# ANNA ADARSH COLLEGE FOR WOMEN

# COURSE HANDOUT – 2021-22

# DEPARTMENT OF PSYCHOLOGY

Principal

Head of the Department

## FACULTY MEMBERS

1) **Dr. Malathi**
2) **Ms. S. Varsha Vardhini**

## PREAMBLE

What makes some people jump for joy when they win a lottery, while other people burst into tears? How does someone have such a phenomenal memory that he can reel off 1000 lines of poetry? Where does cyber-bullying originate? When does a child stop believing in fairy tales? How does a person choose to buy a car or a motorcycle? Is the mind of a Ramanujam, a Bill Gates or a Mother Teresa different from more ordinary mortals? Do dreams have meaning? It is fascinating to observe and understand "the why" of these behaviors.

What makes human beings human? How are we able to think, feel and express ourselves? Why do we dream in our sleep and what is the significance of our dreams? How we are able to conceptualize thoughts and why we feel the way we feel and act the way we act? The curiosity about the human mind and its inner dynamics is a sign you might be interested in studying Psychology. Psychology is a study of human behaviour, thoughts and emotions that influence such behaviour. It facilitates the shaping and moulding of the inner self and also dealing with the development of personality inside out, thus making the person an effective human being.

There is an increasing demand for Psychologists in different areas such as Schools, Colleges, Hospitals and Clinical settings, Industries and Organisations, Forensics, Defence, NGOs and Media field.

The graduate programme in Psychology offers a perfect blend of subjects of both fundamental and applied subjects such as General Psychology, Biological Psychology, Developmental Psychology, Theories of Personality, Statistics in Psychology, Health Psychology, Experimental Psychology, Abnormal Psychology, Social Psychology, Research Methodology, Guidance and Counselling, Cyber psychology, Sports psychology and many more. It prepares a student to diversify further into any course of choice in the field of psychology or its related fields for higher education or practice. This programme offers unique opportunities to understand one's own self and others and in addition to enhance one's ability, to improve skills and competencies to bring out the inner potential.

## PROGRAMME LEARNING OUTCOME

(i) Nature and Extent of the Programme: The Bachelor of Science in Psychology is a 3-year degree full time course introducing students to various facets in Psychology. This program in Psychology will help students in demonstrating the acquisition of both factual knowledge and the ability to conceptualize and apply this knowledge to their own behaviour, to ways of interacting with others, and to their roles in the

society. Students will understand and be able to apply principles of the scientific method and critical thinking. Psychologists contribute to the society's well-being by helping people understand their behaviours, emotions and managing them to lead a better lifestyle. The contribution of psychologists is present at every aspect of human life.

(ii) Aim of the Programme: The program aims to impart fundamental knowledge in Psychology in order to understand one's own self and relate with others; enabling students to acquire professional and personal skills of living. Following the course of the program, students will be enabled to become professional psychologists and are prepared to be resilient and meet the challenges of life. The program further aims to create good citizenship qualities and be socially responsible individuals. Having personal integrity and understanding human values, they will be able to excel in their place of work. Further, it helps prepare the students to take professional careers in Psychology and opens avenues to branch out to specialization in different areas of Psychology. The student will have better prospects when applying for the civil service examination.

(iii) Graduate attributes: After completing the B.Sc Psychology course, students will be trained to inculcate the following attributes indicating a professional outlook to their discipline: 1. Disciplinary Knowledge 2. Interpersonal skills and understanding 3. Analytical and logical reasoning 4. Psychological assessment and report writing. The subject focuses on reaching the young minds to understand and know themselves better. It paves the way to have an insight into the fundamental concepts of the mind and various schools of thought in understanding human behaviour. Knowledge of the concepts of Psychology and its branches are useful for applying in real life. Further, the students learn the practice of psychological assessment using the experimental method. The Domain includes appreciation of ethical principles of professional practices in human services. The subject serves as a catalyst and a facilitating platform to enhance human skills.

**PROGRAMME SPECIFIC OUTCOME (PSO)**

At the end of three years, the students will be able to:

PSO 1: Acquire a strong theoretical foundation in the basics of psychology.

PSO 2: Develop skills of scientific enquiry, critical thinking and problem solving, and the ability to plan, design and conduct research.

PSO 3: Understand the various specializations of psychology and their roles.

PSO 4: Extend the acquired knowledge base, skills and techniques to professional setting

PSO 5: Discover one's own pattern of thought and emotion and enrich their own mental wellbeing.

**COURSE STRUCTURE:**

**FIRST SEMESTER**

| Course Content | Name of the Course | Instrl. Hours | Credits | Int. marks | Ext. marks | Total |
|---|---|---|---|---|---|---|
| Part-I | Language Paper – I | 6 | 3 | 25 | 75 | 100 |
| Part-II | Communicative English I | **3** | **3** | **50** | **50** | **100** |
| Part-III | General Psychology–I | 5 | 4 | 25 | 75 | 100 |
| | Biological Psychology-I | 6 | 4 | 25 | 75 | 100 |
| | Introduction to Indian Psychology | 6 | 5 | 25 | 75 | 100 |
| Part-IV | Basic Tamil/Adv. Tamil/NME* | - | 2 | 25 | 75 | 100 |
| | English for Arts and Social Sciences I | **4** | **4** | **50** | **50** | **100** |

**SECOND SEMESTER**

| Course Content | Name of the Course | Instrl. Hours | Credits | Int. marks | Ext. marks | Total |
|---|---|---|---|---|---|---|
| Part-I | Language Paper – III | 6 | 3 | 25 | 75 | 100 |
| Part-II | Communicative English II | **3** | **3** | **50** | **50** | **100** |
| Part-III | General Psychology–II | 5 | 4 | 25 | 75 | 100 |
| | Biological Psychology-II | 6 | 4 | 25 | 75 | 100 |
| | Introduction to Community Psychology | 6 | 5 | 25 | 75 | 100 |
| Part-IV | Basic Tamil/Adv. Tamil/NME* | - | 2 | 25 | 75 | 100 |
| | English for Arts and Social Sciences II | **4** | **4** | **50** | **50** | **100** |

**THIRD SEMESTER**

| Course Content | Name of the Course | Instrl. Hours | Credits | Int. marks | Ext. marks | Total |
|---|---|---|---|---|---|---|
| Part-I | Language Paper – IV | 6 | 3 | 25 | 75 | 100 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Part-II | Language Through Literature II | 6 | 3 | 50 | 50 | 100 |
| Part-III | Developmental Psychology-II | 5 | 4 | 25 | 75 | 100 |
| | Experimental Psychology | 6 | 4 | 40 | 60 | 100 |
| | Statistics in Psychology | 5 | 5 | 25 | 75 | 100 |
| Part-IV | Environmental Studies | 1 | Examination will be held in Semester IV | | | |
| | Soft Skills | - | 3 | 50 | 50 | 100 |

**FOURTH SEMESTER**

| Course Content | Name of the Course | Instrl. Hours | Credits | Int. marks | Ext. marks | Total |
|---|---|---|---|---|---|---|
| Part-I | Language Paper – II | 6 | 3 | 25 | 75 | 100 |
| Part-II | Language Through Literature I | 6 | 3 | 50 | 50 | 100 |
| Part-III | Developmental Psychology-I | 5 | 4 | 25 | 75 | 100 |
| | Psychological Assessment | 6 | 4 | 40 | 60 | 100 |
| | Consumer Behaviour and Advertising | 5 | 5 | 25 | 75 | 100 |
| Part-IV | Environmental Studies | 1 | 2 | 25 | 75 | 100 |
| | Soft Skills | - | 3 | 50 | 50 | 100 |

**FIFTH SEMESTER**

| Course Content | Name of the Course | Instrl. Hours | Credits | Int. marks | Ext. marks | Total |
|---|---|---|---|---|---|---|
| Part-III | Abnormal Psychology-I | 6 | 4 | 25 | 75 | 100 |
| | Social Psychology-I | 6 | 4 | 25 | 75 | 100 |
| | Introduction to Research Methodology | 6 | 4 | 25 | 75 | 100 |
| | Health Psychology | 6 | 4 | 25 | 75 | 100 |
| | Sports Psychology | 5 | 5 | 25 | 75 | 100 |
| Part-IV | Value Education | 1 | 2 | 25 | 75 | 100 |

**SIXTH SEMESTER**

| Course Content | Name of the Course | Instrl. Hours | Credits | Int. marks | Ext. marks | Total |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| Part-III | Abnormal Psychology-II | 6 | 4 | 25 | 75 | 100 |
| | Social Psychology-II | 6 | 4 | 25 | 75 | 100 |
| | Introduction to Theories of Personality | 6 | 4 | 25 | 75 | 100 |
| | Guidance and Counselling Psychology | 6 | 5 | 25 | 75 | 100 |
| | Human Resource Management | 6 | 5 | 25 | 75 | 100 |
| Part-IV | Extension Activities | - | 1 | - | - | - |

**SEMESTER I**

**Part I - Foundation Course - Tamil & other Languages**

## பொதுத்தமிழ் - I

**Subject Code: LA11A**

பாடத்திட்டத்தின் நோக்கம்:

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியையும், இன்றைய நவீனகாலத்தில் உருவான தமிழ் இலக்கியங்களையும் ஒற்றுமை வேற்றுமைப்படுத்தி ஆராய்கின்ற நோக்கில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

- பாரதியார், பாரதிதாசன், கவிமணி உள்ளிட்டோரின் மரபுக்கவிதைகளும், அப்துல் ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்து உள்ளிட்டோரின் புதுக்கவிதைகளும் இரா.பி.சுதுப்பிள்ளை அவர்களின் உரைநடை, முத்துசாமி அவர்களின் நாடகம் போன்றவை இடம்பெற்றுள்ளன.
- தமிழ் மக்களின் வாய்மொழி இலக்கியங்களில் சில பாடல்கள் பாடமாக வைக்கப்பட்டுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாற்றுப் பின்புலமும் பாடமாக அமைந்துள்ளன.
- மாணவர்களுக்குப் படிப்பின் ஆர்வத்தைத் தூண்டும் வகையில் கவிதைகள், சிறுகதை, உரைநடை, நாடகம் போன்ற எளிமையான பகுதிகள் அமைக்கப்பட்டுள்ளன.
- இலக்கிய வாசிப்பின் ஆர்வத்தை ஊக்குவித்தல்.
- தற்கால தமிழ் இலக்கியத்தின் ஆளுமைகளை மாணவர்கள் புரிந்துகொள்ள வைத்தல்.
- தமிழ் இலக்கிய வரலாற்றில் தற்கால படைப்பாளர்களையும் படைப்புகளையும் அறிமுகப்படுத்துதல்
- தமிழ் இலக்கியப் பாரம்பரியத்தைப் புரியவைத்தல்.

- பிழையின்றி எழுதுவதற்குரிய இலக்கண விதிமுறைகளைப் புரியவைத்தல்.
- தமிழ்மொழியின் கடினமான சொற்களுக்குரிய பொருளைத் தெரிந்துகொள்ளும் வகையில் அகராதியைப் பயன்படுத்துவதற்குரிய அடிப்படையைக் கற்றுத்தருதலே நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

I. இலக்கியம்
II. அதைச்சார்ந்ததமிழிலக்கியவரலாறு
III. மொழிப்பயிற்சி

அலகு **- 1**

மரபுக்கவிதை

1. பாரதியார் - பாரத சமுதாயம்.
2. பாரதிதாசன் - ஒற்றுமைப் பாட்டு
3. கவிமணி தேசிக விநாயகம் பிள்ளை - உடல்நலம் பேணல்
4. நாமக்கல் கவிஞர் வெ. இராமலிங்கம் பிள்ளை - தமிழன் இதயம்
5. கவிஞர் கண்ணதாசன் - குடும்பம் ஒரு கதம்பம்
6. பட்டுக்கோட்டை அ. கல்யாணசுந்தரம் - வருங்காலம் உண்டு
7. தமிழ் ஒளி - வழிப் பயணம்

புதுக்கவிதை

1. கவிஞர் ந. பிச்சமூர்த்தி - காதல்
2. கவிஞர் அப்துல் ரகுமான் - பித்தன்
3. கவிஞர் மு.மேத்தா - காதலர் பாதை, ஒரு கடிதம் அனாதையாகிவிட்டது, நிழல்கள்
4. கவிஞர் இன்குலாப் - ஒவ்வொரு புல்லையும் பெயர் சொல்லி அழைப்பேன்
5. கவிஞர் தமிழன்பன் - சொல்லில் உயர்வு தமிழ்ச் சொல்லே
6. கவிஞர் வைரமுத்து - விதைச்சோளம்
7. கவிஞர் அ.சங்கரி - இன்று நான் பெரிய பெண்

அலகு **- 2**

நாட்டுப்புற இலக்கியம்

1. ஏற்றப்பாட்டு
2. தெம்மாங்கு
3. அம்பா பாடல்கள்
4. விளையாட்டுப் பாடல்கள்
5. நடவுப் பாடல்கள்

அலகு **- 3**

சிறுகதைகள்

1. கு.ப.ரா- கனகாம்பரம்
2. கு.அழகிரிசாமி - குமாரபுரம் ஸ்டேஷன்
3. தமிழ்ச் செல்வன் - வெயிலோடு போய்
4. தோப்பில் முகமது மீரான் - வட்டக்கண்ணாடி
5. அம்பை - பிளாஸ்டிக் டப்பாவில் பராசக்தி முதலியோர்

உரைநடை

1. இரா.பி.சேதுப்பிள்ளை - வண்மையும் வறுமையும்

அலகு**- 4**

நாடகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

அலகு **-5**

தமிழிலக்கிய வரலாறு

1. மரபுக்கவிதை - இருபதாம் நூற்றாண்டு கவிஞர்கள்
2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி -வரலாறு
3. நாட்டுப்புறப் பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள், விடுகதைகள் - வரலாறு
4. சிறுகதை, உரைநடை வரலாறு
5. நாடகம் - வரலாறு

அலகு **-6**

மொழிப்பயிற்சி

1. வாக்கிய வகை (தொடர் வாக்கியம், தனி வாக்கியம், கூட்டு வாக்கியம்)
2. இரு வழக்குகள் (பேச்சு, எழுத்து)
3. எழுவாய், பயனிலை, செயப்படு பொருள்
4. ஒருமை, பன்மை மயக்கம்
5. திணை, பால், எண், இட வேறுபாடு
6. நால்வகைச் சொற்கள் (பெயர், வினை, இடை, உரி)
7. அகர வரிசைப்படுத்துதல்

கற்றலும் பயன்பாடும்:

- தமிழ் மொழியின் இலக்கிய வளங்களின் மதிப்பைப் புரிதல்.
- தமிழ் இலக்கிய வாசிப்பின்வழி சமூக விழிப்புணர்வைத் தூண்டுதல்.
- தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப் பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.

- மொழி வளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப் பயிற்சி உதவுகிறது.
- இப்பாடத்திட்டம் மாணவர்கள் தங்கள் படைப்புகளை உருவாக்குவதற்கும் பயன்படுகிறது.
- போட்டித் தேர்வுகளை எதிர்கொள்ளுவதற்குரியவகையில் இலக்கிய வரலாற்றுப் பகுதி மிகுந்த பயனுடையதாய் உள்ளது.

பாடநூல்

சென்னைப்பல்கலைக்கழகம் (University of Madras)
அடித்தளப்படிப்பு - பகுதி - I தமிழ்
முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.
அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.
(Foundation Course Part - I Tamil - For I & II Semesters
Common to all undergraduate course and Five-Year Integrated postgraduate courses. (2020 - 2021 onwards.)
தாள் -I - செய்யுள்திரட்டு

- நாற்காலிக்காரர் - நா.முத்துசாமி
- தமிழ் இலக்கிய வரலாறு – பாடம் தழுவியவை
- மொழிப்பயிற்சி

**Reference book**

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

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# Hindi -I

**Subject Code: CLE1E**

**LEARNING OBJECTIVES**

The objectives of the course is to sensitize the students -

1. To the aesthetic and cultural aspects of literary appreciation and analysis.
2. To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.
3. To familiarize Official correspondence, General letter correspondence and technical words.

4. To motivate to demonstrate human value in different life situations

**SYLLABUS**

Paper–I-Prose, Functional Hindi & Letter Writing

I. Prose (Detailed Study) :HINDI GADHYAMALA
Ed.by Dr .Syed Rahamathulla
Poornima Prakashan, 4/7, Begum III Street
Royapettah, Chennai – 14.

Lessons Prescribed:

1. Sabhyata ka Rahasya
2. Mitrata
3. Yuvavonsen
4. Paramanu Urja evam Khadya Padarth Sanrakshan
5. You gyata aur Vyavsay ka Chunav.

II. Functional Hindi & Letter Writing

Students are expected to know the office and Business Procedures, Administrative and Business Correspondence.

III General Correspondence:

1. Personal Applications
2. Leave Letters
3. Letter to the Editor
4. Opening an A/C
5. Application for Withdrawal
6. Transfer of an A/C
7. Missing of Pass Book/Cheque Leaf
8. Complaints
9. Ordering for Books
10. Enquiry

IV Official Correspondence:

1. Government Order
2. Demi Official Letter
3. Circular
4. Memo
5. Official Memo
6. Notification

7. Resolution
8. Notice

**REFERENCES**


1. Karyalayeen Tippaniya:
   Kendriya Hindi Sansthan, Agra
2. Prayojan Moolak Hindi: Dr.Syed Rahamathulla, Poornima Prakashan
   4/7, Begum III Street, Royapettah, Chennai– 14.


**Unit wise Syllabus**

**Unit-I**

1. Sabhyataka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words )

**Unit-II**

1. Mitrata
2. Letters to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology English to Hindi (25 Words)

**Unit-III**

1. Yuvavon Se
2. Application forWithdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

**Unit-IV**

1. Parmanu Urja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book/ChequeLeaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words )

**Unit-V**

1. You Gyata Aur Vyavsay Ka Chunav
2. Complaints
3. Ordering for Books
4. Notification
5. Official Noting Hindi to English (25 words)

**Unit-VI**

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

**LEARNING OUTCOMES**

1. Understanding the concept and importance of functional Hindi
2. Understanding various forms of functional Hindi and its usage according to its area of application
3. Knowledge about good civilization qualities and culture
4. Knowledge about the importance of human values

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# French-I

**Subject Code: CLK1S**

**LEARNING OBJECTIVES:**

In teaching French we aim to:

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France.
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French.
3. Discover another world, another people, another way of life - make them more accepting of people who differ from them.

**SYLLABUS:**

**Unité - I** : Salut!
Saluer - entreren contact avec quell qu'un - se présenter- s'excuser
**Unité - II** :Enchanté !
Demander de se présenter - Présenterquelqu'un

**Unité - III** :J'adore !
Exprimer ses goûts - Échanger sur ses projets
**Unité - IV** : Tu veux bien ?
Demander à quelqu'un de faire quelque chose - Demander poliment - Parlerd' actions passées
**Unité - V** : On se voit quand ?
Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure
**Unité - VI** : Bonne idée !
Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

**LEARNING OUTCOMES:**
Learners are able

1. to comprehend and express themselves well
2. to have an interest to look into another world
3. to improve communication skills
4. to perform well in the University Exams

**Prescribed textbook:**

- Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only)

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**<u>Part II – Foundation English courses</u>**

**Communicative English – I** **Subject Code: LZ11A**

**LEARNING OBJECTIVES:**

1. To hone the basic communication of students and prepare them for career challenges.
2. To train students on effective listening.
3. Trained to better express themselves through the right choice of words for formal and informal writing and speaking.
4. To nurture and develop efficient reading by introducing them to reading techniques.
5. To break the barriers of public speaking and build confidence to face the audience/people.

**SYLLABUS**

**Unit I** (20 hours)

1. Listening and Speaking
    a. Introducing self and others
    b. Listening for specific information

c. Pronunciation (without phonetic symbols)
i. Essentials of pronunciation
ii. American and British pronunciation

2. Reading and Writing

a. Reading short articles – newspaper reports / fact based articles
i. Skimming and scanning
ii. Diction and tone
iii. Identifying topic sentences

b. Reading aloud: Reading an article/report

c. Journal (Diary) Writing

3. Study Skills - 1

a. Using dictionaries, encyclopaedias, thesaurus

4. Grammar in Context: Naming and Describing

- ✔ Nouns & Pronouns
- ✔ Adjectives

**Unit II** (20 hours)

1. Listening and Speaking
a. Listening with a Purpose
b. Effective Listening
c. Tonal Variation
d. Listening for Information
e. Asking for Information
f. Giving Information

2. Reading and Writing

1. a. Strategies of Reading: Skimming and Scanning

b. Types of Reading: Extensive and Intensive Reading

c. Reading a prose passage

d. Reading a poem

e. Reading a short story

2. Paragraphs: Structure and Types
a. What is a Paragraph?
b. Paragraph structure
c. Topic Sentence
d. Unity
e. Coherence
f. Connections between Ideas: Using Transitional words and expressions
g. Types of Paragraphs

3. Study Skills II: Using the Internet as a Resource
a. Online search

b. Know the keyword
c. Refine your search
d. Guidelines for using the Resources
e. e-learning resources of Government of India
f. Terms to know

4. Grammar in Context
Involving Action-I
a. Verbs
b. Concord

**Unit III** (16 hours)

1. Listening and Speaking
a. Giving and following instructions
b. Asking for and giving directions
c. Continuing discussions with connecting ideas
2. Reading and writing
a. Reading feature articles (from newspapers and magazines)
b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.
3. Grammar in Context:
Involving Action – II
• Verbals - Gerund, Participle, Infinitive
• Modals

**Unit IV** (16 hours)

1. Listening and Speaking
a. Giving and responding to opinions
2. Reading and writing
a. Note taking
b. Narrative writing – writing narrative essays of two to three paragraphs
3. Grammar in Context: Tense
• Present
• Past
• Future

**Unit V** (18 hours)

1. Listening and Speaking
a. Participating in a Group Discussion
2. Reading and writing
a. Reading diagrammatic information – interpretations maps, graphs and pie charts
b. Writing short essays using the language of comparison and contrast

3. Grammar in Context: Voice (showing the relationship between Tense and Voice)

**Recommended** Book: Communicative English by Tamilnadu State Council for Higher Education (TANSCHE)

**LEARNING OUTCOMES**

1. Students show progress in their ability to focus and effectively interpret other's speech.
2. Significant improvement in efficient reading- both in academic and pleasure reading.
3. Trained to better express themselves in different scenarios of formal and informal writing and speaking.
4. Exhibit improved oral and aural skills through in-class activities and assignments.

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**Part III - Core Courses**

**Core paper I: General Psychology - I** **Subject code: ST21A**

**LEARNING OBJECTIVES**

1. To introduce the subject to the students by outlining its origin and evolution as a science, the various sub-fields and its expanding scope.
2. To describe the process of functioning of all the human senses and the basis of perception & attention.
3. To substantiate the states of consciousness with corresponding theories, the various stages of sleep & dreams.
4. To throw light on the various forms of learning and the process of conditioning that can be used to modify behaviour.
5. To enable their understanding about how we form and retrieve memories.

**SYLLABUS**

**Unit – I** Introduction and Methods:

What is Psychology? Definition –Goals –What is not psychology? Pseudo psychology. The History of Psychology –Schools -Modern Perspectives –Psychology in India –Psychology: The Science –Methods: Introspection –Observation –Survey –Experiment –Case Study –Correlation Research –Scope of Psychology: Branches of basic Psychology –Branches of applied Psychology

**Unit – II** Sensation & Perception:

Sensation: Meaning –Psychophysics -Thresholds –Weber's Law –Adaptation –Basic sensation: Vision –Hearing –Touch and other Skin senses –Olfaction-Gustation -Proprioception: Kinesthetic sense –Vestibular sense –Perception: Meaning–Organizing principles of perception –Constancies-Pattern perception, Distance perception-Errors in Perception -Illusion –Types; Hallucinations –Types; Extra Sensory Perception. -Factors that influence perception –Depth perception Attention: Meaning –Types –Determinants

**Unit – III** Consciousness:

States of Consciousness: Consciousness –Definition –Two Major Types –Natural State of Consciousness: Biological Rhythms –Circadian Rhythms; Waking States of Consciousness–Sleep –Functions –Stages –Sleep Disorders–Dream –Theories. Altered States of Consciousness: meaning –Hypnosis –Use of Drugs –Meditation –Other Altered States. Sensory deprivation: Near death Experience-Lucid dreaming.

**Unit – IV** Learning:

Learning: Definition –Nature-Association Learning: Classical Conditioning –Basic Principles; Operant Conditioning –Basic Principles –Reinforcement –Types –Punishment –Types. Schedules of Reinforcement –Shaping –Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning. Social and Cognitive Learning: Latent Learning –Insight Learning –Observational Learning.

**Unit – V** Memory:

Memory: Definition –Memory Process: Encoding –Storage –Retrieval –The information processing model –Sensory memory –Short term memory –Long term memory –Forgetting: Meaning –Forgetting curve-Theories of forgetting -Causes –Memory and Brain –Improving memory.

**LEARNING OUTCOMES**

After completion of this subject, students will be able to:

1. Describe the nature, scope, methods and various fields of Psychology.
2. Explain the fundamental processes underlying human behaviour such as sensation, perception and attention.
3. Comprehend the nature of consciousness and the underlying theoretical interpretations and describe the various stages of sleep & dreams.
4. Give a comparative account of the nature, principles and the various theories of learning.
5. Understand and associate the various functions and memory processes involved in memory and forgetting.

**REFERENCES**

1. Cicarelli, K.S., Meyer, E.G. & Misra, G. (2008). *General psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Baron, R.A. (2010). *Psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

**WEB RESOURCES:**

1. Psychology of Everyday

https://nptel.ac.in/courses/109/104/109104151/

2. Introduction to Psychology

https://nptel.ac.in/courses/109104105/

3. Introduction to Psychology

https://www.coursera.org/learn/introduction-psych

4. Understanding Memory: Explaining the Psychology of Memory

https://www.coursera.org/learn/memory and

movies?utm_source=google&utm_medium=seo&utm_campaign=searchapp&

utm_content=CourseraContent

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**Core paper II: Biological Psychology - I** **Subject code: ST21B**

**LEARNING OBJECTIVES**

1. To introduce the biological basis of behaviour by explaining the viewpoints and approaches by correlating brain anatomy with behavior.
2. To explain the structure of the basic unit of the nervous system - the neuron.
3. To understand how neurons communicate with each other through the process of synapsis
4. To identify the divisions of the nervous system, its chief structure and functions
5. To classify the role of Endocrine glands and Hormones in influencing Human Behaviour

**SYLLABUS**

**Unit I**: Biological Foundations of Behaviour

Introduction: Meaning of Biological Psychology- Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behaviour – Levels of analysis - Correlating brain anatomy with behaviour - Recording brain activity - Effects of brain damage - Effects of brain stimulation

**Unit II**: Neurons- Basic Unit of Nervous System

Basic features of the Nervous System: An overview, Meninges, Ventricular system and production of cerebrospinal fluid. Cells of the Nervous System: Neurons, Supporting cells, the blood-brain barrier – Neural Communication: An overview, measuring electrical potentials of axons. The Membrane Potential: Balance of two forces, The Action Potential, Conduction of the action potential.

**Unit III**: Communication between Neurons–Synaptic Transmissions

Communication between Neurons: Structure of synapses, Neurotransmitter: meaning types, Release of the Neurotransmitter: Activation of receptors- Postsynaptic potentials Termination of postsynaptic potentials.

**Unit IV**: Structure & Divisions of the Nervous System

Nervous System: Development of the central nervous system, Brain: The forebrain, The hind brain, midbrain & forebrain, Division of Nervous System: Central Nervous System, The Peripheral Nervous System- Spinal nerves, Cranial nerves, The Autonomic Nervous system – Sympathetic and Parasympathetic.

**Unit V**: Hormones and The Brain

Hormonal actions- General principles of hormonal actions, Hormonal action on cellular mechanisms- Hormonal influence on growth and activity, Feedback control mechanisms in regulating secretion of hormones, Endocrine glands and its specific hormones: Pituitary Pineal- Thyroid- Parathyroid-Pancreas- Adrenal- Gonads

**REFERENCES**


1. Carlson, N.R. (2007). *Foundations of physiological psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited.
3. Pinel, J. (2007). *Biopsychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

4. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

**WEB RESOURCES**

1. Brain anatomy- Learn biopsychology Science quickly and easily – www.udemy.com
2. Medical neuroscience- www.udemy.com
3. Synapses, neurons and brains- www.udemy.com

**LEARNING OUTCOMES**:

After completion of this subject, the student will be able to:

1. Demonstrate an understanding about various research methods and perspectives of Biopsychology and compare the reciprocal relationship between brain and behavior.
2. Illustrate the anatomy and explain the functions of the neural cell.
3. Demonstrate how neurons communicate with each other
4. Compare and contrast the divisions of the nervous system, its chief structure and functions
5. Classify and explain the role of Endocrine glands and Hormones in influencing Human Behaviour.

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**Part III - Allied Courses**

**Allied paper I: Introduction to Indian Psychology** **Subject code: ST32A**

**LEARNING OBJECTIVES**

1. To introduce the students to the origins and roots of Psychology that has stemmed from Indian Sub-Continents.
2. To illustrate various perspectives such as Upanishads, Nyaya, Advaita Vedantam, Vaisaseka, Mimamsa, Visista Advaita on Personality, Perception, Functions of mind and States of consciousness.
3. To orient them to the concepts of Yoga, its application in management of Psychiatric disorders and for self-development.

4. To acquaint students with diverse religious schools of thoughts such as Buddhism, Jainism, Sufism and its view on the concept of Mind.
5. To enrich their knowledge on Practical applications of Indian Psychology.

**SYLLABUS**

**Unit – I** Introduction to Indian Psychology:

Nature of Indian Psychology, Fundamental assumptions of Indian Psychology, Mind-body complex, Psychology: Eastern and Western Approach

**Unit – II** Concepts of Indian Psychology:

Upanishads – states of consciousness, factors of personality, mental functions, higher mental powers and Yoga. Nyaya – concept of personality, psychology of perception, states of consciousness, Vaisasesika – theory of consciousness, factors of personality, theory of perception. Mimamsa – factors of personality, psychophysical system, cognition, perception. Advaita Vedantam – Human personality, psychophysical apparatus, states of consciousness, functions of mind, Visista Advaita – Nature of consciousness, factors of personality, functions of mind.

**Unit – III** Yoga Psychology:

States of consciousness, factors of personality, functions of mind, path of yoga, super conscious state, Integral yoga – gunas of prakriti, self-ego and individuality, Manifold being-surface being, inner being, the outer being.

**Unit – IV** Psychology of Buddhism, Jainism and Sufi:

Buddhism – factors of personality, levels of consciousness, functioning of mind. Jainism – nature of consciousness – cognition, sense organs, non-verbal comprehension, verbal comprehension, extra sensory perception, affection, conation, mental activity.Sufi – Historical background and aim, basic concepts: spirit, views of the self and soul, sufism and the integration of man, Metaphysical concepts: attributes of God, freedom of will, beliefs and action, reason and revelation.

**Unit – V** Applying Indian Psychology:

Counselling and therapy – vipassana and mindfulness, Hathayaoga based therapies: The Gita as guide. Education – Gandhi's NaiTalim, Satyagraha- psychospiritual tool for conflict resolution: Tagore's system of education; Sri Aurobindo's integral education. Organizational behavior and community work – Gita-based approaches to Organizational behaviour. Life and Education – The Thirukkural approach.

**REFERENCES:**

1. Safaya, R. (1975). Indian Psychology. New Delhi: Munshiram Manoharlal Publishers

2. Dalal, A.S. (Ed.) (2011). A greater psychology: An introduction to the psychological thought of Sri Aurobindo. New York: Penguin Putnam Inc.
3. Rao, K.R. & Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd.
4. Kuppuswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd.

**WEB RESOURCES:**

1. Soul Beliefs: Causes and Consequences – www.coursera.org

2. Psychology 101: Why we think, Feel & Act the way we do – Udemy.co

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Define the fundamental concept of Indian Psychology in comparison with Western Psychology concepts.
2. Classify various concepts of Indian Psychology on Personality and states of consciousness through Upanishads, Nyaya, Advaita Vedantam etc.
3. Interpret the ideas of Yoga and apply the knowledge for self-development.
4. Discriminate various religious schools of thought in explaining the concept of Mind.
5. Practically implement the concept of Indian psychology in various fields like counselling, education, organizational behaviour etc.

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**Part IV - Basic Tamil/Advanced Tamil**

அடிப்படைத் தமிழ் - முதல் பருவம் **Subject code: NLT1C**

பாடத்திட்டத்தின் நோக்கம்

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிறநாடுகளிலிருந்தும் இளங்கலை, இளம்அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ்நாட்டின் மாநிலமொழியைப் பேசவும் எழுதவும் துணைபுரியும்வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் முதற்பருவத்தில் தமிழ்மொழியின் எழுத்துக்களை எழுதவும் படிக்கவும் பயிற்சி அளிக்கப்படுகிறது. மேலும் தமிழ்மொழியின் சொல்வகை, தொடரமைப்பு, தமிழில் எண்ணுப் பெயர்கள், உடல் உறுப்புகள், அன்றாட வாழ்விற்குத் தேவையான பொருள்களை அறிந்துகொள்ளவைப்பதே இதன் நோக்கமாகும்.

பாடத்திட்டம்

அலகு - **1**

எழுத்துகள்

1. உயிர் எழுத்து, ஆய்த எழுத்து, 2. மெய்எழுத்து , 3. உயிர்மெய் எழுத்து

அலகு - **2**

சொற்கள்

1. பெயர்ச்சொல், 2. வினைச்சொல், 3. இடைச்சொல், 4. உரிச்சொல்

அலகு - **3**

தொடரமைப்பு

1. எழுவாய், 2. பயனிலை, 3. செயப்படுப்பொருள்

அலகு - **4**

பிழைநீக்கம்

1. ஒற்றுப்பிழை, 2. எழுத்துப்பிழை, 3. தொடர்ப்பிழை,

அலகு - **5**

எண்கள், உறவுப்பெயர்கள், வாழ்இடங்களும், பொருள்களும்

அலகு - **6**

அறிமுகம்

1. விழாக்கள், 2. இயற்கை, 3. உணவுமுறைகள் -சுவை -காய்கள் -பழங்கள் போன்றன.

பாடத்திட்டத்தின் பயன்கள் **(Learning Outcomes)**

இந்தப் பாடத்தினால்

1. வேற்றுப்புல மாணவர்கள் தமிழகத்தில் பாமர மக்களிடமும் தமிழில் பேசமுடியும்.

2. தமிழ்மொழியிலுள்ள சிறுசிறு படைப்புகளைப் பார்த்து இலக்கிய இன்பம் பெறமுடியும்.
3. தமிழகத்திலுள்ள சுற்றுலாத்தலங்களுக்கு வழிகாட்டி இன்றிப் போய்வருதல்.

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

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சிறப்புத்தமிழ் - முதல் பருவம் **Subject code: TLT1C**

பாடத்திட்டத்தின் நோக்கம்

இப்பாடத்திட்டம் பள்ளிகளில் ஒரு சில வகுப்புகளில் தமிழைப் படித்து தமிழ்மொழியை முழுமையாக அறிந்துகொள்ளாத கல்லூரிகளில் பிறமொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தமிழ் இலக்கியப் பகுதியும், தமிழிலக்கிய வரலாற்றுப் பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது. தமிழ் இலக்கிய இன்பத்தை உணரும்நோக்கிலும் இலக்கிய வளத்தை உணரும் நோக்கிலும் பாடத்திட்டம் உள்ளது.

பாடப்பகுப்பு

I. இலக்கியம்
II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
**III.** மொழிப்பயிற்சி

பாடத்திட்டம்

அலகு - **1**

நாட்டுப்புறப்பாடல்

1. பஞ்சம். 2. மானம் விடிவதெப்போ?

அலகு - **2**

புனைகதை

1.”கட்டைவிரல்”-சி.என்.அண்ணாதுரை

அலகு - 3

புதுக்கவிதை

1. ஆடிக்காற்றே -சிற்பி, 2. கடமையைச் செய்-மீரா, 3. இழந்தவர்கள் - அப்துல் ரகுமான்

அலகு - 4

மொழித்திறன்

1. கலைச்சொல்லாக்கம், 2. பொருந்திய சொல் தருதல், 3. பிழை நீக்கி எழுதுதல்

பாடத்திட்டத்தின் பயன்கள்

இப்பாடத்தைப் படிப்பதால் தமிழ்மொழியின் இலக்கிய இன்பம், சொல் வளம், புது கலைச்சொல் படைத்தல் போன்றவற்றை உணர உதவுகிறது.

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

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**NME Courses - HTML Theory** **Subject code: SE51C**

**LEARNING OBJECTIVE**

This course introduces to the tags used in HTML

**SYLLABUS**

**Unit I:**

Introduction: Web Basics: What is Internet – Web browsers – What is Web page – HTML Basics: Understanding tags.

**Unit II:**

Tags for Document structure (HTML, Head and Body Tag). Block level text elements: Headings paragraph (tag) – Font style elements: (bold, italic, font, small, strong, strike, big tags)

**Unit III:**

Lists: Types of lists: Ordered, Unordered – Nesting Lists – Other tags: Marquee, HR, BR- Using Images – Creating Hyperlinks.

**Unit IV:**

Tables: Creating basic Table, Table elements, Caption – Table and cell alignment – Rowspan, Colspan – Cell padding.

**Unit V:**

Frames: Frameset – Targeted Links – No frame – Forms : Input, Textarea, Select, Option.

**Recommended Texts:** 1. Laura Lemay, "HTML Complete Reference, Teach Yourself Web Publishing with HTML".

**REFERENCES:**

1. E Stephen Mack, Janan Platt , "HTML".

**WEB REFERENCE**:

NPTEL & MOOC courses titled HTML. ¬https://www.codecademy.com/learn/learn-html

**LEARNING OUTCOMES**

1. To use Knowledge of HTML and the basic tools that every Web page coder needs to know
2. To implement modern Web pages with HTML

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**Professional English (English for Arts & Social Sciences –I)** **Subject code: PZ1AA**

**LEARNING OBJECTIVES**

1. To develop the language skills of students by offering adequate practice in professional contexts.

2. To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
3. To focus on developing students' knowledge of domain specific registers and the required language skills.
4. To develop strategic competence that will help in efficient communication
5. To sharpen students' critical thinking skills and make students culturally aware of the target situation.

**SYLLABUS**

**Unit 1**: Communication

Listening: Listening to audio text and answering questions - Listening to Instructions Speaking: Pair work and small group work. Reading: Comprehension passages –Differentiate between facts and opinion writing: Developing a story with pictures. Vocabulary: Register specific - Incorporated into the LSRW tasks

**Unit 2**: Description

Listening: Listening to process description.-Drawing a flow chart. Speaking: Role play (formal context) Reading: Skimming/Scanning- Reading passages on products, equipment and gadgets. Writing: Process Description –Compare and Contrast Paragraph-Sentence Definition and Extended definition- Free Writing. Vocabulary: Register specific -Incorporated into the LSRW tasks.

**Unit 3**: Negotiation Strategies

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific) Speaking: Brainstorming. (Mind mapping). Small group discussions (Subject- Specific) Reading: Longer Reading text. Writing: Essay Writing (250 words) Vocabulary: Register specific - Incorporated into the LSRW tasks

**Unit 4**: Presentation Skills

Listening: Listening to lectures. Speaking: Short talks. Reading: Reading Comprehension passages Writing: Writing Recommendations Interpreting Visuals inputs Vocabulary: Register specific - Incorporated into the LSRW tasks

**Unit 5**: Critical Thinking Skills

Listening: Listening comprehension- Listening for information. Speaking: Making presentations (with PPT- practice). Reading: Comprehension passages –Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills) Writing: Problem and Solution essay– Creative writing –Summary writing Vocabulary: Register specific - Incorporated into the LSRW tasks

**LEARNING OUTCOMES**

1. Recognise their own ability to improve their own competence in using the language
2. Use language for speaking with confidence in an intelligible and acceptable manner
3. Understand the importance of reading for life
4. Read independently unfamiliar texts with comprehension
5. Understand the importance of writing in academic life
6. Write simple sentences without committing error of spelling or grammar

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## SEMESTER II

**Part I - Foundation Course - Tamil & other Languages**

### பொதுத்தமிழ் - II

**Subject Code: LA12A**

பாடத்திட்டத்தின் நோக்கம்

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து கிடக்கும் அதன் ஆழ அகலத்தையும் ஒரு பருந்து பார்வையில் நோக்கும் வகையில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம் ஆகியவற்றைப் போதித்தல். பழந்தமிழ் இலக்கியங்களின் இலக்கியச் செறிவையும், சொல்வளங்களையும் உணரவைத்தல்.

பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழி கலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ் மக்களின்

வாழ்வியலை எடுத்துரைத்தல். இவையே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

I. இலக்கியம்

II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III. மொழிப்பயிற்சி

அலகு **-1**

1. நற்றிணை - 87, 88
2. குறுந்தொகை - 46, 88, 89
3. கலித்தொகை - 11ஆம் பாடல் - "அரிதாயஅறன்எய்தி..

அலகு **- 2**

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து தலைபெய்த )
2. ஐங்குறுநூறு - கிள்ளைப்பத்து
3. பரிபாடல் -செவ்வேள் 5, கடுவன் இளவெயினார் (1 முதல் 10 வரிகள் - வெற்றிவேல் )

அலகு **- 3**

1. புறநானூறு - 182, 192
2. பதிற்றுப்பத்து -காக்கைப்பாடினியார், நச்செள்ளையார் பாடல் (56, 57)

அலகு **- 4**

1. பத்துப்பாட்டு - முல்லைப்பாட்டு

அலகு **- 5**

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)
2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)

II தமிழிலக்கிய வரலாறு

1) முச்சங்க வரலாறு, பதினெண்மேற்கணக்கு நூல்கள் (எட்டுத்தொகை, பத்துப்பாட்டு)

2) பதினெண்கீழ்க்கணக்கு நூல்கள்

III மொழிப்பயிற்சி
1)இலக்கணக் குறிப்பு (வேற்றுமைத்தொகை, உவமைத்தொகை, பண்புத்தொகை, உம்மைத்தொகை, அன்மொழித்தொகை.....வடிவம்) [பத்தியிலிருந்து இலக்கணக் குறிப்புகளைக் கண்டறிதல்]

2) ஒற்று மிகும் மிகா இடங்கள்

3) மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக் கண்டறிதல்)

பாடத்திட்டத்தின் பயன்கள்

1. பழந்தமிழ் இலக்கியங்களின்வழியாக, அக்கால மக்களின் அகவுணர்வுகளையும் அக ஒழுக்கங்களையும் பண்பாட்டையும் உணர்ந்துகொள்ளுதல்.
2. பழந்தமிழ் இலக்கிய வாசிப்பின்வழி இயற்கையின் உன்னத மகத்துவத்தைப் புரியவைத்தல்.
3. தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
4. மொழிவளத்தின் தேவையை வலியுறுத்துதல்.
5. மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.
6. இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்புதிறனை வளர்க்கின்றது.
7. போட்டித்தேர்வுகளை எதிர்கொள்வதற்குத் தமிழ் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாக அமைகிறது.

பாடநூல்

சென்னைப் பல்கலைக்கழகம் (University of Madras)

அடித்தளப்படிப்பு - பகுதி - I தமிழ் - முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது. அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது. தாள் -I - செய்யுள் திரட்டு

(Foundation Course - Part - Tamil For I & II Semesters; Common to all undergraduate course and Five-Year Integrated postgraduate courses. - 2021 onwards.)

**Reference book**

தமிழ் – பகுதி 1 –சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

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## Hindi -II

**Subject Code: CLE2G**

**LEARNING OBJECTIVES**

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features of Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabulary.

**SYLLABUS**

Paper – II – One Act Play, Short Story & Translation

I. ONE ACT PLAY (Detailed Study): AATH EKANKI

Edited By: Devendra Raj Ankur, Mahesh Aanand

Vani prakashan, 4695, 21-A Dariyagunj,; New Delhi – 110 002

Lessons Prescribed:

1. Aurangazeb ki Aakhari Raat
2. Laksmi Ka Swagat
3. Basant Ritu ka Naatak
4. Bahut Bada Sawal

II. Short Stories (Non- Detailed Study): Swarna Manjari
Edited by: Dr. Chitti. Annapurna, Rajeswari Publications, 21/3, Mothilal Street, (Opp. Ranganathan Street), T. Nagar, Chennai – 600 017.

Lessons Prescribed:

1. Mukthidhan
2. Mithayeewala
3. Seb aur Dev

4. Vivah ki Teen Kathayen

III. Translation Practice : (English To Hindi) Books For Reference :

| | |
|---|---|
| 1. Prayojan Moolak Hindi : | Dr. Syed Rahamathulla Poornima Prakashan, 4/7, Begum III Street, Royapettah, Chennai – 14. |
| 2. Anuvad Abhyas Part III | Dakshin Bharat Hindi Prachar Sabha T. Nagar, Chennai -17. |

**Unit wise Syllabus**

**Unit – I**

1. Auranzeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

**Unit – II**

1. Laksmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

**Unit-III**

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

**Unit-IV**

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

**Unit-V**

1. Translation Practice. (English to Hindi)

**LEARNING OUTCOMES**

1. Understand the role of Hindi short stories and One Act Play in the development of the society.

2. Knowledge about the importance of cultural, social and moral responsibility of human beings.

3. Inculcating the habit of book reading to gain knowledge of vocabularies.

4. Understanding the importance of the art of translation.

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## French-II

**Subject Code: CLK2T**

**LEARNING OBJECTIVES:**

In teaching French we aim to

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
3. Discover another world, another people, another way of life.
4. Make them more accepting of people who differ from them.

**SYLLABUS:**

**Unité - I** : C'estoù ?

Demander et indiquerune direction - localiser (près de, en face de …)

**Unité - II** : N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

**Unité - III** : Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

**Unité - IV** : Quel beau voyage !

Raconter - décrire les étapes d'une action – exprimer l'intensité et la quantité - interroger

**Unité - V** : oh! Joli!

Décrire quell qu'un - comparer – exprimer l'accordou le dés accord - se situer dans le temps

**Unité - VI** : Et après ?

Parler de l'avenir - exprimer des souhaits – décrire quelqu'un

Prescribed textbook:

Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only)

**LEARNING OUTCOMES**

Learners are able

1. To comprehend and express themselves well
2. To have an interest to look into another world
3. To improve communication skills
4. To perform well in the University Exams

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**Part II – Foundation English courses**

**Communicative English – II** **Subject Code: LZ12A**

**LEARNING OBJECTIVES**

1. To train students on functional English including language proficiency-Grammar & Vocabulary building.
2. To equip them with essential career/job oriented skills - Presentation (PPT techniques), formal communication (email, report writing, etc)
3. To teach them formal meeting etiquettes: both face-face and virtual mode.
4. To prep students to face interviews.
5. Encourage and guide students on opinion writing, reviews and feature writing.

**SYLLABUS**

**Unit - I** (18 hours)

1. Listening and Speaking

a. Listening and responding to complaints (formal situation)

b. Listening to problems and offering solutions (informal)

2. Reading and writing

a. Reading aloud (brief motivational anecdotes)

b. Writing a paragraph on a proverbial expression/motivational idea.

3. Word Power/Vocabulary

a. Synonyms & Antonyms

4, Grammar in Context

a. Adverbs

b. Prepositions

**Unit - II** (20 hours)

1. Listening and Speaking

a. Listening to famous speeches and poems

b. Making short speeches- Formal: welcome speech and vote of thanks. Informal occasions- Farewell party, graduation speech

2. Reading and Writing

a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)

b. Reading poetry

i. Reading aloud: (Intonation and Voice Modulation)

ii. Identifying and using figures of speech - simile, metaphor, personification etc.

3. Word Power

a. Idioms & Phrases

4. Grammar in Context: Conjunctions and interjections

**Unit - III** (18 hours)

1. Listening and Speaking

a. Listening to Ted talks

b. Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds

c. Interactions during and after the presentations

2. Reading and writing

a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

a. One Word Substitution

4. Grammar in Context: Sentence Patterns

**Unit - IV** (16 hours)

1. Listening and Speaking

a. Participating in a meeting: face to face and online

b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.

2. Reading and Writing

a. Reading visual texts – advertisements

b. Preparing first drafts of short assignments

3. Word Power

a. Denotation and Connotation

4. Grammar in Context: Sentence Types

**Unit V** (18 hours)

1. Listening and Speaking

a. Informal interview for feature writing

b. Listening and responding to questions at a formal interview

2. Reading and Writing

a. Writing letters of application

b. Readers' Theatre (Script Reading)

c. Dramatizing everyday situations/social issues

d. Through skits. (writing scripts and performing)

3. Word Power
   a. Collocation

4. Grammar in Context: Working With Clauses

**Recommended Book**: Communicative English - Semester II - E book by Tamil Nadu State Council for Higher Education (TANSCHE)

**LEARNING OUTCOMES**

- Students show progress in language proficiency.
- Better equipped with necessary job skills.
- Show confidence to face job interviews.
- Encouraged to voice their thoughts, students began to express themselves through blog writing, articles contribution, online reviewing of products and films.
- Show better understanding of nuances in formal communication and etiquettes.

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**Part III - Core Courses**

**Core paper III: General Psychology - II** **Subject code: ST22A**

**LEARNING OBJECTIVES**

1. To impart the mechanisms underlying the various cognitive processes including thinking, decision making and language development.
2. To apprise the students of the various theories of motivation, frustration and conflict.
3. To acquaint them with the characteristics and theories of emotions and stress.
4. To deepen their knowledge about the nature, theories and assessment of Intelligence, Emotional Intelligence and creativity.
5. To describe the various theories of Personality, method of assessment & application of the different Personality tests.

**Unit – I**: Cognition

Meaning –Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem Solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes- Morphemes –Syntax - Semantics – Pragmatics.

**Unit – II**: Motivation

Motivation: Definition – Needs – Biological Needs – Social Needs - Psychological Needs, Theories of Motivation: Instincts – Drive-reduction theory – Arousal – Incentive – Opponent-Process – Cognitive theories – Social cognitive theory – Need theories, Classification of Motives: Physiological motives – Psychological motives, Conflict: Meaning- Types. Frustration: Meaning- Causes.

**Unit – III:** Emotion and stress

Emotion: Meaning – Basic emotions- Components - Physiology of emotion - Expression of emotion – Theories of Emotions, Stress: Definition – Four variations - Stressors – Effects – General Adaptation Syndrome – Individual differences - Coping mechanism.

**Unit – IV:** Intelligence and Creativity

Intelligence: Definition - Concept of IQ - Individual differences in Intelligence –Mental retardation – Mentally gifted – Assessment of Intelligence, Emotional Intelligence: Meaning – Characteristics, Creativity: Definition- Nature – Steps - Characteristics of creative people – Creativity tests.

**Unit – V**: Personality

Personality: Definition - Theories – Psychoanalytic - Neo Freudian: Jung –Adler – Karen Horney – Erikson - Behavioristic view – Social Cognitive view - Humanism and Personality: Roger's theory – Maslow's theory - Trait Theories Psychology – Allport – Cattell - The Big Five Factors. Assessment of Personality, Uses of Personality tests,

**REFERENCES:**

1. Cicarelli, K.S., Meyer, E.G. & Misra. (2008). *General psychology*. New Delhi, India: Dorling Kingsley (India) Private Limited.

2. Baron, R.A. (2010) *Psychology*. New Delhi, India: Pearson India Education Services Pvt. Ltd.

**WEB RESOURCES:**

1. https://www.udemy.com/courses/search/?q=psychology&src=sac&kw=psychology

2. https://www.saylor.org/?s=psychology&submit=Search

3. https://www.coursera.org/learn/introduction-psychology

4. https://www.udemy.com/courses/search/?q=psychology&src=sac&kw=psychology

5. https://www.saylor.org/?s=psychology&submit=Search

6. https://www.coursera.org/learn/introduction-psychology

7. https://www.coursera.org/learn/self-determination-theory

8. https://www.coursera.org/learn/ignite-creativity

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Spell out the different types of cognition, thinking processes, decision making and language development.
2. Summarize the various theories of Motivation, frustration and conflicts.
3. Outline the characteristics and theories of emotions and stress.
4. Explain the nature, theories and assessment of Intelligence, Emotional Intelligence and creativity.
5. Analyse various theories of Personality and describe the assessment & application of the Personality tests.

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**Core paper IV: Biological Psychology - II** **Subject code: ST22B**

**LEARNING OBJECTIVES**

1. To introduce Rhythms of waking, sleeping and dreaming, its mechanisms and various sleep disorders.
2. To illustrate brain development and neuroplasticity
3. To explore the biological phenomenon involved in regulating thirst and hunger.
4. To enrich their knowledge about the biological basis of emotions and its functions.
5. To identify the brain areas associated with learning & memory and illustrate the causes of memory disorders.

## SYLLABUS

**Unit I**: Circadian Rhythms, Sleep and Dreaming

Rhythms of waking and sleeping: Endogenous cycles- Setting and resetting the biological clock- Mechanisms of the biological clock, Sleep and brain mechanisms: Sleep and other interruptions of consciousness, the onset of sleep and hypnagogic hallucinations, stages of sleep. Paradoxical or REM sleep, Brain mechanisms of wakefulness and arousal: Brain functions in REM sleep- Functions of sleep, Dreaming: REM sleep and dreaming. Biological perspectives on dreaming.

**Unit II**: Brain development and plasticity

Development of the brain- Maturation of the vertebrate brain, Growth and development of neurons -New neurons later in life- Path finding by axons, Determinants of neuronal survival, Neural plasticity: Meaning- Plasticity after brain damage.

**Unit III**: Biological basis of thirst and hunger

Thirst: Mechanisms of water regulation- Osmotic thirst- Hypovolemic thirst and sodium specific hunger, Hunger: Digestion and food selection-Short and long term regulation of feeding-Brain mechanisms - Eating Disorders.

**Unit IV:** Biological basis of emotions

Emotions: Introduction, Emotions and Autonomic arousal: James-Lange theory, Brain areas associated with emotions- The functions of emotions. Attack and Escape Behaviours: Attack behaviours - Escape - Fear and anxiety- Stress and Health

**Unit V**: Biological basis of learning and memory

Localized representations of memory- Types of memory- The hippocampus- Theories on the function of the hippocampus- Other types of amnesia: Korsakoff's syndrome, Alzheimer's Disease- The role of the other brain areas.

## REFERENCES


i. Carlson, N. R. (2007). *Foundations of Physiological Psychology*, New Delhi, India: Pearson India Education Services Pvt Ltd.

ii. Kalat, J.W. (2011). *Biopsychology*, Delhi, India: Cengage Learning India Private Limited.

iii. Pinel, J. (2007). *Biopsychology*, New Delhi, India: Pearson India Education Services Pvt Ltd

iv. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008*).Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

**WEB RESOURCES**

i. https://www.edx.org/course/ap-psychology-course-2-how-the-brain-works
ii. https://ocw.mit.edu/courses/brain-and-cognitive-sciences/9-22j-a-clinical-approach-to-the-human-brain-fall-2006/index.htm
iii. www.mooc-list.com/course/neuropsychology-saylororg

**LEARNING OUTCOMES**

After completion of this subject, the student will be able to:

1. Understand the biological basis of Sleep & Dream and Classify various sleep disorders
2. Illustrate brain development and neuroplasticity
3. Categorize the brain mechanism involved in regulating thirst, hungry and feeding
4. Evaluate and distinguish biopsychology of emotions in relation to stress and ill health
5. Summarize the brain areas associated with learning & memory and illustrate the causes of memory disorders.

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**Part III - Allied Courses**

**Allied paper II: Introduction to Community Psychology** **Subject code: ST32A**

**LEARNING OBJECTIVES:**

1. To outline the fundamentals of Community Psychology in Indian Context.
2. To introduce Psychosocial models that are culturally relevant.
3. To break down the Socio-economic Indicators such as Poverty, unemployment, underemployment etc.,
4. To understand the prime Psychosocial indicators that are evident in the Indian context.
5. To describe the preventive measures that enhance the quality of community.

**Unit 1:** Introduction

Community psychology- nature & Scope, Definition; Core values in community psychology; Role of community psychologist; understanding community; community in India; human diversity in context; applied social psychology in India.

**Unit 2:** Models of Community Psychology

Mental health model; Behavioural model; Organisational model; Ecological model; Social action model; Integration of modern psychology with Indian thought, culture & psychology: culture & perspectives of psychology; Basic Indian values and behavioural disposition in the context of nation's development; Ambiguity of role models and values among Indian youth.

**Unit 3:** Socio-economic indicators:

Definition of social indicators; Population; Poverty; Beggary; Problems of education- Drop outs, education for special groups, rehabilitation, technological impact; unemployment & underemployment.

**Unit 4:** Psycho-social indicators

Human development- family scenario in a developing country and its implication on mental health; Socialisation, family & psychological differentiation; Alcoholism & drug dependence; delinquency & crime; sexual harassment & violence; mental illness & mental health; understanding stress & coping in context.

**Unit 5:** Promotion & Prevention:

Social competence- key concepts; implementing programs; empowerment & citizen participation; Preventive efforts for mental illness- Primary, Secondary & Tertiary; Preventing problematic behaviour & promoting social; competence community and social change; program evaluation & program development.

**REFERENCES:**

1. Shanmugam, T.E. (1988). Community Psychology. Utsav Shanmugam pub.

2. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities, Wadsworth, Cengage Learning: Belmont, CA, USA. 3. Sinha,D., Misra, G., & Dalal A.K. (2015). Psychology in india. New Delhi

4. Orford, J. (2008). Community Psychology: Challenges, Controversies and Emerging Consensus. John Wiley & Sons.

5. Mohanty, A. K., &Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept Pub. Co

6. Zax, M. & Spector, G. A. (1974). An introduction to community psychology. New York: John Wiley & Sons.

7. Henry, N., & Powell, A. (2014). Preventing sexual violence: interdisciplinary approaches to overcoming a rape culture. New York: Palgrave Macmillan.

**WEB RESOURCES:**

1. Community change in public health- www.coursera.org

2. Foundational Skills for community at health – www.coursera.org

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:
1. Paraphrase the core values of community psychology in the Indian context.
2. Assess various socio-cultural psychological models and behaviours of Indian youth.
3. Examine the socio-economic indicators and its impact on development.
4. Estimate the role of human development and family structure on Mental Health.
5.Originate preventive measures and design promotion programmes for better community development.

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**Part IV - Basic Tamil/Advanced Tamil**

அடிப்படைத் தமிழ் - இரண்டாம் பருவம் **Subject code: NLT2D**

பாடத்திட்டத்தின் நோக்கம்

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிறநாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ்நாட்டின் மாநிலமொழியைப் பேசவும் எழுதவும் துணை புரியும்வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் இரண்டாம் பருவத்தில் தமிழ்மொழியிலுள்ள சிறுசிறு இலக்கியப்பகுதிகளைப் படிப்பர். சிறுகதைகள், சுற்றுலாத் தலங்கள், தமிழ் இலக்கியங்களின் வரலாறு ஆகியவற்றைப் புரிந்துகொள்ளும் நோக்கில் பாடத்திட்டம் அமைகிறது.

பாடத்திட்டம்

அலகு **-1.**

நீதி நூல்கள்

1. ஆத்திச்சூடி (1-12), 2. கொன்றைவேந்தன் (1-8), 3. திருக்குறள் (5)
1. அகரமுதல …… (1), 2. செயற்கரிய …… (26), 3. மனத்துக்கண் …… (34),
4. கற்றகசடறக்……. (391), 5. எப்பொருள் ……. (423).

அலகு **- 2.**

நீதிக்கதைகள்

1. பீர்பால் கதை, 2. பரமார்த்த குரு கதை

அலகு **- 3.**

அறிமுகம்

அ. தமிழ் இலக்கிய வரலாறு - இலக்கியங்கள் புலவர்கள்

ஆ.தமிழக வரலாறு - வரலாற்றுச் சின்னங்கள்- சுற்றுலாத் தலங்கள்- அலுவலகப் பெயர்கள்

இ. பழமொழிகள்.

பாடத்திட்டத்தின் பயன்கள்

தமிழ் இலக்கியத்தின் சிறப்பினையும் தமிழ்மொழியின் சிறப்பினையும் மொழி வளத்தையும் அறிந்துகொள்ள உதவுகிறது. தமிழக மக்களின் பண்பாட்டுக் கூறுகளை உணர்ந்து கொள்ளுதல்

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத்தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை. (Reference book not applicable)

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சிறப்புத்தமிழ் – இரண்டாம் பருவம் **Subject code: TLT2D**

பாடத்திட்டத்தின் நோக்கம்

இப்பாடத்திட்டம் பள்ளிகளில் சில வகுப்புகள் வரையில் மட்டுமே தமிழைப் படித்துக் கல்லூரிகளில் பிறமொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தொடக்ககால செய்யுள் முதல் தற்கால புதுக்கவிதைவரை உள்ள ஒரு சில பகுதிகள் அமைந்துள்ளன. அனைத்துக் கால இலக்கியங்களின் தன்மையை உணர்ந்துகொள்ளுதல். தமிழ் இலக்கியப் பகுதியும், தமிழிலக்கிய வரலாற்றுப் பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது.

பாடத்திட்டம்

பாடப்பகுப்பு
I. இலக்கியம்
II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
III. மொழிப்பயிற்சி

அலகு **- 1**

கட்டுரை

1. பெண்ணின் பெருமை-திரு.வி.க

அலகு **-2.**

செய்யுள்

1. புறநானூறு - அ. கெடுக சிந்தை-ஓக்கூர் மாசாத்தியார்,

ஆ. ஈன்று புறந்தருதல் - பொன்முடியார், இ. யாதும் ஊரே -கனியன் பூங்குன்றனார்

ஈ. திருக்குறள் - வான்சிறப்பு முழுமையும்

உ. சிலப்பதிகாரம் - மங்கல வாழ்த்துப்பாடல்

ஊ. திருவாசகம் - வேண்டத்தக்கது

எ. திருவாய்மொழி -உயர்வற

ஏ. இரட்சண்ய யாத்ரிகம் (சிலுவைப்பாடு)-பாடல்எண்-1,3.4

ஐ. சீறாப்புராணம் - வானவர்க்கும்

ஒ. பாரதியார்- நல்லதோர் வீணை

அலகு **-3.**

இலக்கிய வரலாறு

பாடம் தழுவிய இலக்கிய வரலாறு

அலகு **-4.**

மொழிபெயர்ப்பு

ஆங்கிலப்பகுதியைத் தமிழாக்கம் செய்தல்

பாடத்திட்டத்தின் பயன்கள்

1. தமிழ்மொழி, தமிழ் இலக்கியத்தின் தொன்மையை அறிதல்.
2. தமிழ் மக்களின் பண்பாட்டைக் காலவாரியாக உணர்ந்துகொள்ளுதல்.
3. மொழிபெயர்ப்புத் துறையிலும் செயலாற்றமுடியும்

பாடநூல்
தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை. (Reference book not applicable)

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**NME Courses – HTML lab** **Subject code: SE523**

**LEARNING OBJECTIVE**

This course introduces to the programming in HTML

**SYLLABUS**

LIST OF EXERCISES:
1. Write a script to create an array of 10 elements and display its contents.
2. Create a simple calculator using form fields. Have two fields for number entry and one field for the result. Allow the user to be able to use plus, minus, multiply and divide.

3. Create a document and add a link to it. When the user moves the mouse over the link, it should load the linked document on its own. (user is not required to click on the link)
4. Create a document which opens a new window without a toolbar, address bar or a status bar that unloads itself after one minute.
5. Design an HTML page that includes document structure tags, title, line break, multiple headings and link to e-mail address.
6. Create an HTML file which is the main page with an image and some text messages along with hyperlinks which is linked to various pages. The navigation should be such that the links take you to the appropriate page and then back to the main page.
7. Create a HTML page to demonstrate the usage of Frames. Choose the content of the page on your own.
8. Design an application for pay slip through HTML forms.

**LEARNING OUTCOME**

To implement modern Web pages with HTML

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**Professional English (English for Arts & Social Sciences –II)** **Subject code: PZ1AB**

**LEARNING OBJECTIVES**

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges to,

1. Develop their competence in the use of English with particular reference to the workplace situation.
2. Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
3. Develop their competence and competitiveness and thereby improve their employability skills.
4. Help students with a research bent of mind develop their skills in writing reports and research proposals.

**SYLLABUS**

**Unit 1**- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics -(TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

**Unit 2 -** Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements ( on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

**Unit 3**- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills) Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area)

Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

**Unit 4 -** Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. https://www.youtube.com/watch?v=tpvicScuDy0)

Speaking: Making oral presentations through short films – subject based

Reading: Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

- Creating web pages, blogs, flyers and brochures (subject based)

- Poster making – writing slogans/captions(subject based)

**Unit 5**- Workplace Communication & Basics of Academic Writing

Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing

Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

**LEARNING OUTCOMES:**

At the end of the course, learners will be able to,

1. Attend interviews with boldness and confidence.
2. Adapt easily into the workplace context, having become communicatively competent.
3. Apply to the Research &Development organisations/ sections in companies and offices with winning proposals.

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**SEMESTER III**

**Part I - Foundation Course - Tamil & other Languages**

**Language Paper – III**

பொதுத்தமிழ் - **III** மூன்றாம் பருவம் **Subject Code: LA13A**

பாடத்திட்டத்தின் அறிமுகம்

சைவம், வைணவம், கிறித்துவம், இசுலாமியம், சித்தர்கள் ஆகிய சமயம் சார்ந்த இலக்கியங்கள் பாடங்களாக வடிவமைக்கப்பட்டுள்ளன. மேலும் சிற்றிலக்கியங்களில் ஒருசில பகுதிகளும் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் பாடமாக அமைந்துள்ளன. மொழிப்பயிற்சியும் இடம்பெற்றுள்ளது.

பாடத்திட்டத்தின் நோக்கம்

மக்களுக்குரிய வாழ்வியல் நெறிமுறைகளையையே பல சமய இலக்கியங்களும் போதிக்கின்றன என்பதை உணர வைத்தல். பக்திக்கும் அன்றாட வாழ்வியலுக்கும் உள்ள தொடர்பினைப் புரிய வைத்தலே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

சிற்றிலக்கியங்களின் வகைகளையும் யாப்பின் புது வடிவங்களையும் தெரிந்துகொள்ள செய்தல். சிற்றிலக்கிய காலத்தின் பாடுபொருளின் மாற்றத்தை உணரவைத்தல். இறைப்பணியோடு மக்கள் பணி செய்த இறையடியார்களை அடையாளம் காட்டுவதும் இதன் தலையாய நோக்கமாகும்.

தமிழ் மொழியில் சொற்களின் பொருள்கள் காலத்திற்குக் காலம் மாறுபடும் தன்மையினைப் புரியவைத்தல். ஒரு சொல்லுக்கு பல பொருள்கள் காணப்படுவதை உணர வைத்தல். இதன் மூலம் மொழி பயன்பாட்டுக்குச் சொல்வளம் தேவை என்பதை உணர்த்துதல்.

இலக்கிய வரலாற்றைக் கற்பிப்பதன் வாயிலாக இலக்கியத் தோற்றப்பின்னணி அறிந்துகொள்ள செய்தல். இவையே இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

பாடப் பகிர்வு

I. இலக்கியம்
II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
III. மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

அலகு **I**

1. காரைக்கால் அம்மையார் – அற்புதத் திருவந்தாதி (பிறந்து மொழி எனத் தொடங்கி 5 பாடல்கள்)
2. தேவாரம் – திருஞானசம்பந்தர் – திருத்தில்லை பதிகம் 'கற்றாங்கு' எனத் தொடங்கி 11 பாடல்கள்
3. திருநாவுக்கரசர் – மாசில் வீணையும் எனத் தொடங்கி 10 பாடல்கள்
4. சுந்தரர் – பித்தா பிறை சூடி எனத் தொடங்கி 10 பாடல்கள்
5. மாணிக்கவாசகர் – திருப்பள்ளியெழுச்சி 10 பாடல்கள்

அலகு **2**

1. ஆண்டாள் – நாச்சியார் திருமொழி – ஏழாம் பத்து
2. பொய்கையாழ்வார் – முதல் பாடல் (முதல் திருவந்தாதி)
3. பூதத்தாழ்வார் – முதல் பாடல் (இரண்டாம் திருவந்தாதி)
4. பேயாழ்வார் – முதல் பாடல் (மூன்றாம் திருவந்தாதி)
5. நம்மாழ்வார் – முதல் பத்து – நான்காம் திருமொழி முதல் 5 பாடல்கள்

அலகு **3**

1. தாயுமானவர் – பைங்கிளி கண்ணி (5 கண்ணிகள்)
2. வள்ளலார் – திருவருட்பா – பிள்ளைச் சிறு விண்ணப்பம் (1-5)
3. அருணகிரிநாதர் – விநாயகர் துதி – "நினது திருவடி.." எனத் தொடங்கும் 5 ஆம் பாடல்

அலகு **4**

1. சித்தர் பாடல்கள் – திருமூலர் – திருமந்திரம் (270,271,274,275,285)
2. குணங்குடி மஸ்தான் - பராபரக்கண்ணி
3. வேதநாயகம் பிள்ளை – தாய் தந்தையர் வணக்கம் 25-32 வரிகள் (பெண்மதி மாலை)

அலகு **5**

1. முத்தொள்ளாயிரம் – ஏற்கனவே உள்ள பகுதி
2. தமிழ்விடுதூது – முதல் 16 கண்ணிகள்
3. நந்திக்கலம்பகம் – ஏற்கனவே உள்ள பகுதி (61, 96, 100, 105, 110)

**II** தமிழிலக்கிய வரலாறு

1. பக்தி இலக்கியம் (சைவம், வைணவம், சித்தர்கள், இஸ்லாம், கிறித்துவம்)
2. சிற்றிலக்கியங்கள்

**III** மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

ஒரு பொருள் குறித்த பலசொல், பலபொருள் குறித்த ஒரு சொல், பிறமொழிச் சொல் நீக்கல், அலுவலகக் கடிதம் வரைதல், தமிழில் மொழி பெயர்த்தல்

பாடத்திட்டத்தின் பயன்கள்

தமிழில் காணப்படும் அனைத்துச் சமய இலக்கியங்களும் வாழ்க்கைக்குரிய நல்ல விழிகாட்டியாக விளங்குகின்றன. இறைபக்தியின் இன்றியமையாமை உணர்த்துதல்.

சமயச் சான்றோர்கள் தமிழ் மொழிக்கு ஆற்றியுள்ள பங்களிப்புகளை அறிந்து கொள்ளுதல்.

நாயன்மார்களும் ஆழ்வார்களும் தங்கள் புலமையினால் பாசுரங்களைப் படைத்ததோடு நில்லாமல் இசையோடு இசைத்துள்ளமையால் இசையின் தொன்மையினை அறிதல். கிறித்தவ இலக்கியமும் இசுலாமிய இலக்கியமும் தமிழ் மரபில் தோன்றித் தமிழ் மொழிக்குச் சிறப்பு செய்கிறது என்பதைப் புரிந்துகொள்ளுதல்.

பக்தி இலக்கியங்களின் வழி மனதை மேம்படுத்துதலும் வாழ்வியல் முறைகளைப் புரிய வைத்தலுமே இப்பாடத்திட்டத்தின் பயன் ஆகும். மொழிப்பயிற்சியினால் புதுப்புது சொற்களைப் பயன்படுத்த தூண்டுதல்.

தமிழ் இலக்கிய வரலாற்றுப்பகுதி போட்டித்தேர்வுக்கு உறுதுணையாக விளங்குதல் ஆகியவையே பயன் ஆகும்.

பாடநூல்:

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I பொதுத்தமிழ்- மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது. தாள் -I - செய்யுள் திரட்டு

Foundation Course - Part - Tamil - For III & IV Semesters; Common to all undergraduate courses and Five Year Integrated postgraduate courses. 2021 - 2022 onwards.

- தமிழ் இலக்கிய வரலாறு – பாடம் தழுவிய இலக்கிய வரலாறு
- மொழிப்பயிற்சி

**Reference book**

தமிழ் – பகுதி 1 –சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

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# Hindi -III

**Subject Code: CLE3H**

**Paper III Ancient Poetry and Introduction to Hindi Literature** (Upto ReetiKaal)

**LEARNING OBJECTIVES**

1. Describe the beginning stage of Hindi literature in the development of Hindi language.
2. Describe the influence of the Mughal dynasty on Indian culture and the poetic skill of Indian poets.
3. Understand the importance of Bhakthikaal in bringing unity in diversity.
4. Describe the History of Hindi literature
5. Describing the role played by poets of Aadhikaal, Bhakthi Kaal and Reethi Kaal for the development of Hindi literature and the society.

**Ancient Poetry -**

Prescribed Text Book **:** Selections in Poetry (2007); University Publications, University of Madras .

Lessons Prescribed :

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Surdas - Bramargeet Saar only
3. Tulasidas – Vinay ke Pad only
4. Meera Bai – Pad only
5. Thiruvalluvar (Dharmakaand only)

6. Biharilal ( Dohas 1 to 5 )

Introduction to Hindi Literature (up to Reethikaal)

Lessons Prescribed :

- Literary Trends of Veeragatha Kaal (Aadikaal) - Important poets : Chand Baradai 2. Vidhyapathi and their Works
- Literary Trends of Bhakthi Kaal – Important Poets : 1. Kabirdas 2. Joyasi 3. Tulasidas 4. Surdas and their works
- Literary Trends of Reethikaal – Important Poets : 1. Bihari 2. Bhushan 3. Ghananand

**Reference Books:**

1.Hindi Sahithya Ka Itihas

By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.

2.Hindi Sahithya Yug Aur Pravrithiya

By: Dr. SivakumarVarma, Asok Prakashan Nayi Sarak, New Delhi – 6

3.Hindi Sahithya ka Sybodh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller,Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

**SYLLABUS**

**UNIT –I**

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Literary Trends of Veeragatha Kaal (Aadikaal)
3. Chand Baradai and his Works
4. Vidhyapathi and his works

**UNIT - II**

1. Surdas - Bramargeet Saar
2. Literary Trends of Bhakthi Kaal
3. Gyan Margi Shakha
4. Important Poet : 1. Kabirdas

**UNIT - III**

1. Tulasidas – Vinay ke Pad only
2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha
3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha
4. Important Poets – 1. Joyasi and 2. Tulasidas

**UNIT - IV**

1. Meera Bai – Pad only
2. Tiruvalluar (Dharmakaand only)
3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
4. Important Poet – Surdas

**UNIT - V**

1. Biharilal ( Dohas 1 to 5 )
2. Literary Trends of Reethikaal
3. Important Poet : Bihari and his works
4. Bhushan and his works and Ghananand and his works

**LEARNING OUTCOMES:**

1. Understanding the role played by the poets of Bhakthi cult in literature and society.
2. Describing the Ram leela and Krishna leela poetry by Thulsidas, Surdas and Meerabai respectively by relating it with philosophy of life.
3. Knowledge about the influence of Rama Bhakthi and Krishna Bhakthi in Indian Religion and literature.
4. Knowledge about Idol worship concepts and the influence of it in the development of Indian culture and Patriotic spirit.
5. Knowledge about the Aadhikaal of its architect skill, Reethikall of its shringar ras. Knowledge about the Idol less worship and Prem Marga cult of literature.
6. Knowledge about the History of Hindi Literature upto Reethi Kaal.

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# French-III

**Subject Code: CLK3V**

Title of the Paper: Translation, Comprehension and Grammar- I

**LEARNING OBJECTIVES:**

In teaching French we aim to

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French

3. Discover another world, another people, another way of life.
4. Make them more accepting of people who differ from them.

Prescribed textbook: K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, SamhitaPublications-Goyal Publisher & Distributors Pvt Ltd, 2017

**SYLLABUS:**

Grammar components :

- ★ Les pronoms relatifs
- ★ Le passé composé
- ★ L'imparfait
- ★ Le plus-que-parfait
- ★ Le subjonctif
- ★ Le conditionnel
- ★ La comparaison

**Texts :**

- ★ Les feuilles mortes
- ★ Le vrai père
- ★ Nos études
- ★ Demain des l'aube
- ★ Par une journée d'été
- ★ Une visite inattendue
- ★ L'hiver
- ★ Le librairie

**LEARNING OUTCOMES**

Learners are able

1. to comprehend and express themselves well
2. to have an interest to look into another world
3. to improve communication skills
4. to perform well in the University Exams

Recommended text - Not applicable

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**<u>Part II – Foundation English courses</u>**

**Language through Literature- I** **Subject Code: LZ13B**

**LEARNING OBJECTIVES**

1. To stimulate interest in acquiring basic skills.

2. To use as a medium to teach grammar, writing mechanics and thinking skills.

3. To engage in self-assessment activities for self-development.

4. To identify parts of speech, vocabulary, sentence structure and use them properly.

5. To interpret the key ideas and terms and express them through a persuasive essay.

**SYLLABUS**

| Theme | Text | English Language Skills |
|---|---|---|
| **Unit - I** Prose 15 Hours (including all worksheets to be done in class in the textbook) | | |
| Ethics | 1.1 Humanities vs Sciences S. Radhakrishnan -<br><br>Worksheet 1.1 | Vocabulary skills<br>★ Etymology<br>★ Etymological derivation of words<br>Grammar skills<br>★ Tenses<br>★ The simple present vs the present continuous tense<br>★ The simple past vs present perfect tense |
| Learning | 1.2 Wings of Fire (An Extract) A. P. J. Abdul Kalam -<br><br>Worksheet 1.2 | Vocabulary skills<br>★ One-word substitutes / meanings of expressions<br>Grammar skills<br>★ Combining sentences |
| Society | 1.3 On the Rule of the Road A. G. Gardiner<br><br>Worksheet 1.3 | Vocabulary skills<br>★ Some literary devices<br>★ Word association<br>Grammar skills<br>★ Error identification<br>★ Types of questions: Wh- and Yes/No |
| **Unit - II** Poetry 12 Hours (including all worksheets to be done in class in the textbook) | | |
| Human Values | 2.1 Leisure W. H. Davies<br><br>Worksheet 2.1 | Vocabulary skills<br>★ Content words and function words<br>★ Compound words<br>Grammar skills<br>★ Punctuation |

| | | |
|---|---|---|
| | | ★ Use of punctuation marks<br>★ Conversion of sentences<br>- Active and passive voice<br>- Reported speech |
| Science | 2.2 The Secret of the Machines Rudyard Kipling -<br><br>Worksheet 2.2 | Vocabulary skills<br>★ Commonly confused words<br>★ Prefixes and suffixes<br>★ Negative prefixes<br>Grammar skills<br>★ Conversion of word class |
| Environment | 2.3 Water Ralph Waldo Emerson<br><br>Worksheet 2.3 | Vocabulary skills<br>★ Homophones<br>★ Homonyms<br>★ Homographs<br>Grammar skills<br>★ Gerunds<br>★ Participles |
| Sports | 2.4 Casey at the Bat Earnest Lawrence Thayer<br><br>Worksheet 2.4 | Vocabulary skills<br>★ Completing words<br>Grammar skills<br>★ Phrasal verbs |
| Satire | 2.5 Very Indian Poem in Indian English Nissim Ezekiel<br><br>Worksheet 2.5 | Vocabulary skills<br>★ Metonymy<br>Grammar skills<br>★ Integrated grammar activities<br>★ Cloze test |
| **Unit - III** Short Story 15 Hours (including all worksheets to be done in class in the textbook) | | |
| Attitude | 3.1 Witches' Loaves O. Henry<br><br>Worksheet 3.1 | Pronunciation<br>★ Tongue twisters<br>★ Pronouncing words of foreign origin<br>★ Using a dictionary to understand pronunciation |
| Fantasy | 3.2 The Country of the Blind H. G. Wells<br><br>Worksheet 3.2 | Writing skills<br>★ Descriptive writing<br>★ Narrative writing<br>★ Writing long essays |

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|---|---|---|
| Humour | 3.3 The Boy Who Broke the Bank Ruskin Bond<br><br>Worksheet 3.3 | Writing skills<br>★ Converting a story into a play |
| Social Justice | 3.4 The Squirrel Ambai<br><br>Worksheet 3.4 | Writing skills<br>★ Filling forms<br>★ Letter writing |
| **Unit - IV** Non-fiction 14 Hours (including all worksheets to be done in class in the textbook) | | |
| Artificial Intelligence | 4.1 AI and Literature: The Muse in the Machine John Thornhill<br><br>Worksheet 4.1 | Writing skills<br>★ Writing blogs<br>★ Creating vlogs |
| Social Media | 4.2 Facebook Is Making Us Miserable Daniel Gulati<br><br>Worksheet 4.2 | Writing skills<br>★ Writing emails |
| Culture | 4.3 One World One Culture Kenneth J. Pakenham, Jo McEntire, Jessica Williams<br><br>Worksheet 4.3 | Writing skills<br>★ Résumés<br>★ Cover letters<br>★ Format of a cover letter<br>Speaking skills<br>★ Introduction to job interviews |
| Food and Nutrition | 4.4 Portion Size is the Trick!!! Ranjani Raman<br><br>Worksheet 4.4 | Writing skills<br>★ Argumentative Essays |
| **Unit - V** Scenes from Shakespeare 14 Hours (including all worksheets to be done in class in the textbook) | | |
| Human Nature | 5.1 The Merchant of Venice [Act IV, Scene I; Lines -170–419]<br><br>Worksheet 5.1 | Writing skills<br>★ Recreating a court scene<br>★ Role play |
| | 5.2 Henry IV Part I [Act II, | Writing skills |

| | | |
|---|---|---|
| | Scene 4]<br><br>Worksheet 5.2 | ★ Creating a webpage |

Formative Assessment 05 Hours (Unit-end assessment tasks given in the textbook to be done, detached and submitted for evaluation)

Text – CONFLUENCE by Cambridge University Press India Private Limited

**LEARNING OUTCOMES**

After completing the course, the students will be able to

1. Strengthen contextual understanding of the language through texts.
2. Apply the language skill in different types of activities such as group discussions, comprehension and creative writing.
3. Shows improvement in writing sentences by changing their forms and using them appropriately.
4. Reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in content.
5. Attempt the different kinds of writing- essays, emails, blogs, resumes etc.

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**Part III - Core Courses**

**Core paper V: Developmental Psychology - I** **Subject code: ST23A**

**LEARNING OBJECTIVES**

1. To introduce the various stages of birth.
2. To outline the stages, characteristics of infancy and babyhood.
3. To synthesize the dynamics, nuances of early and late Childhood.
4. To depict the various developmental stages across the life span.

**Unit I:** Conception Through Birth

Meaning of developmental changes – Significant facts about development – Developmental stages – Developmental Issues – Conception of Age.Characteristics of the Prenatal Period – How Life begins – Importance of Conception – Periods of Conception – Periods of Prenatal development – Stages of childbirth - Types of childbirth – Attitudes of significant people - Prenatal hazards & complications of low birth weight.

**Unit II:** Infancy

Characteristics of Infancy, developmental tasks- Major adjustment of Infancy – Conditions influencing adjustment to Postnatal life – Characteristics of the Infant – Hazards of Infancy.

**Unit III:** Babyhood

Characteristics of Babyhood – Developmental tasks of babyhood – Physical development – Physiological development – Muscle Control – Speech development – Emotional behavior – Socialization – Interest in Play – Development of Understanding – Beginnings of Morality – Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness.

**Unit IV:** Early Childhood

Characteristics of Early Childhood – Developmental tasks – Physical development – Physiological habits – Skills of Early Childhood – Improvement in Speech – Emotions – Socialization – Play – Development of Understanding – Moral development – Common Interests – Sex-role Typing – Family Relationship – Personality development – Hazards and Happiness.

**Unit V:** Late Childhood

Characteristics of Late Childhood – Developmental tasks – Physical development – Skills – Speech improvement – Emotions and Emotional Expressions – Social groupings and social behaviour – Play interest and activities – Increase in Understanding – Moral attitudes and behaviour – Interests – Sex-role Typing – Changes in Family relationships – Personality Changes – Hazards and Happiness.

**REFERENCES:**

1. Hurlock, E. (1980). Developmental psychology.New Delhi, India: Tata McGraw Hill Publishing Co.

2. Santrock, J. W. (1999). Lifespan development, New York, NY: McGraw Hill.

3. Berndt, T.J. (1997). Child development, Madison, WI: Brow & Benchmark Publishers.

4. Papalia, D.E., &Olds, S.W. (1994). Human development, New York, NY: Tata McGraw Hill.

5. Berk, C. L. (1996). Child development, New Delhi, India: Prentice- Hall of India (Pvt) Ltd.

**WEB RESOURCES**

1. https://www.mooc-list.com/tags/developmental-psychology

2.https://www.coursera.org/learn/developmental-psychology

3. https://www.edx.org/course/introduction-to-developmental-psychology

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. State the developmental stage of conception through birth

2. Describe the developmental stage of infancy and babyhood

3. Restate the various developmental process of early and late childhood

4. Associate various Developmental stages of socialization, family relations and personality development.

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**Core paper VI: Experimental Psychology** **Subject code:**

**LEARNING OBJECTIVES:**

1. To extend the concepts of distraction, division and span of attention.
2. Compare and contrast the different errors of perception.
3. To compare divergent concepts in learning through knowledge of results.
4. To correlate the relationship between motivation and aspiration.
5. To illustrate various types of emotions.
6. To introduce the concept of motor dexterity.
7. To imbibe multiple IQ assessments.

**SYLLABUS - CONCEPTS:**

1. Attention

2. Perception

3. Learning

4. Motivation & Emotion

5. Psychomotor abilities

6. Intelligence tests

- A minimum of 10 experiments should be conducted in the first and second semester.

- At least one experiment from each concept should be chosen.

**List of Psychological Equipments in the Laboratory**

(For Experimental Psychology in Semester III)

| S.. No | Name of the Assessments | Description |
|---|---|---|
| | | |
| | **INTELLIGENCE** | |
| 1 | Bhatias Battery of Performance Test of Intelligence | This is a performance test of intelligence and consists of a battery of 5 Sub-tests, namely: Koh's Block Design Test, Pass-along Test, Pattern Drawing Test, Immediate Memory, and Picture Construction Test. |
| | **ATTENTION** | |
| 2 | Division of attention | The effect of divided attention on the performance can be studied in the laboratory using this instrument. This Electrical wooden instrument top has two different patterns (a triangle & a circle) with a grove. The subject can trace the path with the stylus provided. A set of reset type impulse counters which are electrically connected will record the number of traces made by the subject. |
| 3 | Distraction of attention | Experimentally auditory distraction on the performance of a task can be demonstrated using this instrument. This electrical box consists of two sides i.e. subject side and the experimenter side and a screen in between. The Experimenter's side will have two control switches and a light. The subject side will have two switches, a light and a buzzer. Both the visual stimulus (light) and the auditory stimulus (buzzer) can be presented by operating the switches from both the sides. This instrument can also be used to conduct the experiments to understand mental processes in estimation of time interval/Time Perception. |
| 4 | Knox Cube test | One set of 56 wooden 1" x 1" x 1" painted wooden cubes to be used to test the level of attention and concentration. |
| | **PSYCHOMOTOR ABILITIES** | |
| 5 | Finger Dexterity Board | Finger dexterity refers to dexterity for handling tiny objects using fingers. Finger dexterity board is a wooden board with a tray on one side and a metallic plate with 100 equal sized holes (to insert one pin at a time) on the other side. Small pins are provided with fingers. |
| | **LEARNING** | |

| | | |
|---|---|---|
| 6 | Human Maze Learning T-Shape (Electrical) with Manual & Response Sheet | A wooden T Shaped maze with a path and the subject has to trace the path using her finger. |
| 7 | Concept formation blocks | Concept Formation Blocks Based on Haffman and Kaisenien Test of Concept Formation: Concept formation for Height, Size, Shape and Color. It is a performance type test. |
| 8 | Concept formation cards | It is a set of cards used to demonstrate the process of concept formation for geometrical designs and non-sense syllables. |
| | **EMOTIONS & MOTIVATION** | |
| 9 | Judging emotions using Photograph | Based on Illustrations and Photographs the subjects have to judge the emotions depicted. This helps to understand the social interactions that the subject has. |
| | **PERCEPTION** | |
| 10 | Stroop effect test | The 'Stroop' effect is one example of cognitive inhibition and the hypothesis of parallel processing. Parallel processing involves interpreting a stimulus input at different levels, resulting in inhibition in cognitive process. This process of cognitive inhibition can be experimentally demonstrated using the 'Stroop Effect Test'. This test consists of two lists of words. The list 'A' has names of colors printed in the corresponding color. Wherein list ' B' has names of colors printed in a different color. The subject has to name the color in which the word is printed and not the word while reading both the lists but separately. A key for the correct responses is also provided. |

**REFERENCES:**


1. Wood Worth and Scholerberg. (2018). Experimental psychology. New Delhi: Oxford & IBH publishing Co.

2. Postman and Egan (1960). Experimental psychology. New York: Harper and Row.

3. Anastasi, A and Urbina, S. (2002). Psychological testing. New Delhi: Pearson Education.

4. Cohen, R, J and Swerdlik, M, E. (2010). Psychological testing and Assessment: An Introduction to Tests and Measurement. Boston: Mcgraw-Hill Higher Education.

5. Harris, P. (2002). Designing and Reporting Experiments in Psychology.Buckingham: Open University Press.

6. Myers, Anne. Hansen, Christine. (2011) Experimental Psychology. Wadsworth Publishing.

7. Francis, G. and Neath, I. (2015). Introduction to Psychology, Cengage Learning.

**WEB RESOURCES:**

1. The beginners guide to personality psychology: Big five traits – www.udemy.com

**LEARNING OUTCOMES:**

1. Experiment the effect of distraction, division and span of attention.
2. Illustrate the factors involved in errors of perception.
3. Demonstrate the concepts of transfer of learning, trial and error learning, insight learning and learning through the knowledge of results.
4. Associate to one's own level of aspiration and achievement motivation.
5. Interpret various emotional patterns in oneself and others.
6. Illustrate the use of the motor-skills in manual and tweezer dexterity.
7. Conduct assessment of IQ levels.

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**Part III - Allied Courses**

**Allied paper III: Statistics in Psychology** **Subject code: ST33A**

**LEARNING OBJECTIVES**

1. To introduce the importance of statistics in Psychology, explaining the different levels of measurement and methods of organizing data in statistics.
2. To find out and make use of central tendency and variability.
3. To understand and illustrate the concepts of normal distribution, its importance and to

draw the correlation of the data.

4. To explain the significance of hypothesis testing and the use of inferential statistics.
5. To acquaint students with non-parametric methods in statistics.

**SYLLABUS**

**Unit I:** Introduction to Statistics

Meaning of statistics-Importance of Statistics in Psychology –Parameters and Estimates-Descriptive Statistics- Inferential Statistics-Variables and their types; Levels of measurement: Nominal Scale- Ordinal Scale- Interval Scale- Ratio Scale; Frequency tables: Making a Frequency Table -Frequency tables for Nominal Variables- Grouped Frequency Tables, Frequency Graphs: Histogram, Frequency Polygon.

**Unit II:** Central Tendency and Variability

Central Tendency: The Mean- from Frequency Distributions - Assumed Mean Method-Properties of Mean. Median – Calculation of Median from Ungrouped data- Calculation of Median from a Frequency Distribution. The Mode- Calculation of Mode in a Frequency Distribution. Comparison of Mean, Median and Mode- Guidelines for the Use of Central Tendencies.

Variability: the Range- Calculation of Range- the Average Deviation- Calculation of the Average Deviation. The Semi Interquartile Range- Calculation of Q1, Q3 and Quartile Deviation. The variance and the Standard Deviation- Methods of Calculating the Variance and the Standard Deviation from Ungrouped data- Calculation of Standard Deviation from Grouped data- Calculation of Standard Deviation from Assumed Mean.

**Unit III:** Normal Distribution and Correlation

The Normal Distribution: Properties of the Normal Curve- Areas under the Normal Curve-Importance of Normal Distribution- Skewness- Kurtosis- Importance of measures of Skewness and Kurtosis. The Correlation: the Concept of Correlation- the Scatter Plot- the Product Moment Correlation- Calculation of Product Moment Correlation- Spearman's Rank-Difference Correlation Co-efficient- Properties of Correlation Co-efficient.

**Unit IV:** Hypothesis Testing and Inferential Statistics

Hypothesis Testing: the Core logic of Hypothesis Testing –the Hypothesis Testing Process-One Tailed and Two Tailed Hypothesis Tests. Decision Errors: Type I Error- Type II Error, Inferential Statistics: t' Tests- the t' test for a Single Sample- the t' test for a Dependent Means- Assumptions of Single Sample and the t' Test for a Dependent Means. The t' test for Independent Means: the Distribution of Differences between Means- Hypothesis Testing with a't' test for Independent Means.

**Unit V:** Non-Parametric Methods

The Chi-Square: Degrees of Freedom- Test of the Hypothesis of Normality- Calculation of the Chi-Square for 2x2 tables- Yates' Correction for Continuity- Assumptions of the Chi Square test, The Non-parametric Methods: Sign test- Assumptions and Uses of Sign Test- the Median Test- Run Test- the Kolmogrov and Smirnov Two Sample test- Precautions of the use of the Non-parametric tests.

**REFERENCES**


1. Howell, D. (2012). *Statistical method for psychology*. Delhi, India: Cengage Learning.
2. Agresti, A., &Finlay, B. (2013). *Statistical methods for the social sciences*. Hoboken, NJ: Pearson Education
3. Aron, A., Aron, E. N., & Coups, E. J. (2006). *Statistics for psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
4. Heiman, G. (2013). *Basic statistics for the behavioral sciences*. Belmont, CA: Cengage Learning.
5. Bear, G., King, B.M., & Minium, E. W. (2008). *Statistical reasoning in psychology and education*. Bengaluru, India: Wiley India Private Limited.
6. Gupta, S.P. (1999). *Statistical methods*.. New Delhi, India: Sultan Chand & Sons
7. Garrett, H. E. (2006): *Statistics in psychology and education*. New Delhi, India: Paragon International Publishers.


**WEB RESOURCES**

1. http:/www.edx.org/learn/statistics

**LEARNING OUTCOMES:**

After completion of the subject, the students will be able to:

1. Categorize the different levels of measurement and methods of organizing data in statistics
2. Devise the use of mean, median, mode and variability
3. Illustrate and apply the concepts of normal distribution
4. Find out correlation
5. Test for significance in hypothesis testing
6. Select and utilize appropriate non-parametric statistics

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**Part IV - Soft Skills** **Subject code: TSSE1**

**Computing Skills Level 1 (Practical)**

**LEARNING OBJECTIVE**

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

**SYLLABUS**

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

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

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

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

**Unit 5:** Networking - Internet explorer; www – working, browsing, searching, saving; bookmark – features, favorite, create, delete ; printing webpage; email – creating, receiving, reading and sending messages

Note – Unit 2 -5 are to be taught as practical with hands on experience

**REFERENCES**

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

Examinations :

1. Sessional tests could be based on Theory and practical
2. End semester is based on practical examination only

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**SEMESTER IV**

**Part I - Foundation Course - Tamil & other Languages**

**Language Paper – IV**

பொதுத்தமிழ் - IV நான்காம் பருவம் **Subject Code: LA14A**

பாடத்திட்டத்தின் அறிமுகம்

இரட்டைக் காப்பியங்கள், இதிகாச காப்பியம், புராணம், கிறித்துவ காப்பியம், இசுலாமிய காப்பியம், சிற்றிலக்கியங்கள் ஆகியவற்றிலிருந்து தேர்ந்தெடுக்கப்பட்ட பகுதிகள் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் மொழிப்பயிற்சியும் பாடங்களாக இடம்பெற்றுள்ளன.

பாடத்திட்டத்தின் நோக்கம்

காப்பியங்கள் தோன்றிய வரலாற்றுப் பின்னணியையும் வாழ்க்கைக் கூறுகளையும் கற்பதால் கலை இலக்கியங்களின் வேறுபாட்டை உணர வைத்தல்.

கற்பனை வளமும் சிந்தனைத்திறமும் இலக்கியச்சுவையும் உடைய நீண்ட புனைவே காப்பியங்கள். இத்தகைய இலக்கியங்களின் செழுமையையும் புலவர்களின் திறமையும் சமய அறக்கோட்பாடுகளையும் எடுத்துரைப்பதே இதன் நோக்கமாகும்.

காப்பிய இலக்கியங்கள் தமிழகத்துக்கும் தமிழ்மொழிக்கும் தமிழ் பண்பாட்டிற்கும் ஏற்ற வகையில் அமைந்துள்ளமையை விளக்கிக் கூறுதல்.

சிற்றிலக்கியங்கள் பாடுபொருளுக்கேற்ப படைக்கப்பட்டுள்ளமையை உணரவைத்தல். இவை சார்ந்த இலக்கிய வரலாற்றினைக் கூறுவதும் இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

மொழிப்பயிற்சியில் துறைசார் கலைச்சொற்களை அறிமுகப்படுத்திப் புதிய கலைச்சொற்களை உருவாக்க வைத்தல். ஒவ்வொரு மாணவர்களும் தங்கள் சிந்தனைகளை வெளிகொணரும் வகையில் சிறுகதை, புதுக்கவிதை போன்றவற்றைப் படைக்கத் தூண்டுதல். இதுவே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

பாடப் பகிர்வு –

I இலக்கியம்

II அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III மொழித் திறன்

அலகு **1**

1. சிலப்பதிகாரம் – ஊர் காண் காதை ( முழுமையும்)
2. மணிமேகலை – பாத்திர மரபு கூறிய காதை (முழுமையும்)

அலகு **2**

1. சீவக சிந்தாமணி – ஏமாங்கத நாட்டு வளம் 10 பாடல்கள் மட்டும்
2. சூளாமணி – 5 பாடல்கள் (நாட்டுச் சருக்கம், நகரச் சருக்கம், தூது சருக்கம், கல்யாணச் சருக்கம், சுயம்வரச் சருக்கம்)

அலகு **3**

1. கம்பராமாயணம் – குகப்படலம்
2. பெரியபுராணம் – மெய்ப்பொருள் நாயனார் புராணம்

அலகு **4**

1. சீறாப்புராணம் - உடும்பு பேசிய படலம் (முழுமையும்)
2. தேம்பாவணி – வளன் சனித்த படலம் (முழுமையும்)

அலகு **5**

1. மீனாட்சியம்மை பிள்ளைத் தமிழ் – சப்பாணி பருவம் – 5 பாடல்கள்
2. திருக்குற்றாலக் குறவஞ்சி - மலைவளம்

**II** இலக்கிய வரலாறு

1. காப்பிய இலக்கியங்கள்
2. சிற்றிலக்கியங்கள்
3. இஸ்லாமிய இலக்கிய வரலாறு
4. கிறித்துவ இலக்கிய வரலாறு

**III** மொழித் திறனறிதல்

i. கலைச்சொற்கள்
ii. படைப்பு – சிறுகதை (அ) புதுக்கவிதை

பாடத்திட்டத்தின் பயன்கள்

தனிப்பாடல்களாக இருந்த இலக்கிய வகை நீண்ட நெடிய செய்யுள்களால் மாறிய மரபு வேறுபாட்டை உணர வைத்தல். தமிழ்க் காப்பியங்கள் வாயிலாகப் பழந்தமிழகத்தின் பழமையான புனைவுகள் பற்றி அறிதல். மேலும் அக்கால மக்களின் வாழ்வு, சமயம், அரசியல், பண்பாடு போன்றவை தெரிந்து கொள்ளுதல். பழந்தமிழகத்தின் இயற்கைச்சூழல், காலநிலை ஆகியவற்றைப் புரிந்துகொள்ளுதல். புராணக்கதைகளை விளக்கமாகத் தெரிந்துகொள்ள தூண்டுதல்.

படைப்புகளைச் சொந்தமாக உருவாக்குவதால் ஒவ்வொரு மாணவனின் சிந்தனையும் மனநிலையும் உணர்தல். மேலும் மாணவர்கள் போட்டித்தேர்வுகளில் இவ்விலக்கியம் சார்ந்த கேள்விகளுக்கு விடையளித்தல். ஆகியவை இப்பாடத்திட்டத்தின் பயன்கள் ஆகும்.

பாடநூல்:

சென்னைப்பல்கலைக்கழகம் (University of Madras)
அடித்தளப் படிப்பு - பகுதி - I தமிழ் மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.
அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.
தாள் - I - செய்யுள் திரட்டு
Foundation Course Part I - Tamil - For I & II Semesters
Common to all undergraduate courses and FiveYear Integrated postgraduate courses. (2021 - 2022 onwards.)

- தமிழ் இலக்கிய வரலாறு
- மொழிப்பயிற்சி

**Reference book**

- தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

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# Hindi -IV

**Subject Code: CLE4J**

**LEARNING OBJECTIVES:**

1. Gain awareness about the social, cultural and literary situations during the Aadhunic Kaal
2. Gain awareness on the importance of literature in addressing contemporary issues such as environmental concerns, gender issues, social problems, thereby giving effective solutions to such problems.
3. Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.
4. Imparting knowledge of Hindi as a world language and making communication both in speaking and writing in a variety of contexts and genres.
5. Imparting the knowledge about the beginning and the development of modern Hindi literature such as drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, Bharathendhu Harichandra, etc.
6. Learn the influence of British rule on Indian society.

**Paper –IV Modern Poetry And Introduction To Hindi Literature**

("Aadhunik Kaal")

1. Modern Poetry

Prescribed Text Book : Selections in Poetry

University Publications, University of Madras.

Lessons Prescribed:

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
4. Bharat Ki Aarthi - (Shamsher Bahadhur Singh)
5. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
6. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)

**2.** Introduction to Hindi Literature (Aadhuni Kaal)

Lessons Prescribed :

1. Literary Trends of Chayavaad
2. Literary Trends of Pragathivaad
3. Literary Trends of Nayee Kavita
4. Literary Trends of Hindi Short Stories
5. Literary Trends of Hindi One Act Plays
6. Brief Note on the writers and their works

Maithili Saran Gupta, Jayashankar Prasad, Nirala, Mahadevi Varma, Panth, Dinakar, Premchand, Yashpaal Jainendra Kumar, Mohan Rakesh,

**Reference Books :**

1. Hindi Sahithya Ka Itihas

By: Ramchandra Shukla, Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.

2. Hindi Sahithya Yug Aur Pravrithiya

By: Dr. Sivakumar Varma, Asok Prakashan Nayi Sarak, New Delhi – 6

3. Hindi Sahithya ka Sybodh Itihas

By: Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

**Unit wise SYLLABUS**

**UNIT -I**

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Literary Trends of Chayavaad

**UNIT - II**

1. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
2. Bharat Ki Aarthi - (Shamsher Bahadhur Singh)
3. Literary Trends of Pragathivaad

**UNIT - III**

1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
3. Literary Trends of Nayee Kavita

**UNIT –IV**

1. Literary Trends of Hindi Short Stories
2. Literary trends of Hindi One Act Plays

**UNIT- V**

1. Maithili Saran Gupta, Jayashankar Prasad, Nirala,
2. Mahadevi Varma, Panth, Dinakar, Premchand,
3. Yashpaal Jainendra Kumar, Mohan Rakesh

**LEARNING OUTCOMES:**

1. Analysing the development of Khadiboli Hindi
2. Knowledge about the reason for the emergence of Aadhunik Kaal in Hindi Literature.
3. Knowledge about the literary trends of Aadhunik Kaal.
4. Identifying the history of development of Hindi drama, short stories and novels, i.e. Prose and journalism.
5. Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.
6. Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.
7. Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development.

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# French-IV

**Subject Code: CLK4W**

Title of the Paper: Translation, Comprehension and Grammar-II

**LEARNING OBJECTIVES:**

In teaching French we aim to

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
3. Discover another world , another people , another way of life .
4. Make them more accepting of people who differ from them

Prescribed textbook:

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

**SYLLABUS**

Grammar components:

- ★ Le passé simple
- ★ Temps du passé - Emplois (le passé composé,l'imparfait,le passé simple, leplus-que-parfait)
- ★ L'expression de la cause
- ★ L'expression de la conséquence
- ★ L'expression du but
- ★ L'expression de la concession
- ★ L'expression de la condition et de l'hypothèse

**LEARNING OUTCOMES:**

Learners are able

1. to comprehend and express themselves well
2. to have an interest to look into another world
3. to improve communication skills
4. to perform well in the University Exams

Recommended text - not applicable

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**Part II – Foundation English courses**

**Language through Literature- II** **Subject Code: LZ14B**

**LEARNING OBJECTIVES**:

1. To use literature as a medium to teach/learn vocabulary, writing mechanics, creative writing and thinking skills
2. To strengthen contextual understanding of the language through texts and offer scope for imaginative involvement and self-expression
3. To help absorb the values, ethics and attitudes of life from personalities, perspectives and the cultural diversity in India from translated literary texts
4. To stimulate interest in acquiring twenty-first century skills
5. To engage in self assessment activities for self- development

**SYLLABUS**

| Unit | Theme | Lessons | Writing Skills |
|---|---|---|---|
| **Unit I :** History Makers | Vision Mission | 1.1 My Experience with ALS by Stephen Hawking<br>1.2 Vikram Sarabhai by Hariprasad · | ★ Gathering details and information<br>★ Brainstorming<br>★ Listing events and experiences<br>★ Creating mind maps<br>★ Pre-writing, Writing and Rewriting/Revising<br>★ Autobiographies and memoirs<br>★ Biographies |
| **Unit II :** Self Help Essay | Introspection Discover | 2.1 Attitude by Margaret Atwood<br>2.2 Creativity by Edward de Bono · | ★ Journal writing<br>★ Travel writing<br>★ Preparing checklists and itineraries<br>★ Writing about social events, festivals, sports<br>★ Writing about nature and the environment |
| **Unit III :** | Futuristic | 3.1 The Future of jobs | ★ Critical and analytical writing |

| | | | |
|---|---|---|---|
| Contemporary Writing from India | Perspectives | by Amitabh Kant<br>3.2 Ambassadors of Culture and Arts by Sudha Murthy | ★ Analyzing media reports<br>★ Writing opinions<br>★ Writing film reviews<br>★ Writing appraisals |
| **Unit IV :** Regional Poems Indian Literature in Translation | Wisdom<br>Introspection<br>Sovereign nation<br>Absolute Truth<br>Friendship | 4.1 Those who have lost the · Nectar by O N V Kurup Translated from Malayalam by S. Velayudhan<br>4.2 Some People Laugh, Some People Cry by Sri Srinivasa Rao Translated from Telugu by V. Narayana Rao and A. K. Ramanujam<br>4.3 New Delhi 1985 by Namdeo Dhasal Translated from Marathi by Dilip Chitre Short Stories<br>4.4 The Rogue by Atulananda Goswami Translated from Assamese by the author<br>4.5 The Holy Panchayat by Premchand Translated from Hindi by Reshme Sehgal · | ★ Translation<br>★ Writing acrostic poems<br>★ Critique/culture study<br>★ Analysing short stories<br>★ Writing outlines and short stories<br>★ Rewriting/expanding stories<br>★ Writing stories based on pictures |
| **Unit V :** Fiction | Globalization Social Justice | The White Tiger by Aravind Adiga | ★ Creative writing<br>★ Critical writing |

**LEARNING OUTCOMES:**

After completing the course, the students will be able to

1. improve the ability to gather ideas and information to collaborate and write with clarity and ease
2. attempt different kinds of writing
3. prepare itineraries, checklists and write about social events, festivals, sports, nature and environment
4. critique and analyze various information and write opinions, reviews and appraisals
5. acquire basic skills of translation

6. express understanding of topics/characters/ideas by writing an acrostic poem
7. analyze and critique the unity and diversity in Indian cultures
8. write outlines and stories based on text and picture-based hints
9. rewrite and expand the plot of a story
10. acquire a sensibility to the social and economic divisions that prevail and its consequences
11. enhance the skills of creative and critical thinking that will help them form opinions, make decisions and seek solutions

Textbooks – APERTURE

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**Part III - Core Courses**

**Core paper VII: Developmental Psychology - II** **Subject code: ST24A**

**LEARNING OBJECTIVES:**

1. To understand the stages in Puberty and adolescence.
2. To infer the characteristics of young Adulthood.
3. To outline the adjustment process related to middle age.
4. To articulate the obstacles, adjustment and characteristics of old age.

**Unit I:** Puberty

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

**Unit II:** Adolescence

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

**Unit III:** Young Adulthood

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

**Unit IV:** Middle Age

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

**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.

**REFERENCES:**

1. Hurlock, E. (1980). Developmental Psychology.New Delhi: Tata McGraw Hill Publishing Co.

2. Santrock, J. W. (1999). Lifespan Development. McGraw Hill.

3. Berk, L. C. (1996). Child development. Delhi, India: Prentice- Hall of India (Pvt) Ltd.

4. Berndt, T.J. (1997). Child development. Madison, WI: Brow & Benchmark Pub.

5. Papalia, D. E., Olds, S. W. (1994). Child development. New York, NY: Tata McGraw Hill.

**WEB RESOURCES:**

https://www.coursera.org/learn/developmental-psychology

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Condense the developmental process of puberty and adolescence.
2. Ascribe the various development processes of young adulthood.
3. Elucidate the developmental tasks of middle age.
4. Recognize problems related to old age.

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**Core paper VIII: Psychological Assessment** **Subject code:**

**LEARNING OBJECTIVES**

1. To enable students to assess personality, aptitude, interest, achievements, attitudes, creativity and stress using paper and pencil tests.
2. To understand the procedures to conduct assessment / research using the paper pencil tests
3. To interpret the questionnaires and score them to find the result for each individual and write a case discussion using the same.

**SYLLABUS - Concepts:**

1. Personality
2. Aptitude
3. Interest
4. Achievement tests
5. Stress and coping
6. Attitudes and behavior
7. Creativity

A minimum of 10 experiments should be conducted.

At least one experiment from each concept should be chosen

**List of Psychological Assessments in the Laboratory**

(For Psychological Assessment in Semester IV)

| S. No | Name of the assessment | Description |
|---|---|---|
| | **PERSONALITY** | |
| 1 | Eysenck's Personality Questionnaire (EPQ) | The Eysenck Personality Questionnaire (EPQ) is a three dimensional personality assessment tool that was preceded by an overlapping two-dimensional measure called the Eysenck Personality Inventory (EPI). The EPI was developed by Hans and Sybil Eysenck to measure the two broad dimensions of Extraversion-Introversion* and Neuroticism-Stability. |
| 2 | Levenson's locus of control by Sanjay Vohra | Locus of control will be measured by Levenson's locus of control scale modified by Sanjay Vohra in 1992. This 24-item, 5 point Scale, measures three dimensions of locus of control viz. a) Individual Control (i.e. internal), b) Powerful Others (i.e. external) and c) Chance Control (i.e. external) |
| | **APTITUDE** | |

| | | |
|---|---|---|
| 3 | David's Battery of Differential abilities (5th edition) | This battery consists of eight sub-tests: Numerical ability, Verbal ability, Reasoning ability, Spatial ability, Clerical ability, Closure ability, Mechanical ability and Psychomotor abilities. |
| | **ACHIEVEMENT** | |
| 4 | Achievement motive Test by V.P.Bhargava (1994) | This test consists of 50 items of incomplete sentences, which are to be completed by the subjects by putting a check mark on any of three responses. Time is 30 minutes. Norms are available on 600 college going students from 16 to 22 years. |
| | **INTEREST** | |
| 5 | Comprehensive Interest Schedule (M) & (F) | It helps us to identify interest in eight vocational areas: Influential-Administrative-Enterprising, Venturous-Defense-Sports, Artistic-Creative-Performing, Scientific-Medical-Technical, Analytical, Expressive, Computational, Social, Humanitarian-Education, Nature and Clerical. This has been standardized on a population aged 15-20 years. |
| | **STRESS AND COPING** | |
| 6 | Anxiety, Depression, and Stress Scale by Pallavi Bhatnagar | This test has three sub-scales . namely: Anxiety, Depression and Stress. This 48 item scale is developed on the adult population and measures all the factors. |
| 7 | V. Punia and P. Devi.. Coping Strategies Scale | This tool helps measure the various coping strategies that people use to overcome difficult situations. |
| 8 | Stress Management Scale by V. Kaushik and N A Charpe | This scale measures stress management among the adults of age between 25-35 years, of both the sexes. |
| | **ATTITUDE AND BEHAVIOUR** | |
| 9 | Attitude towards alcohol and drug usage | This 28-item rating scale measures the attitude of adolescents towards alcohol and drug usage. |
| | **CREATIVITY** | |
| 10 | Mental Imagery Questionnaire by M. Rajamanickam | This 90-item questionnaire is designed to assess the sensory experiences of individuals. This questionnaire consists of six sub tests (15 items in each sub test) referring to six areas of sensory experiences. They are: i) Visual (ii) Auditory, (iii) Gustatory, (iv) Olfactory, (v) Tactual and (vi) Bodily experiences. This general questionnaire can be used among both students and the adult population. |

**REFERENCES**


1. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.1). New Delhi: Concept Publishing Company.
2. Rajamanickam, (2005). Experimental Psychology with advanced experiments.

(Vol.2). New Delhi: Concept Publishing Company.
3. Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors.
4. Anastasi, A. &Urbina, S. (2017). Psychological Testing, Noida: Pearson.
5. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press.
6. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.

**WEB RESOURCES: nptel.ac.in/courses/109/105/105109118/**

**LEARNING OUTCOMES**

After completion of this subject, students will be able to:

1. Assess Personality, Aptitude & Interest and interpret the results
2. Measure and interpret achievement test, stress and coping levels
3. Select appropriate test to measure attitude, behavior & creativity and discuss the results

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**Part III - Allied Courses**

**Allied paper IV: Consumer Behavior & Advertising** **Subject code: ST34A**

**LEARNING OBJECTIVES**

1. To introduce the field of Consumer Behaviour and marketing concepts.
2. To kindle their interest in various aspects of consumer research – developing, analysing, conducting and reporting consumer research.
3. To identify the consumer behaviour based on their motivation, needs, perceptions and personalities.
4. To explore advertising, its features, goals, functions, types and models.
5. To learn more about brand building, how agencies work, their tools and ethical standards in advertising.

**SYLLABUS**

**Unit I:** Consumer Behaviour

Understanding consumer behaviour- field and scope of consumer behaviour, consumer behaviour and the marketing concepts-customer value, satisfaction, trust and retention-

impact of new technology on marketing strategies.

**Unit II:** Consumer Research

An overview of the consumer research process–developing research objectives – collecting secondary data – designing primary research – data analysis and reporting research findings – conducting a research study.

**Unit III:** Consumer as an Individual

Consumer motivation; motivation as a psychological force – the dynamics of motivation – types and system of needs, consumer perception; Sensory dynamics of perception – elements of perception – consumer imagery; personality and understanding consumer behaviour.

**Unit IV:** Advertising

Meaning, definition – objectives – basic features of advertising – goals and models, functions– advantages and disadvantages of advertising – types of advertising.

**Unit V:** Advertising in Brand Building

Institutional framework in advertising; advertising agencies – media selection, tools for measuring advertising effectiveness; new media of advertising, ethical standards in advertising.

**REFERENCES**


1. Batra Rajeev, Myers.G.J, Aakar. D. A .(1990). *Advertising Management*. New Delhi: Prentice Hall of India Ltd.
2. Saxena.R (2016).*Marketing management*, New Delhi: MCGraw Hill Education (India) Pvt.Ltd.
3. Schiffman,L.G, Kanuk,l.l.(1999). *Consumer Behavior*. New Delhi: Prentice Hall of India Ltd.
4. Pillai.R.S.N, Bagavathi.(2010). *Marketing Management*. New Delhi: S.Chand & company Ltd.


**WEB RESOURCES**

1. https://www.edx.org/course/buyer-behaviour-and-analysis
2. https://www.coursera.org/courses?query=advertising
3. https://www.mooc-list.com/course/market-research-and-consumer-behavior-coursera
4. https://www.udemy.com/courses/marketing/advertising/

**LEARNING OUTCOMES**

After completion of this subject, the students will be able to:

1. Recognize the field and scope of consumer behaviour and impact of new technology on marketing strategies.
2. Plan and construct the different aspects of research in the field of consumer process.
3. Judge the concepts of motivation and perception on consumer behaviour.
4. Illustrate the features, goals, functions, types and models of advertising.
5. Determine the framework in advertising, role of media in advertising and ethical standards in advertising.

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**Part IV - Soft Skills** **Subject code:**

**Computing Skills Level 2 (Practical)**

**LEARNING OBJECTIVE**

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

**SYLLABUS**

**Unit 1**: Word processing - Auto formatting; Paragraph and character styles – creating , modifying and using styles; Templates – modifying, attaching and controlling; Tables and columns - creating, manipulating and formulating; mail merge; labels- creating

**Unit 2:** Data Management – MS Access - Introduction, concepts and terms; database and tables- creating, data types, editing fields, renaming, resizing of fields, finding, sorting and displaying of data –printing

**Unit 3:** Spreadsheets – MS Excel – Worksheets – moving, copying, sorting, inserting of cells, rows, columns; Charts – creating, editing, adding, rotating, printing, deleting and controlling; graphics- creating and placing, drawing lines and shapes; using multiple worksheets ;printing

**Unit 4:** Presentations – Powerpoint- starting, browsing and saving, creating, editing, formatting of text and paragraphs, inserting tables and charts; Presentation through slides, handouts and printing.

**Unit 5:** Graphics and Multimedia - Clip art – create and insert; shapes- draw, insert and copy; create a flow Note – Unit 1 -5 are to be taught as practical with hands on experience

**References** :

1. Introduction to Computers – Peter Norton, Tata McGraw-Hill, India

2. Microsoft 2003 – Jennifer Ackerman Kettel et al., Tata Mc-Graw Hill, India

4. Working In Microsoft office 2006– Ron Mansfield , Tata Mc-Graw Hill, India

Examinations :

1. Sessional tests could be based on Theory and practical

2. End semester is based on practical examination only

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**Part IV - Environmental Studies** **Subject code:**

**SYLLABUS**

**Unit 1**: Introduction to Environmental Studies

Multidisciplinary nature of environmental studies; Scope and importance; concept of sustainability and sustainable development.

**Unit 2** : Ecosystem (2 lectures)

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: Food chains, food webs and ecological succession, Case studies of the following ecosystem: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

**Unit 3:** Natural Resources : Renewable and Non – renewable Resources ( 6 lectures)

Land resources and land use change: Land degradation, soil erosion and desertification. Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water ( international and inter-state). Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

**Unit 4:** Biodiversity and Conservation ( 8 lectures)

Levels of biological diversity: genetics, species and ecosystem diversity, Biogeographic zones of India: Biodiversity patterns and global biodiversity hotspots India as a mega- biodiversity nation, Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

**Unit 5:** Environmental Pollution (8 lectures)

Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution. Nuclear hazards and human health risks Solid waste management: Control measures of urban and industrial waste Pollution case studies.

**Unit 6:** Environmental Policies & Practices ( 8 lectures)

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). Nature reserves, tribal populations and rights, and human Wildlife conflicts in the Indian context.

**Unit 7:** Human Communities and the Environment (7 lectures)

Human population growth, impacts on environment, human health and welfare. Resettlement and rehabilitation of projects affected persons; case studies. Disaster management: floods, earthquake, cyclone and landslides. Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan. Environmental ethics : Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

**Unit 8 :** Field Work (6 lectures)

Visit to an area to document environmental assets: river / forest/ flora/ fauna etc. Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural. Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystems- pond, river, Delhi Ridge etc. (Equal to 5 Lectures)

Suggested Readings:


1. Carson , R. 2002. Silent Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P.H.1993.Water Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
5. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
6. Grumbine, R.Edward, and Pandit,M.K 2013.Threats from India's Himalayan dams .Science,339:36-37
7. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
8. McNeill, John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. Philadelphia Saunders.
10. Pepper,I.L.,Gerba,C.P & Brusseau,M.L.2011.Environmental and Pollution Science. Academic Press.
11. Rao,M.N.& Datta,A.K1987.Waste Water Treatment. Oxford and IBH Publishing Co.Pvt.Ltd. 12. Raven,P.H.,Hassenzahl,D.M & Berg,L.R.2012 Environment.8th edition. John Willey & sons. UNIVERSITY OF MADRAS U.G. DEGREE COURSE
12. Rosencranz, A., Divan,S.,& Noble, M.L.2001.Environmental law and policy in India. Tirupathi 1992.
13. Sengupta,R.2003.Ecology and Economics: An approach to sustainable development.OUP
14. Singh,J.S.,Singh,S.P and Gupta,S.R.2014.Ecology,Environmental Science and Conservation. S.Chand Publishing, New Delhi.
15. Sodhi,N.S.,Gibson,L.&Raven ,P.H(eds).2013.Conservation Biology :Voices from the Tropics. John Willey & Sons.
16. Thapar,V.1998.Land of the Tiger: A Natural History of the Indian Subcontinent.
17. Warren,C.E.1971.Biology and water Pollution Control. WB Saunders.
18. Willson,E.O.2006. The Creation: An appeal to save life on earth..New York: Norton.
19. World Commission on Environment and Development.1987.Our Common Future. Oxford University Press.


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## SEMESTER V

**Part III - Core Courses**

**Core paper IX: Abnormal Psychology-I** **Subject code:**

**LEARNING OBJECTIVES:**

1. To discern the concepts of normal behavior, abnormal behavior and the classification system.
2. To analyze models of abnormality.
3. To distinguish between various neurodevelopmental and neurocognitive disorders based on their clinical features.
4. To subdivide Neurotic disorders.
5. To know the Clinical features of psychosomatic disorders.

**SYLLABUS**

**Unit I:** Introduction and Theoretical Perspective

Defining Abnormal Behavior - Causes of Abnormal Behavior: Necessary, Predisposing, Precipitating and Reinforcing causes, Historical views of abnormal behaviour- Brief note on DSM 5 and ICD 11 classification system.

**Unit II:** Models of Abnormality

Biological – Psychodynamic – Behaviour – Cognitive – Humanistic - Existential, Interpersonal perspective - Bio-cultural.

**Unit III:** Neurodevelopmental, Conduct & Neurocognitive Disorders

Intellectual disability: Definition, Clinical types and Causal factor, autism spectrum disorder: Clinical Picture and Causal Factors, Specific Learning disorder: Clinical Picture and Causal factors, Attention Deficit /Hyperactivity disorder, Conduct Disorder, Neuro cognitive Disorder.

**Unit IV:** Anxiety related Disorders

Meaning- Types - Brief description with Causal factors and Treatment: Generalized Anxiety Disorders - Phobic Disorder –Post Traumatic Stress Disorder - obsessive compulsive disorder - panic disorders.

**Unit V:** Somatic Disorder and Dissociative Disorder

Somatic Symptoms and related disorders (SSD): Complex Somatic Symptom DisorderIllness Anxiety Disorder- Functional Neurological Disorder, Dissociative Disorders: Dissociative Amnesia, Dissociative Identity Disorder, Depersonalization and Derealization Disorder –Causal factors and Treatment.

**REFERENCES:**


1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). Abnormal psychology. New Delhi, India: Pearson India Education Services Private Limited.
2. Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth.
3. Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers.
4. Davison, G.C., Neale, J.M & Kring, A. M. (2004). Abnormal psychology. Marblehead, MA: John Wiley& Sons Inc.
5. Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill pubg Co
6. Cutting, J. (1997). Principles of psychopathology. New York, NY: Oxford University Press.


**WEB RESOURCES:**

1. https://www.mooc-list.com › tags › abnormal-psychology.

2. https://www.mooc-list.com › tags › psychological-disorder.

**LEARNING OUTCOMES:**

After completion of this subject, the students will be able to:

1. Discriminate normal & abnormal behavior and outline the historical background and need for classification.
2. Paraphrase the various models of abnormality.
3. Indicate clinical features and causes of neurodevelopmental disorder, conduct disorder & neurocognitive disorder.

4. Elucidate the clinical features and causal factors of anxiety related disorder.
5. Demarcate the clinical features and causal factors of somatic and dissociative disorder.

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**Core paper X: Social Psychology-I** **Subject code:**

**LEARNING OBJECTIVES:**

1. To orient the students about the nature, history, principles and scope of social psychology and its research methods.
2. To highlight the significance of self- presentation behaviors in relation to the multifaceted development of the self.
3. To explicate the mutual connection between attitude and behaviour.
4. To clarify the various motives behind conformity, compliance and obedience.
5. To enhance their knowledge on the conditions that promote helping behavior and bystander effect.

**SYLLABUS**

**Unit I:** Introduction

Definition of Social Psychology – Nature of Social Psychology- Brief History- Principles of Social Psychology - Social Psychology and Human Values- Social Psychology and Common Sense- Research Methods.

**Unit II:** The Self

Self-Presentation: Self-Other accuracy in predicting behaviour- Self-Presentation tactics, Self-Knowledge: Introspection, the self from the observer's standpoint, Personal identity versus social identity: the importance of the social context and others' treatment; Social Comparison: Self-serving biases and unrealistic optimism, Self-esteem: the measurement of self-esteem - the impact of migration on self-esteem - gender differences and self-esteem, Self as a target of prejudice: concealing one's identity and its impact on wellbeing - overcoming the effects of stereotype threat.

**Unit III:** Social Beliefs and Judgements

Judging the social world: Perceiving the social world - Explaining the social world– Importance of social beliefs- Self-fulfilling prophecy, Cognitive social psychology, Behavior and Attitudes: Conditions When Attitudes Determine Behavior – Conditions When behavior Determines

Attitudes- Explaining Why behavior Affects Attitudes, Self-presentation: Impression Management, Self-justification: Cognitive Dissonance- Self-perception: Comparing the theories.

**Unit IV:** Conformity, Compliance and Obedience

Conformity: Definitions- Classic Studies on Conformity- Compliance & Obedience- Factors Predicting Conformity- Reasons for Conformity- Characteristics of people who conform- Resisting social pressures to conform, Compliance: Principles of compliance, Effectiveness of compliance strategies, Obedience: Causes & resisting the effects of destructive obedience.

**Unit V:** Helping Behavior

Altruism and prosocial behavior: Theoretical perspectives- Bystander Effect, Helping: Reasons for Helping – Conditions Governing Helping – Characteristics of People Who Help– Increasing Helping behavior.

**REFERENCES:**


1. Myers, D.G. & Twenge, J.M. (2017): *Social psychology*. New York, NY: McGraw – Hill Education.
2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Chennai, India: Pearson India Education Services Pvt. Limited.
3. Myers, D.G. (2002). *Social psychology.* New York, NY: McGraw Hill Book Company.
4. Baron, A., & Byrne, D. (2002). *Social psychology*. New Delhi, India: Prentice-Hall of India.
5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). *Social psychology*. New Delhi, India: Dorling Kindersley (India) Private Limited


**WEB RESOURCES:**

1.https://www.coursera.org/learn/socialpsychology/?ranMID=40328&ranEAID=*GqSdLGGurk&ranSiteID=.GqSdLGGurk6qQRb9zwbNYuDHfXQHoXgQ&siteID=.GqSdLGGurk6qQRb9zwbNYuDHfXQHoXgQ&utm_content=10&utm_medium=partners&utm_source=linkshare&utm_campaign=*GqSdLGGurk

2. https://www.psywww.com/intropsych/ch15-social/conformity.html
3. https://www.psywww.com/intropsych/ch15-social/bystander-apathy.html
4. https://www.psywww.com/intropsych/ch15-social/helpful-behavior.html
5. https://www.psywww.com/intropsych/ch15-social/persuasion-and-attitude-change.html

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Outline the nature, history, principles and scope of social psychology and methods used in social psychology research.

2. Illustrate the significance of self- presentation behaviors in relation to the multifaceted development of the self.
3. Infer the interconnections between attitude and behaviour.
4. Compare the reasons for conformity, compliance and obedience.
5. Summarize the conditions promoting helping behavior and infer conditions of bystander effect.

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**Core paper XI: Introduction to Research Methodology** **Subject code:**

**LEARNING OBJECTIVES:**

1. To explain the significance of psychological research and give an overview of the research methods and process.
2. To explicate the importance of formulating a research problem and hypothesis.
3. To list the different types of sampling and the purpose of choosing each of them for data collection.
4. To enhance their knowledge about the different types of research methods and sources of data.
5. To orient the students about writing a research report.

**SYLLABUS**

**Unit I:** Research Methodology: An Introduction

Definition- Need and Importance of psychological Research- Objectives of Research - Types of Research - The Research Process - Principles of a Good Research - Problems encountered by researchers in India.

**Unit II:** Research Problem, Hypothesis and Review of Literature

Research Problem: Meaning and characteristics of a problem - ways in which a problem is manifested - Types of Problems, Hypothesis: Meaning and characteristics of a good hypothesis – Types - Sources and Functions of Hypotheses, Reviewing the Literature: Purpose of Review - Sources of Review.

**Unit III:** Sampling

Meaning and Need for sampling - Fundamentals of sampling- Factors influencing decision to sample- Types of Sampling: Probability and Non probability- Probability Sampling: Simple random, stratified random and area cluster sampling - Non probability sampling: Quota, Accidental, Judgemental or purposive, systematic and snowball sampling.

**Unit IV:** Methods of Data Collection

Primary data: Questionnaire and schedule – Interview - Observation as a tool of Data Collection, Difference between Participant observation and non-participant observation - Rating Scale, Secondary data: Sources.

**Unit V:** Writing a Research Report

Meaning- General purpose of writing a research report-of a research report, Styles of writing a research report- Types of research reports- Precautions in writing research report.

**REFERENCES:**


1. McBurney, D.H. (2007). Research methods; New Delhi, India: Thomson Wadsworth.
2. Singh, A.K. (2012). Tests, measurements and research methods in behavioral sciences. Patna, India: B.B. Printers.
3. Zechmeister, J. S., Zechmeister, E. B., & Shaughnessy, J. J. (2001). Essentials of research methods in psychology. New Delhi, India: Tata McGraw-Hill Education Private Limited.
4. Haslam, A.S., &McGarty, C. (2003). Research methods and statistics in psychology. New Delhi, India: Sage Publications.
5. Ramadass, P., & Aruni, W. A. (2009): Research and writing across the disciplines; Chennai, India: MJP Publishers.


**WEB RESOURCES:**

1. https://www.classcentral.com/course/swayam-introduction-research

**LEARNING OUTCOMES:**

After completion of this subject, the students will be able to:

1. Explain the needs, objectives, importance, problem and process of research based on review of literature.
2. Identifying research problems and formulating hypotheses.
3. Distinguish between the different types of sampling.
4. Examine the methods used in data collection.
5. Demonstrate an understanding of writing a research report.

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**Core paper XII: Health Psychology** **Subject code:**

**LEARNING OBJECTIVES:**

1. To acquaint the students with the definition and scope of Health Psychology.
2. To describe the various models of health behaviour.
3. To delineate the different types of pain, corresponding symptoms and suitable intervention.
4. To provide an elaborate account of the various theories of stress, its sources and coping mechanisms.
5. To suggest strategies for health promotion.

**SYLLABUS**

**Unit I:** Introduction to Health Psychology - Health Behaviour

Health psychology: Definition and Need-The biopsychosocial model- Patient Practitioner relationship- Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour.

**Unit II:** Models of Health Behaviour

Changing health habits using theoretical models: Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change, Avenues for health habit modification

**Unit III:** Chronic Illness and Pain
Illness Factors: Onset, Progression, Types of Symptoms, Quality of Life, Personal issues in chronic illness, coping with chronic illness, Co management of chronic illness, Psychosocial Interventions, Pain: definition, types of pain, Pain control techniques, Pain management

**Unit IV:** Stress and Coping

Stress: definition, dimensions of stress- sources of chronic stress- Theoretical contributions: Lazarus's Appraisal Model, Flight or fight response, General adaptation Syndrome- Tending and Befriending Model- Coping with stress- Sources of stress.

**Unit V:** Promoting Health Behaviour

Smoking: Effects of smoking- reasons for smoking, Alcoholism: effects- reasons - Interventions for reducing smoking - changing problem drinking, Management of Overweight & obesity- effects of dieting & physical activity.

**REFERENCES:**

1. Boyer, B., & Paharia, I. (2008). *Comprehensive handbook of clinical health psychology.* Edison, NJ: John Wiley & Sons.
2. Sarafino, E. (1994). *Health psychology*. Edison, NJ: John Wiley & Sons.
3. Taylor, S. (1995). *Health psychology* (6th ed.).Toronto, Canada: McGraw-Hill Ryerson.
4. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). *Health psychology: Theory, research and practice* (2nd ed.). New Delhi, India: Sage Publications.
5. Branmon, L., & Frist, J. (2010). *Introduction to health psychology;* New Delhi, India: Cengage Learning India Pvt Ltd.

**WEB RESOURCES:**

1. https://www.mooc-list.com/course/social-context-mental-health-and-illness-coursera

2. https://www.mooc-list.com/course/science-health-care-delivery-coursera

3. https://www.mooc-list.com/course/understanding-cancer-metastasis-coursera

4. https://www.mooc-list.com/course/quality-improvement-healthcare-case-changefuturelearn

5. https://www.mooc-list.com/course/implementing-patient-safety-or-qualityimprovement-project-patient-safety-v-coursera

6. https://www.mooc-list.com/course/instructional-methods-health-professionseducation-coursera

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Outline the definition and scope of Health Psychology.
2. Explain the various models of health behaviour.
3. Identify types of pain, symptoms and suitable intervention.
4. Summarize theories of stress, sources of stress and coping.
5. Explain health promoting strategies.

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**Part III - Elective Courses**

**Elective I - Sports Psychology** **Subject Code:**

**LEARNING OBJECTIVES**

1. To introduce Sports Psychology, its history, current need and importance as well as research methods used in Sports Psychology.
2. To understand the relation between physical activity and mental health, especially in specific areas such as cognitive functioning, anxiety, depression, positive mood and stress reactivity.
3. To describe the nature and measurement of attitude towards sports behavior
4. To have a deeper knowledge on skill acquisition and expertise, the role of nature and nurture, and the existence of super abilities.
5. To orient them on the prevalence, etiology and intervention of alcohol and drug use among athletes.

**SYLLABUS**

**Unit I** – Nature and definition of sport psychology

A brief history and development of sport psychology – Research methods used in sports Psychology – Role of sports psychologists – Need and importance of sports psychology.

**Unit II** - Physical Activity and Mental Health

Exercise and cognitive functioning – exercise and reduction in anxiety and depression and increases in positive mood. – Exercise and stress reactivity.

**Unit III -** Attitudes to sport

The nature of attitudes -Measuring attitudes - The formation of attitudes to sport -Attitudes to competition - Attitudes to sport and sporting behavior

**Unit IV** - Skill acquisition and expertise

Definitions - Classifying abilities and skills - Two linked issues: the existence of super ability- and the nature–nurture debate in sport- Stages of skill acquisition -The information-processing approach to skills

**Unit V** - Alcohol and Drug Use among Athletes: Prevalence, Etiology, and Interventions Prevalence of Alcohol among athletes – Recreational drugs – Ergogenic drugs – Painkillers drugs – Stimulants – Prevention and treatment

**REFERENCES**


1. Matt Jarvis (2006). *Sports Psychology –A student's Handbook,* Routledge Publication.
2. D.F.Shaw, T.Gorely & R.M.Corban (2005). *Sports and Exercise Psychology*, BIOS Publisher.
3. Gershon Tenenbaum and Robert C. Eklund .( 2007). *Handbook of Sports Psychology* ,

John Wiley & Sons, Inc.
4. Arnold LeUnes (2011). *Introducing Sports Psychology – A practical Guide*,Icon book Publication.
5. Gangopadhyaya, S.R.(2008). *Sports Psychology*, Publications - New Delhi.
6. Gurbakhsh S. Sandhu (2002). *Psychology in Sports - A Contemporary Approach*, Friends Publishers, New Delhi.

**WEB RESOURCES**

1. https://www.classcentral.com/course/independent-sports-psychology-the-winning- mindset-2373-
2. https://www.olympic.org/news/new-sports-psychology-course-available-on-ioc-athlete- mooc
3. https://www.coursera.org/learn/sports-society

**LEARNING OUTCOMES**

After completion of this subject, the students will be able to:

1. Recognize the need, importance and research methods in sports psychology
2. Associate physical activity and Mental Health
3. Illustrate the nature, measurement of attitude towards sports behavior
4. Evaluate and group various abilities and skills
5. Explain and analyse the prevalence, etiology and intervention of alcohol and drug use among athletes

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**Part IV - Value Education** **Subject code:**

**LEARNING OBJECTIVE:**

Values are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human beings, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values,

doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

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

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

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

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

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

**REFERENCES :**


1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.

9. Swami Budhananda (1983) How to Build Character A Primer : Ramakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003

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## SEMESTER VI

**Part III - Core Courses**

**Core paper XIII: Abnormal Psychology-II** **Subject code:**

**LEARNING OBJECTIVES**

**Unit I:** Mood Disorders

Unipolar mood disorder: Biological - Psychosocial - Socio- cultural Causal factors, Bipolar disorders: Biological – Psychosocial - Socio- cultural Causal Factors – Treatment, Suicide: causes - prevention

**Unit II:** Schizophrenia and Other Psychotic Disorders

Schizophrenia: Meaning - Clinical features positive symptoms- negative symptoms –Causes – treatment - Subtypes, Other Psychotic Disorders: Causal Factors – Treatment.

**Unit III:** Personality Disorder

Cluster A disorders: Meaning - types- causes- treatment, Cluster B disorders: Meaning Types- causes- treatment, Cluster C disorders: Meaning- types- causes- treatment.

**Unit IV:** Substance related Disorders

Psychoactive drugs: Meaning – types, Concepts: Substance Abuse- Tolerance- DependenceAddiction - withdrawal symptoms. Addiction Disorders: Alcohol Abuse and Dependence - Drug Abuse and Drug Dependence - Causal factors – Treatment.

**Unit V:** Prevention and Treatment

Types of prevention - Primary, Secondary and Tertiary Prevention, Psychological approaches to treatment: Psycho dynamic therapy- Behavior therapy- Cognitive and Cognitive Behavioral therapies- Humanistic and Existential therapies- Family and Marital Therapy- Eclecticism and Integration-Indigenous systems: Yoga and Meditation.

**REFERENCES:**


1. Butcher, J.N., Hooley, J.M., Mineka, S., & Dwivedi, C.B. (2017). Abnormal psychology. New Delhi, India: Pearson Publication.
2. Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth.
3. Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers.
4. Davison, G.C., Neale, J.M., & Kring, A. M. (2004). Abnormal psychology. Malden, MA: John Wiley & Sons Inc.
5. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill publishing Co.
6. Cutting, J. (1997) Principles of Psychopathology. New York, NY: Oxford University Press.


**WEB RESOURCES:**

1. Abnormal Psychology made easy – www.udemy.com
2. Introduction to abnormal behavior and clinical psychology – www.udemy .com

**LEARNING OUTCOMES:**

After completion of this subject, the students will be able to:

1. Explain the causes of unipolar and bipolar disorder and treatment.
2. Outline the clinical feature, causal factor and treatment of schizophrenia and other psychotic disorders.
3. Summarize types, causes and treatment of Personality disorder.
4. Explain the types, causal and treatment of substance related disorder.
5. Identify the different types of prevention and summarize the different models of therapies.

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**Core paper XIV: Social Psychology-II** **Subject code:**

**LEARNING OBJECTIVES:**

1. To present the various theories of persuasion and illustrate the factors in resisting persuasion.
2. To relate the influence of various group behaviors to individual performance.
3. To discuss the nature, sources and consequences of prejudice and exemplify the methods to offset the effects of prejudice.
4. To elucidate the theories of aggression and strategies to regulate aggression.
5. To examine the underlying forces of intimate relationships concerning internal and external sources of attraction.

**SYLLABUS**

**Unit I:** Persuasion

Theories of Persuasion: the central route - the peripheral route - different pathways for different purposes- Elements of Persuasion: communicator, content, channel, audience –Cults & persuasion - Resisting Persuasion: strengthening personal commitment, inoculation programs, implications of attitude inoculation.

**Unit II:** Group Influence

Definition of Group - Social Facilitation: mere presence of others, crowding, factor, Social Loafing: Introduction, social loafing in everyday life, Deindividuation: importance of working together, diminishing self-awareness, Group Polarization: The risky shift phenomenon, Group influence on opinions, Group Think: symptoms, critiquing, preventing groupthink, group problem solving, The influence of the minority: consistency, self-confidence, deflections from majority, leadership as minority influence.

**Unit III:** Prejudice

Nature and Power of Prejudice – Social Sources of Prejudice – Motivational Sources of Prejudice – Cognitive Sources of Prejudice – Consequences of Prejudice Discrimination prejudice in action- Techniques for countering the effects of prejudice.

**Unit IV:** Aggression

Aggression: Definition - Hurting Others – Theories of Aggression – Media violence - Sexual violence - Strategies to reduce Aggression.

**Unit V:** Liking, Love and Other Close Relationships

Internal sources of liking others: the role of needs and emotions, External sources of attraction: the effects of proximity, familiarity and physical beauty- Sources of liking based on social interaction - Close relationships - foundations of social self - Divorce & the detachment process.

**REFERENCES:**

1. Myers, D.G., & Twenge, J.M. (2017). *Social psychology*. New York, NY: McGraw – Hill Education.

2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Chennai, India: Pearson India Education Services Private Limited.

3. Myers, D.G. (2002). *Social Psychology*. New York, NY: McGraw Hill Book Company.

4. Baron, A., & Byrne, D. (2002). *Social Psychology*. New Delhi, India: Prentice-Hall of India.

5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology*. New Delhi, India: Dorling Kindersley (India) Private Ltd.

**WEB RESOURCES:**

1. https://www.sagepub.com/sites/default/files/upm-binaries/4985_Dainton_Chapter_5.pdf

2. https://facultystaff.richmond.edu/~dforsyth/pubs/ForsythBurnette2010Proofs.pdf

3. https://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/0132824892.pdf

4. https://2012books.lardbucket.org/pdfs/social-psychology-principles/s13-aggression.pdf

5. https://he.kendallhunt.com/sites/default/files/heupload/pdfs/Curnalia_Insights_1e_Ch10.pdf

6. https://www.coursera.org/learn/social-psychology

7. https://nptel.ac.in/courses/109/104/109104048/

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Outline the theories of persuasion and illustrate the factors in resisting persuasion.
2. Determine the influence of various group behaviors in relation to individual's Performance.
3. Outline the nature, sources and consequences of prejudice and illustrate methods to counteract effects of prejudice.
4. Summarize the theories of aggression and strategies to regulate aggression.
5. Identify the dynamics of intimate relationships in relation to internal and external sources of attraction.

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**Core paper XV: Introduction to Theories of Personality** **Subject code:**

**LEARNING OBJECTIVES:**

1. To orient the students to the concept, assessment, measurement and research methods of Personality.
2. To compare and contrast the various psychoanalytic perspectives of Personality.
3. To describe the life span and trait perspective of Personality.
4. To apprise them about the existential humanistic perspective of Personality.
5. To differentiate the Behavioural, Cognitive and Social perspectives of personality.

**Unit I:** Concept, Assessment, Measurement and Research Methods

Personality: Definition, Meaning & Nature - Individual Uniqueness – Gender – Culture – Formal Theories – Personal Theories – Subjectivity in Personality Theories - Self-Report Measure: Biological Measures – Behavioural Assessment – Projective Techniques – Clinical Interviews – Online and Social Media Analysis.

**Unit II:** Psychoanalytic Theories

Sigmund Freud: Classical Psychoanalysis – Instincts – Structure of Mind – Psychosexual Development – Therapeutics Techniques – Free Association – Catharsis – Dream Analysis; Carl Jung: Analytical Psychology – Psychological Types – Collective Unconscious; Alfred Adler: Individual Psychology – Inferiority Feelings – Role of Birth Order.

**Unit III:** Lifespan and Trait Perspectives of Personality

Erik Erikson: Identity Formation – Ego Crises – Approaches to Trait: Lexical – Statistical – Theoretical; Gordon Allport: Culture – Functional Equivalence – Personal Dispositions, Eysenck's: Hierarchical Model of Personality, Cattell's Taxonomy: The 16 Personality Factor System

**Unit IV:** Existential-Humanistic Perspectives of Personality

Roots in Gestalt – Kurt Lewin's Field; Martin E. P. Seligman: Learned Helplessness and the Optimistic/ Pessimistic Explanatory Style, Rotter: Locus of Control theory Maslow: Hierarchy of Needs – Self-Actualization, Rogers: Growth – Inner Control – Becoming One's Self.

**Unit V:** Behavioral, Cognitive and Social Perspective of Personality

Albert Bandura: Social-Cognitive Learning Theory- Self- System, Skinner: Operant Conditioning; Cognitive Style – Perceptual Mechanisms – Schema Theory – Kelly's Personal Construct Theory

**REFERENCES:**

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of personality*, Bengaluru, India: Wiley India Private Limited.

2. Schultz, P.D., Schultz, S.E., & Schultz, S. (2012). *Theories of personality*, Delhi, India: Cengage Learning.

3. Friedman, H.S., & Schustack, M. W. (2016). *Personality: Classic theories and modern research,* Boston, MA: Pearson/Allyn and Bacon.

4. Larsen, R.J., & Buss, D.M. (2018). *Personality psychology*: *Domains of knowledge about human nature,* Boston, MA: McGraw-Hill.

5. Rao, K., Paranjpe, A.C., & Dalal, A.K. (2008). *Handbook of Indian psychology*. Chennai, India: Cambridge University Press India/Foundation Books.

**WEB RESOURCES:**

1. Personality development – course – Swayam

https://swayam. gov.in>nd2_cec19_mg36>preview

2. Psychology of Development and Learning – Course – Swayam

https://swayam.gov.in.nd2_cec20_ed01

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Explain the concept, assessment, measurement and research methods of Personality.
2. Outline the various psychoanalytic perspectives of Personality.
3. Summarize the life span and trait perspective of Personality.
4. Outline the existential humanistic perspective of Personality.
5. Explain Behavioural, Cognitive and Social perspectives of personality.

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**Part III - Elective Courses**

**Elective II - Guidance and Counselling Psychology** **Subject Code:**

**LEARNING OBJECTIVES:**

1. To highlight the need and importance of counselling in the current context.
2. To familiarize the students with the various approaches in counselling and elaborate on the types, uses & diagnosis in the counselling process.
3. To demonstrate the interpretation of psychological tests in counselling.
4. To specify the qualities of an effective counsellor.
5. To acquaint them with the special areas of counselling.
6. To state the ethical guidelines laid down by the American Psychological Association and define the role of a counsellor in promoting good Mental Health.

**Unit I:** Nature and Scope of Guidance and Counselling

Counselling and Guidance: Meaning- Nature - Need and Functions of Guidance and Counselling - Emergence of Guidance and Counselling in India - Goals and Scope of Guidance and Counselling - Types of Counselling Services.

**Unit II:** Approaches to Counselling and the Counselling Process

Directive and non-directive approaches - Humanistic approach- Behaviouristic approach - Existential Approach - Eclectic Approach, Counselling Process: Preparation for counselling, Steps in the counselling process.

**Unit III:** Psychological Testing and Diagnosis

Use of psychological tests in guidance and counselling - Types of psychological tests - Nature of a good psychological test - Test interpretation in counselling - Limitations of psychological tests - Diagnosis and its limitations.

**Unit IV:** Counsellor Qualities, Skills and Ethical Responsibilities

Qualities of an effective counsellor, Counsellor Skills: Building Trust- Listening – Attending – Observing - Building Rapport - Demonstrating Empathy, Ethics in counselling.

**Unit V:** Special Areas in Counselling

Family group consultation - Counselling Families Concerning Children - Counselling with Parents - Counselling the Delinquent - Marriage Counselling - Premarital Counselling - Counselling the Handicapped - Career Counselling - Adolescent Counselling- Role of Counsellor in fostering Good Mental Health.

**REFERENCES:**


1. Rao, N. (2013). *Counselling and Guidance*. Chennai, India: Tata McGraw Hill.
2. Gladding, S.T. (2017). *Counselling: A comprehensive profession*. Chennai, India: Pearson.
3. Gibson, R.L., & Mitchell, M. H. (2007). *Introduction to counselling and guidance*. Upper Saddle River, NJ: Prentice Hall.
4. Nayak, A.K. (2007): *Guidance and counseling*. New Delhi, India: APH Publishing.
5. Barki, B.G., & Mukhopadhyay, B. (2008): *Guidance and counselling manual*. New Delhi, India: Sterling.
6. Kochhar, S.K. (1984). *Guidance and counselling in colleges and universities*. New Delhi, India: Sterling.


**WEB RESOURCES:**

1. https://nptel.ac.in/courses/109/107/109107155/
2. https://youtu.be/lo4DPYYQrGc
3. https://www.mooc-list.com/course/counseling-and-psychotherapy-theory-edx
4. https://swayam.gov.in/search? Keyword=Counselling%20Psychology

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Identify the need and importance of counselling in the current context.
2. Explain the various approaches in counselling and the types, uses & diagnosis in the counselling process.
3. Summarize the interpretation of psychological tests in counseling.
4. List the qualities of an effective counsellor.
5. Identify the special areas of counselling.
6. Spell out the ethical guidelines laid down by the American Psychological Association and the role of counsellor in promoting good Mental Health.

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**Elective III - Human and Resource Management** **Subject Code:**

**LEARNING OBJECTIVES:**

1. To introduce the basic concepts of human resource management.

2. To enable the students to comprehend the need for job analysis in relation to Human Resource Planning and Recruiting.
3. To apprise them of the strategies for Training Needs Analysis and employee development.
4. To acquaint them with the various techniques adopted in performance appraisal.
5. To deepen their understanding about how stress management, conflict management and employee empowerment aid in boosting employee motivation.

**Unit I:** Introduction to Human Resource Management (HRM)
The concept of human resource management and its importance, The trends shaping human resource management – Globalization and Competition trends, Indebtedness and deregulation, Technological trends, Trends in the nature of work, Workforce and demographic trends, Economic challenges and trends. Important trends in human resource management – The new human resource managers, HRM in India, Strategic human resource management, High-performance work systems, Evidence-based human resource management, Managing ethics, HR qualifications

**Unit II:** Job Analysis and Human Resource Planning and Recruiting

The basics of job analysis, Job analysis in a worker empowered world, The recruitment and selection process, Planning and forecasting, The need for effective recruiting, Internal sources of candidates, Outside sources of candidates, Recruiting a more diverse workforce

**Unit III:** Training and Developing Employees

Introduction to orienting and training employees, Analysing training needs and designing the program, Implementing training programs, Implementing Management Development programs, Managing organizational change programs, Evaluating the training effort

**Unit IV:** Performance Management and Appraisal

Basic concepts in performance management and appraisal, Techniques for appraising performance, dealing with performance appraisal problems, appraisal interview, performance management.

**Unit V: Employee Motivation**

Stress management in organization, Conflict management in organisation, Providing incentives, empowerment of employees, attention to women related issues.

**REFERENCES:**

1. Dessler, G., & Varkkey, B. (2011). *Human Resource Management*. Dorling Kindersley\ (India) Pvt. Ltd: New Delhi.

2. Aswathappa, K. (2012). *Human Resource Management – Text and Cases*. Tata McGraw Hill: New Delhi

3. Cascio, W.F., & Nambudiri, R. (2010). *Managing Human Resources – Productivity, Quality of Work Life, Profits*. Tata McGraw Hill: New Delhi

**WEB RESOURCES:**

1. https://www.coursera.org/learn/ai-for-everyone
2. https://www.coursera.org/learn/the-science-of-well-being
3. https://www.classcentral.com/course/introduction-to-engagement-and-motivation-atwork-13193
4. https://www.classcentral.com/course/managing-people-motivation-12718
5. https://www.udemy.com/courses/personal-development/

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Outline the basic concepts of human resource management.
2. Relate the need for job analysis in relation to Human Resource Planning and Recruiting.
3. List strategies for analysing training needs and developing employees.
4. Explain the techniques of performance appraisal.
5. Spell out how stress management, conflict management and employee empowerment help in employee motivation

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**INTERNAL ASSESSMENT**

Total - 25 Marks

| **Mode of assessment** | **Computation of marks** |
|---|---|
| CIA I – 25 Marks (Continuous Internal Assessment – Written test in 1 or 2 units in the paper) | Average of the 2 CIAs, converted into **10** marks. |
| CIA II – 25 Marks | |
| 3 – 4 written assignments on topics in the subject | Total of marks obtained in the assignments, converted into **5** marks |

| | |
|---|---|
| 1 seminar on topics in the subject (presentation may be individually assigned or as group work)<br>Please note: Seminars may be replaced by other modes of assessment such as Quiz, Debate & Group Discussion | Marks obtained in seminar, converted into **5** marks |
| Attendance – 5 Marks | **5** marks |
| TOTAL | **25** marks |

Applies to all Major, Allied and Elective papers.

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# ANNA ADARSH COLLEGE FOR WOMEN

# COURSE HANDOUT – 2021-22

# DEPARTMENT OF PSYCHOLOGY

Principal

Head of the Department

## FACULTY MEMBERS

1) **Ms V. Archana**
2) **Ms. D. Padmalakshmi**

## PREAMBLE

What makes some people jump for joy when they win a lottery, while other people burst into tears? How does someone have such a phenomenal memory that he can reel off 1000 lines of poetry? Where does cyber-bullying originate? When does a child stop believing in fairy tales? How does a person choose to buy a car or a motorcycle? Is the mind of a Ramanujam, a Bill Gates or a Mother Teresa different from more ordinary mortals? Do dreams have meaning? It is fascinating to observe and understand "the why" of these behaviors.

What makes human beings human? How are we able to think, feel and express ourselves? Why do we dream in our sleep and what is the significance of our dreams? How we are able to conceptualize thoughts and why we feel the way we feel and act the way we act? The curiosity about the human mind and its inner dynamics is a sign you might be interested in studying Psychology. Psychology is a study of human behaviour, thoughts and emotions that influence such behaviour. It facilitates the shaping and moulding of the inner self and also dealing with the development of personality inside out, thus making the person an effective human being.

There is an increasing demand for Psychologists in different areas such as Schools, Colleges, Hospitals and Clinical settings, Industries and Organisations, Forensics, Defence, NGOs and Media field.

The graduate programme in Psychology offers a perfect blend of subjects of both fundamental and applied subjects such as General Psychology, Biological Psychology, Developmental Psychology, Theories of Personality, Statistics in Psychology, Health Psychology, Experimental Psychology, Abnormal Psychology, Social Psychology, Research Methodology, Guidance and Counselling, Cyber psychology, Sports psychology and many more. It prepares a student to diversify further into any course of choice in the field of psychology or its related fields for higher education or practice. This programme offers unique opportunities to understand one's own self and others and in addition to enhance one's ability, to improve skills and competencies to bring out the inner potential.

## PROGRAMME LEARNING OUTCOME

(i) Nature and Extent of the Programme: The Bachelor of Science in Psychology is a 3-year degree full time course introducing students to various facets in Psychology. This program in Psychology will help students in demonstrating the acquisition of both factual knowledge and the ability to conceptualize and apply this knowledge to their own behaviour, to ways of interacting with others, and to their roles in the

society. Students will understand and be able to apply principles of the scientific method and critical thinking. Psychologists contribute to the society's well-being by helping people understand their behaviours, emotions and managing them to lead a better lifestyle. The contribution of psychologists is present at every aspect of human life.

(ii) Aim of the Programme: The program aims to impart fundamental knowledge in Psychology in order to understand one's own self and relate with others; enabling students to acquire professional and personal skills of living. Following the course of the program, students will be enabled to become professional psychologists and are prepared to be resilient and meet the challenges of life. The program further aims to create good citizenship qualities and be socially responsible individuals. Having personal integrity and understanding human values, they will be able to excel in their place of work. Further, it helps prepare the students to take professional careers in Psychology and opens avenues to branch out to specialization in different areas of Psychology. The student will have better prospects when applying for the civil service examination.

(iii) Graduate attributes: After completing the B.Sc Psychology course, students will be trained to inculcate the following attributes indicating a professional outlook to their discipline: 1. Disciplinary Knowledge 2. Interpersonal skills and understanding 3. Analytical and logical reasoning 4. Psychological assessment and report writing. The subject focuses on reaching the young minds to understand and know themselves better. It paves the way to have an insight into the fundamental concepts of the mind and various schools of thought in understanding human behaviour. Knowledge of the concepts of Psychology and its branches are useful for applying in real life. Further, the students learn the practice of psychological assessment using the experimental method. The Domain includes appreciation of ethical principles of professional practices in human services. The subject serves as a catalyst and a facilitating platform to enhance human skills.

**PROGRAMME SPECIFIC OUTCOME (PSO)**

At the end of three years, the students will be able to:

PSO 1: Acquire a strong theoretical foundation in the basics of psychology.

PSO 2: Develop skills of scientific enquiry, critical thinking and problem solving, and the ability to plan, design and conduct research.

PSO 3: Understand the various specializations of psychology and their roles.

PSO 4: Extend the acquired knowledge base, skills and techniques to professional setting

PSO 5: Discover one's own pattern of thought and emotion and enrich their own mental wellbeing.

**COURSE STRUCTURE:**

**FIRST SEMESTER**

| Course Content | Name of the Course | Instrl. Hours | Credits | Int. marks | Ext. marks | Total |
|---|---|---|---|---|---|---|
| Part-I | Language Paper – I | 6 | 3 | 25 | 75 | 100 |
| Part-II | Communicative English I | **3** | **3** | **50** | **50** | **100** |
| Part-III | General Psychology–I | 5 | 4 | 25 | 75 | 100 |
| | Biological Psychology-I | 6 | 4 | 25 | 75 | 100 |
| | Introduction to Indian Psychology | 6 | 5 | 25 | 75 | 100 |
| Part-IV | Basic Tamil/Adv. Tamil/NME* | - | 2 | 25 | 75 | 100 |
| | English for Arts and Social Sciences I | **4** | **4** | **50** | **50** | **100** |

**SECOND SEMESTER**

| Course Content | Name of the Course | Instrl. Hours | Credits | Int. marks | Ext. marks | Total |
|---|---|---|---|---|---|---|
| Part-I | Language Paper – III | 6 | 3 | 25 | 75 | 100 |
| Part-II | Communicative English II | **3** | **3** | **50** | **50** | **100** |
| Part-III | General Psychology–II | 5 | 4 | 25 | 75 | 100 |
| | Biological Psychology-II | 6 | 4 | 25 | 75 | 100 |
| | Introduction to Community Psychology | 6 | 5 | 25 | 75 | 100 |
| Part-IV | Basic Tamil/Adv. Tamil/NME* | - | 2 | 25 | 75 | 100 |
| | English for Arts and Social Sciences II | **4** | **4** | **50** | **50** | **100** |

**THIRD SEMESTER**

| Course Content | Name of the Course | Instrl. Hours | Credits | Int. marks | Ext. marks | Total |
|---|---|---|---|---|---|---|
| Part-I | Language Paper – IV | 6 | 3 | 25 | 75 | 100 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Part-II | Language Through Literature II | 6 | 3 | 50 | 50 | 100 |
| Part-III | Developmental Psychology-II | 5 | 4 | 25 | 75 | 100 |
| | Experimental Psychology | 6 | 4 | 40 | 60 | 100 |
| | Statistics in Psychology | 5 | 5 | 25 | 75 | 100 |
| Part-IV | Environmental Studies | 1 | Examination will be held in Semester IV | | | |
| | Soft Skills | - | 3 | 50 | 50 | 100 |

**FOURTH SEMESTER**

| Course Content | Name of the Course | Instrl. Hours | Credits | Int. marks | Ext. marks | Total |
|---|---|---|---|---|---|---|
| Part-I | Language Paper – II | 6 | 3 | 25 | 75 | 100 |
| Part-II | Language Through Literature I | 6 | 3 | 50 | 50 | 100 |
| Part-III | Developmental Psychology-I | 5 | 4 | 25 | 75 | 100 |
| | Psychological Assessment | 6 | 4 | 40 | 60 | 100 |
| | Consumer Behaviour and Advertising | 5 | 5 | 25 | 75 | 100 |
| Part-IV | Environmental Studies | 1 | 2 | 25 | 75 | 100 |
| | Soft Skills | - | 3 | 50 | 50 | 100 |

**FIFTH SEMESTER**

| Course Content | Name of the Course | Instrl. Hours | Credits | Int. marks | Ext. marks | Total |
|---|---|---|---|---|---|---|
| Part-III | Abnormal Psychology-I | 6 | 4 | 25 | 75 | 100 |
| | Social Psychology-I | 6 | 4 | 25 | 75 | 100 |
| | Introduction to Research Methodology | 6 | 4 | 25 | 75 | 100 |
| | Health Psychology | 6 | 4 | 25 | 75 | 100 |
| | Sports Psychology | 5 | 5 | 25 | 75 | 100 |
| Part-IV | Value Education | 1 | 2 | 25 | 75 | 100 |

**SIXTH SEMESTER**

| Course Content | Name of the Course | Instrl. Hours | Credits | Int. marks | Ext. marks | Total |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| Part-III | Abnormal Psychology-II | 6 | 4 | 25 | 75 | 100 |
| | Social Psychology-II | 6 | 4 | 25 | 75 | 100 |
| | Introduction to Theories of Personality | 6 | 4 | 25 | 75 | 100 |
| | Guidance and Counselling Psychology | 6 | 5 | 25 | 75 | 100 |
| | Human Resource Management | 6 | 5 | 25 | 75 | 100 |
| Part-IV | Extension Activities | - | 1 | - | - | - |

**SEMESTER I**

**Part I - Foundation Course - Tamil & other Languages**

## பொதுத்தமிழ் - I

**Subject Code: LA11A**

பாடத்திட்டத்தின் நோக்கம்:

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியையும், இன்றைய நவீனகாலத்தில் உருவான தமிழ் இலக்கியங்களையும் ஒற்றுமை வேற்றுமைப்படுத்தி ஆராய்கின்ற நோக்கில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

- பாரதியார், பாரதிதாசன், கவிமணி உள்ளிட்டோரின் மரபுக்கவிதைகளும், அப்துல் ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்து உள்ளிட்டோரின் புதுக்கவிதைகளும் இரா.பி.சுதுப்பிள்ளை அவர்களின் உரைநடை, முத்துசாமி அவர்களின் நாடகம் போன்றவை இடம்பெற்றுள்ளன.
- தமிழ் மக்களின் வாய்மொழி இலக்கியங்களில் சில பாடல்கள் பாடமாக வைக்கப்பட்டுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாற்றுப் பின்புலமும் பாடமாக அமைந்துள்ளன.
- மாணவர்களுக்குப் படிப்பின் ஆர்வத்தைத் தூண்டும் வகையில் கவிதைகள், சிறுகதை, உரைநடை, நாடகம் போன்ற எளிமையான பகுதிகள் அமைக்கப்பட்டுள்ளன.
- இலக்கிய வாசிப்பின் ஆர்வத்தை ஊக்குவித்தல்.
- தற்கால தமிழ் இலக்கியத்தின் ஆளுமைகளை மாணவர்கள் புரிந்துகொள்ள வைத்தல்.
- தமிழ் இலக்கிய வரலாற்றில் தற்கால படைப்பாளர்களையும் படைப்புகளையும் அறிமுகப்படுத்துதல்
- தமிழ் இலக்கியப் பாரம்பரியத்தைப் புரியவைத்தல்.

- பிழையின்றி எழுதுவதற்குரிய இலக்கண விதிமுறைகளைப் புரியவைத்தல்.
- தமிழ்மொழியின் கடினமான சொற்களுக்குரிய பொருளைத் தெரிந்துகொள்ளும் வகையில் அகராதியைப் பயன்படுத்துவதற்குரிய அடிப்படையைக் கற்றுத்தருதலே நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

I. இலக்கியம்
II. அதைச்சார்ந்ததமிழிலக்கியவரலாறு
III. மொழிப்பயிற்சி

அலகு **- 1**

மரபுக்கவிதை

1. பாரதியார் - பாரத சமுதாயம்.
2. பாரதிதாசன் - ஒற்றுமைப் பாட்டு
3. கவிமணி தேசிக விநாயகம் பிள்ளை - உடல்நலம் பேணல்
4. நாமக்கல் கவிஞர் வெ. இராமலிங்கம் பிள்ளை - தமிழன் இதயம்
5. கவிஞர் கண்ணதாசன் - குடும்பம் ஒரு கதம்பம்
6. பட்டுக்கோட்டை அ. கல்யாணசுந்தரம் - வருங்காலம் உண்டு
7. தமிழ் ஒளி - வழிப் பயணம்

புதுக்கவிதை

1. கவிஞர் ந. பிச்சமூர்த்தி - காதல்
2. கவிஞர் அப்துல் ரகுமான் - பித்தன்
3. கவிஞர் மு.மேத்தா - காதலர் பாதை, ஒரு கடிதம் அனாதையாகிவிட்டது, நிழல்கள்
4. கவிஞர் இன்குலாப் - ஒவ்வொரு புல்லையும் பெயர் சொல்லி அழைப்பேன்
5. கவிஞர் தமிழன்பன் - சொல்லில் உயர்வு தமிழ்ச் சொல்லே
6. கவிஞர் வைரமுத்து - விதைச்சோளம்
7. கவிஞர் அ.சங்கரி - இன்று நான் பெரிய பெண்

அலகு **- 2**

நாட்டுப்புற இலக்கியம்

1. ஏற்றப்பாட்டு
2. தெம்மாங்கு
3. அம்பா பாடல்கள்
4. விளையாட்டுப் பாடல்கள்
5. நடவுப் பாடல்கள்

அலகு **- 3**

சிறுகதைகள்

1. கு.ப.ரா- கனகாம்பரம்
2. கு.அழகிரிசாமி - குமாரபுரம் ஸ்டேஷன்
3. தமிழ்ச் செல்வன் - வெயிலோடு போய்
4. தோப்பில் முகமது மீரான் - வட்டக்கண்ணாடி
5. அம்பை - பிளாஸ்டிக் டப்பாவில் பராசக்தி முதலியோர்

உரைநடை

1. இரா.பி.சேதுப்பிள்ளை - வண்மையும் வறுமையும்

அலகு**- 4**

நாடகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

அலகு **-5**

தமிழிலக்கிய வரலாறு

1. மரபுக்கவிதை - இருபதாம் நூற்றாண்டு கவிஞர்கள்
2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி -வரலாறு
3. நாட்டுப்புறப் பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள், விடுகதைகள் - வரலாறு
4. சிறுகதை, உரைநடை வரலாறு
5. நாடகம் - வரலாறு

அலகு **-6**

மொழிப்பயிற்சி

1. வாக்கிய வகை (தொடர் வாக்கியம், தனி வாக்கியம், கூட்டு வாக்கியம்)
2. இரு வழக்குகள் (பேச்சு, எழுத்து)
3. எழுவாய், பயனிலை, செயப்படு பொருள்
4. ஒருமை, பன்மை மயக்கம்
5. திணை, பால், எண், இட வேறுபாடு
6. நால்வகைச் சொற்கள் (பெயர், வினை, இடை, உரி)
7. அகர வரிசைப்படுத்துதல்

கற்றலும் பயன்பாடும்:

- தமிழ் மொழியின் இலக்கிய வளங்களின் மதிப்பைப் புரிதல்.
- தமிழ் இலக்கிய வாசிப்பின்வழி சமூக விழிப்புணர்வைத் தூண்டுதல்.
- தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப் பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.

- மொழி வளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப் பயிற்சி உதவுகிறது.
- இப்பாடத்திட்டம் மாணவர்கள் தங்கள் படைப்புகளை உருவாக்குவதற்கும் பயன்படுகிறது.
- போட்டித் தேர்வுகளை எதிர்கொள்ளுவதற்குரியவகையில் இலக்கிய வரலாற்றுப் பகுதி மிகுந்த பயனுடையதாய் உள்ளது.

பாடநூல்

சென்னைப்பல்கலைக்கழகம் (University of Madras)
அடித்தளப்படிப்பு - பகுதி - I தமிழ்
முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.
அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.
(Foundation Course Part - I Tamil - For I & II Semesters
Common to all undergraduate course and Five-Year Integrated postgraduate courses. (2020 - 2021 onwards.)
தாள் -I - செய்யுள்திரட்டு

- நாற்காலிக்காரர் - நா.முத்துசாமி
- தமிழ் இலக்கிய வரலாறு – பாடம் தழுவியவை
- மொழிப்பயிற்சி

**Reference book**

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

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# Hindi -I

**Subject Code: CLE1E**

**LEARNING OBJECTIVES**

The objectives of the course is to sensitize the students -

1. To the aesthetic and cultural aspects of literary appreciation and analysis.
2. To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.
3. To familiarize Official correspondence, General letter correspondence and technical words.

4. To motivate to demonstrate human value in different life situations

**SYLLABUS**

Paper–I-Prose, Functional Hindi & Letter Writing

I. Prose (Detailed Study) :HINDI GADHYAMALA
Ed.by Dr .Syed Rahamathulla
Poornima Prakashan, 4/7, Begum III Street
Royapettah, Chennai – 14.

Lessons Prescribed:

1. Sabhyata ka Rahasya
2. Mitrata
3. Yuvavonsen
4. Paramanu Urja evam Khadya Padarth Sanrakshan
5. You gyata aur Vyavsay ka Chunav.

II. Functional Hindi & Letter Writing

Students are expected to know the office and Business Procedures, Administrative and Business Correspondence.

III General Correspondence:

1. Personal Applications
2. Leave Letters
3. Letter to the Editor
4. Opening an A/C
5. Application for Withdrawal
6. Transfer of an A/C
7. Missing of Pass Book/Cheque Leaf
8. Complaints
9. Ordering for Books
10. Enquiry

IV Official Correspondence:

1. Government Order
2. Demi Official Letter
3. Circular
4. Memo
5. Official Memo
6. Notification

7. Resolution
8. Notice

**REFERENCES**


1. Karyalayeen Tippaniya:
   Kendriya Hindi Sansthan, Agra
2. Prayojan Moolak Hindi: Dr.Syed Rahamathulla, Poornima Prakashan
   4/7, Begum III Street, Royapettah, Chennai– 14.


**Unit wise Syllabus**

**Unit-I**

1. Sabhyataka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words )

**Unit-II**

1. Mitrata
2. Letters to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology English to Hindi (25 Words)

**Unit-III**

1. Yuvavon Se
2. Application forWithdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

**Unit-IV**

1. Parmanu Urja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book/ChequeLeaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words )

**Unit-V**

1. You Gyata Aur Vyavsay Ka Chunav
2. Complaints
3. Ordering for Books
4. Notification
5. Official Noting Hindi to English (25 words)

**Unit-VI**

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

**LEARNING OUTCOMES**

1. Understanding the concept and importance of functional Hindi
2. Understanding various forms of functional Hindi and its usage according to its area of application
3. Knowledge about good civilization qualities and culture
4. Knowledge about the importance of human values

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# French-I

**Subject Code: CLK1S**

**LEARNING OBJECTIVES:**

In teaching French we aim to:

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France.
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French.
3. Discover another world, another people, another way of life - make them more accepting of people who differ from them.

**SYLLABUS:**

**Unité - I** : Salut!
Saluer - entreren contact avec quell qu'un - se présenter- s'excuser
**Unité - II** :Enchanté !
Demander de se présenter - Présenterquelqu'un

**Unité - III** :J'adore !
Exprimer ses goûts - Échanger sur ses projets
**Unité - IV** : Tu veux bien ?
Demander à quelqu'un de faire quelque chose - Demander poliment - Parlerd' actions passées
**Unité - V** : On se voit quand ?
Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure
**Unité - VI** : Bonne idée !
Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

**LEARNING OUTCOMES:**
Learners are able

1. to comprehend and express themselves well
2. to have an interest to look into another world
3. to improve communication skills
4. to perform well in the University Exams

**Prescribed textbook:**

- Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only)

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**<u>Part II – Foundation English courses</u>**

**Communicative English – I** **Subject Code: LZ11A**

**LEARNING OBJECTIVES:**

1. To hone the basic communication of students and prepare them for career challenges.
2. To train students on effective listening.
3. Trained to better express themselves through the right choice of words for formal and informal writing and speaking.
4. To nurture and develop efficient reading by introducing them to reading techniques.
5. To break the barriers of public speaking and build confidence to face the audience/people.

**SYLLABUS**

**Unit I** (20 hours)

1. Listening and Speaking
    a. Introducing self and others
    b. Listening for specific information

c. Pronunciation (without phonetic symbols)
i. Essentials of pronunciation
ii. American and British pronunciation

2. Reading and Writing

a. Reading short articles – newspaper reports / fact based articles
i. Skimming and scanning
ii. Diction and tone
iii. Identifying topic sentences

b. Reading aloud: Reading an article/report

c. Journal (Diary) Writing

3. Study Skills - 1

a. Using dictionaries, encyclopaedias, thesaurus

4. Grammar in Context: Naming and Describing

- ✔ Nouns & Pronouns
- ✔ Adjectives

**Unit II** (20 hours)

1. Listening and Speaking
a. Listening with a Purpose
b. Effective Listening
c. Tonal Variation
d. Listening for Information
e. Asking for Information
f. Giving Information

2. Reading and Writing

1. a. Strategies of Reading: Skimming and Scanning

b. Types of Reading: Extensive and Intensive Reading

c. Reading a prose passage

d. Reading a poem

e. Reading a short story

2. Paragraphs: Structure and Types
a. What is a Paragraph?
b. Paragraph structure
c. Topic Sentence
d. Unity
e. Coherence
f. Connections between Ideas: Using Transitional words and expressions
g. Types of Paragraphs

3. Study Skills II: Using the Internet as a Resource
a. Online search

b. Know the keyword
c. Refine your search
d. Guidelines for using the Resources
e. e-learning resources of Government of India
f. Terms to know

4. Grammar in Context
Involving Action-I
a. Verbs
b. Concord

**Unit III** (16 hours)

1. Listening and Speaking
a. Giving and following instructions
b. Asking for and giving directions
c. Continuing discussions with connecting ideas
2. Reading and writing
a. Reading feature articles (from newspapers and magazines)
b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.
3. Grammar in Context:
Involving Action – II
• Verbals - Gerund, Participle, Infinitive
• Modals

**Unit IV** (16 hours)

1. Listening and Speaking
a. Giving and responding to opinions
2. Reading and writing
a. Note taking
b. Narrative writing – writing narrative essays of two to three paragraphs
3. Grammar in Context: Tense
• Present
• Past
• Future

**Unit V** (18 hours)

1. Listening and Speaking
a. Participating in a Group Discussion
2. Reading and writing
a. Reading diagrammatic information – interpretations maps, graphs and pie charts
b. Writing short essays using the language of comparison and contrast

3. Grammar in Context: Voice (showing the relationship between Tense and Voice)

**Recommended** Book: Communicative English by Tamilnadu State Council for Higher Education (TANSCHE)

**LEARNING OUTCOMES**

1. Students show progress in their ability to focus and effectively interpret other's speech.
2. Significant improvement in efficient reading- both in academic and pleasure reading.
3. Trained to better express themselves in different scenarios of formal and informal writing and speaking.
4. Exhibit improved oral and aural skills through in-class activities and assignments.

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**Part III - Core Courses**

**Core paper I: General Psychology - I** **Subject code: ST21A**

**LEARNING OBJECTIVES**

1. To introduce the subject to the students by outlining its origin and evolution as a science, the various sub-fields and its expanding scope.
2. To describe the process of functioning of all the human senses and the basis of perception & attention.
3. To substantiate the states of consciousness with corresponding theories, the various stages of sleep & dreams.
4. To throw light on the various forms of learning and the process of conditioning that can be used to modify behaviour.
5. To enable their understanding about how we form and retrieve memories.

**SYLLABUS**

**Unit – I** Introduction and Methods:

What is Psychology? Definition –Goals –What is not psychology? Pseudo psychology. The History of Psychology –Schools -Modern Perspectives –Psychology in India –Psychology: The Science –Methods: Introspection –Observation –Survey –Experiment –Case Study –Correlation Research –Scope of Psychology: Branches of basic Psychology –Branches of applied Psychology

**Unit – II** Sensation & Perception:

Sensation: Meaning –Psychophysics -Thresholds –Weber's Law –Adaptation –Basic sensation: Vision –Hearing –Touch and other Skin senses –Olfaction-Gustation -Proprioception: Kinesthetic sense –Vestibular sense –Perception: Meaning–Organizing principles of perception –Constancies-Pattern perception, Distance perception-Errors in Perception -Illusion –Types; Hallucinations –Types; Extra Sensory Perception. -Factors that influence perception –Depth perception Attention: Meaning –Types –Determinants

**Unit – III** Consciousness:

States of Consciousness: Consciousness –Definition –Two Major Types –Natural State of Consciousness: Biological Rhythms –Circadian Rhythms; Waking States of Consciousness–Sleep –Functions –Stages –Sleep Disorders–Dream –Theories. Altered States of Consciousness: meaning –Hypnosis –Use of Drugs –Meditation –Other Altered States. Sensory deprivation: Near death Experience-Lucid dreaming.

**Unit – IV** Learning:

Learning: Definition –Nature-Association Learning: Classical Conditioning –Basic Principles; Operant Conditioning –Basic Principles –Reinforcement –Types –Punishment –Types. Schedules of Reinforcement –Shaping –Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning. Social and Cognitive Learning: Latent Learning –Insight Learning –Observational Learning.

**Unit – V** Memory:

Memory: Definition –Memory Process: Encoding –Storage –Retrieval –The information processing model –Sensory memory –Short term memory –Long term memory –Forgetting: Meaning –Forgetting curve-Theories of forgetting -Causes –Memory and Brain –Improving memory.

**LEARNING OUTCOMES**

After completion of this subject, students will be able to:

1. Describe the nature, scope, methods and various fields of Psychology.
2. Explain the fundamental processes underlying human behaviour such as sensation, perception and attention.
3. Comprehend the nature of consciousness and the underlying theoretical interpretations and describe the various stages of sleep & dreams.
4. Give a comparative account of the nature, principles and the various theories of learning.
5. Understand and associate the various functions and memory processes involved in memory and forgetting.

**REFERENCES**

1. Cicarelli, K.S., Meyer, E.G. & Misra, G. (2008). *General psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Baron, R.A. (2010). *Psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

**WEB RESOURCES:**

1. Psychology of Everyday

https://nptel.ac.in/courses/109/104/109104151/

2. Introduction to Psychology

https://nptel.ac.in/courses/109104105/

3. Introduction to Psychology

https://www.coursera.org/learn/introduction-psych

4. Understanding Memory: Explaining the Psychology of Memory

https://www.coursera.org/learn/memory and

movies?utm_source=google&utm_medium=seo&utm_campaign=searchapp&

utm_content=CourseraContent

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**Core paper II: Biological Psychology - I** **Subject code: ST21B**

**LEARNING OBJECTIVES**

1. To introduce the biological basis of behaviour by explaining the viewpoints and approaches by correlating brain anatomy with behavior.
2. To explain the structure of the basic unit of the nervous system - the neuron.
3. To understand how neurons communicate with each other through the process of synapsis
4. To identify the divisions of the nervous system, its chief structure and functions
5. To classify the role of Endocrine glands and Hormones in influencing Human Behaviour

**SYLLABUS**

**Unit I**: Biological Foundations of Behaviour

Introduction: Meaning of Biological Psychology- Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behaviour – Levels of analysis - Correlating brain anatomy with behaviour - Recording brain activity - Effects of brain damage - Effects of brain stimulation

**Unit II**: Neurons- Basic Unit of Nervous System

Basic features of the Nervous System: An overview, Meninges, Ventricular system and production of cerebrospinal fluid. Cells of the Nervous System: Neurons, Supporting cells, the blood-brain barrier – Neural Communication: An overview, measuring electrical potentials of axons. The Membrane Potential: Balance of two forces, The Action Potential, Conduction of the action potential.

**Unit III**: Communication between Neurons–Synaptic Transmissions

Communication between Neurons: Structure of synapses, Neurotransmitter: meaning types, Release of the Neurotransmitter: Activation of receptors- Postsynaptic potentials Termination of postsynaptic potentials.

**Unit IV**: Structure & Divisions of the Nervous System

Nervous System: Development of the central nervous system, Brain: The forebrain, The hind brain, midbrain & forebrain, Division of Nervous System: Central Nervous System, The Peripheral Nervous System- Spinal nerves, Cranial nerves, The Autonomic Nervous system – Sympathetic and Parasympathetic.

**Unit V**: Hormones and The Brain

Hormonal actions- General principles of hormonal actions, Hormonal action on cellular mechanisms- Hormonal influence on growth and activity, Feedback control mechanisms in regulating secretion of hormones, Endocrine glands and its specific hormones: Pituitary Pineal- Thyroid- Parathyroid-Pancreas- Adrenal- Gonads

**REFERENCES**


1. Carlson, N.R. (2007). *Foundations of physiological psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited.
3. Pinel, J. (2007). *Biopsychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

4. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

**WEB RESOURCES**

1. Brain anatomy- Learn biopsychology Science quickly and easily – www.udemy.com
2. Medical neuroscience- www.udemy.com
3. Synapses, neurons and brains- www.udemy.com

**LEARNING OUTCOMES**:

After completion of this subject, the student will be able to:

1. Demonstrate an understanding about various research methods and perspectives of Biopsychology and compare the reciprocal relationship between brain and behavior.
2. Illustrate the anatomy and explain the functions of the neural cell.
3. Demonstrate how neurons communicate with each other
4. Compare and contrast the divisions of the nervous system, its chief structure and functions
5. Classify and explain the role of Endocrine glands and Hormones in influencing Human Behaviour.

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**Part III - Allied Courses**

**Allied paper I: Introduction to Indian Psychology** **Subject code: ST32A**

**LEARNING OBJECTIVES**

1. To introduce the students to the origins and roots of Psychology that has stemmed from Indian Sub-Continents.
2. To illustrate various perspectives such as Upanishads, Nyaya, Advaita Vedantam, Vaisaseka, Mimamsa, Visista Advaita on Personality, Perception, Functions of mind and States of consciousness.
3. To orient them to the concepts of Yoga, its application in management of Psychiatric disorders and for self-development.

4. To acquaint students with diverse religious schools of thoughts such as Buddhism, Jainism, Sufism and its view on the concept of Mind.
5. To enrich their knowledge on Practical applications of Indian Psychology.

**SYLLABUS**

**Unit – I** Introduction to Indian Psychology:

Nature of Indian Psychology, Fundamental assumptions of Indian Psychology, Mind-body complex, Psychology: Eastern and Western Approach

**Unit – II** Concepts of Indian Psychology:

Upanishads – states of consciousness, factors of personality, mental functions, higher mental powers and Yoga. Nyaya – concept of personality, psychology of perception, states of consciousness, Vaisasesika – theory of consciousness, factors of personality, theory of perception. Mimamsa – factors of personality, psychophysical system, cognition, perception. Advaita Vedantam – Human personality, psychophysical apparatus, states of consciousness, functions of mind, Visista Advaita – Nature of consciousness, factors of personality, functions of mind.

**Unit – III** Yoga Psychology:

States of consciousness, factors of personality, functions of mind, path of yoga, super conscious state, Integral yoga – gunas of prakriti, self-ego and individuality, Manifold being-surface being, inner being, the outer being.

**Unit – IV** Psychology of Buddhism, Jainism and Sufi:

Buddhism – factors of personality, levels of consciousness, functioning of mind. Jainism – nature of consciousness – cognition, sense organs, non-verbal comprehension, verbal comprehension, extra sensory perception, affection, conation, mental activity.Sufi – Historical background and aim, basic concepts: spirit, views of the self and soul, sufism and the integration of man, Metaphysical concepts: attributes of God, freedom of will, beliefs and action, reason and revelation.

**Unit – V** Applying Indian Psychology:

Counselling and therapy – vipassana and mindfulness, Hathayaoga based therapies: The Gita as guide. Education – Gandhi's NaiTalim, Satyagraha- psychospiritual tool for conflict resolution: Tagore's system of education; Sri Aurobindo's integral education. Organizational behavior and community work – Gita-based approaches to Organizational behaviour. Life and Education – The Thirukkural approach.

**REFERENCES:**

1. Safaya, R. (1975). Indian Psychology. New Delhi: Munshiram Manoharlal Publishers

2. Dalal, A.S. (Ed.) (2011). A greater psychology: An introduction to the psychological thought of Sri Aurobindo. New York: Penguin Putnam Inc.
3. Rao, K.R. & Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd.
4. Kuppuswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd.

**WEB RESOURCES:**

1. Soul Beliefs: Causes and Consequences – www.coursera.org

2. Psychology 101: Why we think, Feel & Act the way we do – Udemy.co

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Define the fundamental concept of Indian Psychology in comparison with Western Psychology concepts.
2. Classify various concepts of Indian Psychology on Personality and states of consciousness through Upanishads, Nyaya, Advaita Vedantam etc.
3. Interpret the ideas of Yoga and apply the knowledge for self-development.
4. Discriminate various religious schools of thought in explaining the concept of Mind.
5. Practically implement the concept of Indian psychology in various fields like counselling, education, organizational behaviour etc.

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**Part IV - Basic Tamil/Advanced Tamil**

அடிப்படைத் தமிழ் - முதல் பருவம் **Subject code: NLT1C**

பாடத்திட்டத்தின் நோக்கம்

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிறநாடுகளிலிருந்தும் இளங்கலை, இளம்அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ்நாட்டின் மாநிலமொழியைப் பேசவும் எழுதவும் துணைபுரியும்வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் முதற்பருவத்தில் தமிழ்மொழியின் எழுத்துக்களை எழுதவும் படிக்கவும் பயிற்சி அளிக்கப்படுகிறது. மேலும் தமிழ்மொழியின் சொல்வகை, தொடரமைப்பு, தமிழில் எண்ணுப் பெயர்கள், உடல் உறுப்புகள், அன்றாட வாழ்விற்குத் தேவையான பொருள்களை அறிந்துகொள்ளவைப்பதே இதன் நோக்கமாகும்.

பாடத்திட்டம்

அலகு - **1**

எழுத்துகள்

1. உயிர் எழுத்து, ஆய்த எழுத்து, 2. மெய்எழுத்து , 3. உயிர்மெய் எழுத்து

அலகு - **2**

சொற்கள்

1. பெயர்ச்சொல், 2. வினைச்சொல், 3. இடைச்சொல், 4. உரிச்சொல்

அலகு - **3**

தொடரமைப்பு

1. எழுவாய், 2. பயனிலை, 3. செயப்படுப்பொருள்

அலகு - **4**

பிழைநீக்கம்

1. ஒற்றுப்பிழை, 2. எழுத்துப்பிழை, 3. தொடர்ப்பிழை,

அலகு - **5**

எண்கள், உறவுப்பெயர்கள், வாழ்இடங்களும், பொருள்களும்

அலகு - **6**

அறிமுகம்

1. விழாக்கள், 2. இயற்கை, 3. உணவுமுறைகள் -சுவை -காய்கள் -பழங்கள் போன்றன.

பாடத்திட்டத்தின் பயன்கள் **(Learning Outcomes)**

இந்தப் பாடத்தினால்

1. வேற்றுப்புல மாணவர்கள் தமிழகத்தில் பாமர மக்களிடமும் தமிழில் பேசமுடியும்.

2. தமிழ்மொழியிலுள்ள சிறுசிறு படைப்புகளைப் பார்த்து இலக்கிய இன்பம் பெறமுடியும்.
3. தமிழகத்திலுள்ள சுற்றுலாத்தலங்களுக்கு வழிகாட்டி இன்றிப் போய்வருதல்.

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

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சிறப்புத்தமிழ் - முதல் பருவம் **Subject code: TLT1C**

பாடத்திட்டத்தின் நோக்கம்

இப்பாடத்திட்டம் பள்ளிகளில் ஒரு சில வகுப்புகளில் தமிழைப் படித்து தமிழ்மொழியை முழுமையாக அறிந்துகொள்ளாத கல்லூரிகளில் பிறமொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தமிழ் இலக்கியப் பகுதியும், தமிழிலக்கிய வரலாற்றுப் பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது. தமிழ் இலக்கிய இன்பத்தை உணரும்நோக்கிலும் இலக்கிய வளத்தை உணரும் நோக்கிலும் பாடத்திட்டம் உள்ளது.

பாடப்பகுப்பு

I. இலக்கியம்
II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
**III.** மொழிப்பயிற்சி

பாடத்திட்டம்

அலகு - **1**

நாட்டுப்புறப்பாடல்

1. பஞ்சம். 2. மானம் விடிவதெப்போ?

அலகு - **2**

புனைகதை

1.”கட்டைவிரல்”-சி.என்.அண்ணாதுரை

அலகு - 3

புதுக்கவிதை

1. ஆடிக்காற்றே -சிற்பி, 2. கடமையைச் செய்-மீரா, 3. இழந்தவர்கள் - அப்துல் ரகுமான்

அலகு - 4

மொழித்திறன்

1. கலைச்சொல்லாக்கம், 2. பொருந்திய சொல் தருதல், 3. பிழை நீக்கி எழுதுதல்

பாடத்திட்டத்தின் பயன்கள்

இப்பாடத்தைப் படிப்பதால் தமிழ்மொழியின் இலக்கிய இன்பம், சொல் வளம், புது கலைச்சொல் படைத்தல் போன்றவற்றை உணர உதவுகிறது.

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

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**NME Courses - HTML Theory** **Subject code: SE51C**

**LEARNING OBJECTIVE**

This course introduces to the tags used in HTML

**SYLLABUS**

**Unit I:**

Introduction: Web Basics: What is Internet – Web browsers – What is Web page – HTML Basics: Understanding tags.

**Unit II:**

Tags for Document structure (HTML, Head and Body Tag). Block level text elements: Headings paragraph (tag) – Font style elements: (bold, italic, font, small, strong, strike, big tags)

**Unit III:**

Lists: Types of lists: Ordered, Unordered – Nesting Lists – Other tags: Marquee, HR, BR- Using Images – Creating Hyperlinks.

**Unit IV:**

Tables: Creating basic Table, Table elements, Caption – Table and cell alignment – Rowspan, Colspan – Cell padding.

**Unit V:**

Frames: Frameset – Targeted Links – No frame – Forms : Input, Textarea, Select, Option.

**Recommended Texts:** 1. Laura Lemay, "HTML Complete Reference, Teach Yourself Web Publishing with HTML".

**REFERENCES:**

1. E Stephen Mack, Janan Platt , "HTML".

**WEB REFERENCE**:

NPTEL & MOOC courses titled HTML. ¬https://www.codecademy.com/learn/learn-html

**LEARNING OUTCOMES**

1. To use Knowledge of HTML and the basic tools that every Web page coder needs to know
2. To implement modern Web pages with HTML

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**Professional English (English for Arts & Social Sciences –I)** **Subject code: PZ1AA**

**LEARNING OBJECTIVES**

1. To develop the language skills of students by offering adequate practice in professional contexts.

2. To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
3. To focus on developing students' knowledge of domain specific registers and the required language skills.
4. To develop strategic competence that will help in efficient communication
5. To sharpen students' critical thinking skills and make students culturally aware of the target situation.

**SYLLABUS**

**Unit 1**: Communication

Listening: Listening to audio text and answering questions - Listening to Instructions Speaking: Pair work and small group work. Reading: Comprehension passages –Differentiate between facts and opinion writing: Developing a story with pictures. Vocabulary: Register specific - Incorporated into the LSRW tasks

**Unit 2**: Description

Listening: Listening to process description.-Drawing a flow chart. Speaking: Role play (formal context) Reading: Skimming/Scanning- Reading passages on products, equipment and gadgets. Writing: Process Description –Compare and Contrast Paragraph-Sentence Definition and Extended definition- Free Writing. Vocabulary: Register specific -Incorporated into the LSRW tasks.

**Unit 3**: Negotiation Strategies

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific) Speaking: Brainstorming. (Mind mapping). Small group discussions (Subject- Specific) Reading: Longer Reading text. Writing: Essay Writing (250 words) Vocabulary: Register specific - Incorporated into the LSRW tasks

**Unit 4**: Presentation Skills

Listening: Listening to lectures. Speaking: Short talks. Reading: Reading Comprehension passages Writing: Writing Recommendations Interpreting Visuals inputs Vocabulary: Register specific - Incorporated into the LSRW tasks

**Unit 5**: Critical Thinking Skills

Listening: Listening comprehension- Listening for information. Speaking: Making presentations (with PPT- practice). Reading: Comprehension passages –Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills) Writing: Problem and Solution essay– Creative writing –Summary writing Vocabulary: Register specific - Incorporated into the LSRW tasks

**LEARNING OUTCOMES**

1. Recognise their own ability to improve their own competence in using the language
2. Use language for speaking with confidence in an intelligible and acceptable manner
3. Understand the importance of reading for life
4. Read independently unfamiliar texts with comprehension
5. Understand the importance of writing in academic life
6. Write simple sentences without committing error of spelling or grammar

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## SEMESTER II

**Part I - Foundation Course - Tamil & other Languages**

### பொதுத்தமிழ் - II

**Subject Code: LA12A**

பாடத்திட்டத்தின் நோக்கம்

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து கிடக்கும் அதன் ஆழ அகலத்தையும் ஒரு பருந்து பார்வையில் நோக்கும் வகையில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம் ஆகியவற்றைப் போதித்தல். பழந்தமிழ் இலக்கியங்களின் இலக்கியச் செறிவையும், சொல்வளங்களையும் உணரவைத்தல்.

பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழி கலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ் மக்களின்

வாழ்வியலை எடுத்துரைத்தல். இவையே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

I. இலக்கியம்

II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III. மொழிப்பயிற்சி

அலகு **-1**

1. நற்றிணை - 87, 88
2. குறுந்தொகை - 46, 88, 89
3. கலித்தொகை - 11ஆம் பாடல் - "அரிதாயஅறன்எய்தி..

அலகு **- 2**

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து தலைபெய்த )
2. ஐங்குறுநூறு - கிள்ளைப்பத்து
3. பரிபாடல் -செவ்வேள் 5, கடுவன் இளவெயினார் (1 முதல் 10 வரிகள் - வெற்றிவேல் )

அலகு **- 3**

1. புறநானூறு - 182, 192
2. பதிற்றுப்பத்து -காக்கைப்பாடினியார், நச்செள்ளையார் பாடல் (56, 57)

அலகு **- 4**

1. பத்துப்பாட்டு - முல்லைப்பாட்டு

அலகு **- 5**

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)
2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)

II தமிழிலக்கிய வரலாறு

1) முச்சங்க வரலாறு, பதினெண்மேற்கணக்கு நூல்கள் (எட்டுத்தொகை, பத்துப்பாட்டு)

2) பதினெண்கீழ்க்கணக்கு நூல்கள்

III மொழிப்பயிற்சி
1)இலக்கணக் குறிப்பு (வேற்றுமைத்தொகை, உவமைத்தொகை, பண்புத்தொகை, உம்மைத்தொகை, அன்மொழித்தொகை.....வடிவம்) [பத்தியிலிருந்து இலக்கணக் குறிப்புகளைக் கண்டறிதல்]

2) ஒற்று மிகும் மிகா இடங்கள்

3) மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக் கண்டறிதல்)

பாடத்திட்டத்தின் பயன்கள்

1. பழந்தமிழ் இலக்கியங்களின்வழியாக, அக்கால மக்களின் அகவுணர்வுகளையும் அக ஒழுக்கங்களையும் பண்பாட்டையும் உணர்ந்துகொள்ளுதல்.
2. பழந்தமிழ் இலக்கிய வாசிப்பின்வழி இயற்கையின் உன்னத மகத்துவத்தைப் புரியவைத்தல்.
3. தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
4. மொழிவளத்தின் தேவையை வலியுறுத்துதல்.
5. மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.
6. இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்புதிறனை வளர்க்கின்றது.
7. போட்டித்தேர்வுகளை எதிர்கொள்வதற்குத் தமிழ் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாக அமைகிறது.

பாடநூல்

சென்னைப் பல்கலைக்கழகம் (University of Madras)

அடித்தளப்படிப்பு - பகுதி - I தமிழ் - முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது. அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது. தாள் -I - செய்யுள் திரட்டு

(Foundation Course - Part - Tamil For I & II Semesters; Common to all undergraduate course and Five-Year Integrated postgraduate courses. - 2021 onwards.)

**Reference book**

தமிழ் – பகுதி 1 –சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

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## Hindi -II

**Subject Code: CLE2G**

**LEARNING OBJECTIVES**

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features of Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabulary.

**SYLLABUS**

Paper – II – One Act Play, Short Story & Translation

I. ONE ACT PLAY (Detailed Study): AATH EKANKI

Edited By: Devendra Raj Ankur, Mahesh Aanand

Vani prakashan, 4695, 21-A Dariyagunj,; New Delhi – 110 002

Lessons Prescribed:

1. Aurangazeb ki Aakhari Raat
2. Laksmi Ka Swagat
3. Basant Ritu ka Naatak
4. Bahut Bada Sawal

II. Short Stories (Non- Detailed Study): Swarna Manjari
Edited by: Dr. Chitti. Annapurna, Rajeswari Publications, 21/3, Mothilal Street, (Opp. Ranganathan Street), T. Nagar, Chennai – 600 017.

Lessons Prescribed:

1. Mukthidhan
2. Mithayeewala
3. Seb aur Dev

4. Vivah ki Teen Kathayen

III. Translation Practice : (English To Hindi) Books For Reference :

| | |
|---|---|
| 1. Prayojan Moolak Hindi : | Dr. Syed Rahamathulla Poornima Prakashan, 4/7, Begum III Street, Royapettah, Chennai – 14. |
| 2. Anuvad Abhyas Part III | Dakshin Bharat Hindi Prachar Sabha T. Nagar, Chennai -17. |

**Unit wise Syllabus**

**Unit – I**

1. Auranzeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

**Unit – II**

1. Laksmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

**Unit-III**

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

**Unit-IV**

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

**Unit-V**

1. Translation Practice. (English to Hindi)

**LEARNING OUTCOMES**

1. Understand the role of Hindi short stories and One Act Play in the development of the society.

2. Knowledge about the importance of cultural, social and moral responsibility of human beings.

3. Inculcating the habit of book reading to gain knowledge of vocabularies.

4. Understanding the importance of the art of translation.

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## French-II

**Subject Code: CLK2T**

**LEARNING OBJECTIVES:**

In teaching French we aim to

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
3. Discover another world, another people, another way of life.
4. Make them more accepting of people who differ from them.

**SYLLABUS:**

**Unité - I** : C'estoù ?

Demander et indiquerune direction - localiser (près de, en face de …)

**Unité - II** : N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

**Unité - III** : Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

**Unité - IV** : Quel beau voyage !

Raconter - décrire les étapes d'une action – exprimer l'intensité et la quantité - interroger

**Unité - V** : oh! Joli!

Décrire quell qu'un - comparer – exprimer l'accordou le dés accord - se situer dans le temps

**Unité - VI** : Et après ?

Parler de l'avenir - exprimer des souhaits – décrire quelqu'un

Prescribed textbook:

Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only)

**LEARNING OUTCOMES**

Learners are able

1. To comprehend and express themselves well
2. To have an interest to look into another world
3. To improve communication skills
4. To perform well in the University Exams

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**Part II – Foundation English courses**

**Communicative English – II** **Subject Code: LZ12A**

**LEARNING OBJECTIVES**

1. To train students on functional English including language proficiency-Grammar & Vocabulary building.
2. To equip them with essential career/job oriented skills - Presentation (PPT techniques), formal communication (email, report writing, etc)
3. To teach them formal meeting etiquettes: both face-face and virtual mode.
4. To prep students to face interviews.
5. Encourage and guide students on opinion writing, reviews and feature writing.

**SYLLABUS**

**Unit - I** (18 hours)

1. Listening and Speaking

a. Listening and responding to complaints (formal situation)

b. Listening to problems and offering solutions (informal)

2. Reading and writing

a. Reading aloud (brief motivational anecdotes)

b. Writing a paragraph on a proverbial expression/motivational idea.

3. Word Power/Vocabulary

a. Synonyms & Antonyms

4, Grammar in Context

a. Adverbs

b. Prepositions

**Unit - II** (20 hours)

1. Listening and Speaking

a. Listening to famous speeches and poems

b. Making short speeches- Formal: welcome speech and vote of thanks. Informal occasions- Farewell party, graduation speech

2. Reading and Writing

a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)

b. Reading poetry

i. Reading aloud: (Intonation and Voice Modulation)

ii. Identifying and using figures of speech - simile, metaphor, personification etc.

3. Word Power

a. Idioms & Phrases

4. Grammar in Context: Conjunctions and interjections

**Unit - III** (18 hours)

1. Listening and Speaking

a. Listening to Ted talks

b. Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds

c. Interactions during and after the presentations

2. Reading and writing

a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

a. One Word Substitution

4. Grammar in Context: Sentence Patterns

**Unit - IV** (16 hours)

1. Listening and Speaking

a. Participating in a meeting: face to face and online

b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.

2. Reading and Writing

a. Reading visual texts – advertisements

b. Preparing first drafts of short assignments

3. Word Power

a. Denotation and Connotation

4. Grammar in Context: Sentence Types

**Unit V** (18 hours)

1. Listening and Speaking

a. Informal interview for feature writing

b. Listening and responding to questions at a formal interview

2. Reading and Writing

a. Writing letters of application

b. Readers' Theatre (Script Reading)

c. Dramatizing everyday situations/social issues

d. Through skits. (writing scripts and performing)

3. Word Power
   a. Collocation

4. Grammar in Context: Working With Clauses

**Recommended Book**: Communicative English - Semester II - E book by Tamil Nadu State Council for Higher Education (TANSCHE)

**LEARNING OUTCOMES**

- Students show progress in language proficiency.
- Better equipped with necessary job skills.
- Show confidence to face job interviews.
- Encouraged to voice their thoughts, students began to express themselves through blog writing, articles contribution, online reviewing of products and films.
- Show better understanding of nuances in formal communication and etiquettes.

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**Part III - Core Courses**

**Core paper III: General Psychology - II** **Subject code: ST22A**

**LEARNING OBJECTIVES**

1. To impart the mechanisms underlying the various cognitive processes including thinking, decision making and language development.
2. To apprise the students of the various theories of motivation, frustration and conflict.
3. To acquaint them with the characteristics and theories of emotions and stress.
4. To deepen their knowledge about the nature, theories and assessment of Intelligence, Emotional Intelligence and creativity.
5. To describe the various theories of Personality, method of assessment & application of the different Personality tests.

**Unit – I**: Cognition

Meaning –Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem Solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes- Morphemes –Syntax - Semantics – Pragmatics.

**Unit – II**: Motivation

Motivation: Definition – Needs – Biological Needs – Social Needs - Psychological Needs, Theories of Motivation: Instincts – Drive-reduction theory – Arousal – Incentive – Opponent-Process – Cognitive theories – Social cognitive theory – Need theories, Classification of Motives: Physiological motives – Psychological motives, Conflict: Meaning- Types. Frustration: Meaning- Causes.

**Unit – III:** Emotion and stress

Emotion: Meaning – Basic emotions- Components - Physiology of emotion - Expression of emotion – Theories of Emotions, Stress: Definition – Four variations - Stressors – Effects – General Adaptation Syndrome – Individual differences - Coping mechanism.

**Unit – IV:** Intelligence and Creativity

Intelligence: Definition - Concept of IQ - Individual differences in Intelligence –Mental retardation – Mentally gifted – Assessment of Intelligence, Emotional Intelligence: Meaning – Characteristics, Creativity: Definition- Nature – Steps - Characteristics of creative people – Creativity tests.

**Unit – V**: Personality

Personality: Definition - Theories – Psychoanalytic - Neo Freudian: Jung –Adler – Karen Horney – Erikson - Behavioristic view – Social Cognitive view - Humanism and Personality: Roger's theory – Maslow's theory - Trait Theories Psychology – Allport – Cattell - The Big Five Factors. Assessment of Personality, Uses of Personality tests,

**REFERENCES:**

1. Cicarelli, K.S., Meyer, E.G. & Misra. (2008). *General psychology*. New Delhi, India: Dorling Kingsley (India) Private Limited.

2. Baron, R.A. (2010) *Psychology*. New Delhi, India: Pearson India Education Services Pvt. Ltd.

**WEB RESOURCES:**

1. https://www.udemy.com/courses/search/?q=psychology&src=sac&kw=psychology

2. https://www.saylor.org/?s=psychology&submit=Search

3. https://www.coursera.org/learn/introduction-psychology

4. https://www.udemy.com/courses/search/?q=psychology&src=sac&kw=psychology

5. https://www.saylor.org/?s=psychology&submit=Search

6. https://www.coursera.org/learn/introduction-psychology

7. https://www.coursera.org/learn/self-determination-theory

8. https://www.coursera.org/learn/ignite-creativity

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Spell out the different types of cognition, thinking processes, decision making and language development.
2. Summarize the various theories of Motivation, frustration and conflicts.
3. Outline the characteristics and theories of emotions and stress.
4. Explain the nature, theories and assessment of Intelligence, Emotional Intelligence and creativity.
5. Analyse various theories of Personality and describe the assessment & application of the Personality tests.

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**Core paper IV: Biological Psychology - II** **Subject code: ST22B**

**LEARNING OBJECTIVES**

1. To introduce Rhythms of waking, sleeping and dreaming, its mechanisms and various sleep disorders.
2. To illustrate brain development and neuroplasticity
3. To explore the biological phenomenon involved in regulating thirst and hunger.
4. To enrich their knowledge about the biological basis of emotions and its functions.
5. To identify the brain areas associated with learning & memory and illustrate the causes of memory disorders.

## SYLLABUS

**Unit I**: Circadian Rhythms, Sleep and Dreaming

Rhythms of waking and sleeping: Endogenous cycles- Setting and resetting the biological clock- Mechanisms of the biological clock, Sleep and brain mechanisms: Sleep and other interruptions of consciousness, the onset of sleep and hypnagogic hallucinations, stages of sleep. Paradoxical or REM sleep, Brain mechanisms of wakefulness and arousal: Brain functions in REM sleep- Functions of sleep, Dreaming: REM sleep and dreaming. Biological perspectives on dreaming.

**Unit II**: Brain development and plasticity

Development of the brain- Maturation of the vertebrate brain, Growth and development of neurons -New neurons later in life- Path finding by axons, Determinants of neuronal survival, Neural plasticity: Meaning- Plasticity after brain damage.

**Unit III**: Biological basis of thirst and hunger

Thirst: Mechanisms of water regulation- Osmotic thirst- Hypovolemic thirst and sodium specific hunger, Hunger: Digestion and food selection-Short and long term regulation of feeding-Brain mechanisms - Eating Disorders.

**Unit IV:** Biological basis of emotions

Emotions: Introduction, Emotions and Autonomic arousal: James-Lange theory, Brain areas associated with emotions- The functions of emotions. Attack and Escape Behaviours: Attack behaviours - Escape - Fear and anxiety- Stress and Health

**Unit V**: Biological basis of learning and memory

Localized representations of memory- Types of memory- The hippocampus- Theories on the function of the hippocampus- Other types of amnesia: Korsakoff's syndrome, Alzheimer's Disease- The role of the other brain areas.

## REFERENCES


i. Carlson, N. R. (2007). *Foundations of Physiological Psychology*, New Delhi, India: Pearson India Education Services Pvt Ltd.

ii. Kalat, J.W. (2011). *Biopsychology*, Delhi, India: Cengage Learning India Private Limited.

iii. Pinel, J. (2007). *Biopsychology*, New Delhi, India: Pearson India Education Services Pvt Ltd

iv. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008*).Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

**WEB RESOURCES**

i. https://www.edx.org/course/ap-psychology-course-2-how-the-brain-works
ii. https://ocw.mit.edu/courses/brain-and-cognitive-sciences/9-22j-a-clinical-approach-to-the-human-brain-fall-2006/index.htm
iii. www.mooc-list.com/course/neuropsychology-saylororg

**LEARNING OUTCOMES**

After completion of this subject, the student will be able to:

1. Understand the biological basis of Sleep & Dream and Classify various sleep disorders
2. Illustrate brain development and neuroplasticity
3. Categorize the brain mechanism involved in regulating thirst, hungry and feeding
4. Evaluate and distinguish biopsychology of emotions in relation to stress and ill health
5. Summarize the brain areas associated with learning & memory and illustrate the causes of memory disorders.

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**Part III - Allied Courses**

**Allied paper II: Introduction to Community Psychology** **Subject code: ST32A**

**LEARNING OBJECTIVES:**

1. To outline the fundamentals of Community Psychology in Indian Context.
2. To introduce Psychosocial models that are culturally relevant.
3. To break down the Socio-economic Indicators such as Poverty, unemployment, underemployment etc.,
4. To understand the prime Psychosocial indicators that are evident in the Indian context.
5. To describe the preventive measures that enhance the quality of community.

**Unit 1:** Introduction

Community psychology- nature & Scope, Definition; Core values in community psychology; Role of community psychologist; understanding community; community in India; human diversity in context; applied social psychology in India.

**Unit 2:** Models of Community Psychology

Mental health model; Behavioural model; Organisational model; Ecological model; Social action model; Integration of modern psychology with Indian thought, culture & psychology: culture & perspectives of psychology; Basic Indian values and behavioural disposition in the context of nation's development; Ambiguity of role models and values among Indian youth.

**Unit 3:** Socio-economic indicators:

Definition of social indicators; Population; Poverty; Beggary; Problems of education- Drop outs, education for special groups, rehabilitation, technological impact; unemployment & underemployment.

**Unit 4:** Psycho-social indicators

Human development- family scenario in a developing country and its implication on mental health; Socialisation, family & psychological differentiation; Alcoholism & drug dependence; delinquency & crime; sexual harassment & violence; mental illness & mental health; understanding stress & coping in context.

**Unit 5:** Promotion & Prevention:

Social competence- key concepts; implementing programs; empowerment & citizen participation; Preventive efforts for mental illness- Primary, Secondary & Tertiary; Preventing problematic behaviour & promoting social; competence community and social change; program evaluation & program development.

**REFERENCES:**

1. Shanmugam, T.E. (1988). Community Psychology. Utsav Shanmugam pub.

2. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities, Wadsworth, Cengage Learning: Belmont, CA, USA. 3. Sinha,D., Misra, G., & Dalal A.K. (2015). Psychology in india. New Delhi

4. Orford, J. (2008). Community Psychology: Challenges, Controversies and Emerging Consensus. John Wiley & Sons.

5. Mohanty, A. K., &Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept Pub. Co

6. Zax, M. & Spector, G. A. (1974). An introduction to community psychology. New York: John Wiley & Sons.

7. Henry, N., & Powell, A. (2014). Preventing sexual violence: interdisciplinary approaches to overcoming a rape culture. New York: Palgrave Macmillan.

**WEB RESOURCES:**

1. Community change in public health- www.coursera.org

2. Foundational Skills for community at health – www.coursera.org

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:
1. Paraphrase the core values of community psychology in the Indian context.
2. Assess various socio-cultural psychological models and behaviours of Indian youth.
3. Examine the socio-economic indicators and its impact on development.
4. Estimate the role of human development and family structure on Mental Health.
5.Originate preventive measures and design promotion programmes for better community development.

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**Part IV - Basic Tamil/Advanced Tamil**

அடிப்படைத் தமிழ் - இரண்டாம் பருவம் **Subject code: NLT2D**

பாடத்திட்டத்தின் நோக்கம்

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிறநாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ்நாட்டின் மாநிலமொழியைப் பேசவும் எழுதவும் துணை புரியும்வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் இரண்டாம் பருவத்தில் தமிழ்மொழியிலுள்ள சிறுசிறு இலக்கியப்பகுதிகளைப் படிப்பர். சிறுகதைகள், சுற்றுலாத் தலங்கள், தமிழ் இலக்கியங்களின் வரலாறு ஆகியவற்றைப் புரிந்துகொள்ளும் நோக்கில் பாடத்திட்டம் அமைகிறது.

பாடத்திட்டம்

அலகு **-1.**

நீதி நூல்கள்

1. ஆத்திச்சூடி (1-12), 2. கொன்றைவேந்தன் (1-8), 3. திருக்குறள் (5)
1. அகரமுதல …… (1), 2. செயற்கரிய …… (26), 3. மனத்துக்கண் …… (34),
4. கற்றகசடறக்……. (391), 5. எப்பொருள் ……. (423).

அலகு **- 2.**

நீதிக்கதைகள்

1. பீர்பால் கதை, 2. பரமார்த்த குரு கதை

அலகு **- 3.**

அறிமுகம்

அ. தமிழ் இலக்கிய வரலாறு - இலக்கியங்கள் புலவர்கள்

ஆ.தமிழக வரலாறு - வரலாற்றுச் சின்னங்கள்- சுற்றுலாத் தலங்கள்- அலுவலகப் பெயர்கள்

இ. பழமொழிகள்.

பாடத்திட்டத்தின் பயன்கள்

தமிழ் இலக்கியத்தின் சிறப்பினையும் தமிழ்மொழியின் சிறப்பினையும் மொழி வளத்தையும் அறிந்துகொள்ள உதவுகிறது. தமிழக மக்களின் பண்பாட்டுக் கூறுகளை உணர்ந்து கொள்ளுதல்

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத்தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை. (Reference book not applicable)

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சிறப்புத்தமிழ் – இரண்டாம் பருவம் **Subject code: TLT2D**

பாடத்திட்டத்தின் நோக்கம்

இப்பாடத்திட்டம் பள்ளிகளில் சில வகுப்புகள் வரையில் மட்டுமே தமிழைப் படித்துக் கல்லூரிகளில் பிறமொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தொடக்ககால செய்யுள் முதல் தற்கால புதுக்கவிதைவரை உள்ள ஒரு சில பகுதிகள் அமைந்துள்ளன. அனைத்துக் கால இலக்கியங்களின் தன்மையை உணர்ந்துகொள்ளுதல். தமிழ் இலக்கியப் பகுதியும், தமிழிலக்கிய வரலாற்றுப் பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது.

பாடத்திட்டம்

பாடப்பகுப்பு
I. இலக்கியம்
II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
III. மொழிப்பயிற்சி

அலகு **- 1**

கட்டுரை

1. பெண்ணின் பெருமை-திரு.வி.க

அலகு **-2.**

செய்யுள்

1. புறநானூறு - அ. கெடுக சிந்தை-ஓக்கூர் மாசாத்தியார்,

ஆ. ஈன்று புறந்தருதல் - பொன்முடியார், இ. யாதும் ஊரே -கனியன் பூங்குன்றனார்

ஈ. திருக்குறள் - வான்சிறப்பு முழுமையும்

உ. சிலப்பதிகாரம் - மங்கல வாழ்த்துப்பாடல்

ஊ. திருவாசகம் - வேண்டத்தக்கது

எ. திருவாய்மொழி -உயர்வற

ஏ. இரட்சண்ய யாத்ரிகம் (சிலுவைப்பாடு)-பாடல்எண்-1,3.4

ஐ. சீறாப்புராணம் - வானவர்க்கும்

ஒ. பாரதியார்- நல்லதோர் வீணை

அலகு **-3.**

இலக்கிய வரலாறு

பாடம் தழுவிய இலக்கிய வரலாறு

அலகு **-4.**

மொழிபெயர்ப்பு

ஆங்கிலப்பகுதியைத் தமிழாக்கம் செய்தல்

பாடத்திட்டத்தின் பயன்கள்

1. தமிழ்மொழி, தமிழ் இலக்கியத்தின் தொன்மையை அறிதல்.
2. தமிழ் மக்களின் பண்பாட்டைக் காலவாரியாக உணர்ந்துகொள்ளுதல்.
3. மொழிபெயர்ப்புத் துறையிலும் செயலாற்றமுடியும்

பாடநூல்
தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை. (Reference book not applicable)

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**NME Courses – HTML lab** **Subject code: SE523**

**LEARNING OBJECTIVE**

This course introduces to the programming in HTML

**SYLLABUS**

LIST OF EXERCISES:
1. Write a script to create an array of 10 elements and display its contents.
2. Create a simple calculator using form fields. Have two fields for number entry and one field for the result. Allow the user to be able to use plus, minus, multiply and divide.

3. Create a document and add a link to it. When the user moves the mouse over the link, it should load the linked document on its own. (user is not required to click on the link)
4. Create a document which opens a new window without a toolbar, address bar or a status bar that unloads itself after one minute.
5. Design an HTML page that includes document structure tags, title, line break, multiple headings and link to e-mail address.
6. Create an HTML file which is the main page with an image and some text messages along with hyperlinks which is linked to various pages. The navigation should be such that the links take you to the appropriate page and then back to the main page.
7. Create a HTML page to demonstrate the usage of Frames. Choose the content of the page on your own.
8. Design an application for pay slip through HTML forms.

**LEARNING OUTCOME**

To implement modern Web pages with HTML

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**Professional English (English for Arts & Social Sciences –II)** **Subject code: PZ1AB**

**LEARNING OBJECTIVES**

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges to,

1. Develop their competence in the use of English with particular reference to the workplace situation.
2. Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
3. Develop their competence and competitiveness and thereby improve their employability skills.
4. Help students with a research bent of mind develop their skills in writing reports and research proposals.

**SYLLABUS**

**Unit 1**- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics -(TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

**Unit 2 -** Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements ( on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

**Unit 3**- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills) Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area)

Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

**Unit 4 -** Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. https://www.youtube.com/watch?v=tpvicScuDy0)

Speaking: Making oral presentations through short films – subject based

Reading: Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

- Creating web pages, blogs, flyers and brochures (subject based)

- Poster making – writing slogans/captions(subject based)

**Unit 5**- Workplace Communication & Basics of Academic Writing

Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing

Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

**LEARNING OUTCOMES:**

At the end of the course, learners will be able to,

1. Attend interviews with boldness and confidence.
2. Adapt easily into the workplace context, having become communicatively competent.
3. Apply to the Research &Development organisations/ sections in companies and offices with winning proposals.

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**SEMESTER III**

**Part I - Foundation Course - Tamil & other Languages**

**Language Paper – III**

பொதுத்தமிழ் - **III** மூன்றாம் பருவம் **Subject Code: LA13A**

பாடத்திட்டத்தின் அறிமுகம்

சைவம், வைணவம், கிறித்துவம், இசுலாமியம், சித்தர்கள் ஆகிய சமயம் சார்ந்த இலக்கியங்கள் பாடங்களாக வடிவமைக்கப்பட்டுள்ளன. மேலும் சிற்றிலக்கியங்களில் ஒருசில பகுதிகளும் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் பாடமாக அமைந்துள்ளன. மொழிப்பயிற்சியும் இடம்பெற்றுள்ளது.

பாடத்திட்டத்தின் நோக்கம்

மக்களுக்குரிய வாழ்வியல் நெறிமுறைகளையையே பல சமய இலக்கியங்களும் போதிக்கின்றன என்பதை உணர வைத்தல். பக்திக்கும் அன்றாட வாழ்வியலுக்கும் உள்ள தொடர்பினைப் புரிய வைத்தலே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

சிற்றிலக்கியங்களின் வகைகளையும் யாப்பின் புது வடிவங்களையும் தெரிந்துகொள்ள செய்தல். சிற்றிலக்கிய காலத்தின் பாடுபொருளின் மாற்றத்தை உணரவைத்தல். இறைப்பணியோடு மக்கள் பணி செய்த இறையடியார்களை அடையாளம் காட்டுவதும் இதன் தலையாய நோக்கமாகும்.

தமிழ் மொழியில் சொற்களின் பொருள்கள் காலத்திற்குக் காலம் மாறுபடும் தன்மையினைப் புரியவைத்தல். ஒரு சொல்லுக்கு பல பொருள்கள் காணப்படுவதை உணர வைத்தல். இதன் மூலம் மொழி பயன்பாட்டுக்குச் சொல்வளம் தேவை என்பதை உணர்த்துதல்.

இலக்கிய வரலாற்றைக் கற்பிப்பதன் வாயிலாக இலக்கியத் தோற்றப்பின்னணி அறிந்துகொள்ள செய்தல். இவையே இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

பாடப் பகிர்வு

I. இலக்கியம்
II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
III. மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

அலகு **I**

1. காரைக்கால் அம்மையார் – அற்புதத் திருவந்தாதி (பிறந்து மொழி எனத் தொடங்கி 5 பாடல்கள்)
2. தேவாரம் – திருஞானசம்பந்தர் – திருத்தில்லை பதிகம் 'கற்றாங்கு' எனத் தொடங்கி 11 பாடல்கள்
3. திருநாவுக்கரசர் – மாசில் வீணையும் எனத் தொடங்கி 10 பாடல்கள்
4. சுந்தரர் – பித்தா பிறை சூடி எனத் தொடங்கி 10 பாடல்கள்
5. மாணிக்கவாசகர் – திருப்பள்ளியெழுச்சி 10 பாடல்கள்

அலகு **2**

1. ஆண்டாள் – நாச்சியார் திருமொழி – ஏழாம் பத்து
2. பொய்கையாழ்வார் – முதல் பாடல் (முதல் திருவந்தாதி)
3. பூதத்தாழ்வார் – முதல் பாடல் (இரண்டாம் திருவந்தாதி)
4. பேயாழ்வார் – முதல் பாடல் (மூன்றாம் திருவந்தாதி)
5. நம்மாழ்வார் – முதல் பத்து – நான்காம் திருமொழி முதல் 5 பாடல்கள்

அலகு **3**

1. தாயுமானவர் – பைங்கிளி கண்ணி (5 கண்ணிகள்)
2. வள்ளலார் – திருவருட்பா – பிள்ளைச் சிறு விண்ணப்பம் (1-5)
3. அருணகிரிநாதர் – விநாயகர் துதி – "நினது திருவடி.." எனத் தொடங்கும் 5 ஆம் பாடல்

அலகு **4**

1. சித்தர் பாடல்கள் – திருமூலர் – திருமந்திரம் (270,271,274,275,285)
2. குணங்குடி மஸ்தான் - பராபரக்கண்ணி
3. வேதநாயகம் பிள்ளை – தாய் தந்தையர் வணக்கம் 25-32 வரிகள் (பெண்மதி மாலை)

அலகு **5**

1. முத்தொள்ளாயிரம் – ஏற்கனவே உள்ள பகுதி
2. தமிழ்விடுதூது – முதல் 16 கண்ணிகள்
3. நந்திக்கலம்பகம் – ஏற்கனவே உள்ள பகுதி (61, 96, 100, 105, 110)

**II** தமிழிலக்கிய வரலாறு

1. பக்தி இலக்கியம் (சைவம், வைணவம், சித்தர்கள், இஸ்லாம், கிறித்துவம்)
2. சிற்றிலக்கியங்கள்

**III** மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

ஒரு பொருள் குறித்த பலசொல், பலபொருள் குறித்த ஒரு சொல், பிறமொழிச் சொல் நீக்கல், அலுவலகக் கடிதம் வரைதல், தமிழில் மொழி பெயர்த்தல்

பாடத்திட்டத்தின் பயன்கள்

தமிழில் காணப்படும் அனைத்துச் சமய இலக்கியங்களும் வாழ்க்கைக்குரிய நல்ல விழிகாட்டியாக விளங்குகின்றன. இறைபக்தியின் இன்றியமையாமை உணர்த்துதல்.

சமயச் சான்றோர்கள் தமிழ் மொழிக்கு ஆற்றியுள்ள பங்களிப்புகளை அறிந்து கொள்ளுதல்.

நாயன்மார்களும் ஆழ்வார்களும் தங்கள் புலமையினால் பாசுரங்களைப் படைத்ததோடு நில்லாமல் இசையோடு இசைத்துள்ளமையால் இசையின் தொன்மையினை அறிதல். கிறித்தவ இலக்கியமும் இசுலாமிய இலக்கியமும் தமிழ் மரபில் தோன்றித் தமிழ் மொழிக்குச் சிறப்பு செய்கிறது என்பதைப் புரிந்துகொள்ளுதல்.

பக்தி இலக்கியங்களின் வழி மனதை மேம்படுத்துதலும் வாழ்வியல் முறைகளைப் புரிய வைத்தலுமே இப்பாடத்திட்டத்தின் பயன் ஆகும். மொழிப்பயிற்சியினால் புதுப்புது சொற்களைப் பயன்படுத்த தூண்டுதல்.

தமிழ் இலக்கிய வரலாற்றுப்பகுதி போட்டித்தேர்வுக்கு உறுதுணையாக விளங்குதல் ஆகியவையே பயன் ஆகும்.

பாடநூல்:

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I பொதுத்தமிழ்- மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது. தாள் -I - செய்யுள் திரட்டு

Foundation Course - Part - Tamil - For III & IV Semesters; Common to all undergraduate courses and Five Year Integrated postgraduate courses. 2021 - 2022 onwards.

- தமிழ் இலக்கிய வரலாறு – பாடம் தழுவிய இலக்கிய வரலாறு
- மொழிப்பயிற்சி

**Reference book**

தமிழ் – பகுதி 1 –சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

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# Hindi -III

**Subject Code: CLE3H**

**Paper III Ancient Poetry and Introduction to Hindi Literature** (Upto ReetiKaal)

**LEARNING OBJECTIVES**

1. Describe the beginning stage of Hindi literature in the development of Hindi language.
2. Describe the influence of the Mughal dynasty on Indian culture and the poetic skill of Indian poets.
3. Understand the importance of Bhakthikaal in bringing unity in diversity.
4. Describe the History of Hindi literature
5. Describing the role played by poets of Aadhikaal, Bhakthi Kaal and Reethi Kaal for the development of Hindi literature and the society.

**Ancient Poetry -**

Prescribed Text Book **:** Selections in Poetry (2007); University Publications, University of Madras .

Lessons Prescribed :

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Surdas - Bramargeet Saar only
3. Tulasidas – Vinay ke Pad only
4. Meera Bai – Pad only
5. Thiruvalluvar (Dharmakaand only)

6. Biharilal ( Dohas 1 to 5 )

Introduction to Hindi Literature (up to Reethikaal)

Lessons Prescribed :

- Literary Trends of Veeragatha Kaal (Aadikaal) - Important poets : Chand Baradai 2. Vidhyapathi and their Works
- Literary Trends of Bhakthi Kaal – Important Poets : 1. Kabirdas 2. Joyasi 3. Tulasidas 4. Surdas and their works
- Literary Trends of Reethikaal – Important Poets : 1. Bihari 2. Bhushan 3. Ghananand

**Reference Books:**

1.Hindi Sahithya Ka Itihas

By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.

2.Hindi Sahithya Yug Aur Pravrithiya

By: Dr. SivakumarVarma, Asok Prakashan Nayi Sarak, New Delhi – 6

3.Hindi Sahithya ka Sybodh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller,Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

**SYLLABUS**

**UNIT –I**

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Literary Trends of Veeragatha Kaal (Aadikaal)
3. Chand Baradai and his Works
4. Vidhyapathi and his works

**UNIT - II**

1. Surdas - Bramargeet Saar
2. Literary Trends of Bhakthi Kaal
3. Gyan Margi Shakha
4. Important Poet : 1. Kabirdas

**UNIT - III**

1. Tulasidas – Vinay ke Pad only
2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha
3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha
4. Important Poets – 1. Joyasi and 2. Tulasidas

**UNIT - IV**

1. Meera Bai – Pad only
2. Tiruvalluar (Dharmakaand only)
3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
4. Important Poet – Surdas

**UNIT - V**

1. Biharilal ( Dohas 1 to 5 )
2. Literary Trends of Reethikaal
3. Important Poet : Bihari and his works
4. Bhushan and his works and Ghananand and his works

**LEARNING OUTCOMES:**

1. Understanding the role played by the poets of Bhakthi cult in literature and society.
2. Describing the Ram leela and Krishna leela poetry by Thulsidas, Surdas and Meerabai respectively by relating it with philosophy of life.
3. Knowledge about the influence of Rama Bhakthi and Krishna Bhakthi in Indian Religion and literature.
4. Knowledge about Idol worship concepts and the influence of it in the development of Indian culture and Patriotic spirit.
5. Knowledge about the Aadhikaal of its architect skill, Reethikall of its shringar ras. Knowledge about the Idol less worship and Prem Marga cult of literature.
6. Knowledge about the History of Hindi Literature upto Reethi Kaal.

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# French-III

**Subject Code: CLK3V**

Title of the Paper: Translation, Comprehension and Grammar- I

**LEARNING OBJECTIVES:**

In teaching French we aim to

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French

3. Discover another world, another people, another way of life.
4. Make them more accepting of people who differ from them.

Prescribed textbook: K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, SamhitaPublications-Goyal Publisher & Distributors Pvt Ltd, 2017

**SYLLABUS:**

Grammar components :

- ★ Les pronoms relatifs
- ★ Le passé composé
- ★ L'imparfait
- ★ Le plus-que-parfait
- ★ Le subjonctif
- ★ Le conditionnel
- ★ La comparaison

**Texts :**

- ★ Les feuilles mortes
- ★ Le vrai père
- ★ Nos études
- ★ Demain des l'aube
- ★ Par une journée d'été
- ★ Une visite inattendue
- ★ L'hiver
- ★ Le librairie

**LEARNING OUTCOMES**

Learners are able

1. to comprehend and express themselves well
2. to have an interest to look into another world
3. to improve communication skills
4. to perform well in the University Exams

Recommended text - Not applicable

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**<u>Part II – Foundation English courses</u>**

**Language through Literature- I** **Subject Code: LZ13B**

**LEARNING OBJECTIVES**

1. To stimulate interest in acquiring basic skills.

2. To use as a medium to teach grammar, writing mechanics and thinking skills.

3. To engage in self-assessment activities for self-development.

4. To identify parts of speech, vocabulary, sentence structure and use them properly.

5. To interpret the key ideas and terms and express them through a persuasive essay.

**SYLLABUS**

| Theme | Text | English Language Skills |
|---|---|---|
| **Unit - I** Prose 15 Hours (including all worksheets to be done in class in the textbook) | | |
| Ethics | 1.1 Humanities vs Sciences S. Radhakrishnan -<br><br>Worksheet 1.1 | Vocabulary skills<br>★ Etymology<br>★ Etymological derivation of words<br>Grammar skills<br>★ Tenses<br>★ The simple present vs the present continuous tense<br>★ The simple past vs present perfect tense |
| Learning | 1.2 Wings of Fire (An Extract) A. P. J. Abdul Kalam -<br><br>Worksheet 1.2 | Vocabulary skills<br>★ One-word substitutes / meanings of expressions<br>Grammar skills<br>★ Combining sentences |
| Society | 1.3 On the Rule of the Road A. G. Gardiner<br><br>Worksheet 1.3 | Vocabulary skills<br>★ Some literary devices<br>★ Word association<br>Grammar skills<br>★ Error identification<br>★ Types of questions: Wh- and Yes/No |
| **Unit - II** Poetry 12 Hours (including all worksheets to be done in class in the textbook) | | |
| Human Values | 2.1 Leisure W. H. Davies<br><br>Worksheet 2.1 | Vocabulary skills<br>★ Content words and function words<br>★ Compound words<br>Grammar skills<br>★ Punctuation |

| | | |
|---|---|---|
| | | ★ Use of punctuation marks<br>★ Conversion of sentences<br>- Active and passive voice<br>- Reported speech |
| Science | 2.2 The Secret of the Machines Rudyard Kipling -<br><br>Worksheet 2.2 | Vocabulary skills<br>★ Commonly confused words<br>★ Prefixes and suffixes<br>★ Negative prefixes<br>Grammar skills<br>★ Conversion of word class |
| Environment | 2.3 Water Ralph Waldo Emerson<br><br>Worksheet 2.3 | Vocabulary skills<br>★ Homophones<br>★ Homonyms<br>★ Homographs<br>Grammar skills<br>★ Gerunds<br>★ Participles |
| Sports | 2.4 Casey at the Bat Earnest Lawrence Thayer<br><br>Worksheet 2.4 | Vocabulary skills<br>★ Completing words<br>Grammar skills<br>★ Phrasal verbs |
| Satire | 2.5 Very Indian Poem in Indian English Nissim Ezekiel<br><br>Worksheet 2.5 | Vocabulary skills<br>★ Metonymy<br>Grammar skills<br>★ Integrated grammar activities<br>★ Cloze test |
| **Unit - III** Short Story 15 Hours (including all worksheets to be done in class in the textbook) | | |
| Attitude | 3.1 Witches' Loaves O. Henry<br><br>Worksheet 3.1 | Pronunciation<br>★ Tongue twisters<br>★ Pronouncing words of foreign origin<br>★ Using a dictionary to understand pronunciation |
| Fantasy | 3.2 The Country of the Blind H. G. Wells<br><br>Worksheet 3.2 | Writing skills<br>★ Descriptive writing<br>★ Narrative writing<br>★ Writing long essays |

| | | |
|---|---|---|
| Humour | 3.3 The Boy Who Broke the Bank Ruskin Bond<br><br>Worksheet 3.3 | Writing skills<br>★ Converting a story into a play |
| Social Justice | 3.4 The Squirrel Ambai<br><br>Worksheet 3.4 | Writing skills<br>★ Filling forms<br>★ Letter writing |
| **Unit - IV** Non-fiction 14 Hours (including all worksheets to be done in class in the textbook) | | |
| Artificial Intelligence | 4.1 AI and Literature: The Muse in the Machine John Thornhill<br><br>Worksheet 4.1 | Writing skills<br>★ Writing blogs<br>★ Creating vlogs |
| Social Media | 4.2 Facebook Is Making Us Miserable Daniel Gulati<br><br>Worksheet 4.2 | Writing skills<br>★ Writing emails |
| Culture | 4.3 One World One Culture Kenneth J. Pakenham, Jo McEntire, Jessica Williams<br><br>Worksheet 4.3 | Writing skills<br>★ Résumés<br>★ Cover letters<br>★ Format of a cover letter<br>Speaking skills<br>★ Introduction to job interviews |
| Food and Nutrition | 4.4 Portion Size is the Trick!!! Ranjani Raman<br><br>Worksheet 4.4 | Writing skills<br>★ Argumentative Essays |
| **Unit - V** Scenes from Shakespeare 14 Hours (including all worksheets to be done in class in the textbook) | | |
| Human Nature | 5.1 The Merchant of Venice [Act IV, Scene I; Lines -170–419]<br><br>Worksheet 5.1 | Writing skills<br>★ Recreating a court scene<br>★ Role play |
| | 5.2 Henry IV Part I [Act II, | Writing skills |

| | | |
|---|---|---|
| | Scene 4]<br><br>Worksheet 5.2 | ★ Creating a webpage |

Formative Assessment 05 Hours (Unit-end assessment tasks given in the textbook to be done, detached and submitted for evaluation)

Text – CONFLUENCE by Cambridge University Press India Private Limited

**LEARNING OUTCOMES**

After completing the course, the students will be able to

1. Strengthen contextual understanding of the language through texts.
2. Apply the language skill in different types of activities such as group discussions, comprehension and creative writing.
3. Shows improvement in writing sentences by changing their forms and using them appropriately.
4. Reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in content.
5. Attempt the different kinds of writing- essays, emails, blogs, resumes etc.

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**Part III - Core Courses**

**Core paper V: Developmental Psychology - I** **Subject code: ST23A**

**LEARNING OBJECTIVES**

1. To introduce the various stages of birth.
2. To outline the stages, characteristics of infancy and babyhood.
3. To synthesize the dynamics, nuances of early and late Childhood.
4. To depict the various developmental stages across the life span.

**Unit I:** Conception Through Birth

Meaning of developmental changes – Significant facts about development – Developmental stages – Developmental Issues – Conception of Age.Characteristics of the Prenatal Period – How Life begins – Importance of Conception – Periods of Conception – Periods of Prenatal development – Stages of childbirth - Types of childbirth – Attitudes of significant people - Prenatal hazards & complications of low birth weight.

**Unit II:** Infancy

Characteristics of Infancy, developmental tasks- Major adjustment of Infancy – Conditions influencing adjustment to Postnatal life – Characteristics of the Infant – Hazards of Infancy.

**Unit III:** Babyhood

Characteristics of Babyhood – Developmental tasks of babyhood – Physical development – Physiological development – Muscle Control – Speech development – Emotional behavior – Socialization – Interest in Play – Development of Understanding – Beginnings of Morality – Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness.

**Unit IV:** Early Childhood

Characteristics of Early Childhood – Developmental tasks – Physical development – Physiological habits – Skills of Early Childhood – Improvement in Speech – Emotions – Socialization – Play – Development of Understanding – Moral development – Common Interests – Sex-role Typing – Family Relationship – Personality development – Hazards and Happiness.

**Unit V:** Late Childhood

Characteristics of Late Childhood – Developmental tasks – Physical development – Skills – Speech improvement – Emotions and Emotional Expressions – Social groupings and social behaviour – Play interest and activities – Increase in Understanding – Moral attitudes and behaviour – Interests – Sex-role Typing – Changes in Family relationships – Personality Changes – Hazards and Happiness.

**REFERENCES:**

1. Hurlock, E. (1980). Developmental psychology.New Delhi, India: Tata McGraw Hill Publishing Co.

2. Santrock, J. W. (1999). Lifespan development, New York, NY: McGraw Hill.

3. Berndt, T.J. (1997). Child development, Madison, WI: Brow & Benchmark Publishers.

4. Papalia, D.E., &Olds, S.W. (1994). Human development, New York, NY: Tata McGraw Hill.

5. Berk, C. L. (1996). Child development, New Delhi, India: Prentice- Hall of India (Pvt) Ltd.

**WEB RESOURCES**

1. https://www.mooc-list.com/tags/developmental-psychology

2.https://www.coursera.org/learn/developmental-psychology

3. https://www.edx.org/course/introduction-to-developmental-psychology

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. State the developmental stage of conception through birth

2. Describe the developmental stage of infancy and babyhood

3. Restate the various developmental process of early and late childhood

4. Associate various Developmental stages of socialization, family relations and personality development.

*****

**Core paper VI: Experimental Psychology** **Subject code:**

**LEARNING OBJECTIVES:**

1. To extend the concepts of distraction, division and span of attention.
2. Compare and contrast the different errors of perception.
3. To compare divergent concepts in learning through knowledge of results.
4. To correlate the relationship between motivation and aspiration.
5. To illustrate various types of emotions.
6. To introduce the concept of motor dexterity.
7. To imbibe multiple IQ assessments.

**SYLLABUS - CONCEPTS:**

1. Attention

2. Perception

3. Learning

4. Motivation & Emotion

5. Psychomotor abilities

6. Intelligence tests

- A minimum of 10 experiments should be conducted in the first and second semester.

- At least one experiment from each concept should be chosen.

**List of Psychological Equipments in the Laboratory**

(For Experimental Psychology in Semester III)

| S.. No | Name of the Assessments | Description |
|---|---|---|
| | | |
| | **INTELLIGENCE** | |
| 1 | Bhatias Battery of Performance Test of Intelligence | This is a performance test of intelligence and consists of a battery of 5 Sub-tests, namely: Koh's Block Design Test, Pass-along Test, Pattern Drawing Test, Immediate Memory, and Picture Construction Test. |
| | **ATTENTION** | |
| 2 | Division of attention | The effect of divided attention on the performance can be studied in the laboratory using this instrument. This Electrical wooden instrument top has two different patterns (a triangle & a circle) with a grove. The subject can trace the path with the stylus provided. A set of reset type impulse counters which are electrically connected will record the number of traces made by the subject. |
| 3 | Distraction of attention | Experimentally auditory distraction on the performance of a task can be demonstrated using this instrument. This electrical box consists of two sides i.e. subject side and the experimenter side and a screen in between. The Experimenter's side will have two control switches and a light. The subject side will have two switches, a light and a buzzer. Both the visual stimulus (light) and the auditory stimulus (buzzer) can be presented by operating the switches from both the sides. This instrument can also be used to conduct the experiments to understand mental processes in estimation of time interval/Time Perception. |
| 4 | Knox Cube test | One set of 56 wooden 1" x 1" x 1" painted wooden cubes to be used to test the level of attention and concentration. |
| | **PSYCHOMOTOR ABILITIES** | |
| 5 | Finger Dexterity Board | Finger dexterity refers to dexterity for handling tiny objects using fingers. Finger dexterity board is a wooden board with a tray on one side and a metallic plate with 100 equal sized holes (to insert one pin at a time) on the other side. Small pins are provided with fingers. |
| | **LEARNING** | |

| | | |
|---|---|---|
| 6 | Human Maze Learning T-Shape (Electrical) with Manual & Response Sheet | A wooden T Shaped maze with a path and the subject has to trace the path using her finger. |
| 7 | Concept formation blocks | Concept Formation Blocks Based on Haffman and Kaisenien Test of Concept Formation: Concept formation for Height, Size, Shape and Color. It is a performance type test. |
| 8 | Concept formation cards | It is a set of cards used to demonstrate the process of concept formation for geometrical designs and non-sense syllables. |
| | **EMOTIONS & MOTIVATION** | |
| 9 | Judging emotions using Photograph | Based on Illustrations and Photographs the subjects have to judge the emotions depicted. This helps to understand the social interactions that the subject has. |
| | **PERCEPTION** | |
| 10 | Stroop effect test | The 'Stroop' effect is one example of cognitive inhibition and the hypothesis of parallel processing. Parallel processing involves interpreting a stimulus input at different levels, resulting in inhibition in cognitive process. This process of cognitive inhibition can be experimentally demonstrated using the 'Stroop Effect Test'. This test consists of two lists of words. The list 'A' has names of colors printed in the corresponding color. Wherein list ' B' has names of colors printed in a different color. The subject has to name the color in which the word is printed and not the word while reading both the lists but separately. A key for the correct responses is also provided. |

**REFERENCES:**


1. Wood Worth and Scholerberg. (2018). Experimental psychology. New Delhi: Oxford & IBH publishing Co.

2. Postman and Egan (1960). Experimental psychology. New York: Harper and Row.

3. Anastasi, A and Urbina, S. (2002). Psychological testing. New Delhi: Pearson Education.

4. Cohen, R, J and Swerdlik, M, E. (2010). Psychological testing and Assessment: An Introduction to Tests and Measurement. Boston: Mcgraw-Hill Higher Education.

5. Harris, P. (2002). Designing and Reporting Experiments in Psychology.Buckingham: Open University Press.

6. Myers, Anne. Hansen, Christine. (2011) Experimental Psychology. Wadsworth Publishing.

7. Francis, G. and Neath, I. (2015). Introduction to Psychology, Cengage Learning.

**WEB RESOURCES:**

1. The beginners guide to personality psychology: Big five traits – www.udemy.com

**LEARNING OUTCOMES:**

1. Experiment the effect of distraction, division and span of attention.
2. Illustrate the factors involved in errors of perception.
3. Demonstrate the concepts of transfer of learning, trial and error learning, insight learning and learning through the knowledge of results.
4. Associate to one's own level of aspiration and achievement motivation.
5. Interpret various emotional patterns in oneself and others.
6. Illustrate the use of the motor-skills in manual and tweezer dexterity.
7. Conduct assessment of IQ levels.

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**Part III - Allied Courses**

**Allied paper III: Statistics in Psychology** **Subject code: ST33A**

**LEARNING OBJECTIVES**

1. To introduce the importance of statistics in Psychology, explaining the different levels of measurement and methods of organizing data in statistics.
2. To find out and make use of central tendency and variability.
3. To understand and illustrate the concepts of normal distribution, its importance and to

draw the correlation of the data.

4. To explain the significance of hypothesis testing and the use of inferential statistics.
5. To acquaint students with non-parametric methods in statistics.

**SYLLABUS**

**Unit I:** Introduction to Statistics

Meaning of statistics-Importance of Statistics in Psychology –Parameters and Estimates-Descriptive Statistics- Inferential Statistics-Variables and their types; Levels of measurement: Nominal Scale- Ordinal Scale- Interval Scale- Ratio Scale; Frequency tables: Making a Frequency Table -Frequency tables for Nominal Variables- Grouped Frequency Tables, Frequency Graphs: Histogram, Frequency Polygon.

**Unit II:** Central Tendency and Variability

Central Tendency: The Mean- from Frequency Distributions - Assumed Mean Method-Properties of Mean. Median – Calculation of Median from Ungrouped data- Calculation of Median from a Frequency Distribution. The Mode- Calculation of Mode in a Frequency Distribution. Comparison of Mean, Median and Mode- Guidelines for the Use of Central Tendencies.

Variability: the Range- Calculation of Range- the Average Deviation- Calculation of the Average Deviation. The Semi Interquartile Range- Calculation of Q1, Q3 and Quartile Deviation. The variance and the Standard Deviation- Methods of Calculating the Variance and the Standard Deviation from Ungrouped data- Calculation of Standard Deviation from Grouped data- Calculation of Standard Deviation from Assumed Mean.

**Unit III:** Normal Distribution and Correlation

The Normal Distribution: Properties of the Normal Curve- Areas under the Normal Curve-Importance of Normal Distribution- Skewness- Kurtosis- Importance of measures of Skewness and Kurtosis. The Correlation: the Concept of Correlation- the Scatter Plot- the Product Moment Correlation- Calculation of Product Moment Correlation- Spearman's Rank-Difference Correlation Co-efficient- Properties of Correlation Co-efficient.

**Unit IV:** Hypothesis Testing and Inferential Statistics

Hypothesis Testing: the Core logic of Hypothesis Testing –the Hypothesis Testing Process-One Tailed and Two Tailed Hypothesis Tests. Decision Errors: Type I Error- Type II Error, Inferential Statistics: t' Tests- the t' test for a Single Sample- the t' test for a Dependent Means- Assumptions of Single Sample and the t' Test for a Dependent Means. The t' test for Independent Means: the Distribution of Differences between Means- Hypothesis Testing with a't' test for Independent Means.

**Unit V:** Non-Parametric Methods

The Chi-Square: Degrees of Freedom- Test of the Hypothesis of Normality- Calculation of the Chi-Square for 2x2 tables- Yates' Correction for Continuity- Assumptions of the Chi Square test, The Non-parametric Methods: Sign test- Assumptions and Uses of Sign Test- the Median Test- Run Test- the Kolmogrov and Smirnov Two Sample test- Precautions of the use of the Non-parametric tests.

**REFERENCES**


1. Howell, D. (2012). *Statistical method for psychology*. Delhi, India: Cengage Learning.
2. Agresti, A., &Finlay, B. (2013). *Statistical methods for the social sciences*. Hoboken, NJ: Pearson Education
3. Aron, A., Aron, E. N., & Coups, E. J. (2006). *Statistics for psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
4. Heiman, G. (2013). *Basic statistics for the behavioral sciences*. Belmont, CA: Cengage Learning.
5. Bear, G., King, B.M., & Minium, E. W. (2008). *Statistical reasoning in psychology and education*. Bengaluru, India: Wiley India Private Limited.
6. Gupta, S.P. (1999). *Statistical methods*.. New Delhi, India: Sultan Chand & Sons
7. Garrett, H. E. (2006): *Statistics in psychology and education*. New Delhi, India: Paragon International Publishers.


**WEB RESOURCES**

1. http:/www.edx.org/learn/statistics

**LEARNING OUTCOMES:**

After completion of the subject, the students will be able to:

1. Categorize the different levels of measurement and methods of organizing data in statistics
2. Devise the use of mean, median, mode and variability
3. Illustrate and apply the concepts of normal distribution
4. Find out correlation
5. Test for significance in hypothesis testing
6. Select and utilize appropriate non-parametric statistics

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**Part IV - Soft Skills** **Subject code: TSSE1**

**Computing Skills Level 1 (Practical)**

**LEARNING OBJECTIVE**

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

**SYLLABUS**

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

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

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

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

**Unit 5:** Networking - Internet explorer; www – working, browsing, searching, saving; bookmark – features, favorite, create, delete ; printing webpage; email – creating, receiving, reading and sending messages

Note – Unit 2 -5 are to be taught as practical with hands on experience

**REFERENCES**

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

Examinations :

1. Sessional tests could be based on Theory and practical
2. End semester is based on practical examination only

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**SEMESTER IV**

**Part I - Foundation Course - Tamil & other Languages**

**Language Paper – IV**

பொதுத்தமிழ் - IV நான்காம் பருவம் **Subject Code: LA14A**

பாடத்திட்டத்தின் அறிமுகம்

இரட்டைக் காப்பியங்கள், இதிகாச காப்பியம், புராணம், கிறித்துவ காப்பியம், இசுலாமிய காப்பியம், சிற்றிலக்கியங்கள் ஆகியவற்றிலிருந்து தேர்ந்தெடுக்கப்பட்ட பகுதிகள் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் மொழிப்பயிற்சியும் பாடங்களாக இடம்பெற்றுள்ளன.

பாடத்திட்டத்தின் நோக்கம்

காப்பியங்கள் தோன்றிய வரலாற்றுப் பின்னணியையும் வாழ்க்கைக் கூறுகளையும் கற்பதால் கலை இலக்கியங்களின் வேறுபாட்டை உணர வைத்தல்.

கற்பனை வளமும் சிந்தனைத்திறமும் இலக்கியச்சுவையும் உடைய நீண்ட புனைவே காப்பியங்கள். இத்தகைய இலக்கியங்களின் செழுமையையும் புலவர்களின் திறமையும் சமய அறக்கோட்பாடுகளையும் எடுத்துரைப்பதே இதன் நோக்கமாகும்.

காப்பிய இலக்கியங்கள் தமிழகத்துக்கும் தமிழ்மொழிக்கும் தமிழ் பண்பாட்டிற்கும் ஏற்ற வகையில் அமைந்துள்ளமையை விளக்கிக் கூறுதல்.

சிற்றிலக்கியங்கள் பாடுபொருளுக்கேற்ப படைக்கப்பட்டுள்ளமையை உணரவைத்தல். இவை சார்ந்த இலக்கிய வரலாற்றினைக் கூறுவதும் இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

மொழிப்பயிற்சியில் துறைசார் கலைச்சொற்களை அறிமுகப்படுத்திப் புதிய கலைச்சொற்களை உருவாக்க வைத்தல். ஒவ்வொரு மாணவர்களும் தங்கள் சிந்தனைகளை வெளிகொணரும் வகையில் சிறுகதை, புதுக்கவிதை போன்றவற்றைப் படைக்கத் தூண்டுதல். இதுவே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

பாடப் பகிர்வு –

I இலக்கியம்

II அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III மொழித் திறன்

அலகு **1**

1. சிலப்பதிகாரம் – ஊர் காண் காதை ( முழுமையும்)
2. மணிமேகலை – பாத்திர மரபு கூறிய காதை (முழுமையும்)

அலகு **2**

1. சீவக சிந்தாமணி – ஏமாங்கத நாட்டு வளம் 10 பாடல்கள் மட்டும்
2. சூளாமணி – 5 பாடல்கள் (நாட்டுச் சருக்கம், நகரச் சருக்கம், தூது சருக்கம், கல்யாணச் சருக்கம், சுயம்வரச் சருக்கம்)

அலகு **3**

1. கம்பராமாயணம் – குகப்படலம்
2. பெரியபுராணம் – மெய்ப்பொருள் நாயனார் புராணம்

அலகு **4**

1. சீறாப்புராணம் - உடும்பு பேசிய படலம் (முழுமையும்)
2. தேம்பாவணி – வளன் சனித்த படலம் (முழுமையும்)

அலகு **5**

1. மீனாட்சியம்மை பிள்ளைத் தமிழ் – சப்பாணி பருவம் – 5 பாடல்கள்
2. திருக்குற்றாலக் குறவஞ்சி - மலைவளம்

**II** இலக்கிய வரலாறு

1. காப்பிய இலக்கியங்கள்
2. சிற்றிலக்கியங்கள்
3. இஸ்லாமிய இலக்கிய வரலாறு
4. கிறித்துவ இலக்கிய வரலாறு

**III** மொழித் திறனறிதல்

i. கலைச்சொற்கள்
ii. படைப்பு – சிறுகதை (அ) புதுக்கவிதை

பாடத்திட்டத்தின் பயன்கள்

தனிப்பாடல்களாக இருந்த இலக்கிய வகை நீண்ட நெடிய செய்யுள்களால் மாறிய மரபு வேறுபாட்டை உணர வைத்தல். தமிழ்க் காப்பியங்கள் வாயிலாகப் பழந்தமிழகத்தின் பழமையான புனைவுகள் பற்றி அறிதல். மேலும் அக்கால மக்களின் வாழ்வு, சமயம், அரசியல், பண்பாடு போன்றவை தெரிந்து கொள்ளுதல். பழந்தமிழகத்தின் இயற்கைச்சூழல், காலநிலை ஆகியவற்றைப் புரிந்துகொள்ளுதல். புராணக்கதைகளை விளக்கமாகத் தெரிந்துகொள்ள தூண்டுதல்.

படைப்புகளைச் சொந்தமாக உருவாக்குவதால் ஒவ்வொரு மாணவனின் சிந்தனையும் மனநிலையும் உணர்தல். மேலும் மாணவர்கள் போட்டித்தேர்வுகளில் இவ்விலக்கியம் சார்ந்த கேள்விகளுக்கு விடையளித்தல். ஆகியவை இப்பாடத்திட்டத்தின் பயன்கள் ஆகும்.

பாடநூல்:

சென்னைப்பல்கலைக்கழகம் (University of Madras)
அடித்தளப் படிப்பு - பகுதி - I தமிழ் மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.
அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.
தாள் - I - செய்யுள் திரட்டு
Foundation Course Part I - Tamil - For I & II Semesters
Common to all undergraduate courses and FiveYear Integrated postgraduate courses. (2021 - 2022 onwards.)

- தமிழ் இலக்கிய வரலாறு
- மொழிப்பயிற்சி

**Reference book**

- தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

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# Hindi -IV

**Subject Code: CLE4J**

**LEARNING OBJECTIVES:**

1. Gain awareness about the social, cultural and literary situations during the Aadhunic Kaal
2. Gain awareness on the importance of literature in addressing contemporary issues such as environmental concerns, gender issues, social problems, thereby giving effective solutions to such problems.
3. Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.
4. Imparting knowledge of Hindi as a world language and making communication both in speaking and writing in a variety of contexts and genres.
5. Imparting the knowledge about the beginning and the development of modern Hindi literature such as drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, Bharathendhu Harichandra, etc.
6. Learn the influence of British rule on Indian society.

**Paper –IV Modern Poetry And Introduction To Hindi Literature**

("Aadhunik Kaal")

1. Modern Poetry

Prescribed Text Book : Selections in Poetry

University Publications, University of Madras.

Lessons Prescribed:

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
4. Bharat Ki Aarthi - (Shamsher Bahadhur Singh)
5. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
6. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)

**2.** Introduction to Hindi Literature (Aadhuni Kaal)

Lessons Prescribed :

1. Literary Trends of Chayavaad
2. Literary Trends of Pragathivaad
3. Literary Trends of Nayee Kavita
4. Literary Trends of Hindi Short Stories
5. Literary Trends of Hindi One Act Plays
6. Brief Note on the writers and their works

Maithili Saran Gupta, Jayashankar Prasad, Nirala, Mahadevi Varma, Panth, Dinakar, Premchand, Yashpaal Jainendra Kumar, Mohan Rakesh,

**Reference Books :**

1. Hindi Sahithya Ka Itihas

By: Ramchandra Shukla, Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.

2. Hindi Sahithya Yug Aur Pravrithiya

By: Dr. Sivakumar Varma, Asok Prakashan Nayi Sarak, New Delhi – 6

3. Hindi Sahithya ka Sybodh Itihas

By: Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

**Unit wise SYLLABUS**

**UNIT -I**

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Literary Trends of Chayavaad

**UNIT - II**

1. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
2. Bharat Ki Aarthi - (Shamsher Bahadhur Singh)
3. Literary Trends of Pragathivaad

**UNIT - III**

1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
3. Literary Trends of Nayee Kavita

**UNIT –IV**

1. Literary Trends of Hindi Short Stories
2. Literary trends of Hindi One Act Plays

**UNIT- V**

1. Maithili Saran Gupta, Jayashankar Prasad, Nirala,
2. Mahadevi Varma, Panth, Dinakar, Premchand,
3. Yashpaal Jainendra Kumar, Mohan Rakesh

**LEARNING OUTCOMES:**

1. Analysing the development of Khadiboli Hindi
2. Knowledge about the reason for the emergence of Aadhunik Kaal in Hindi Literature.
3. Knowledge about the literary trends of Aadhunik Kaal.
4. Identifying the history of development of Hindi drama, short stories and novels, i.e. Prose and journalism.
5. Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.
6. Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.
7. Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development.

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# French-IV

**Subject Code: CLK4W**

Title of the Paper: Translation, Comprehension and Grammar-II

**LEARNING OBJECTIVES:**

In teaching French we aim to

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
3. Discover another world , another people , another way of life .
4. Make them more accepting of people who differ from them

Prescribed textbook:

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

**SYLLABUS**

Grammar components:

- ★ Le passé simple
- ★ Temps du passé - Emplois (le passé composé,l'imparfait,le passé simple, leplus-que-parfait)
- ★ L'expression de la cause
- ★ L'expression de la conséquence
- ★ L'expression du but
- ★ L'expression de la concession
- ★ L'expression de la condition et de l'hypothèse

**LEARNING OUTCOMES:**

Learners are able

1. to comprehend and express themselves well
2. to have an interest to look into another world
3. to improve communication skills
4. to perform well in the University Exams

Recommended text - not applicable

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**Part II – Foundation English courses**

**Language through Literature- II** **Subject Code: LZ14B**

**LEARNING OBJECTIVES**:

1. To use literature as a medium to teach/learn vocabulary, writing mechanics, creative writing and thinking skills
2. To strengthen contextual understanding of the language through texts and offer scope for imaginative involvement and self-expression
3. To help absorb the values, ethics and attitudes of life from personalities, perspectives and the cultural diversity in India from translated literary texts
4. To stimulate interest in acquiring twenty-first century skills
5. To engage in self assessment activities for self- development

**SYLLABUS**

| Unit | Theme | Lessons | Writing Skills |
|---|---|---|---|
| **Unit I :** History Makers | Vision Mission | 1.1 My Experience with ALS by Stephen Hawking<br>1.2 Vikram Sarabhai by Hariprasad · | ★ Gathering details and information<br>★ Brainstorming<br>★ Listing events and experiences<br>★ Creating mind maps<br>★ Pre-writing, Writing and Rewriting/Revising<br>★ Autobiographies and memoirs<br>★ Biographies |
| **Unit II :** Self Help Essay | Introspection Discover | 2.1 Attitude by Margaret Atwood<br>2.2 Creativity by Edward de Bono · | ★ Journal writing<br>★ Travel writing<br>★ Preparing checklists and itineraries<br>★ Writing about social events, festivals, sports<br>★ Writing about nature and the environment |
| **Unit III :** | Futuristic | 3.1 The Future of jobs | ★ Critical and analytical writing |

| | | | |
|---|---|---|---|
| Contemporary Writing from India | Perspectives | by Amitabh Kant<br>3.2 Ambassadors of Culture and Arts by Sudha Murthy | ★ Analyzing media reports<br>★ Writing opinions<br>★ Writing film reviews<br>★ Writing appraisals |
| **Unit IV :** Regional Poems Indian Literature in Translation | Wisdom<br>Introspection<br>Sovereign nation<br>Absolute Truth<br>Friendship | 4.1 Those who have lost the · Nectar by O N V Kurup Translated from Malayalam by S. Velayudhan<br>4.2 Some People Laugh, Some People Cry by Sri Srinivasa Rao Translated from Telugu by V. Narayana Rao and A. K. Ramanujam<br>4.3 New Delhi 1985 by Namdeo Dhasal Translated from Marathi by Dilip Chitre Short Stories<br>4.4 The Rogue by Atulananda Goswami Translated from Assamese by the author<br>4.5 The Holy Panchayat by Premchand Translated from Hindi by Reshme Sehgal · | ★ Translation<br>★ Writing acrostic poems<br>★ Critique/culture study<br>★ Analysing short stories<br>★ Writing outlines and short stories<br>★ Rewriting/expanding stories<br>★ Writing stories based on pictures |
| **Unit V :** Fiction | Globalization Social Justice | The White Tiger by Aravind Adiga | ★ Creative writing<br>★ Critical writing |

**LEARNING OUTCOMES:**

After completing the course, the students will be able to

1. improve the ability to gather ideas and information to collaborate and write with clarity and ease
2. attempt different kinds of writing
3. prepare itineraries, checklists and write about social events, festivals, sports, nature and environment
4. critique and analyze various information and write opinions, reviews and appraisals
5. acquire basic skills of translation

6. express understanding of topics/characters/ideas by writing an acrostic poem
7. analyze and critique the unity and diversity in Indian cultures
8. write outlines and stories based on text and picture-based hints
9. rewrite and expand the plot of a story
10. acquire a sensibility to the social and economic divisions that prevail and its consequences
11. enhance the skills of creative and critical thinking that will help them form opinions, make decisions and seek solutions

Textbooks – APERTURE

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**Part III - Core Courses**

**Core paper VII: Developmental Psychology - II** **Subject code: ST24A**

**LEARNING OBJECTIVES:**

1. To understand the stages in Puberty and adolescence.
2. To infer the characteristics of young Adulthood.
3. To outline the adjustment process related to middle age.
4. To articulate the obstacles, adjustment and characteristics of old age.

**Unit I:** Puberty

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

**Unit II:** Adolescence

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

**Unit III:** Young Adulthood

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

**Unit IV:** Middle Age

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

**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.

**REFERENCES:**

1. Hurlock, E. (1980). Developmental Psychology.New Delhi: Tata McGraw Hill Publishing Co.

2. Santrock, J. W. (1999). Lifespan Development. McGraw Hill.

3. Berk, L. C. (1996). Child development. Delhi, India: Prentice- Hall of India (Pvt) Ltd.

4. Berndt, T.J. (1997). Child development. Madison, WI: Brow & Benchmark Pub.

5. Papalia, D. E., Olds, S. W. (1994). Child development. New York, NY: Tata McGraw Hill.

**WEB RESOURCES:**

https://www.coursera.org/learn/developmental-psychology

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Condense the developmental process of puberty and adolescence.
2. Ascribe the various development processes of young adulthood.
3. Elucidate the developmental tasks of middle age.
4. Recognize problems related to old age.

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**Core paper VIII: Psychological Assessment** **Subject code:**

**LEARNING OBJECTIVES**

1. To enable students to assess personality, aptitude, interest, achievements, attitudes, creativity and stress using paper and pencil tests.
2. To understand the procedures to conduct assessment / research using the paper pencil tests
3. To interpret the questionnaires and score them to find the result for each individual and write a case discussion using the same.

**SYLLABUS - Concepts:**

1. Personality
2. Aptitude
3. Interest
4. Achievement tests
5. Stress and coping
6. Attitudes and behavior
7. Creativity

A minimum of 10 experiments should be conducted.

At least one experiment from each concept should be chosen

**List of Psychological Assessments in the Laboratory**

(For Psychological Assessment in Semester IV)

| S. No | Name of the assessment | Description |
|---|---|---|
| | **PERSONALITY** | |
| 1 | Eysenck's Personality Questionnaire (EPQ) | The Eysenck Personality Questionnaire (EPQ) is a three dimensional personality assessment tool that was preceded by an overlapping two-dimensional measure called the Eysenck Personality Inventory (EPI). The EPI was developed by Hans and Sybil Eysenck to measure the two broad dimensions of Extraversion-Introversion* and Neuroticism-Stability. |
| 2 | Levenson's locus of control by Sanjay Vohra | Locus of control will be measured by Levenson's locus of control scale modified by Sanjay Vohra in 1992. This 24-item, 5 point Scale, measures three dimensions of locus of control viz. a) Individual Control (i.e. internal), b) Powerful Others (i.e. external) and c) Chance Control (i.e. external) |
| | **APTITUDE** | |

| | | |
|---|---|---|
| 3 | David's Battery of Differential abilities (5th edition) | This battery consists of eight sub-tests: Numerical ability, Verbal ability, Reasoning ability, Spatial ability, Clerical ability, Closure ability, Mechanical ability and Psychomotor abilities. |
| | **ACHIEVEMENT** | |
| 4 | Achievement motive Test by V.P.Bhargava (1994) | This test consists of 50 items of incomplete sentences, which are to be completed by the subjects by putting a check mark on any of three responses. Time is 30 minutes. Norms are available on 600 college going students from 16 to 22 years. |
| | **INTEREST** | |
| 5 | Comprehensive Interest Schedule (M) & (F) | It helps us to identify interest in eight vocational areas: Influential-Administrative-Enterprising, Venturous-Defense-Sports, Artistic-Creative-Performing, Scientific-Medical-Technical, Analytical, Expressive, Computational, Social, Humanitarian-Education, Nature and Clerical. This has been standardized on a population aged 15-20 years. |
| | **STRESS AND COPING** | |
| 6 | Anxiety, Depression, and Stress Scale by Pallavi Bhatnagar | This test has three sub-scales . namely: Anxiety, Depression and Stress. This 48 item scale is developed on the adult population and measures all the factors. |
| 7 | V. Punia and P. Devi.. Coping Strategies Scale | This tool helps measure the various coping strategies that people use to overcome difficult situations. |
| 8 | Stress Management Scale by V. Kaushik and N A Charpe | This scale measures stress management among the adults of age between 25-35 years, of both the sexes. |
| | **ATTITUDE AND BEHAVIOUR** | |
| 9 | Attitude towards alcohol and drug usage | This 28-item rating scale measures the attitude of adolescents towards alcohol and drug usage. |
| | **CREATIVITY** | |
| 10 | Mental Imagery Questionnaire by M. Rajamanickam | This 90-item questionnaire is designed to assess the sensory experiences of individuals. This questionnaire consists of six sub tests (15 items in each sub test) referring to six areas of sensory experiences. They are: i) Visual (ii) Auditory, (iii) Gustatory, (iv) Olfactory, (v) Tactual and (vi) Bodily experiences. This general questionnaire can be used among both students and the adult population. |

**REFERENCES**


1. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.1). New Delhi: Concept Publishing Company.
2. Rajamanickam, (2005). Experimental Psychology with advanced experiments.

(Vol.2). New Delhi: Concept Publishing Company.
3. Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors.
4. Anastasi, A. &Urbina, S. (2017). Psychological Testing, Noida: Pearson.
5. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press.
6. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.

**WEB RESOURCES: nptel.ac.in/courses/109/105/105109118/**

**LEARNING OUTCOMES**

After completion of this subject, students will be able to:

1. Assess Personality, Aptitude & Interest and interpret the results
2. Measure and interpret achievement test, stress and coping levels
3. Select appropriate test to measure attitude, behavior & creativity and discuss the results

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**Part III - Allied Courses**

**Allied paper IV: Consumer Behavior & Advertising** **Subject code: ST34A**

**LEARNING OBJECTIVES**

1. To introduce the field of Consumer Behaviour and marketing concepts.
2. To kindle their interest in various aspects of consumer research – developing, analysing, conducting and reporting consumer research.
3. To identify the consumer behaviour based on their motivation, needs, perceptions and personalities.
4. To explore advertising, its features, goals, functions, types and models.
5. To learn more about brand building, how agencies work, their tools and ethical standards in advertising.

**SYLLABUS**

**Unit I:** Consumer Behaviour

Understanding consumer behaviour- field and scope of consumer behaviour, consumer behaviour and the marketing concepts-customer value, satisfaction, trust and retention-

impact of new technology on marketing strategies.

**Unit II:** Consumer Research

An overview of the consumer research process–developing research objectives – collecting secondary data – designing primary research – data analysis and reporting research findings – conducting a research study.

**Unit III:** Consumer as an Individual

Consumer motivation; motivation as a psychological force – the dynamics of motivation – types and system of needs, consumer perception; Sensory dynamics of perception – elements of perception – consumer imagery; personality and understanding consumer behaviour.

**Unit IV:** Advertising

Meaning, definition – objectives – basic features of advertising – goals and models, functions– advantages and disadvantages of advertising – types of advertising.

**Unit V:** Advertising in Brand Building

Institutional framework in advertising; advertising agencies – media selection, tools for measuring advertising effectiveness; new media of advertising, ethical standards in advertising.

**REFERENCES**


1. Batra Rajeev, Myers.G.J, Aakar. D. A .(1990). *Advertising Management*. New Delhi: Prentice Hall of India Ltd.
2. Saxena.R (2016).*Marketing management*, New Delhi: MCGraw Hill Education (India) Pvt.Ltd.
3. Schiffman,L.G, Kanuk,l.l.(1999). *Consumer Behavior*. New Delhi: Prentice Hall of India Ltd.
4. Pillai.R.S.N, Bagavathi.(2010). *Marketing Management*. New Delhi: S.Chand & company Ltd.


**WEB RESOURCES**

1. https://www.edx.org/course/buyer-behaviour-and-analysis
2. https://www.coursera.org/courses?query=advertising
3. https://www.mooc-list.com/course/market-research-and-consumer-behavior-coursera
4. https://www.udemy.com/courses/marketing/advertising/

**LEARNING OUTCOMES**

After completion of this subject, the students will be able to:

1. Recognize the field and scope of consumer behaviour and impact of new technology on marketing strategies.
2. Plan and construct the different aspects of research in the field of consumer process.
3. Judge the concepts of motivation and perception on consumer behaviour.
4. Illustrate the features, goals, functions, types and models of advertising.
5. Determine the framework in advertising, role of media in advertising and ethical standards in advertising.

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**Part IV - Soft Skills** **Subject code:**

**Computing Skills Level 2 (Practical)**

**LEARNING OBJECTIVE**

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

**SYLLABUS**

**Unit 1**: Word processing - Auto formatting; Paragraph and character styles – creating , modifying and using styles; Templates – modifying, attaching and controlling; Tables and columns - creating, manipulating and formulating; mail merge; labels- creating

**Unit 2:** Data Management – MS Access - Introduction, concepts and terms; database and tables- creating, data types, editing fields, renaming, resizing of fields, finding, sorting and displaying of data –printing

**Unit 3:** Spreadsheets – MS Excel – Worksheets – moving, copying, sorting, inserting of cells, rows, columns; Charts – creating, editing, adding, rotating, printing, deleting and controlling; graphics- creating and placing, drawing lines and shapes; using multiple worksheets ;printing

**Unit 4:** Presentations – Powerpoint- starting, browsing and saving, creating, editing, formatting of text and paragraphs, inserting tables and charts; Presentation through slides, handouts and printing.

**Unit 5:** Graphics and Multimedia - Clip art – create and insert; shapes- draw, insert and copy; create a flow Note – Unit 1 -5 are to be taught as practical with hands on experience

**References** :

1. Introduction to Computers – Peter Norton, Tata McGraw-Hill, India

2. Microsoft 2003 – Jennifer Ackerman Kettel et al., Tata Mc-Graw Hill, India

4. Working In Microsoft office 2006– Ron Mansfield , Tata Mc-Graw Hill, India

Examinations :

1. Sessional tests could be based on Theory and practical

2. End semester is based on practical examination only

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**Part IV - Environmental Studies** **Subject code:**

**SYLLABUS**

**Unit 1**: Introduction to Environmental Studies

Multidisciplinary nature of environmental studies; Scope and importance; concept of sustainability and sustainable development.

**Unit 2** : Ecosystem (2 lectures)

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: Food chains, food webs and ecological succession, Case studies of the following ecosystem: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

**Unit 3:** Natural Resources : Renewable and Non – renewable Resources ( 6 lectures)

Land resources and land use change: Land degradation, soil erosion and desertification. Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water ( international and inter-state). Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

**Unit 4:** Biodiversity and Conservation ( 8 lectures)

Levels of biological diversity: genetics, species and ecosystem diversity, Biogeographic zones of India: Biodiversity patterns and global biodiversity hotspots India as a mega- biodiversity nation, Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

**Unit 5:** Environmental Pollution (8 lectures)

Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution. Nuclear hazards and human health risks Solid waste management: Control measures of urban and industrial waste Pollution case studies.

**Unit 6:** Environmental Policies & Practices ( 8 lectures)

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). Nature reserves, tribal populations and rights, and human Wildlife conflicts in the Indian context.

**Unit 7:** Human Communities and the Environment (7 lectures)

Human population growth, impacts on environment, human health and welfare. Resettlement and rehabilitation of projects affected persons; case studies. Disaster management: floods, earthquake, cyclone and landslides. Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan. Environmental ethics : Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

**Unit 8 :** Field Work (6 lectures)

Visit to an area to document environmental assets: river / forest/ flora/ fauna etc. Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural. Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystems- pond, river, Delhi Ridge etc. (Equal to 5 Lectures)

Suggested Readings:


1. Carson , R. 2002. Silent Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P.H.1993.Water Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
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11. Rao,M.N.& Datta,A.K1987.Waste Water Treatment. Oxford and IBH Publishing Co.Pvt.Ltd. 12. Raven,P.H.,Hassenzahl,D.M & Berg,L.R.2012 Environment.8th edition. John Willey & sons. UNIVERSITY OF MADRAS U.G. DEGREE COURSE
12. Rosencranz, A., Divan,S.,& Noble, M.L.2001.Environmental law and policy in India. Tirupathi 1992.
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14. Singh,J.S.,Singh,S.P and Gupta,S.R.2014.Ecology,Environmental Science and Conservation. S.Chand Publishing, New Delhi.
15. Sodhi,N.S.,Gibson,L.&Raven ,P.H(eds).2013.Conservation Biology :Voices from the Tropics. John Willey & Sons.
16. Thapar,V.1998.Land of the Tiger: A Natural History of the Indian Subcontinent.
17. Warren,C.E.1971.Biology and water Pollution Control. WB Saunders.
18. Willson,E.O.2006. The Creation: An appeal to save life on earth..New York: Norton.
19. World Commission on Environment and Development.1987.Our Common Future. Oxford University Press.


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## SEMESTER V

**Part III - Core Courses**

**Core paper IX: Abnormal Psychology-I** **Subject code:**

**LEARNING OBJECTIVES:**

1. To discern the concepts of normal behavior, abnormal behavior and the classification system.
2. To analyze models of abnormality.
3. To distinguish between various neurodevelopmental and neurocognitive disorders based on their clinical features.
4. To subdivide Neurotic disorders.
5. To know the Clinical features of psychosomatic disorders.

**SYLLABUS**

**Unit I:** Introduction and Theoretical Perspective

Defining Abnormal Behavior - Causes of Abnormal Behavior: Necessary, Predisposing, Precipitating and Reinforcing causes, Historical views of abnormal behaviour- Brief note on DSM 5 and ICD 11 classification system.

**Unit II:** Models of Abnormality

Biological – Psychodynamic – Behaviour – Cognitive – Humanistic - Existential, Interpersonal perspective - Bio-cultural.

**Unit III:** Neurodevelopmental, Conduct & Neurocognitive Disorders

Intellectual disability: Definition, Clinical types and Causal factor, autism spectrum disorder: Clinical Picture and Causal Factors, Specific Learning disorder: Clinical Picture and Causal factors, Attention Deficit /Hyperactivity disorder, Conduct Disorder, Neuro cognitive Disorder.

**Unit IV:** Anxiety related Disorders

Meaning- Types - Brief description with Causal factors and Treatment: Generalized Anxiety Disorders - Phobic Disorder –Post Traumatic Stress Disorder - obsessive compulsive disorder - panic disorders.

**Unit V:** Somatic Disorder and Dissociative Disorder

Somatic Symptoms and related disorders (SSD): Complex Somatic Symptom DisorderIllness Anxiety Disorder- Functional Neurological Disorder, Dissociative Disorders: Dissociative Amnesia, Dissociative Identity Disorder, Depersonalization and Derealization Disorder –Causal factors and Treatment.

**REFERENCES:**


1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). Abnormal psychology. New Delhi, India: Pearson India Education Services Private Limited.
2. Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth.
3. Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers.
4. Davison, G.C., Neale, J.M & Kring, A. M. (2004). Abnormal psychology. Marblehead, MA: John Wiley& Sons Inc.
5. Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill pubg Co
6. Cutting, J. (1997). Principles of psychopathology. New York, NY: Oxford University Press.


**WEB RESOURCES:**

1. https://www.mooc-list.com › tags › abnormal-psychology.

2. https://www.mooc-list.com › tags › psychological-disorder.

**LEARNING OUTCOMES:**

After completion of this subject, the students will be able to:

1. Discriminate normal & abnormal behavior and outline the historical background and need for classification.
2. Paraphrase the various models of abnormality.
3. Indicate clinical features and causes of neurodevelopmental disorder, conduct disorder & neurocognitive disorder.

4. Elucidate the clinical features and causal factors of anxiety related disorder.
5. Demarcate the clinical features and causal factors of somatic and dissociative disorder.

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**Core paper X: Social Psychology-I** **Subject code:**

**LEARNING OBJECTIVES:**

1. To orient the students about the nature, history, principles and scope of social psychology and its research methods.
2. To highlight the significance of self- presentation behaviors in relation to the multifaceted development of the self.
3. To explicate the mutual connection between attitude and behaviour.
4. To clarify the various motives behind conformity, compliance and obedience.
5. To enhance their knowledge on the conditions that promote helping behavior and bystander effect.

**SYLLABUS**

**Unit I:** Introduction

Definition of Social Psychology – Nature of Social Psychology- Brief History- Principles of Social Psychology - Social Psychology and Human Values- Social Psychology and Common Sense- Research Methods.

**Unit II:** The Self

Self-Presentation: Self-Other accuracy in predicting behaviour- Self-Presentation tactics, Self-Knowledge: Introspection, the self from the observer's standpoint, Personal identity versus social identity: the importance of the social context and others' treatment; Social Comparison: Self-serving biases and unrealistic optimism, Self-esteem: the measurement of self-esteem - the impact of migration on self-esteem - gender differences and self-esteem, Self as a target of prejudice: concealing one's identity and its impact on wellbeing - overcoming the effects of stereotype threat.

**Unit III:** Social Beliefs and Judgements

Judging the social world: Perceiving the social world - Explaining the social world– Importance of social beliefs- Self-fulfilling prophecy, Cognitive social psychology, Behavior and Attitudes: Conditions When Attitudes Determine Behavior – Conditions When behavior Determines

Attitudes- Explaining Why behavior Affects Attitudes, Self-presentation: Impression Management, Self-justification: Cognitive Dissonance- Self-perception: Comparing the theories.

**Unit IV:** Conformity, Compliance and Obedience

Conformity: Definitions- Classic Studies on Conformity- Compliance & Obedience- Factors Predicting Conformity- Reasons for Conformity- Characteristics of people who conform- Resisting social pressures to conform, Compliance: Principles of compliance, Effectiveness of compliance strategies, Obedience: Causes & resisting the effects of destructive obedience.

**Unit V:** Helping Behavior

Altruism and prosocial behavior: Theoretical perspectives- Bystander Effect, Helping: Reasons for Helping – Conditions Governing Helping – Characteristics of People Who Help– Increasing Helping behavior.

**REFERENCES:**


1. Myers, D.G. & Twenge, J.M. (2017): *Social psychology*. New York, NY: McGraw – Hill Education.
2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Chennai, India: Pearson India Education Services Pvt. Limited.
3. Myers, D.G. (2002). *Social psychology.* New York, NY: McGraw Hill Book Company.
4. Baron, A., & Byrne, D. (2002). *Social psychology*. New Delhi, India: Prentice-Hall of India.
5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). *Social psychology*. New Delhi, India: Dorling Kindersley (India) Private Limited


**WEB RESOURCES:**

1.https://www.coursera.org/learn/socialpsychology/?ranMID=40328&ranEAID=*GqSdLGGurk&ranSiteID=.GqSdLGGurk6qQRb9zwbNYuDHfXQHoXgQ&siteID=.GqSdLGGurk6qQRb9zwbNYuDHfXQHoXgQ&utm_content=10&utm_medium=partners&utm_source=linkshare&utm_campaign=*GqSdLGGurk

2. https://www.psywww.com/intropsych/ch15-social/conformity.html
3. https://www.psywww.com/intropsych/ch15-social/bystander-apathy.html
4. https://www.psywww.com/intropsych/ch15-social/helpful-behavior.html
5. https://www.psywww.com/intropsych/ch15-social/persuasion-and-attitude-change.html

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Outline the nature, history, principles and scope of social psychology and methods used in social psychology research.

2. Illustrate the significance of self- presentation behaviors in relation to the multifaceted development of the self.
3. Infer the interconnections between attitude and behaviour.
4. Compare the reasons for conformity, compliance and obedience.
5. Summarize the conditions promoting helping behavior and infer conditions of bystander effect.

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**Core paper XI: Introduction to Research Methodology** **Subject code:**

**LEARNING OBJECTIVES:**

1. To explain the significance of psychological research and give an overview of the research methods and process.
2. To explicate the importance of formulating a research problem and hypothesis.
3. To list the different types of sampling and the purpose of choosing each of them for data collection.
4. To enhance their knowledge about the different types of research methods and sources of data.
5. To orient the students about writing a research report.

**SYLLABUS**

**Unit I:** Research Methodology: An Introduction

Definition- Need and Importance of psychological Research- Objectives of Research - Types of Research - The Research Process - Principles of a Good Research - Problems encountered by researchers in India.

**Unit II:** Research Problem, Hypothesis and Review of Literature

Research Problem: Meaning and characteristics of a problem - ways in which a problem is manifested - Types of Problems, Hypothesis: Meaning and characteristics of a good hypothesis – Types - Sources and Functions of Hypotheses, Reviewing the Literature: Purpose of Review - Sources of Review.

**Unit III:** Sampling

Meaning and Need for sampling - Fundamentals of sampling- Factors influencing decision to sample- Types of Sampling: Probability and Non probability- Probability Sampling: Simple random, stratified random and area cluster sampling - Non probability sampling: Quota, Accidental, Judgemental or purposive, systematic and snowball sampling.

**Unit IV:** Methods of Data Collection

Primary data: Questionnaire and schedule – Interview - Observation as a tool of Data Collection, Difference between Participant observation and non-participant observation - Rating Scale, Secondary data: Sources.

**Unit V:** Writing a Research Report

Meaning- General purpose of writing a research report-of a research report, Styles of writing a research report- Types of research reports- Precautions in writing research report.

**REFERENCES:**


1. McBurney, D.H. (2007). Research methods; New Delhi, India: Thomson Wadsworth.
2. Singh, A.K. (2012). Tests, measurements and research methods in behavioral sciences. Patna, India: B.B. Printers.
3. Zechmeister, J. S., Zechmeister, E. B., & Shaughnessy, J. J. (2001). Essentials of research methods in psychology. New Delhi, India: Tata McGraw-Hill Education Private Limited.
4. Haslam, A.S., &McGarty, C. (2003). Research methods and statistics in psychology. New Delhi, India: Sage Publications.
5. Ramadass, P., & Aruni, W. A. (2009): Research and writing across the disciplines; Chennai, India: MJP Publishers.


**WEB RESOURCES:**

1. https://www.classcentral.com/course/swayam-introduction-research

**LEARNING OUTCOMES:**

After completion of this subject, the students will be able to:

1. Explain the needs, objectives, importance, problem and process of research based on review of literature.
2. Identifying research problems and formulating hypotheses.
3. Distinguish between the different types of sampling.
4. Examine the methods used in data collection.
5. Demonstrate an understanding of writing a research report.

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**Core paper XII: Health Psychology** **Subject code:**

**LEARNING OBJECTIVES:**

1. To acquaint the students with the definition and scope of Health Psychology.
2. To describe the various models of health behaviour.
3. To delineate the different types of pain, corresponding symptoms and suitable intervention.
4. To provide an elaborate account of the various theories of stress, its sources and coping mechanisms.
5. To suggest strategies for health promotion.

**SYLLABUS**

**Unit I:** Introduction to Health Psychology - Health Behaviour

Health psychology: Definition and Need-The biopsychosocial model- Patient Practitioner relationship- Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour.

**Unit II:** Models of Health Behaviour

Changing health habits using theoretical models: Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change, Avenues for health habit modification

**Unit III:** Chronic Illness and Pain
Illness Factors: Onset, Progression, Types of Symptoms, Quality of Life, Personal issues in chronic illness, coping with chronic illness, Co management of chronic illness, Psychosocial Interventions, Pain: definition, types of pain, Pain control techniques, Pain management

**Unit IV:** Stress and Coping

Stress: definition, dimensions of stress- sources of chronic stress- Theoretical contributions: Lazarus's Appraisal Model, Flight or fight response, General adaptation Syndrome- Tending and Befriending Model- Coping with stress- Sources of stress.

**Unit V:** Promoting Health Behaviour

Smoking: Effects of smoking- reasons for smoking, Alcoholism: effects- reasons - Interventions for reducing smoking - changing problem drinking, Management of Overweight & obesity- effects of dieting & physical activity.

**REFERENCES:**

1. Boyer, B., & Paharia, I. (2008). *Comprehensive handbook of clinical health psychology.* Edison, NJ: John Wiley & Sons.
2. Sarafino, E. (1994). *Health psychology*. Edison, NJ: John Wiley & Sons.
3. Taylor, S. (1995). *Health psychology* (6th ed.).Toronto, Canada: McGraw-Hill Ryerson.
4. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). *Health psychology: Theory, research and practice* (2nd ed.). New Delhi, India: Sage Publications.
5. Branmon, L., & Frist, J. (2010). *Introduction to health psychology;* New Delhi, India: Cengage Learning India Pvt Ltd.

**WEB RESOURCES:**

1. https://www.mooc-list.com/course/social-context-mental-health-and-illness-coursera

2. https://www.mooc-list.com/course/science-health-care-delivery-coursera

3. https://www.mooc-list.com/course/understanding-cancer-metastasis-coursera

4. https://www.mooc-list.com/course/quality-improvement-healthcare-case-changefuturelearn

5. https://www.mooc-list.com/course/implementing-patient-safety-or-qualityimprovement-project-patient-safety-v-coursera

6. https://www.mooc-list.com/course/instructional-methods-health-professionseducation-coursera

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Outline the definition and scope of Health Psychology.
2. Explain the various models of health behaviour.
3. Identify types of pain, symptoms and suitable intervention.
4. Summarize theories of stress, sources of stress and coping.
5. Explain health promoting strategies.

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**Part III - Elective Courses**

**Elective I - Sports Psychology** **Subject Code:**

**LEARNING OBJECTIVES**

1. To introduce Sports Psychology, its history, current need and importance as well as research methods used in Sports Psychology.
2. To understand the relation between physical activity and mental health, especially in specific areas such as cognitive functioning, anxiety, depression, positive mood and stress reactivity.
3. To describe the nature and measurement of attitude towards sports behavior
4. To have a deeper knowledge on skill acquisition and expertise, the role of nature and nurture, and the existence of super abilities.
5. To orient them on the prevalence, etiology and intervention of alcohol and drug use among athletes.

**SYLLABUS**

**Unit I** – Nature and definition of sport psychology

A brief history and development of sport psychology – Research methods used in sports Psychology – Role of sports psychologists – Need and importance of sports psychology.

**Unit II** - Physical Activity and Mental Health

Exercise and cognitive functioning – exercise and reduction in anxiety and depression and increases in positive mood. – Exercise and stress reactivity.

**Unit III -** Attitudes to sport

The nature of attitudes -Measuring attitudes - The formation of attitudes to sport -Attitudes to competition - Attitudes to sport and sporting behavior

**Unit IV** - Skill acquisition and expertise

Definitions - Classifying abilities and skills - Two linked issues: the existence of super ability- and the nature–nurture debate in sport- Stages of skill acquisition -The information-processing approach to skills

**Unit V** - Alcohol and Drug Use among Athletes: Prevalence, Etiology, and Interventions Prevalence of Alcohol among athletes – Recreational drugs – Ergogenic drugs – Painkillers drugs – Stimulants – Prevention and treatment

**REFERENCES**


1. Matt Jarvis (2006). *Sports Psychology –A student's Handbook,* Routledge Publication.
2. D.F.Shaw, T.Gorely & R.M.Corban (2005). *Sports and Exercise Psychology*, BIOS Publisher.
3. Gershon Tenenbaum and Robert C. Eklund .( 2007). *Handbook of Sports Psychology* ,

John Wiley & Sons, Inc.
4. Arnold LeUnes (2011). *Introducing Sports Psychology – A practical Guide*,Icon book Publication.
5. Gangopadhyaya, S.R.(2008). *Sports Psychology*, Publications - New Delhi.
6. Gurbakhsh S. Sandhu (2002). *Psychology in Sports - A Contemporary Approach*, Friends Publishers, New Delhi.

**WEB RESOURCES**

1. https://www.classcentral.com/course/independent-sports-psychology-the-winning- mindset-2373-
2. https://www.olympic.org/news/new-sports-psychology-course-available-on-ioc-athlete- mooc
3. https://www.coursera.org/learn/sports-society

**LEARNING OUTCOMES**

After completion of this subject, the students will be able to:

1. Recognize the need, importance and research methods in sports psychology
2. Associate physical activity and Mental Health
3. Illustrate the nature, measurement of attitude towards sports behavior
4. Evaluate and group various abilities and skills
5. Explain and analyse the prevalence, etiology and intervention of alcohol and drug use among athletes

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**Part IV - Value Education** **Subject code:**

**LEARNING OBJECTIVE:**

Values are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human beings, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values,

doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

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

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

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

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

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

**REFERENCES :**


1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.

9. Swami Budhananda (1983) How to Build Character A Primer : Ramakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003

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## SEMESTER VI

**Part III - Core Courses**

**Core paper XIII: Abnormal Psychology-II** **Subject code:**

**LEARNING OBJECTIVES**

**Unit I:** Mood Disorders

Unipolar mood disorder: Biological - Psychosocial - Socio- cultural Causal factors, Bipolar disorders: Biological – Psychosocial - Socio- cultural Causal Factors – Treatment, Suicide: causes - prevention

**Unit II:** Schizophrenia and Other Psychotic Disorders

Schizophrenia: Meaning - Clinical features positive symptoms- negative symptoms –Causes – treatment - Subtypes, Other Psychotic Disorders: Causal Factors – Treatment.

**Unit III:** Personality Disorder

Cluster A disorders: Meaning - types- causes- treatment, Cluster B disorders: Meaning Types- causes- treatment, Cluster C disorders: Meaning- types- causes- treatment.

**Unit IV:** Substance related Disorders

Psychoactive drugs: Meaning – types, Concepts: Substance Abuse- Tolerance- DependenceAddiction - withdrawal symptoms. Addiction Disorders: Alcohol Abuse and Dependence - Drug Abuse and Drug Dependence - Causal factors – Treatment.

**Unit V:** Prevention and Treatment

Types of prevention - Primary, Secondary and Tertiary Prevention, Psychological approaches to treatment: Psycho dynamic therapy- Behavior therapy- Cognitive and Cognitive Behavioral therapies- Humanistic and Existential therapies- Family and Marital Therapy- Eclecticism and Integration-Indigenous systems: Yoga and Meditation.

**REFERENCES:**


1. Butcher, J.N., Hooley, J.M., Mineka, S., & Dwivedi, C.B. (2017). Abnormal psychology. New Delhi, India: Pearson Publication.
2. Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth.
3. Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers.
4. Davison, G.C., Neale, J.M., & Kring, A. M. (2004). Abnormal psychology. Malden, MA: John Wiley & Sons Inc.
5. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill publishing Co.
6. Cutting, J. (1997) Principles of Psychopathology. New York, NY: Oxford University Press.


**WEB RESOURCES:**

1. Abnormal Psychology made easy – www.udemy.com
2. Introduction to abnormal behavior and clinical psychology – www.udemy .com

**LEARNING OUTCOMES:**

After completion of this subject, the students will be able to:

1. Explain the causes of unipolar and bipolar disorder and treatment.
2. Outline the clinical feature, causal factor and treatment of schizophrenia and other psychotic disorders.
3. Summarize types, causes and treatment of Personality disorder.
4. Explain the types, causal and treatment of substance related disorder.
5. Identify the different types of prevention and summarize the different models of therapies.

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**Core paper XIV: Social Psychology-II** **Subject code:**

**LEARNING OBJECTIVES:**

1. To present the various theories of persuasion and illustrate the factors in resisting persuasion.
2. To relate the influence of various group behaviors to individual performance.
3. To discuss the nature, sources and consequences of prejudice and exemplify the methods to offset the effects of prejudice.
4. To elucidate the theories of aggression and strategies to regulate aggression.
5. To examine the underlying forces of intimate relationships concerning internal and external sources of attraction.

**SYLLABUS**

**Unit I:** Persuasion

Theories of Persuasion: the central route - the peripheral route - different pathways for different purposes- Elements of Persuasion: communicator, content, channel, audience –Cults & persuasion - Resisting Persuasion: strengthening personal commitment, inoculation programs, implications of attitude inoculation.

**Unit II:** Group Influence

Definition of Group - Social Facilitation: mere presence of others, crowding, factor, Social Loafing: Introduction, social loafing in everyday life, Deindividuation: importance of working together, diminishing self-awareness, Group Polarization: The risky shift phenomenon, Group influence on opinions, Group Think: symptoms, critiquing, preventing groupthink, group problem solving, The influence of the minority: consistency, self-confidence, deflections from majority, leadership as minority influence.

**Unit III:** Prejudice

Nature and Power of Prejudice – Social Sources of Prejudice – Motivational Sources of Prejudice – Cognitive Sources of Prejudice – Consequences of Prejudice Discrimination prejudice in action- Techniques for countering the effects of prejudice.

**Unit IV:** Aggression

Aggression: Definition - Hurting Others – Theories of Aggression – Media violence - Sexual violence - Strategies to reduce Aggression.

**Unit V:** Liking, Love and Other Close Relationships

Internal sources of liking others: the role of needs and emotions, External sources of attraction: the effects of proximity, familiarity and physical beauty- Sources of liking based on social interaction - Close relationships - foundations of social self - Divorce & the detachment process.

**REFERENCES:**

1. Myers, D.G., & Twenge, J.M. (2017). *Social psychology*. New York, NY: McGraw – Hill Education.

2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Chennai, India: Pearson India Education Services Private Limited.

3. Myers, D.G. (2002). *Social Psychology*. New York, NY: McGraw Hill Book Company.

4. Baron, A., & Byrne, D. (2002). *Social Psychology*. New Delhi, India: Prentice-Hall of India.

5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology*. New Delhi, India: Dorling Kindersley (India) Private Ltd.

**WEB RESOURCES:**

1. https://www.sagepub.com/sites/default/files/upm-binaries/4985_Dainton_Chapter_5.pdf

2. https://facultystaff.richmond.edu/~dforsyth/pubs/ForsythBurnette2010Proofs.pdf

3. https://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/0132824892.pdf

4. https://2012books.lardbucket.org/pdfs/social-psychology-principles/s13-aggression.pdf

5. https://he.kendallhunt.com/sites/default/files/heupload/pdfs/Curnalia_Insights_1e_Ch10.pdf

6. https://www.coursera.org/learn/social-psychology

7. https://nptel.ac.in/courses/109/104/109104048/

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Outline the theories of persuasion and illustrate the factors in resisting persuasion.
2. Determine the influence of various group behaviors in relation to individual's Performance.
3. Outline the nature, sources and consequences of prejudice and illustrate methods to counteract effects of prejudice.
4. Summarize the theories of aggression and strategies to regulate aggression.
5. Identify the dynamics of intimate relationships in relation to internal and external sources of attraction.

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**Core paper XV: Introduction to Theories of Personality** **Subject code:**

**LEARNING OBJECTIVES:**

1. To orient the students to the concept, assessment, measurement and research methods of Personality.
2. To compare and contrast the various psychoanalytic perspectives of Personality.
3. To describe the life span and trait perspective of Personality.
4. To apprise them about the existential humanistic perspective of Personality.
5. To differentiate the Behavioural, Cognitive and Social perspectives of personality.

**Unit I:** Concept, Assessment, Measurement and Research Methods

Personality: Definition, Meaning & Nature - Individual Uniqueness – Gender – Culture – Formal Theories – Personal Theories – Subjectivity in Personality Theories - Self-Report Measure: Biological Measures – Behavioural Assessment – Projective Techniques – Clinical Interviews – Online and Social Media Analysis.

**Unit II:** Psychoanalytic Theories

Sigmund Freud: Classical Psychoanalysis – Instincts – Structure of Mind – Psychosexual Development – Therapeutics Techniques – Free Association – Catharsis – Dream Analysis; Carl Jung: Analytical Psychology – Psychological Types – Collective Unconscious; Alfred Adler: Individual Psychology – Inferiority Feelings – Role of Birth Order.

**Unit III:** Lifespan and Trait Perspectives of Personality

Erik Erikson: Identity Formation – Ego Crises – Approaches to Trait: Lexical – Statistical – Theoretical; Gordon Allport: Culture – Functional Equivalence – Personal Dispositions, Eysenck's: Hierarchical Model of Personality, Cattell's Taxonomy: The 16 Personality Factor System

**Unit IV:** Existential-Humanistic Perspectives of Personality

Roots in Gestalt – Kurt Lewin's Field; Martin E. P. Seligman: Learned Helplessness and the Optimistic/ Pessimistic Explanatory Style, Rotter: Locus of Control theory Maslow: Hierarchy of Needs – Self-Actualization, Rogers: Growth – Inner Control – Becoming One's Self.

**Unit V:** Behavioral, Cognitive and Social Perspective of Personality

Albert Bandura: Social-Cognitive Learning Theory- Self- System, Skinner: Operant Conditioning; Cognitive Style – Perceptual Mechanisms – Schema Theory – Kelly's Personal Construct Theory

**REFERENCES:**

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of personality*, Bengaluru, India: Wiley India Private Limited.

2. Schultz, P.D., Schultz, S.E., & Schultz, S. (2012). *Theories of personality*, Delhi, India: Cengage Learning.

3. Friedman, H.S., & Schustack, M. W. (2016). *Personality: Classic theories and modern research,* Boston, MA: Pearson/Allyn and Bacon.

4. Larsen, R.J., & Buss, D.M. (2018). *Personality psychology*: *Domains of knowledge about human nature,* Boston, MA: McGraw-Hill.

5. Rao, K., Paranjpe, A.C., & Dalal, A.K. (2008). *Handbook of Indian psychology*. Chennai, India: Cambridge University Press India/Foundation Books.

**WEB RESOURCES:**

1. Personality development – course – Swayam

https://swayam. gov.in>nd2_cec19_mg36>preview

2. Psychology of Development and Learning – Course – Swayam

https://swayam.gov.in.nd2_cec20_ed01

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Explain the concept, assessment, measurement and research methods of Personality.
2. Outline the various psychoanalytic perspectives of Personality.
3. Summarize the life span and trait perspective of Personality.
4. Outline the existential humanistic perspective of Personality.
5. Explain Behavioural, Cognitive and Social perspectives of personality.

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**Part III - Elective Courses**

**Elective II - Guidance and Counselling Psychology** **Subject Code:**

**LEARNING OBJECTIVES:**

1. To highlight the need and importance of counselling in the current context.
2. To familiarize the students with the various approaches in counselling and elaborate on the types, uses & diagnosis in the counselling process.
3. To demonstrate the interpretation of psychological tests in counselling.
4. To specify the qualities of an effective counsellor.
5. To acquaint them with the special areas of counselling.
6. To state the ethical guidelines laid down by the American Psychological Association and define the role of a counsellor in promoting good Mental Health.

**Unit I:** Nature and Scope of Guidance and Counselling

Counselling and Guidance: Meaning- Nature - Need and Functions of Guidance and Counselling - Emergence of Guidance and Counselling in India - Goals and Scope of Guidance and Counselling - Types of Counselling Services.

**Unit II:** Approaches to Counselling and the Counselling Process

Directive and non-directive approaches - Humanistic approach- Behaviouristic approach - Existential Approach - Eclectic Approach, Counselling Process: Preparation for counselling, Steps in the counselling process.

**Unit III:** Psychological Testing and Diagnosis

Use of psychological tests in guidance and counselling - Types of psychological tests - Nature of a good psychological test - Test interpretation in counselling - Limitations of psychological tests - Diagnosis and its limitations.

**Unit IV:** Counsellor Qualities, Skills and Ethical Responsibilities

Qualities of an effective counsellor, Counsellor Skills: Building Trust- Listening – Attending – Observing - Building Rapport - Demonstrating Empathy, Ethics in counselling.

**Unit V:** Special Areas in Counselling

Family group consultation - Counselling Families Concerning Children - Counselling with Parents - Counselling the Delinquent - Marriage Counselling - Premarital Counselling - Counselling the Handicapped - Career Counselling - Adolescent Counselling- Role of Counsellor in fostering Good Mental Health.

**REFERENCES:**


1. Rao, N. (2013). *Counselling and Guidance*. Chennai, India: Tata McGraw Hill.
2. Gladding, S.T. (2017). *Counselling: A comprehensive profession*. Chennai, India: Pearson.
3. Gibson, R.L., & Mitchell, M. H. (2007). *Introduction to counselling and guidance*. Upper Saddle River, NJ: Prentice Hall.
4. Nayak, A.K. (2007): *Guidance and counseling*. New Delhi, India: APH Publishing.
5. Barki, B.G., & Mukhopadhyay, B. (2008): *Guidance and counselling manual*. New Delhi, India: Sterling.
6. Kochhar, S.K. (1984). *Guidance and counselling in colleges and universities*. New Delhi, India: Sterling.


**WEB RESOURCES:**

1. https://nptel.ac.in/courses/109/107/109107155/
2. https://youtu.be/lo4DPYYQrGc
3. https://www.mooc-list.com/course/counseling-and-psychotherapy-theory-edx
4. https://swayam.gov.in/search? Keyword=Counselling%20Psychology

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Identify the need and importance of counselling in the current context.
2. Explain the various approaches in counselling and the types, uses & diagnosis in the counselling process.
3. Summarize the interpretation of psychological tests in counseling.
4. List the qualities of an effective counsellor.
5. Identify the special areas of counselling.
6. Spell out the ethical guidelines laid down by the American Psychological Association and the role of counsellor in promoting good Mental Health.

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**Elective III - Human and Resource Management** **Subject Code:**

**LEARNING OBJECTIVES:**

1. To introduce the basic concepts of human resource management.

2. To enable the students to comprehend the need for job analysis in relation to Human Resource Planning and Recruiting.
3. To apprise them of the strategies for Training Needs Analysis and employee development.
4. To acquaint them with the various techniques adopted in performance appraisal.
5. To deepen their understanding about how stress management, conflict management and employee empowerment aid in boosting employee motivation.

**Unit I:** Introduction to Human Resource Management (HRM)
The concept of human resource management and its importance, The trends shaping human resource management – Globalization and Competition trends, Indebtedness and deregulation, Technological trends, Trends in the nature of work, Workforce and demographic trends, Economic challenges and trends. Important trends in human resource management – The new human resource managers, HRM in India, Strategic human resource management, High-performance work systems, Evidence-based human resource management, Managing ethics, HR qualifications

**Unit II:** Job Analysis and Human Resource Planning and Recruiting

The basics of job analysis, Job analysis in a worker empowered world, The recruitment and selection process, Planning and forecasting, The need for effective recruiting, Internal sources of candidates, Outside sources of candidates, Recruiting a more diverse workforce

**Unit III:** Training and Developing Employees

Introduction to orienting and training employees, Analysing training needs and designing the program, Implementing training programs, Implementing Management Development programs, Managing organizational change programs, Evaluating the training effort

**Unit IV:** Performance Management and Appraisal

Basic concepts in performance management and appraisal, Techniques for appraising performance, dealing with performance appraisal problems, appraisal interview, performance management.

**Unit V: Employee Motivation**

Stress management in organization, Conflict management in organisation, Providing incentives, empowerment of employees, attention to women related issues.

**REFERENCES:**

1. Dessler, G., & Varkkey, B. (2011). *Human Resource Management*. Dorling Kindersley\ (India) Pvt. Ltd: New Delhi.

2. Aswathappa, K. (2012). *Human Resource Management – Text and Cases*. Tata McGraw Hill: New Delhi

3. Cascio, W.F., & Nambudiri, R. (2010). *Managing Human Resources – Productivity, Quality of Work Life, Profits*. Tata McGraw Hill: New Delhi

**WEB RESOURCES:**

1. https://www.coursera.org/learn/ai-for-everyone
2. https://www.coursera.org/learn/the-science-of-well-being
3. https://www.classcentral.com/course/introduction-to-engagement-and-motivation-atwork-13193
4. https://www.classcentral.com/course/managing-people-motivation-12718
5. https://www.udemy.com/courses/personal-development/

**LEARNING OUTCOMES:**

After completion of this subject, students will be able to:

1. Outline the basic concepts of human resource management.
2. Relate the need for job analysis in relation to Human Resource Planning and Recruiting.
3. List strategies for analysing training needs and developing employees.
4. Explain the techniques of performance appraisal.
5. Spell out how stress management, conflict management and employee empowerment help in employee motivation

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**INTERNAL ASSESSMENT**

Total - 25 Marks

| **Mode of assessment** | **Computation of marks** |
|---|---|
| CIA I – 25 Marks (Continuous Internal Assessment – Written test in 1 or 2 units in the paper) | Average of the 2 CIAs, converted into **10** marks. |
| CIA II – 25 Marks | |
| 3 – 4 written assignments on topics in the subject | Total of marks obtained in the assignments, converted into **5** marks |

| | |
|---|---|
| 1 seminar on topics in the subject (presentation may be individually assigned or as group work)<br>Please note: Seminars may be replaced by other modes of assessment such as Quiz, Debate & Group Discussion | Marks obtained in seminar, converted into **5** marks |
| Attendance – 5 Marks | **5** marks |
| TOTAL | **25** marks |

Applies to all Major, Allied and Elective papers.

SHANTHI RAVICHANDRAN

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Date: 2022.11.17 15:22:58 +05'30'

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