create new memory techniques.	4	Cr

SEMESTER – II			
Core III		General Psychology II	
Code: 18UPSC21	Hrs / Week: 4	Hrs / Semester: 60	Credits: 4

### Unit I Theories of Learning

Classical conditioning – significance of classical conditioning; instrumental conditioningsignificance of instrumental conditioning; reinforcement- nature, schedules, parameters; cognitive learning- latent learning, insight, imitation; individualized learning- computer assisted learning, learning programmes.

### Unit II Memory & Thinking

**Memory processes:** Theories about memory – a general memory function; information – processing theories- sensory register, short term memory, rehearsal; long term memory; levels of processing theory; long term memory – organization, TOT, semantic and episodic memory, encoding and storing long term memories; role of organization, role of imagery, role of constructive processes; retrieval from long term memory.

**Forgetting:** interference, retrieval problems motivated forgetting, amnesia- psychological Amnesia, biological Amnesia; improving your memory – improving study methods.

**Thinking and language:** The thinking process- concepts, problem solving, decision-making, creative thinking; language communication.

### Unit III Intelligence

**Nature of Intelligence:** The Psychometric Approach: The Structure of Intellect – Factor Analysis – The g factor: Intelligenc as General Mental Capacity – Intelligence As Specific Mental Abilities – Crystallised and Fluid Intelligence – Carroll’s Three-Stratum Model: A Modern Synthesis – Cognitive Process Approaches: The Nature of Intelligent Thinking – Broader Conceptions of Intelligences: Beyond Mental Competencies: Gardner’s Multiple Intelligences – Emotional Intelligence

### Unit IV Motivation

Motives as interferences, explanation and predictor, some theories of motivation, biological motivation, social motives- motives to know and to be effective, frustration and conflicts of motives; defense mechanism.

### Unit V Personality

Defining Personality. Type and Trait approach ; Psychodynamic, Behaviouristic and Humanistic (Maslow andRogers) approaches.

**Text book:**

1. S. K. Mangal. 2002, *General psychology*, Sterling Publishers Pvt. Ltd., New Delhi.

**Books for Reference :**

1. Robert A Baron 2002, *Psychology*, 5th Edition, Prentice Hall, India.
2. Morgan, C.T. and King, R.A. 1994 *Introduction to Psychology*, Tata McGraw hill co, Ltd, New Delhi.
3. Robert S. Feldman 2004 *Understanding Psychology 6th Edition* Tata MrGram – Hill.
4. Ciccarelli, S. & Meyer, G.E. 2006. *Psychology*. New Delhi: Pearson Education.
5. Zimbardo, P.G. and Weber, A.L. 1997. *Psychology*. N.Y. Pearson. Edition.

SEMESTER – II			
Core IV		Developmental Psychology II	
Code : 18UPSC22	Hrs / Week: 4	Hrs / Semester: 60	Credits: 4

**Vision:**

To provide a basic understanding about the developmental stages of man.

**Mission:**

To elaborate on the last five stages of human development.

**Course Outcome:**

CO.No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	understand the various developmental stages of man.	3	Un
CO-2	know the various developmental tasks.	3	Un
CO-3	acquire competence in the various skills of relevant stages.	3	Un
CO-4	learn the various hazards of each stage.	3, 4	Un , Re
CO-5	understand the basic principles of play interests in the various stages.	3,4	Un , Ap
CO-6	analyze the various problems of each developmental stage.	3,8	An
CO-7	create an in depth knowledge of the developmental processes.	3,4	Cr
CO-8	understand and create the need for knowledge on the developmental stages.	3	Cr

SEMESTER – II			
Core IV		Developmental Psychology II	
Code : 18UPSC22	Hrs / Week: 4	Hrs / Semester: 60	Credits: 4

### Unit I Puberty

Characteristics – Criteria – Causes – Age – Growth spurt – Body changes – Effects of puberty changes – Hazards & Happiness.

### Unit II Adolescence

Characteristics – Developmental tasks – Physical change – Storm and Stress – Social change – Interest – Morality – Sex interest and Behaviour – Family relationships – Personality change – Hazards & Happiness.

### Unit III Early Adulthood

Characteristics – Developmental tasks – Changes in interest – Social interest – Sex role adjustments – Vocational adjustments – Marital Adjustments – Adjustment to parenthood – Hazards of vocational and Marital adjustments – Success of Adjustment to adulthood.

### Unit IV Middle Age

Characteristics – Developmental tasks – Adjustment to physical change and mental changes – Social Adjustment – Vocational Adjustment – to changed family patterns – Being single – loss of a spouse – Adjustment – to changed family patterns – Adjustment to approaching old.

### Unit V Old Age

Characteristics – Developmental tasks – Adjustment to physical changes – Change in motor and mental abilities. Changes in interests – Vocational Adjustment – Retirement – Changes in family life – loss of a spouse – Living arrangement for elderly hazards.

### Text book:

1. Hurlock E.B., 1997, *Developmental Psychology (4<sup>th</sup> ed)*, New Delhi, Tata c Graw Hill.

### Books for Reference :

1. Hurlock E.B. 1997: *Developmental Psychology (IV Edn.,)* New Delhi, Tata c Graw Hill.
2. Santrock, J.W. 2003 *Adolescence*, New Delhi. McGraw Hill,

<b>SEMESTER – II</b>			
<b>Core Practicals II</b>			
<b>Code : 18UPSCR2</b>	<b>Hrs / Week: 4</b>	<b>Hrs / Sem: 60</b>	<b>Credits: 2</b>

Minimum 10 experiments should be chosen from the given list, including 2 from each sub division and be taken for record writing and practice

### **Learning**

1. Habit interference
2. Bilateral Transfer
3. Massed vs. spaced learning
4. Conditioned reflex
5. Schedules of reinforcement
6. Paired Associate learning
7. Skill learning – mirror drawing / mazes

### **Memory**

8. Effect of meaning on retention
9. Effect of Cueing / priming on recall
10. Effect of Chunking on recall
11. Effect of schema on memory
12. Levels of processing

### **Thinking**

13. Concept formation
14. Syllogistic reasoning
15. Creativity
16. Effect of set on problem solving – formation of set; shift of set

### **Books for Reference :**

1. Manuals for the experiments.

<b>SEMESTER – II</b>			
<b>Allied II</b>		<b>Biological basis of Behaviour</b>	
<b>Code : 18UPSA21</b>	<b>Hrs / Week: 4</b>	<b>Hrs / Semester: 60</b>	<b>Credits: 3</b>

**Vision:**

To highlight the importance of biological basis of behaviour.

**Mission:**

Students must gain insight into the various physiological basis of behaviour.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	Develop an awareness about hormones.	5	Un
CO-2	Gain knowledge about internal regulation.	5	Re
CO-3	Acquire competence on the sensory motor systems.	5,6	Un
CO-4	Learn about the internal regulatory systems.	5, 6	An
CO-5	Analyze the reproductive behaviours in human beings.	3, 4, 5	An
CO-6	Create an in depth understanding about emotional behaviours.	3, 4	Ev
CO-7	Understand the various biological origins of behaviour.	3, 5	An
CO-8	Create an in depth understanding of the subject	3	Cr



SEMESTER – II			
Allied II		Biological basis of Behaviour	
Code : 18UPSA21	Hrs / Week: 4	Hrs / Semester: 60	Credits: 3

### Unit I Biological Foundations of behaviour

Introduction : Meaning of Biological Psychology– Approaches that relate brain and behaviour – biological level of analysis.

### Unit II Neuropsychology

Electrical signals – transmission process – circuits – gross – electrical Activity; Chemical Basis of Behaviour; Hormones and the Brain – Hormones and Behaviour.

### Unit III The Sensory Motor System

Vision: visual coding – Neural basis of visual perception – visual development – Audition: sound and the ear – pitch perception – auditory cortex – sound localization – Mechanical senses – Chemical senses – Three principles of sensory motor association cortex – Primary and Secondary motor cortex – Motor control and plasticity –Movement Disorders

### Unit IV Internal Regulation

Rhythms of Wakefulness and sleep – stages of sleep and brain mechanisms – sleep disorders – Dreaming – Internal Regulation: Temperature – Thirst – Hunger

### Unit V Reproductive & Emotional Behaviours

Reproductive Behaviours: Sex and Hormones – Variations in sexual behaviour – gender and identity and gender-differentiated behaviours – sexual orientation – Emotion: Definition – Brain Functions – Attack and escape behaviours – stress and health

#### Text book:

1. Kalat,J.W. 1995 *Biological Psychology 5th Edition*. New York: Brooks/Cole.

#### Books for References :

1. Kalat,J.W. 1995, *Biological Psychology.5th Edition*. New York: Brooks/Cole.
2. Mark.R. Rozenweig, S.Marc Breedlove, Arnold L. Leiman 2002. *Biological Psychology: AnIntroduction to Behavior, Cognitive and Clinical Neuroscience*. Sunderland: Sinauer Publisher
3. Powell, G. 1998 *Brain and Personality.3rd Edition*.London: Rout ledge &Kegan Paul. Neil R.Carlson (2007). *Foundations of Physiological Psychology,6th Edition* Published by Dorling Kindersley (India) Pvt.Ltd., licensees of Pearson Education
4. Wagner,H&Silber,,K 2004. *Physiological Psychology*. NY: BIOS Scientific Publishers

<b>SEMESTER - II</b>			
<b>Allied Practical I</b>			
<b>Code : 18UPSAR1</b>	<b>Hrs / Week: 2</b>	<b>Hrs / Sem: 30</b>	<b>Credit: 1</b>

Students can select any personality of real life and they have to submit the report of their positive and negative personality. The students should analyze what type of personality lies behind them based on the biological basis of behavior.

Submitting the report

### **Books for Reference**

1. Kalat, J.W. 1995, *Biological Psychology*. 5th Edition. New York: Brooks/Cole.
2. Mark.R. Rozenweig, S.Marc Breedlove, Arnold L. Leiman 2002. *Biological Psychology: An Introduction to Behavior, Cognitive and Clinical Neuroscience*. Sunderland: Sinauer Publisher

Semester – II			
Environmental Studies			
Code : 18UAEV21	Hrs/ Week : 2	Hrs/Sem:30	Credits : 2

**Course Outcomes:**

**Upon completion of this course, the students will be able to**

- 1 Recognize the biotic and abiotic components of ecosystem and how they function
- 2 Use natural resources more efficiently and know more sustainable ways of living
3. Acquire an attitude of concern for the environment
4. Participate in improvement and protection of environment
5. Manage unpredictable disasters
- 6 Create awareness about environmental issues to the public

**Unit I Environment and Ecosystem**

Aim and need for Environmental Awareness - Components of Environment Ecosystem  
 - Components of Ecosystem: Abiotic and biotic factors ( Producer, Consumer and Decomposer) – Food Chain, Tropic Levels - Food Web, Energy flow and Ecological pyramids

**Unit II Natural Resources:**

Renewable and non-renewable resources – Water Resources: Uses and Conservation of Water – Rain Water Harvesting – Forest Resources: Importance of Forests - Major and Minor forest produces - Conservation of Forest Energy Resources: Solar Fossil Fuel – Wind – Role of individuals in the conservation of natural resources

**Unit III Environmental Pollution**

Pollutants – Types of pollution: Air, Water, Noise and Plastic Pollution – Causes, effects and Control measures – Solid Waste Management

**Unit IV Human Population and Environment**

Effect of human population on environment – Population Explosion problems related to population explosion – Involvement of population in conservation of environment – Measures adopted by the Government to control population growth – Environment and human health

**Unit V Disaster Management**

Floods–Drought–Earthquakes– Cyclones – Landslide–Tsunami–Control measures

<b>SEMESTER III</b>			
<b>Core V</b>		<b>Abnormal Psychology - I</b>	
<b>Code:18UPSC31</b>	<b>Hrs/Week:4</b>	<b>Hrs/Sem: 60</b>	<b>Credits:4</b>

**Vision:**

To develop awareness on the various abnormal behavior patterns.

**Mission:**

To facilitate the understanding of the various mental disorders, their assessment and treatment.

**Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the basic concepts of various disorders in life	6	Re
CO-2	compare and understand the various impacts of disorders	6	Un
CO-3	apply knowledge about handling disorders in daily life	6,8	Ap
CO-4	analyze the need of knowledge of prevention of disorders in daily life	6,8	An
CO-5	evaluate the means of developing an understanding about mental retardation	3,6	Ev
CO-6	create new theories and concepts of handling disorders	6,7	Cr
CO-7	create a society devoid of mental disorders	6,8	Cr
CO-8	develop a better understanding about people with mental disorders.	8	Cr

SEMESTER III			
Core V		Abnormal Psychology - I	
Code:18UPSC31	Hrs/Week: 4	Hrs/Sem: 60	Credits: 4

### Unit I Introduction: Defining Abnormality

Criteria of Abnormality – Statistical, Social, Personal discomfort, maladaptive from ideal:  
Popular views of abnormal behaviors; classifying abnormal behavior – DSM IV Classification & its limitations (Brief mention of ICD – 10)

### Unit II Psychology Models of Abnormality

Psychodynamic, Behavioral, Cognitive, Humanistic, Interpersonal models.

### Unit III Stress and Adjustment Disorders

Primary, predisposing, precipitating and reinforcing causes: The diathesis – Stress model, Stress and Stressors – Categories of Stressors. Factors Predisposing an Individual to Stress: Coping with stress – General principles of coping with stress, De-compensation under excessive stress; Reactions to common life stressors – unemployment, bereavement, divorce, separation, Prevention of stress disorders. Post-Traumatic Stress Disorder.

### Unit IV Anxiety based disorders

The Anxiety based response pattern: Anxiety based disorders, Panic disorder, Agoraphobia, other Phobic disorders. Obsessive compulsive disorder-; Generalized Anxiety disorder. Somatoform disorders – Somatization disorder – Hypochondriasis – symptoms, Somatoform pain disorder, Conversion disorder; Dissociate disorders – Psychogenic Amnesia. Fugue, Multiple Personality Disorder, Depersonalization disorder; Causes – Biological, Psychological, Socio-cultural factors.

### Unit V Mental Retardation and Development Disorder

Levels of MR, Brain Defects in MR, Cultural – Familial MR, Treatments & Outcome. Specific Learning Disorders – Learning Disorders, Coordination Disorder – Autism, Clinical picture, Causes & Treatment.

### Text Book

1. Barlow David H. & Durand, V. Mark (1995) *Abnormal Psychology*, Brooks/Cole Publishing Co.

### Books for Reference:

1. Bootzin RR, Acocella JR & Alloy LB (1984) (6<sup>th</sup> Ed) *Abnormal Psychology – Current Perspectives* – McGraw Hill Inc. USA
2. Carson RC & Butcher JN, (2004) *Abnormal Psychology & Modern Life* (10<sup>th</sup> Ed) Harper – Collins NY
3. Ronald J Comer, (2004) *Abnormal Psychology* (2<sup>nd</sup> Ed) WH Freeman & Co. NY.
4. John M Neale, Gerals C Davidson & David AF Haaga, (1996) *Exploring Abnormal Psychology* (6<sup>th</sup> Ed) John Wiley & sons.

<b>SEMESTER - III</b>			
<b>Core Practical III</b>			
<b>Code : 18UPSCR3</b>	<b>Hrs/week : 2</b>	<b>Hrs/Sem:30</b>	<b>Credit : 1</b>

**Select a minimum of 8 experiments from the following list for record writing and practice.**

1. Manifest in Anxiety Inventory
2. General Health Questionnaire
3. Anger Questionnaire
4. Emotional Maturity Scale
5. Social Maturity Scale
6. Stress Questionnaire
7. Student's Satisfactory Scale
8. Student's Stress Scale
9. General Well-being Measure
10. Beck's Depression Scale
11. State Trait Anxiety Scale
12. Assertiveness Scale

### **Books for Reference**

1. Hurlock E.B. (1997): *Developmental Psychology* (IV Edn.,) New Delhi, Tata c Graw Hill.
2. Santrock, J.W. *Adolescence*. New Delhi. McGraw Hill, 2003.

<b>SEMESTER III</b>			
<b>Allied III</b>		<b>Psychological Statistics - I</b>	
<b>Code:18UPSA31</b>	<b>Hrs/Week:4</b>	<b>Hrs/Sem: 60</b>	<b>Credits: 3</b>

**Vision:**

To introduce the students to the world of research in psychology

**Mission:**

To develop an understanding about the various statistical measures used in psychological research.

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the basic concepts and principles of statistics in psychology	7	Re
CO-2	compare and contrast the various measurements of statistics	7	Un
CO-3	apply knowledge about variability and correlation in statistics in psychology	7	Ap
CO-4	analyze the need of knowledge of inferential and descriptive statistics	7	An
CO-5	evaluate the means of developing an understanding about sampling and probability	7	Ev
CO-6	create new theories and concepts of statistics in psychology	7	Cr
CO-7	develop a good knowledge about the research field by understanding statistics.	7	Cr
CO-8	develop a good research aptitude among students.	7	Cr

SEMESTER III			
Allied III	Psychological Statistics - I		
Code:18UPSA31	Hrs/Week:4	Hrs/Sem: 60	Credits: 3

### Unit I Introduction

Meaning and definition of statistics – origin, growth and characteristics – applications in psychology and limitations. Primary and Secondary Data: Differences and data collection methods

### Unit II Data Classification & Frequency Distribution

Classification and Tabulation: Objectives – types of classification – formation of continuous frequency distribution – uses of tabulation – parts of a table – types of tables – simple and complex tables – general purpose and special purpose tables; Diagrammatic and graphic Representation: General rules for construction– uses –Types - limitations of diagrams and graphs

### Unit III Probability and Its Applications

Definition – Computation of probability – Set theory: Set, Subset, Equal sets, Proper subset, Empty set – Complement of set, Union, intersection, disjoint and universal set – Theorems of probability

### Unit IV Descriptive Statistics

Averages: Concepts– requisites of a good average –mean, median and mode –merits and demerits – numerical computations; Dispersion: Concepts – types of measures– merits and demerits – numerical computations

### Unit V Sampling and Theoretical Distributions

Concept of population and sample – census – requisites of a sample - Random & Non Random sampling methods– sampling and non-sampling errors; Poisson and normal distributions – Skewness and kurtosis

### Textbooks

1. Verma, J. P., &Ghufran, M. (2012). *Statistics for Psychology: A comprehensive text*. Tata McGraw Hill Education, New Delhi.
2. Garrett, H.E. (1979)*Statistics in Psychology and Education*, 9th Indian Reprint, Bombay, wakils, Feffer and Simons Pvt. Ltd.

### Books for Reference

1. Gupta, S.P. (2006)*Statistical Methods*, New Delhi: Sultan Chand and Sons.
2. Howell, D.C. (2002) *Statistical Methods for Psychology*, 5th edition, Australia Duxbury Publishers.
3. Howell, D.C. (2002) *Statistical Methods of Psychology*. 5th edition. Australia, Duxbury Publishers.
4. Minium, E.W., King B.M. and Bear. G. *Statistical Reasoning in Psychology and Education* N.Y: john wiley& sons, end 2001.
5. Gravetter F.J. and Wallnay L.B. *Essentials of statistics for the Bahavioural Sciences*. N.Y. West Publishing com., 1995.



<b>SEMESTER III</b>			
<b>Allied Practical II</b>			
<b>Code:18UPSAR2</b>	<b>Hrs/Week:2</b>	<b>Hrs/Sem: 30</b>	<b>Credit: 1</b>

**Statistical evaluation is to be done and recorded on the following areas:**

Descriptive Statistics

Data Collection and Methods of Organizing Data

Graphic Representation

### **Books for Reference**

1. Gupta, S.P. (2006) *Statistical Methods*, New Delhi: Sultan Chand and Sons.
2. Howell, D.C. (2002) *Statistical Methods for Psychology*, 5th edition, Australia Duxbury Publishers.
3. Howell, D.C. (2002) *Statistical Methods of Psychology*. 5th edition. Australia, Duxbury Publishers.

<b>SEMESTER - III</b>			
<b>Skill Based Elective - Social Skills Development</b>			
<b>Code : 18UPSS31</b>	<b>Hrs/week : 2</b>	<b>Hrs/Sem:30</b>	<b>Credits : 2</b>

**Vision:**

To make the students socially skilled.

**Mission:**

To develop the social skills of the students and make them very good social beings.

**Course Outcome**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the basic concepts and principles of social skills	3	Re
CO-2	compare and contrast the various social skill training methods	2	Un
CO-3	apply knowledge about the processes of problem solving	2, 8	Ap
CO-4	analyze the various problem solving methods	8	An
CO-5	evaluate the means of developing assertiveness	1,8	Ev
CO-6	create new theories and concepts of social skills	8	Cr
CO-7	create personalities with good social skills	1, 8	Cr
CO-8	create an awareness among the students about developing good social skills	1, 8	Cr

SEMESTER - III			
Skill Based Elective - Social Skills Development			
Code : 18UPSS31	Hrs/week : 2	Hrs/Sem:30	Credits : 2

### Unit I Attitude

Types of Attitude: Negative, positive, victim, planning, Rational and Irrational attitude.

### Unit II Interpersonal Skills

Introduction, Positive character traits, formal interpersonal skills, Reasons for poor interpersonal skills, Incompatibility.

### Unit-III Presentation Skills

A checklist for Presentation, Anxiety, Verbal Communication, Nonverbal Communication, Communication skills, Classroom Skills, Interview Skills.

### Unit-IV Advance Skills

Making a good choice, focusing on yourself, solving problems, POP/SODAS methods. (POP – Problem, Option, Plan. SODAS – Situation Option Disadvantage Advantage Solution).

### Unit-V Leadership Qualities

Meaning, Responsibility, Decision making, Goal setting, Dedication.

### Text Book

1. V. D. Swaminathan & K. V. Kaliappan, *Psychology for Effective Living – Behaviour Modification, Guidance, Counselling and Yoga*, 1<sup>st</sup> edition, The Madras Psychology Society, Chennai, 1997.

### Books for Reference

1. Allan S. Bellack & Michel Hersen, *Research and Practice in Social Skills Training*, Springer, 1979.
2. Ciccarelli, S. & Meyer, G.E. (2006). *Psychology*. New Delhi: Pearson Education.
3. Zimbardo, P.G. and Weber, A.L. (1997). *Psychology*. N.Y. Pearson. Edition.

<b>SEMESTER - III</b>			
<b>Non Major Elective I - Psychology for Life</b>			
<b>Code : 18UPSN31</b>	<b>Hrs/week : 2</b>	<b>Hrs/Sem:30</b>	<b>Credits: 2</b>

**Vision:**

To introduce the non-major students into the basics of psychology

**Mission:**

To make psychology knowledge available to everyone interested in this special field.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the basic concepts and principles of psychology	1	Re
CO-2	compare and learn the various branches of psychology	1	Un
CO-3	apply knowledge about concepts of memory and forgetting	1 , 4	Ap
CO-4	analyze the need of psychology in daily life	1 , 8	An
CO-5	evaluate the means of developing an understanding about human behavior	3 , 4	Ev
CO-6	create new theories and concepts of intelligence	4	Cr
CO-7	create a good understanding about psychological aptitude among students	1 , 8	Cr
CO-8	develop and create psychological interest among other major students.	8	Cr

SEMESTER - III			
Non Major Elective I - Psychology for Life			
Code : 18UPSN31	Hrs/week : 2	Hrs/Sem:30	Credits : 2

### Unit I Nature and Scope of Psychology

Introduction; Meaning of the term behavior; Nature of the subject Psychology, Scope of Psychology, Fields of psychology

### Unit II Methods of Psychology

Introspection method, Naturalistic observation method, Experimental method, Clinical method.

### Unit III Motivation

Hunger motive, Thirst motive, Sex motive; Theories of motivation; Freud incentives theory, Adler's social urges theory, Maslow's Goal oriented theory.

### Unit IV Memory and Forgetting

Types of memory, learning method, saving method; Ebbinghaus's curve of forgetting, Types of forgetting.

### Unit V Aptitudes

Meaning and Nature; Ability and Achievement of Aptitudes, Measurement and Utility of Aptitudes

### Text Book

1. S. K. Mangal, *General Psychology*, Sterling Publishers (P) Ltd, New Delhi, 2017.

### Books for Reference

1. V. D. Swaminathan & K. V. Kaliappan, *Psychology for Effective Living – Behaviour Modification, Guidance, Counselling and Yoga*, 1<sup>st</sup> edition, The Madras Psychology Society, Chennai, 1997
2. Robert A Baron (2002), *Psychology*, 5th Edition, Prentice Hall, India.
3. Morgan, C.T. and King, R.A. (1994) *Introduction to Psychology*, Tata McGraw hill co, Ltd, New Delhi.

Semester – III			
Women’s Synergy			
Code : 18UAWS31	Hrs/ Week : 2	Hrs/Sem:30	Credits : 2

### Course Outcome

- To know about Women’s health issues including menstruation, pregnancy, child birth etc, thereby taking care of themselves.
- Create awareness about their own biases, fears and comfort levels and encourage to dream and fuel their own growth and self development.
- Engage in promoting social justice and women rights
- Create platforms and facilitate the young women to operate symbiotically towards issues affecting their lives and take self initiatives for growth.
- Identify historic and contemporary women of importance as well as crucial moments in Women’s history

### Unit I - Physical Health

Woman’s Structural Organisation – Levels of organisation – Body image - Reproductive health – Hormonal Cycle and its Psycho-somatic implications – Child birth – lactation – Nutritional status of women.

### Unit II – Psychological Health

Examining factors determining psychological conditions of women – Depression, anxiety, stress, hysteria – Socio – cultural and familial conditioning of women’s minds – Self Image, Discrimination against women.

### Unit III – Women and Legal Awareness

Women specific – centered legislations – legal issues – laws to prevent gender based violence National / State Pro-women schemes – educational and Employment schemes. Laws for protection of Women – Women’s rights to property – Women’s Rights in the Indian Constitution – Maternity benefit act.

### Unit IV – Women and Finance

Manager of domestic finance – Budgeting basics – Create a family budget - Set financial goals – Plan for financial emergencies – Budget for travel – Saving strategies – Investment options

### Unit V – Women’s Empowerment in Various Domain

Introduction - Women created history in sports and music – P. T. Usha, M. S. Subbulakshmi - Women who crossed hurdles in Social Service – Mother Theresa, Muthulakshmi Reddy, Medha Patkar - Role of Women in Indian independence movement and Politics – Indira Gandhi, Aruna Asaf Ali.

**Books for Reference:**

1. Devi K. Uma. *Women's Equality in India: a Myth or Reality*. New Delhi: Discovery Publishing House, 2000. Print.
2. Forbes, Geraldine. *The New Cambridge History of India: Women in Modern India*. Cambridge: Cambridge University Press, 2007. Print
3. Gonsalves, Lina. *Women and Human Rights*. New Delhi: APH Publishing House, 2011. Print
4. Jeyaraj, Nirmala. (Ed.). *Women and Society*. Delhi, Madurai: ISPCK & Lady Doak College, 2005. Print.
5. Tripathi, Prof. Madhusoodan. *Women Rights in India*. New Delhi: Omega Publications, 2011. Print.

<b>Semester - III</b>	
<b>Self Study Course</b>	<b>Colour Psychology</b>
<b>Code : 18UPSSS1</b>	<b>Credits : 2</b>

**Vision:**

To introduce the students into a world of colours.

**Mission:**

To develop an awareness among the students about the psychological impact of colours in daily life.

**Course Outcome**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the basic concepts and principles of colours in life	1	Re
CO-2	compare and contrast the various impacts of colours	1,4	Un
CO-3	apply knowledge about colours in daily life	1, 4	Ap
CO-4	analyze the need of knowledge of colour psychology in daily life	4	An
CO-5	evaluate the means of developing an understanding about meanings of various colours	4	Ev
CO-6	create new theories and concepts of colours	4	Cr
CO-7	create students with colour intelligence	4	Cr
CO-8	make our environment beautiful by the wise choice of colours.	4,8	Cr



<b>Semester - III</b>	
<b>Self Study Course</b>	<b>Colour Psychology</b>
<b>Code : 18UPSSS1</b>	<b>Credits : 2</b>

### **Unit I**

Introduction to Colour Psychology.

### **UnitII**

Understanding the meaning of various colours in colour psychology

### **Unit III**

Nonverbal communication of colours

### **Unit IV**

Positive and Negative traits of the colours

### **Unit V**

Effect of the colours

### **Books for Reference**

1. Faber Birren (1970) *The Elements of Colour*. Van Nostrand Reinhold Company, London
2. Angela Wright (1998) *The Beginner's Guide to Colour Psychology*. Colour Effects Ltd.

<b>SEMESTER IV</b>			
<b>Core VI</b>		<b>Abnormal Psychology - II</b>	
<b>Code:18UPSC41</b>	<b>Hrs/Week: 4</b>	<b>Hrs/Sem: 60</b>	<b>Credits: 4</b>

**Vision:**

To develop awareness on the various abnormal behavior patterns.

**Mission:**

To facilitate the understanding of the various mental disorders, their assessment and treatment.

**Course Outcome**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the basic concepts of various disorders in life	6	Re
CO-2	compare and understand the various impacts of disorders	5, 6	Un
CO-3	apply knowledge about handling disorders in daily life	6,8	Ap
CO-4	analyze the need of knowledge of prevention of disorders in daily life	6	An
CO-5	evaluate the means of developing an understanding about mental retardation	5,6	Ev
CO-6	create new theories and concepts of handling disorders	6,8	Cr
CO-7	develop an awareness among students regarding discipline.	4	Cr
CO-8	creating disorder free society	8	Cr

SEMESTER IV			
Core VI		Abnormal Psychology - II	
Code:18UPSC41	Hrs/Week: 4	Hrs/Sem: 60	Credits: 4

### Unit I Personality Disorders

Paranoid, Schizoid, Borderline, Avoidant, Dependent, Antisocial disorders, Sexual variants

### Unit II Schizophrenia and Delusional Disorders

General symptoms, types and causes (briefly). Delusional disorders (paranoid). Clinical picture and causes

### Unit III Mood Disorders

Normal depression, symptoms of mild, moderate and severe depression, causal factors.

### Unit IV Substance Abuse and Dependence

Narcotics, Sedatives, Stimulants, Hallucinogens. Treatment and prevention.

### Unit V Therapies

Biologically Based Therapies, Electroconvulsive Therapy, Pharmacological method; Psychotherapies: Psycho Dynamic Therapy, Behavior Therapy, Cognitive Behavior Therapy - Rational Emotive Behavior Therapy. Client Centered therapy.

### Text Book

1. Barlow David H. & Durand, V. Mark (1995) *Abnormal Psychology*, Brooks/Cole Publishing Co.

### Books for References

1. Bootzin RR, Acocella JR & Alloy LB (1984) (6<sup>th</sup> Ed) *Abnormal Psychology – Current Perspectives* – the Graw Hill inc. USA
2. Carson RC & Butches JN, (2004) *Abnormal Psychology & Modern Life* (10<sup>th</sup> Ed) Harper – Collins NY
3. Ronald J Comer, (2004) *Abnormal Psychology* (2<sup>nd</sup> Ed) WH Freeman & Co. NY.
4. John M Neale, Gerals C Davidson & David AF Haaga, (1996) *Exploring Abnormal Psychology* (6<sup>th</sup> Ed) John Wiley & sons.

<b>SEMESTER IV</b>			
<b>Core Practical IV</b>			
<b>Code:18UPSCR4</b>	<b>Hrs/Week: 2</b>	<b>Hrs/Sem: 30</b>	<b>Credit: 1</b>

**Select a minimum of 8 from the following experiments for practice and record work:**

1. PGI Well-being Scale
2. Prejudice Scale
3. Social Maturity Scale
4. Carl Jung's Sentence Completion Test
5. Adjustment inventory for college students
6. Stress Questionnaire
7. Neo Five Factor Inventory
8. Self Esteem Scale (Rosenberg)
9. Mini Mental Status Examination
10. Quality of life Scale
11. 16 PF

**Books for Reference**

1. Barlow David H. & Durand, V. Mark (1995) *Abnormal Psychology*, Brooks/Cole Publishing Co.
2. Carson RC & Butches JN, (2004) *Abnormal Psychology & Modern Life* (10<sup>th</sup> Ed) Harper – Collins NY

SEMESTER IV			
Allied IV		Psychological Statistics II	
Code:18UPSA41	Hrs/Week:4	Hrs/Sem: 60	Credits: 4

**Vision:**

To introduce the students to the world of research in psychology

**Mission:**

To develop an understanding about the various statistical measures used in psychological research.

**Course Outcome**

CO.No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	learn the basic concepts and principles of statistics in psychology	7	Re
CO-2	compare and contrast the various measurements of statistics	7	Un
CO-3	apply knowledge about variability and correlation in statistics in psychology	7	Ap
CO-4	analyze the need of knowledge of inferential and descriptive statistics	7	An
CO-5	evaluate the means of developing an understanding about sampling and probability	7	Ev
CO-6	create new theories and concepts of statistics in psychology	7	Cr
CO-7	develop a scientific society	7	Cr
CO-8	develop a knowledge that makes them true researchers and solve society's problems	7, 8	Cr

SEMESTER IV			
Allied IV	Psychological Statistics II		
Code:18UPSA41	Hrs/Week:4	Hrs/Sem: 60	Credits: 4

### Unit I Inferential Statistics: Parametric and Non Parametric Tests

Parametric and Non-parametric tests: Meaning – Rules of using – Chi-square and contingency coefficients: Meaning and assumptions – numerical computations - Correlation and Regression: Meaning– correlation and regression coefficients – numerical computations;

### Unit II Analysis of Variance

One way analysis of variance, Two way analysis of variance.

### Unit III Testing of Hypothesis

Testing of hypothesis – Meaning - Types, Type 1 & 2 errors, level of significance, one tailed and two tailed tests, t test, z test, test of significance

### Unit IV Inference Estimation

Introduction – Theory of estimation – point estimation, interval estimation – Confidence interval – Factors affecting confidence interval – Confidence intervals for mean, population mean and proportion

### Unit V Research Design in Psychology

Types – Design – Principles of design – Methods of research – Experimental design

### Textbooks

1. Verma, J. P., &Ghufran, M. (2012). *Statistics for Psychology: A comprehensive text*. Tata McGraw Hill Education, New Delhi.
2. Garrett, H.E. (1979)*Statistics in Psychology and Education*, 9th Indian Reprint, Bombay, wakils, Feffer and Simons Pvt. Ltd.

### Books for Reference

1. Gupta, S.P. (2006) *Statistical Methods*, New Delhi: Sultan Chand and Sons.
2. Howell, D.C. (2002)*Statistical Methods for Psychology*, 5th edition, Australia Duxbury Publishers.
3. Howell, D.C. (2002) *Statistical Methods of Psychology*. 5th edition. Australia, Duxbury Publishers.
4. Minium, E.W., King B.M. and Bear. G. *Statistical Reasoning in Psychology and Education* N.Y: john wiley& sons, end 2001.
5. Gravetter F.J. and Wallnay L.B. *Essentials of Statistics for the Bahavional Sciences* N.Y. West Publishing com., 1995.

<b>SEMESTER IV</b>			
<b>Allied Practical II</b>			
<b>Code:18UPSAR2</b>	<b>Hrs/Week:2</b>	<b>Hrs/Sem: 30</b>	<b>Credit:1</b>

**Statistical evaluation is to be done and recorded on the following areas:**

Inferential Statistics

Data Collection and Methods of Organizing Data

Methods of Research

**Books for Reference**

1. Gupta, S.P. (2006) *Statistical Methods*, New Delhi: Sultan Chand and Sons.
2. Howell, D.C. (2002) *Statistical Methods for Psychology*, 5th edition, Australia Duxbury Publishers.
3. Howell, D.C. (2002) *Statistical Methods of Psychology*. 5th edition. Australia, Duxbury Publishers.

<b>SEMESTER IV</b>			
<b>Skill Based Elective Inner Child Healing</b>			
<b>Code:18UPSS41</b>	<b>Hrs/Week: 4</b>	<b>Hrs/Sem: 60</b>	<b>Credits: 4</b>

**Vision:**

To introduce the students to the concept of inner child.

**Mission:**

To make the students aware of the impact of childhood experiences and help them overcome it.

**Course Outcome**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the basic concepts and principles of inner child journey	3	Re
CO-2	compare and contrast the various issues related to inner child	3,4	Un
CO-3	apply knowledge about Inner Child Work	3	Ap
CO-4	analyze the need of knowledge of Early Child Experiences	3	An
CO-5	evaluate the means of developing a Positive Belief System	3	Ev
CO-6	create new theories and Concepts of Healing the Inner Child	3, 8	Cr
CO-7	inner child healing as a psychological therapy.	3	Cr
CO-8	developing new therapy	3	Cr



<b>SEMESTER IV</b>			
<b>Skill Based Elective Inner Child Healing</b>			
<b>Code:18UPSS41</b>	<b>Hrs/Week: 4</b>	<b>Hrs/Sem: 60</b>	<b>Credits: 4</b>

**Unit I An Introduction to Inner Child Journey.**

Meeting your inner child, Born to shine, The impact of Early childhood,

**Unit II Relationships within the Family**

Self - assessment, Child Abuse, Mind locks, Why are you treated the way you are?

**Unit III Inner Child Work**

Reclaiming the your Infant, Toddler, Pre-school, School age, Adolescent .

**Unit IV Dumping the Negative Garbage.**

Finding the Nurturing Parent, Toxic Shame, Healing the Wounds of Childhood, Fear of Intimacy, Self-Forgiveness, Forgiving others, self-affirmations.

**Unit V Re-parenting Ourselves**

Psychological Meaning for Underlying Diseases, Reparenting Exercise, Dialoguing with your Inner Child, Positive Belief System.

**Text Book and Book for Reference**

1. *Healing the Inner Child,*

Compiled by Sundar Wilson OFM Cap.,

Anugraha Publication, Dindigul.

<b>SEMESTER IV</b>			
<b>Non Major Elective II</b>		<b>Self Development Skills</b>	
<b>Code:18UPSN41</b>	<b>Hrs/Week:2</b>	<b>Hrs/Sem: 30</b>	<b>Credits: 2</b>

**Vision:**

To help the students develop the self.

**Mission:**

To provide various self development skills to the students so as to make them effective individuals.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the basic concepts and principles of self development skills	8	Re
CO-2	compare and contrast the various skills of life management	8	Un
CO-3	apply knowledge about self enhancement in daily life	7	Ap
CO-4	analyze the need of knowledge of time and anger management in daily life	4	An
CO-5	evaluate the means of developing self awareness and motivation	4	Ev
CO-6	create new theories and concepts of self development	4	Cr
CO-7	create methods of self development.	8	Cr
CO-8	create a feeling of one with the society	8	Cr

<b>SEMESTER IV</b>			
<b>Non Major Elective II</b>		<b>Self Development Skills</b>	
<b>Code:18UPSN41</b>	<b>Hrs/Week:2</b>	<b>Hrs/Sem: 30</b>	<b>Credits: 2</b>

**Unit I Self Awareness and Self Motivation**

Self-awareness building – SWOT Analysis – Johari Window Analysis – Self-confidence building; Motivation skills: self-motivation – motivation of others – Goal setting: SMART Goals – Immediate, Intermediate & Long term Goals.

**Unit II Aptitudes**

Meaning and nature; Ability and achievement of aptitudes, Measurement and Utility of aptitudes

**Unit III Emotion Management**

Problem solving – critical thinking - creative thinking  
Stress and Stressors–Characteristics of Emotions, Kinds of Emotions, Measurement of Emotions.

**Unit IV Anger Management**

Conceptual definitions of Anger - Characteristics of anger - Forms of anger - Anger and the Related Diseases - Manifestations of anger - Causes of anger - Management of Anger: Simple Relaxation Techniques– Thought Stopping – Positive Self Talk – Cognitive Restructuring– Problem solving techniques.

**Unit V Time Management**

Definition – Importance - The urgent versus-important dilemma - From goals to tasks - Time Management Styles:Four time styles - Time Management Techniques: Identifying Time Wasters - Advantages of Time Management.

### **Text Book**

1. Swaminathan, V. D., & Kaliappan, K. V. (2001). *Psychology for effective living: Behaviour modification, guidance, counselling and yoga*. 2<sup>nd</sup> ed. Chennai: The Madras Psychology Society.

### **Books for References**

1. Hurlock, E.B. (2006). *Personality Development*, 28th Reprint, New Delhi: Tata McGraw Hill
2. Shulman, L. (1979). *Skills of helping: Individuals & groups*.
3. Glenn R. Schiraldi, Melissa Hallmark Kerr, *Anger Management Source Book*, Tata McGraw Hill, 2002
4. Harvard business essentials (2005). *Time management*. Boston: Harvard business school press.
5. Greenberg, J. S. (200). *Comprehensive stress management*. 7<sup>th</sup> ed. Chennai: Tata McGraw-Hill
6. Jones, N. (2005). *Practical counseling and helping Skills*. 5<sup>th</sup> ed. London: Sage Publications.

SEMESTER- IV			
Ability Enhancement Course: Yoga and Meditation			
Code: 18UAYM41	Hrs/Week : 2	Hrs/Semester : 30	Credits: 2

**Course Outcome:**

- To learn and practice various meditation, yoga methods to transform the ordinary life into a healthy, harmonious life leading to holistic wellbeing,
- To create an eco-friendly, loving and compassionate world.
- Acquire knowledge and skill in yoga for youth empowerment.
- Increase their power of concentration
- Learn the causes and ways to overcome fear and sadness.
- Create a ecofriendly, loving and compassionate world

**Unit I: Meditation**

(6 Hrs)

Meditation – Purposes of meditation– Major types of meditations: Zazen, Mindfulness, Vipasana, Yoga, Self-inquiry, Listening, Qi Gong, Taoist, Tantra– Health benefits of meditation: physical, psychological, spiritual–Meditation and Silence:Silence of the body, mind, heart,and beyond – General methodology of meditation – Tips for better meditation

**Exercises:** Practicing Zazen meditation – Self-enquiry meditation exercises

**Unit II: Self-Awareness**

(6 Hrs)

Awareness – Self-awareness – Importance of self-awareness – Shades of self-awareness – Difference between Awareness and Concentration – Power of concentration – Levels of concentration – How to increase concentration? – Beauty of living here and now – Ways to develop your presence – Self-awareness and Ecology: interconnectedness

**Exercises:** Body Scan exercise – Self-Witnessing exercise – Eating Raisin with full awareness

**Unit III: Yoga**

(6 Hrs)

Meaning and importance of yoga – Yoga and human physical system – Principles of Yoga – Different types of yoga – Yoga and balanced diet – Yoga and energy balance – Pranayama – Surya namaskaram– Basic asanas for healthy life – Therapeutic benefits of simple yogasanas – Naturopathy for common ailments.

**Exercises:** Practicing basic Asanas – Doing Sun Salutation

**Unit IV: Mindfulness**

(6 Hrs)

Definition of mindfulness – Three components of mindfulness– Benefits of mindfulness – Mindfulness and Brainwave patterns – Myths about mindfulness – Scientific Facts about mindfulness – Formal method to practice mindfulness – Qualities of Mindfulness – Obstacles for mindfulness – informal ways of practicing mindfulness – Mindfulness to get rid of addictions

**Exercises:** Practice Mindful Walking –Practice Mindful Talking

**Unit V: Heartfulness**

(6 Hrs)

Attitude to life – Power of positive attitude – Techniques to develop positive attitude – Positive vs negative people – Forms of negative attitude – Heartfulness – Managing fear: Basic 5 fears, Ways to overcome fear–Handling anger: Anger styles, Tips to tame anger – Coping with sadness: Causes and ways to overcome sadness, dealing with depression – Ultimacy of

compassion: Compassion to oneself, towards others: Forgiveness, to nature: Seeing God in all  
**Exercises:** Practice Loving-Kindness meditation– Doing compassionate actions

**Text Book:**

- 1) Thamburaj Francis. *Meditation and Yoga for Holistic Wellbeing*. Trichy:Grace Publication. 2019.

**Books References:**

- 1) Osho. *Meditation the Only Way*. New Delhi: Full Circle Publication, 2009.
- 2) Thamburaj Francis. *Journey from Excellence to Godliness: Zen Meditation for Transformation*. Grace Publication, Trichy, 2017.
- 3) Osho. *Awareness: The Key to Living in Balance*. New York: St.Martin's Griffin Publication, 2001.
- 4) Tolle Eckart. *The Power of Now: A Guide to Spiritual enlightenment*. New World Library, 2004.
- 5) Swami Gnaneswarananda. *Yoga for Beginners*. Calcutta: Sri Ramakrishna Math, 2010.
- 6) HanhThichNhat. *The Miracle of Mindfulness: An Introduction to the Practice of Meditation*. Beacon Press, 2016.
- 7) Kamlesh D. Patel and Joshua Pollock. *The Heartfulness Way: Heart-Based Meditations for Spiritual Transformation*. Westland Publications, 2018.

<b>SEMESTER IV</b>	
<b>Self-Study Course</b>	<b>Human Rights</b>
<b>Code:18UPSSS2</b>	<b>Credits: 2</b>

**Vision:**

To make every student aware of the various human rights present in our nation.

**Mission:**

To provide the basic knowledge of all the human rights so as to make their lives even more safe and secure.

**Course Outcome**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the basic concepts and principles of Human Rights	8	Re
CO-2	compare and contrast the various impacts of laws on women and children	8	Un
CO-3	apply knowledge about conceptual human rights in daily life	8	Ap
CO-4	analyze the need of knowledge of Human Rights in daily life	8	An
CO-5	evaluate the means of developing an understanding about the various laws for women	8	Ev
CO-6	create new laws and awareness about the laws among people	8	Cr
CO-7	create a flawless society	8	Cr
CO-8	create a nation with law abiding citizens	8	Cr

SEMESTER IV	
Self-Study Course	Human Rights
Code:18UPSSS2	Credits: 2

### Unit I Conceptual Background of Human Rights and Duties

- (i) Rights: inherent, inalienable, universal, indivisible
- (ii) Values: Dignity, liberty, equality, justice, unity in diversity
- (iii) Need for balance between Rights and Duties, Freedom and Responsibility

### Unit II Philosophical and Historical Perspectives

- (i) Theories of human rights
- (ii) History of human rights civilization
- (iii) Human rights movements

### Unit III Human Rights and Duties in India

- (i) Evolution: Independence movement, making of the Constitution
- (ii) Indian Constitution: Fundamental Rights - Fundamental duties –
- (iii) Enforcement and protection mechanism of human rights in India: Judiciary - National Human Rights Commission and other Commissions and Committees - Non-governmental organizations - Information Media–Education

### Unit IV Child Protection

Understanding & Identifying Child Sexual Abuse – Need for prevention – Preventive approaches in the education setting – POCSO Act – Need for Child Protection in schools

### Unit V Policies and Protection of Women

Legislations for Protection of Women’s Rights - National Policy for Empowerment of Women - Government schemes meant for welfare of women in India - Suggested steps for violence prevention - Suggested areas for future research on women

### Books for References:

1. Begum, S.M., ed., *Human Rights in India: Issues and Perspectives* (New Delhi: APH PublishingCo., 2000).
2. National Council for Teacher Education, *Human Rights and National Values: Self-Learning Module, volumes I-III* (New Delhi, 1996).
3. UNICEF, *The Child and the Law* (New Delhi: UNICEF, 1994).
4. Sibnath Deb & Aparna Mukerjee. (2009). *Impact of Sexual Abuse on Mental Health of Children*. Concept Publishing Company, New Delhi, India.
5. Agarwal, H.O., *Implementation of Human Rights Covenants with Special Reference to India* (Allahabad: KitabMahal, 1983).
6. Alam, Aftab, ed., *Human Rights in India: Issues and Challenges* (New Delhi: Raj Publications, 1999).



<b>SEMESTER- V</b>			
<b>Common Core VII</b>		<b>Psychology and Microbiology for Health Care</b>	
<b>Code: 18UBCS51</b>	<b>Hrs/Week: 6</b>	<b>Hrs/Sem: 90</b>	<b>Credits: 4</b>

**Vision:**

To familiarize the concepts of psychological aspects in health.

**Mission:**

To understand the complex interactions of biological, psychological, social factors of human health and disease.

**Course Outcome**

CO. NO	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	learn the nature of psychology and microbiology	1	Re
CO-2	understand the importance of human system	1	Re
CO-3	to gain knowledge about the acute stressors.	2	Un
CO-4	analyze the various problems in menstrual cycle	5	An
CO-5	to develop a proper lifestyle	3	Cr
CO-6	understand about sleep related disorders	6	Un
CO-7	create an indepth knowledge about the health risk factors	2	Un
CO-8	evaluate the concept of health care.	4	Ev

SEMESTER- V			
<b>Common Core VII</b>	<b>Psychology and Microbiology for Health Care</b>		
<b>Code: 18UBCS51</b>	<b>Hrs/Week: 6</b>	<b>Hrs/Sem: 90</b>	<b>Credits: 4</b>

### **Unit I Introduction**

Introduction to Microbiology - The History and Contributions of Microbiology (Antony Van Leeuwenhoek, Joseph Lister, Pasteur, Robert Koch,) Classification of microorganisms (Bacteria, fungi, virus), Applied fields of Microbiology.

Psychology as a science -Schools of Psychology, Various fields in psychology, Nature and Scope of Psychology.

### **Unit II Psychoneuroimmunology**

Introduction and historical overview of Immune system, Basic Immunology- Specific immune mechanisms and functions – Immunomediators: [Immune-specific (e.g., cytokines); Non-immune-specific (e.g., aging, sleep)], Neuroimmunology- Lymphocyte neurohormonal receptors. Human stressor - Laboratory acute stressor effects on immunity.

### **Unit III Psycho physiological disorders**

Personality disposition. CHD, Asthmatics, Allergy, Eczema, Hiding, Rheumatoid Arthritis, Peptic Ulcer, Diabetes and menstrual disorders.

### **Unit IV Life -style factors**

Keeping the motor running -Neurobiological process that govern exercise, related psychological effects. Nutrition, eating -related process, overweight and obesity -making changes -Healthy foods-public health-Sleep, Sleep Disorders, accidents at work and at home.

### **Unit V Dealing with illness**

Recognizing illness symptoms and what needs to be done- recognizing warning and health risks - illness perceptions and beliefs- Relation between patients and the health provider- obtaining health care.

### **Text books**

1. Cacioppo, J.T., Tassinary, L.G., &Berntson, G.G (2007). *Handbook of Psychophysiology*(3rd edition). Cambridge, UK: Cambridge University Press.
2. 5Taylor,S.E.(2014).*Health Psychology*. McGraw-Hill Education.

### **Books for Reference**

1. Marks, D. F., Murray, M., Evans, B., & Estacio, E.V. (2006). *Health Psychology India*; Sage Publication.
2. Sarafino, E.P. (1999). *Health Psychology*. John Wiley & Sons Inc.
- 3.HymieAnisman ,(2016) *Health Psychology*. Sage publication Ltd.

<b>SEMESTER V</b>			
<b>Core VIII</b>		<b>Social Psychology I</b>	
<b>Code:18UPSC52</b>	<b>Hrs/Week: 5</b>	<b>Hrs/Sem: 75</b>	<b>Credits: 4</b>

**Vision:**

To enable the students to grasp the knowledge about social perception.

**Mission:**

To develop the leadership qualities.

**Course Outcome**

<b>CO.No</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the nature of social psychology and other social sciences.	1	Re
CO-2	understand the importance of the social perception and other theories.	3	Re
CO-3	to gain knowledge about the prejudice and discrimination.	2	Un
CO-4	analyze the various problems in group formation and in decision making process.	5	An
CO-5	develop the leadership quality in the young mind.	3	Cr
CO-6	understand the meaning and perspectives of aggression.	4	Un
CO-7	create a depth knowledge of in theoretical explanations of socio-cultural determinants	3	Cr
CO-8	evaluate the concepts of social learning.	4	Ev

<b>SEMESTER V</b>			
<b>Core VIII</b>		<b>Social Psychology I</b>	
<b>Code:18UPSC52</b>	<b>Hrs/Week: 5</b>	<b>Hrs/Sem: 75</b>	<b>Credits: 4</b>

### **Unit I Introduction**

Nature, goal and scope of Social Psychology – Social Psychology and other social sciences – Methods of Social Psychology

### **Unit II Social Perception and Cognition**

Perceiving ourselves: self-concept, self-esteem, self-presentation and self-expression – Perceiving others: Forming impressions – Role of non-verbal cues, stereotypes and central traits – Primacy and recency effects – Attribution: Meaning – Theory and biases

### **Unit III Attitudes, Prejudice and Discrimination**

Attitudes: Meaning, nature and function - Attitudes and behaviour – Theories of reasoned and planned behaviour – Formation, change and measurement of attitudes; Prejudice and Discrimination – Nature and components – Acquisition – Reduction

### **Unit IV Groups and Leadership**

Nature of Group formation – Functions of Group: Role, Status, Norms and Cohesiveness - Impact of Groups on Individual performance: Social facilitation and social loafing - Group Conflict – Decision making by Groups – Leadership

### **Unit V Aggression and Prosocial Behaviour**

Aggression: Meaning – Theoretical perspectives – Trait, situational and social learning approaches – social and personal determinants of aggression – Prevention and control of aggression; Prosocial Behaviour: Meaning – Cooperation and helping - Personal, situational and socio-cultural determinants – theoretical explanations

### **Text Book**

1. Baron, R.A. & Byrne, D. *Social Psychology* (9th ed). Delhi: Pearson Education 2000.

### **Books for Reference**

1. Myers, D.G. *Social Psychology*, New Delhi: Tata McGraw Hill, 2005
2. Feldman, R. S. (2005). *Social Psychology: Theory, research and application*. McGraw-Hill Education, New Delhi.

<b>SEMESTER V</b>			
<b>Core:IX</b>		<b>Counselling Psychology</b>	
<b>Code:18UPSC53</b>	<b>Hrs/Week:5</b>	<b>Hrs/Sem: 60</b>	<b>Credits:4</b>

**Vision:**

To acquaint the students with the nature and process of counselling.

**Mission:**

To elaborate on the different fields and application of counselling.

**Course Outcome:**

<b>CO.No</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	explain the process of counselling and the Ethics in counselling.	5	Un
CO-2	analyse the counselling process and its various stages.	5	An
CO-3	understand the concepts and theories in counselling.	5	Un
CO-4	know the meaning, person centered counselling and behavioural counselling.	5	Un
CO-5	use the theories of counselling in a practical way.	5	Ap
CO-6	understand the concept applications of counselling.	5	Cr
CO-7	evaluate the knowledge on counselling skills.	3,4	Ev
CO-8	analyze the various crisis in counselling.	5	An

SEMESTER V			
Core:IX		Counselling Psychology	
Code:18UPSC53	Hrs/Week:5	Hrs/Sem: 60	Credits:4

### Unit I Introduction

Counselling: Definition, process and goals.- Guidance and counselling – Need for counselling – Emergence and growth of Guidance and Counselling – Status of Guidance ND Counselling Movement in India.

### Unit II Counselling Approaches and Practices

Directive or authoritarian approach – Relevance of Psychoanalysis – Non Directive approach: Humanistic-Existential approach – Roger’s Self Theory – Behaviouristic approach: Reciprocal inhibition, Behaviour modification – Eclectic approaches.

### Unit III Counselling Processes

Preparation for counselling – Counselling relationship – Content and process of counselling, counselling interactions, Counsellor-counselee relationship, factors affecting counselling process – Effective counsellor’s skills: Characteristics and attitudes; Counselling Interview – Nature and significant features, setting and types of counselling interview, appropriate use of communication and interviewing techniques, degree of lead, silence, relationship techniques, sharing of experiences, resistance.

### Unit IV Counselling Issues

Professional preparation and training for counselling: Counselling preparation and professional issues, academic preparation, practical skills, selection and training of counsellors, preparation of counsellors; Ethics in Counselling: Codes of professional ethics, Common ethical violations by Mental Health Professionals.

### Unit V Psychological Testing and Diagnosis

Tools and techniques used in counselling and guidance: Testing and Non testing devices, Tools used in assisting individuals towards self-discovery; Test interpretation in counselling, Issues of diagnosis in counselling – Limitations.

#### Text books

1. Gibson & Mitchell (2003). *Introduction to Counselling and Guidance*. VI Edition. Pearson Education.
2. Nelson-Jones, R. (2011). *Theory and Practice of Counselling and Therapy*. V Edition. Sage Publications, New Delhi.
3. Rao S. Narayanan (1992). *Counselling and Guidance. II Edition*, Tata McGraw-Hill Publications.

#### Books for Reference

1. Parischa, Prem (1976). *Guidance and Counselling in Indian Education*.
2. Baron, R.A. & Byrne, D. *Social Psychology (9th ed)*. Delhi :Pearson Education 2000.

<b>SEMESTER V</b>			
<b>Core Practical V</b>			
<b>Code:18UPSCR5</b>	<b>Hrs/Week:4</b>	<b>Hrs/Sem: 60</b>	<b>Credits: 2</b>

Choose any 8 from the following experiments:

1. Social Maturity Scale
2. Social Intelligence Scale
3. Prejudice Scale
4. Social Distance Scale
5. Aggression Scale
6. Locus of Control (Levenson)
7. Family Relationship Scale
8. Family Environment Scale
9. Perceived Loneliness Scale
10. Self-Concept Scale
11. General Health Questionnaire
12. PGI Wellbeing Measure

### **Books for Reference**

1. Parischa, Prem (1976). *Guidance and Counselling in Indian Education*.
2. Baron, R.A. & Byrne, D. *Social Psychology (9th ed)*. Delhi :Pearson Education 2000.

<b>SEMESTER - V</b>			
<b>Core Integral I - Health Psychology</b>			
<b>Code : 18UPSI51</b>	<b>Hrs/week : 5</b>	<b>Hrs/Sem : 75</b>	<b>Credits: 4</b>

**Vision:**

To acquaint the students with the nature and process of counselling.

**Mission:**

To elaborate on the different fields of application of counselling.

**Course Outcome:**

<b>CO.No</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	to introduce students to the various field of health psychology.	1	Re
CO-2	to know the various health beliefs and health promotions.	5	Un
CO-3	analyze the various theoretical contributions to stress.	5	An
CO-4	evaluate the pain and coping outcomes.	5	Ev
CO-5	create a knowledge about behavioural factors in chronic disease.	3,5	Cr
CO-6	understand the problems of living with chronic illness.	5	Cr
CO-7	apply the healthy practices in daily life.	5	Ap
CO-8	acquire knowledge about the eating disorders.	3	Un, Ap



<b>SEMESTER - V</b>			
<b>Core Integral I - Health Psychology</b>			
<b>Code : 18UPSI51</b>	<b>Hrs/week : 5</b>	<b>Hrs/Sem : 75</b>	<b>Credits : 4</b>

### **Unit I Introduction**

Definition – Mind-body relationship – Field of Health Psychology – Focus of Health Psychology

### **Unit II Health Behaviour and Primary Prevention**

Health beliefs, Behaviours and behaviour change – Health promotion – Changing Health Habits – Cognitive Behavioural approaches – Transtheoretical model of behaviour change – Health enhancing behaviours – Health compromising behaviours

### **Unit III Stress, Pain and Coping**

Defining, measuring and managing stress – theoretical contributions to stress – sources of chronic stress – stress and illness – coping with stress – Pain- Nature of Pain, Types of Pain, Pain and Personality, Pain Control Techniques, Pain Management Programmes. Coping and external resources – social support – coping outcomes – stress management

### **Unit IV Behaviour and Chronic Disease**

Behavioural factors in chronic diseases – Behavioural factors in Cancer – Living with chronic illness

### **Unit V Behavioural Health**

Tobacco – Using Alcohol and other drugs – Eating disorders – Exercising

### **Text Book**

1. Taylor, S. E. (2014). *Health Psychology*. 9th ed. McGraw-Hill Education

### **Books for Reference**

1. Brannon, L. & Feist, J. (2010). *Health Psychology: An introduction to behaviour and health*. 7th ed. Wadsworth Cengage Learning.
2. Ogden, J. (2012). *Health Psychology*. 5th ed. McGraw-Hill Education

<b>SEMESTER V</b>			
<b>Core Integral II</b>		<b>Psychology of Women</b>	
<b>Code:18UPSI52</b>	<b>Hrs/Week:4</b>	<b>Hrs/Sem: 60</b>	<b>Credits: 4</b>

**Vision:**

To promote feminist research.

**Mission:**

To prepare them for action programmes within society.

**Course Outcome:**

<b>CO.No</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	to introduce the meaning and determinants of women's mental health.	5	Re
CO-2	addressing the issue of mental health of today's women.	5	Un
CO-3	analyze the mortality rate, literacy rate and sex ratio among women who in India.	5	An
CO-4	know the challenges faced by women in their life.	5	Un
CO-5	knowledge about Factors responsible for violence against women.	2	Un
CO-6	create a knowledge about health related issues and health care facilities.	3,5	Ev
CO-7	empowering women community, national and global leadership.	7	Cr, Ev
CO-8	understand the various factors relating to prejudice and discrimination.	5	Un

SEMESTER V			
Core Integral II		Psychology of Women	
Code:18UPSI52	Hrs/Week:4	Hrs/Sem: 60	Credits:4

### Unit I Women and Mental Health

Mental Health: Definition – Determinants – Mental Health Problems of Women – Gender differences in Mental Health & the reasons associated with it – Addressing the issues of Mental Health

### Unit II Women in India and Their Quality of Life

Women participation in decision making process; Definition of Quality of Life - Social & health status of Women in India: Sex ratio – Mortality rate & literacy rate among women in India – Life expectancy among women in India – Situation of under privileged girl children in India – Female infanticide

### Unit III Challenges Faced by Women in India

Violence against Women – Issues of Sexual harassment, Domestic Violence, Workplace harassment, Honor Killings, Trafficking & Rape – Factors responsible for Violence against Women

### Unit IV Health Care of Women

Lifespan role development and change – Health related issues & health care facilities - Role of Self Help Groups in promoting Quality of Life - Brief address on psychological counselling in Obstetrics & Gynecology - Management of emotions for promotion of wellbeing.

### Unit V Applications of Women's Psychology

Diversity of women's experiences resulting from a variety of factors, including ethnicity, culture, language, socioeconomic status, age and sexual orientation - Empowering women in community, national and global leadership: Opportunities for development

### Text Book

1. Swaminathan, V.D. (2007). *Principles of Psychology in Women's Studies, Obstetrics and Gynecology*. Publication Division, University of Madras, Chennai, India.

### Books for Reference

1. Sibnath Deb & Aparna Mukerjee. (2009). *Impact of Sexual Abuse on Mental Health of Children*. Concept Publishing Company, New Delhi, India.
2. *Practicing Feminist Ethics in Psychology*. Edited by Mary M. Brabeck
3. *Relationships among Asian American Women*. Edited by Jean Lau Chin
4. *Sexuality, Society, and Feminism*. Edited by Cheryl Brown Travis and Jackie White

<b>SEMESTER - V</b>	
<b>Self study Course</b>	<b>Psychology for happy living</b>
<b>Code : 18UPSSS3</b>	<b>Credits: 2</b>

**Vision:**

To make psychology a means for achieving a happy living.

**Mission:**

To make all the psychology students living models of how to lead a happy and contented life.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the aspects of a happy living	1	Re
CO-2	compare and understand the various aspects of self analysis	1	Un
CO-3	apply knowledge about handling emotions and cognitions positively	1 & 4	Ap
CO-4	analyze the need of knowledge of methods of a happy personality development.	1	An
CO-5	evaluate the means of developing motivational strategies.	1	Ev
CO-6	create new theories and concepts of a happy life.	1	Cr
CO-7	create an indepth knowledge about stress management	1,8	Cr
CO-8	develop a better understanding about time management.	1,8	Cr

<b>SEMESTER - V</b>	
<b>Self study Course</b>	<b>Psychology for happy living</b>
<b>Code : 18UPSSS3</b>	<b>Credits: 2</b>

### **Unit I Introduction**

Definition. From the negative to positive. Classifications and measures of strengths and weaknesses. Introspection as an effective means of self analysis.

### **Unit II Positive Emotional and Cognitive States**

Principles of pleasure. Positive affect, emotions and well-being. Emotional intelligence. Self efficacy, optimism and hope. Wisdom and courage. Mindfulness, flow and spirituality.

### **Unit III Personality Development**

Determinants, personality traits, factors of personality, Erikson's personality theory. Means of developing a positive personality.

### **Unit IV Secret of Motivation**

Introduction and definition. Requisites, types, demotivating factors, principles of motivation, ways of motivating others.

### **Unit V Stress and Time Management**

Definition. Stress management as an effective way to happy living.  
Time Management as an effective way to happy living.

### **Books for Reference**

1. Baumgardner S.R. & Crothers M.K. (2009). *Positive Psychology*. Pearson's education, India.
2. Synder C.R. Lopez S.J. & Pedrotti J.T. (2010). *Positive Psychology: The scientific and practical exploration of human strengths*. II Edition. Sage Publications, India.

<b>SEMESTER – VI</b>			
<b>Core X</b>		<b>Social Psychology II</b>	
<b>Code : 18UPSC61</b>	<b>Hrs / Week: 5</b>	<b>Hrs / Sem.: 75</b>	<b>Credits: 4</b>

**Vision:**

To develop awareness on the society and social behavior as a whole.

**Mission:**

To facilitate social interaction among the students and make them better social beings.

**Course Outcome**

<b>CO. NO.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the aspects of self and identity	2,4	Re
CO-2	compare and understand the various aspects of interpersonal attraction	2	Un
CO-3	apply knowledge about handling others in daily life	2,8	Ap
CO-4	analyze the need of knowledge of changing other's behavior.	2,8	An
CO-5	evaluate the means of developing an understanding about social interaction	2,8	Ev
CO-6	create new theories and concepts of handling others	2,8	Cr
CO-7	create a society devoid of aggression	2,8	Cr
CO-8	develop a better understanding about people.	2,8	Cr

SEMESTER - VI			
Core X		Social Psychology II	
Code : 18UPSC61	Hrs / Week: 5	Hrs / Sem.: 75	Credits: 4

**Unit I Aspects of Social Identity: Self and Gender.**

The Self: Components of One's Identity. Other Aspects of Self-Functioning: Focusing, Monitoring, and Efficacy. Gender: Maleness or Femaleness as a Crucial Aspect of Identity.

**Unit II Interpersonal Attraction: Initial Contact, Liking, Becoming Acquainted.**

Recognizing and Evaluating Strangers: Proximity and Emotions. Becoming Acquaintances: The Need to Affiliate and the Effect of Observable Characteristics. Becoming Close Acquaintances and Moving toward Friendship: Similarity and Reciprocal Positive Evaluations.

**Unit III Social Influence: Changing Others' Behaviour.**

Conformity: Group Influence in Action. Compliance: To Ask — Sometimes — Is to Receive. Obedience: Social Influence by Demand.

**Unit IV Groups and Individuals: Attribution**

Definition. Types. Attribution bias. Fundamental attribution error. The self-serving bias. Cultural influence on attribution. Self-effacing bias.

**Unit V Social Psychology in Action: Legal, Medical, and Organizational Applications.**

Applying Social Psychology to the Interpersonal Aspects of the Legal System. Applying Social Psychology to Health-Related Behavior. Applying Social Psychology to the World of Work: Job Satisfaction, Helping, and Leadership.

**Text Book**

1. Baron R.A. & Byrne D. *Social Psychology* (9<sup>th</sup> Ed). Delhi: Pearson education 2000.

**Books for Reference:**

1. Myers D.G. *Social Psychology*, New Delhi: Tata McGraw Hill, 2005.
2. Feldman R.S. (2005). *Social Psychology: Theory, research and application*. McGrawHill education, New Delhi.

<b>SEMESTER - VI</b>			
<b>Core XI</b>		<b>Positive Psychology</b>	
<b>Code : 18UPSC62</b>	<b>Hrs / Week: 5</b>	<b>Hrs / Sem.: 75</b>	<b>Credits: 4</b>

**Vision:**

To make clear the basic concepts of positive psychology.

**Mission:**

To develop an awareness about positive psychology concepts and its implications.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the aspects of positive psychology	1	Re
CO-2	compare and understand the various aspects of positive psychology	1	Un
CO-3	apply knowledge about handling others in daily life in a positive way	1, 2 , 8	Ap
CO-4	analyze the need of knowledge of positivity	1,8	An
CO-5	evaluate the means of developing an understanding about positive social interaction	1, 2 , 8	Ev
CO-6	create new theories and concepts of positive psychology	1 , 8	Cr
CO-7	create a society devoid of negativity	1, 2 , 8	Cr
CO-8	develop a better understanding about people through positive psychology	1, 2 , 8	Cr



SEMESTER - VI			
Core XI		Positive Psychology	
Code : 18UPSC62	Hrs / Week: 5	Hrs / Sem.: 75	Credits: 4

### Unit I Introduction

Definition – Assumptions and Goals – From the negative to the positive – View of Human Functioning - Eastern and western perspectives – Classifications and measures of strengths and Positive outcomes

### Unit II Positive Psychology in Context

Developing strengths and living well – Meaning and measure of happiness – Subjective WellBeing – Self-Realization – Views of Happiness

### Unit III Positive Emotional States and Processes

Principles of pleasure: Understanding positive affect, positive emotions and well-being: Positive Emotions and Health Resources – Emotion-focused coping – Emotional Intelligence

### Unit IV Positive Cognitive States and Processes

Self-Efficacy, Optimism and Hope – Wisdom and Courage: the two universal virtues – Mindfulness, Flow and Spirituality

### Unit V Prosocial Behaviour and Positive Environments

Empathy and Egotism: Altruism – Gratitude – Forgiveness – Societal implications – Attachment, Love and Flourishing relationships Positive Schooling – Gainful Employment – Building better communities – Life above Zero

### Text Book

1. Hurlock, E.B. (2006). *Personality Development*, 28th Reprint, New Delhi: Tata McGraw Hill

### Books for Reference

1. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive Psychology: The scientific and practical explorations of human strengths*. 2nd ed. Sage Publications, India.
2. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology*. Pearson Education, India 40

<b>SEMESTER - VI</b>			
<b>Core XII</b>		<b>Industrial Psychology</b>	
<b>Code : 18UPSC63</b>	<b>Hrs / Week: 5</b>	<b>Hrs / Sem.: 75</b>	<b>Credits: 4</b>

**Vision:**

To inculcate the basic knowledge about industrial psychology.

**Mission:**

To develop students to fit into the industrial background of their native town.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the aspects of positive psychology	1	Re
CO-2	compare and understand the various aspects of positive psychology	1	Un
CO-3	apply knowledge about handling others in daily life in a positive way	1, 2, 8	Ap
CO-4	analyze the need of knowledge of positivity	1, 8	An
CO-5	evaluate the means of developing an understanding about positive social interaction	1, 2, 8	Ev
CO-6	create new theories and concepts of positive psychology	1, 8	Cr
CO-7	create a society devoid of negativity	1, 2, 8	Cr
CO-8	develop a better understanding about people through positive psychology	1, 2, 8	Cr

SEMESTER - VI			
Core XII		Industrial Psychology	
Code : 18UPSC63	Hrs / Week: 5	Hrs / Sem.: 75	Credits: 4

### Unit I Introduction to Industrial Psychology

Introduction to Industrial Psychology. Definitions & Scope. Scientific Management, Human Relations Schools and Hawthorne Experiments

### Unit II Leadership

Nature. Leadership styles. Leadership traits. Leadership Behaviours. Subordinate contingencies. Environmental contingencies. Theories of leadership: Path goal theory, Normative Decision theory. Visionary leadership. Charismatic leadership. Transformational leadership. Transactional leadership. Leadership grids.

### Unit III Individual in Workplace

Motivation and Job Satisfaction. Stress Management. Organisational Culture. Leadership and Group Dynamics

### Unit IV Work Environment and Engineering Psychology

Work Environment and Engineering Psychology, Fatigue, Boredom, Accidents and Safety Job Analysis. Recruitment and Selection: Reliability and Validity of Recruitment Tests

### Unit V Training and Development

Training and Development. Types of training. Coaching. Instructional design. Organizational learning. Management training Models of Development.

### Text Book

1. *Advanced Industrial Psychology*. Sharma R.N. (2004) Atlantic Publications, Delhi.

### Books for Reference

1. *Industrial Psychology*. Narendar Singh McGrawHill Publishers, New Delhi.
2. *Organisational Behaviour* (14<sup>TH</sup> ED) Robbins P., Judge A. & Vohra N. Pearsons publication, Delhi. 2012

<b>SEMESTER - VI</b>			
<b>Core Integral III</b>		<b>Psychology of life management</b>	
<b>Code : 18UPSI61</b>	<b>Hrs / Week: 4</b>	<b>Hrs / Sem.: 60</b>	<b>Credits: 4</b>

**Vision:**

To understand the problems of present society and the ways to solve them with psychological outlook.

**Mission:**

To make the students fully qualified to face life's problems and to manage and adjust to cater to the need of the society we live.

**Course Outcome**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the aspects of life management	1	Re
CO-2	compare and understand the various aspects of managing life situations.	1,8	Un
CO-3	apply knowledge about handling others in daily life	1, 2 , 8	Ap
CO-4	analyze the need of knowledge of occupational hazards	1 , 8	An
CO-5	evaluate the means of developing an understanding about positive social interactions in marriage	1, 2 , 8	Ev
CO-6	create new theories and concepts of interpersonal relationships.	1 , 8	Cr
CO-7	create a society devoid of interpersonal problems.	1, 2 , 8	Cr
CO-8	develop a better understanding about people and management of life.	1, 2 , 8	Cr

SEMESTER - VI			
Core Integral III		Psychology of life management	
Code : 18UPSI61	Hrs / Week: 4	Hrs / Sem.: 60	Credits: 4

### Unit I Psychology and life-cycles

Adjustment to modern life – Approaches of adjustment – Hazards and happiness.

### Unit II Choosing a career

Examining personal characteristics and influences of family members – Researching job characteristics: Preparation for job - other important considerations to enter job - career advancement and decisions.

### Unit III Coping with occupational hazards

Job stress - Harassment by authorities: Violence, Abuse, Misuse, Injustice, Suppression.

### Unit IV Marriage and intimate relationship

Marriage as a life cycle – Hazards – Parenthood and its responsibilities - Social & Economic life style patterns – Commitment towards society and community.

### Unit V Essentials of Inter-personal relationship

Building and maintaining Interpersonal relationship – family and social issues - changes in life patterns

### Text Book

1. Hurlock E.B. (1997) *Developmental Psychology* (4th ed), New Delhi, Tata McGraw Hill.

### Books for References:

1. Weitan, W. and Lloyd, M. India ed. 8th (2007) *Psychology applied to modern life: Adjustment in the 21st century*. Thomson.
2. Colmen, J.C. *Psychology and effective behaviour*. Bombay: D.B. Torehporwala sons & Co. Martin L.G. Osborne G. (1989)
3. *Psychology: Adjustment and everyday living*, N.J. Prentice. Hall – Englewood cliffo.

SEMESTER - VI			
Core Practical VI			
Code : 18UPSCR6	Hrs / Week: 4	Hrs / Sem.: 60	Credits: 2

Perform any 8 of the following experiments:

1. Leadership Orientation Scale
2. Job Satisfaction Scale
3. Ascendance-Submission Scale
4. Interpersonal Attraction Scale
5. Bell's Adjustment Inventory
6. Happiness Scale
7. Occupational Stress Index- Srivastava & Singh
8. Marital Adjustment Inventory - Pramod Kumar & Kanchana Rohatgi
9. Affect Intensity Scale
10. Subjective Well being Scale
11. Optimism Pessimism Scale
12. Moral Judgement Scale

#### **Books for Reference**

1. Weitan,W. and Lloyd. M. India ed. 8th (2007) *Psychology applied to modern life: Adjustment in the 21st century*. Thomson.
2. Colmen.J.C. *Psychology and Effective Behaviour*.Bombay: D.B. Torehporwala sons & Co. Martin L.G. Osborne G. (1989).