

B.SC., (PSYCHOLOGY)

PROGRAMME PROJECT REPORT (PPR)

PROGRAMME'S MISSION & OBJECTIVES

Mission:

The mission of the Department of Psychology, Directorate of Distance Education, Alagappa University is to prepare Human Resource with capacity for knowledge creation with cutting-edge research human behavior to initiate socially relevant action and evolve into competent professionals across context.

Our Directorate of Distance Education integrates and service activities to advance the overall mission of the University.

We strive to accomplish these goals through.

a. Objectives & Outcomes

Excellence in Teaching

Providing students with knowledge and skills about mind, brain and behavior through innovative and rigorous courses and rich experiential learning opportunities.

Excellence in Graduate Training

Producing the next generation of leaders in research, in teaching, and in the application of psychology.

Excellence in Service

Sharing our knowledge and expertise, applying it to the improvement of mental well being, and collaboration both locally and globally with researchers, our community and policy makers.

b. Relevance of the program with HEI's Mission and Goals:

Affording quality higher Education to the learners who are interested in pursuing higher education through distance mode, so that they are transformed into intellectually competent human resources that will help in the uplift of the nation in terms of Educational, Social, Technological, environmental and Economic magnificence (ESTEEM). This programme is very much effective in imparting quality education through flexi-timings.

Psychology helps explain how the inner-workings of the brain manifest in our everyday life. Psychology is so diverse in its focus and research, it also prepare students for a wide variety of carriers.

In accordance with the mission of Alagappa University as a research-intensive institution, the teaching programme of the master's programme in psychology is based on state of the art of scientific research and maintains a strong emphasis on the acquisition of academic and research skills.

c. Nature of prospective target group of learners:

The curriculum has been designed to fulfill the needs of diverse class of learners including a class having of low level of disposable income, rural dwellers, women, unskilled men, minorities etc. Especially this curriculum will fulfill the needs of the learners, professionals who are in teaching, social workers, medical practitioners and management professionals.

B.S c., Psychology Employment Areas:

- Commercial and Industrial companies
- Financial organizations
- Marketing companies
- HR Departments
- Government Social Services
- Jails / Prisons
- Police Forces
- School, Colleges & Universities.

B.S c., Psychology Job Types:

- Urban planning officer
- Staff Recruiter
- Social psychologist
- Human Resources Assistant
- Counseling Psychologist
- Child support specialist, social worker
- Special education teacher

- Career counselor & career employment specialist
- Psychotherapist / Psychologist
- Psychology consultant
- Educational psychologist

d. Appropriateness of the programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence

B.Sc., Psychology course suitability

Candidates should have good communication skills, patience, ability to work with all kinds of social / cultural and age groups are the essential for it.

They should have a genuine interest in people, their behavior and have empathy for their problems and needs.

They should be sensitive and caring and have the ability to understand people of very different backgrounds and upbringing.

Those who want to become lecturer at colleges / university level after their Master's degree plus NET, SET exams also are suitable for it. How

is B.Sc., psychology course beneficial?

B.Sc., psychology degree serves as a basis for further studies in this field such as B.Sc., Ph.D., and M.phil degree in psychology, the successful completion of which makes are eligible for the post of an Assistant Professor in any University / College.

The greatest scope after doing B.Sc., in Psychology is that it not only makes you eligible but also gives a better chance to qualify in Indian Civil Services exams and Tamilnadu Public Service Examinations.

Law schools are very common destination now-a-days for recent graduates in psychology.

They should have good communication and interpersonal skills which are necessary for the course.

**e. Instructional Design:
Curriculum Design:**

Sl. No	Course Code	Title of the Course	CIA Max.	ESE Max.	TOT Max	C Max.
FIRST YEAR						
I Semester						
1.	11911 A / B	Part 1 Tamil –I / Communication Skills-I	25	75	100	4
2.	11912	Part 2 English-I	25	75	100	4
3.	11913	Introduction to Psychology	25	75	100	4
4	11914	Human Development	25	75	100	4
		Total	100	300	400	16
II Semester						
5	11921 A/ B	Part 1 Tamil –II / Communication Skills-II	25	75	100	4
6	11922	Part 2 English-II	25	75	100	4
7	11923	Social Psychology	25	75	100	4
8	11924	Industrial Psychology	25	75	100	4
		Total	100	300	400	16
SECOND YEAR						
III Semester						
9.	11931 A/B	Part 1 Tamil –III / Human Skills Development-I	25	75	100	4
10	11932	Part 2 English-III	25	75	100	4
11	11933	Psychological Statistics	25	75	100	4
12	11934	Psychopathology	25	75	100	4
		Total	100	300	400	16
IV Semester						
13	11941 A/B	Part 1 Tamil –IV / Human Skills Development-II	25	75	100	4
14	11942	Part 2 English-IV	25	75	100	4
15	11943	Cross Cultural psychology	25	75	100	4

16	11944	Educational Psychology	25	75	100	4
		Total	100	300	400	16
THIRD YEAR						
V Semester						
17	11951	Human Resource Management	25	75	100	4
18	11952	Environmental Psychology	25	75	100	4
19	11953	Stress Management	25	75	100	4
20	11954	Practical	25	75	100	4
		Total	100	300	400	16
VI Semester						
21	11961	Health Psychology	25	75	100	4
22	11962	Guidance and Counselling	25	75	100	4
23	11963	Consumer Behavioural	25	75	100	4
24	11964	Psychological Adjustment	25	75	100	4
		Total	100	300	400	16

Course Code Legend:

1	1	9	X	Y
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119 - B.Sc., Psychology Programme

X -Semester No.

Y - Course number in the semester

CIA: Continuous Internal Assessment, **ESE:** End Semester Examination, **TOT:** Total, **C:** Credit Points, **Max.:** Maximum

No. of Credits per Course (Theory) - 4 No.

of Credits per Course (Practical) - 4 Total

No. of Credits per Semester - 16

Total No. of Credits of the Programme - 16 X 6 = 96

DETAILED SYLLABI:

SEMESTER – I

Course Code	Title of the Course
11911A	PART- I TAMIL - I

நோக்கம் : மொழி அறிவு, இலக்கண அறிவை வளர்த்தல்
பிரிவு -1 : இசைப்பாடல்

கூறு 1

1. கண்ணதாசன் - ஸ்ரீ கிருஷ்ண கானம்
 1. புல்லாங்குழல் கொடுத்த
 2. குருவாயூருக்கு வாருங்கள்

கூறு 2

1. கோகுலத்து பசுக்கள்
2. கோகுலத்தில் ஒரு நாள் ராதை
3. ஆயர்பாடி மாளிகையில்

கூறு 3

- பட்டுக்கோட்டை கல்யாண சுந்தரம்
1. நெஞ்சில் குடியிருக்கும்
 2. செய்யும் தொழிலே தெய்வம்

கூறு 4

1. பாரதியார்
கண்ணன் என் விளையாட்டுப்பிள்ளை
பாரத மாதா திருப்பள்ளி எழுச்சி

பிரிவு - 2 : கவிதை, புதுக்கவிதை

கூறு 5

1. பாரதிதாசன் - உலகப்பன் பாட்டு (5)
2. நாமக்கல் கவிஞர் - நோயற்ற வாழ்வு 7 பாட்டு
3. பெ.தூரன் - நிலா பிஞ்சு

கூறு 6

1. வல்லிக் கண்ணன் - வெறும் புகழ்
2. கு.ப.இராஜகோபாலன் - எதற்காக?
3. மீரா - பதினைந்து

கூறு 7

1. சிற்பி - சர்ப்ப யாகம்
2. ஞானக்கூத்தன் - தோழர் மோசிகீர்னார்

கூறு 8

1. அப்துல் ரகுமான் - கண்ணும் எழுதேம்

2. சண்முக சுப்பையா - வயிறு
பிரிவு - 3 : காப்பியம்

கூறு 9

1. சிலப்பதிகாரம் - வழக்குரை காதை
2. கம்பராமாயணம் - அயோத்தியா காண்டம்
பிரிவு - 4 : காப்பியம்

கூறு 10

1. சீறாப்புராணம் - ஈத்தங்குலை வரவழைத்த படலம் (1)

கூறு 11

தேம்பாவணி - காட்சிப்படலம்
பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)
1. இன்னவாயில்
2. கொழுந்துறும்
3. பஞ்ச(ச) அரங்கில்

கூறு 12

தேம்பாவணி - காட்சிப்படலம்
பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)
4. எண்ணுளே
5. ஒண்தலங்கள்
6. இரவியேந்த கஞ்சக்

கூறு 13

தேம்பாவணி - காட்சிப்படலம்
பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)
7. கன்னியாயதாயும்
8. ஏந்தி ஓங்கு உளத்து
9. ஆவ தேமுனர்
10. கொல்லும் வேலொடும்

கூறு 14

தேம்பாவணி - காட்சிப்படலம்
பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)
11. என்ற வாசகம்
12. அம்பினால்
13. வேண்டும் ஓர் வினை

Course Code	Title of the Course
11911B	PART-I : COMMUNICATION SKILLS - I

Learning objectives:

1. To make students to understand the basic skills of Communication.
2. To acquaint students with the important features of Communication skills.

BLOCK I: COMMUNICATION: AN INTRODUCTION

Unit - I Communication – Meaning – Types- Importance

Unit – II Barriers to Effective Communication – Principles – Principles of Effective Communication

BLOCK II: ORAL COMMUNICATION

Unit – III Oral Communication – Meaning – Importance- Forms of Oral Communication

Unit – IV Intonation –Meaning – Function- Types Preparation of Speech- Steps Involved

Unit – V Principles of Effective Oral Communication

BLOCK III: WRITTEN COMMUNICATION

Unit – VI Written Communication – Meaning –Steps – Importance- Advantages Use of words and Phrases

Unit – VII Sentence – Meaning –Sentence formation- Characteristics of an Effective Sentence

Unit–VIII Paragraph Writing –Essay Writing –Steps Involved –Outline-Layout – Contents-Drafting-Correction- Final Draft

BLOCK IV: OFFICIAL COMMUNICATION

Unit – IX Application for Employment and Curriculum Vitae –Steps involved

Unit – X Non –Verbal Communication – Meaning –Types –Body Language – Postures-Gestures –Facial Expressions –Eye Contact

Unit – XI Report Writing –Report –Types of Reports –Format of a Report

Unit – XII Essentials of a Good Report –Preparation of Report-Procedure Involved

Unit – XIII Meetings-Purpose of the Meeting – Procedure

Unit–XIV Group Discussion–Quality of Content-Participation –Logical Presentation –Behavioural Skills

References:

1. Krishna Mohan & Meera Banerjee, Developing Communication Skills, 2005.
2. Geetha Nagaraj, Write to Communicate, 2004.
3. Wren & Martin, English Grammar and Composition, 2002.
4. Dale Carnegie, How to Win Friends and Influence People, 1981.
5. Dale R Jordan, Language Skills and Use.
6. Gartside L. Bahld, Nagammiah and McComas, Satterwhite, Modern Business Correspondence.
7. Rajendra Pal and Kortahalli J S, Essentials of Business Communication.
8. Wallace, Michael J, Study Skills in English.
9. Editors of Readers Digest, Super Word Power.

Course Code	Title of the Course
11912	PART-II : ENGLISH PAPER - I

Learning objective:

- To make the students master the different topics prescribed in the Prose, Grammar and Composition.

BLOCK I: PROSE I

Unit – I	Water-the Elixir of life	- C.V. Raman
Unit – II	Mrs. Packletide’s Tiger	- SAKI
Unit – III	A Deed of Bravery	- Jim Carbett
Unit – IV	The Cat	- Catharine M. Willson
Unit – V	On Letter Writing	- Alpha of the Plough

BLOCK II: PROSE II

Unit – VI	Our Ancestors	- Carl Sagan
Unit – VII	Our Civilization	- C.E.Foad
Unit – VIII	A Hero on Probation	- B.R. Nanda
Unit – IX	Dangers of Drug Abuse	- Hardin B. Fones
Unit – X	Food	- J.B.S. Haldane

BLOCK III: DEVELOPING GRAMMATICAL SKILLS

Unit – XI	- Articles-Gerunds-Participles-Infinitives-Modals-Proposition- Tenses
Unit – XII	- Direct and Indirect Speech-Transformation of sentences-Active and passive voice.

BLOCK IV: DEVELOPING WRITING SKILLS

Unit – XIII	- Letter writing - Precis writing - Developing hints.
Unit – XIV	- Dialogue writing - Paragraph writing.

References:

1. Sebastian D K, Prose for the Young Reader, Macmillan.
2. Active English Grammar, Ed. by the Board of Editors, Macmillan.
3. Modern English – A Book of Grammar Usage and Composition by N.Krishnaswamy, Macmillan Publishers.

Course Code	Title of the Course
11913	INTRODUCTION TO PSYCHOLOGY

Learning objectives:

- To introduce the students to the subject of psychology, nature, scope and schools of psychology.
- To familiarize the methods used in psychology and to facilitate their knowledge about causes of behaviour.
- To provide the knowledge of basic concepts in psychology.

BLOCK I: PERSPECTIVES IN PSYCHOLOGY

UNIT 1: Introduction

Psychology Nature – Scope - Origin of psychology , Definition, Psychology- as a Science, Specialities within Psychology, Psychology and other Disciplines - Perspectives in Psychology:

UNIT 2: Biology of behaviour

Perspectives in Psychology: Psychodynamic - behavioural Humanistic - Bio Psychological Evolutionary Socio cultural cognitive

UNIT 3: Work of Psychologists

Typical behaviour Patterns Brain ad Behaviour Neurons and synapses A guide to the nervous system Association context Behaviour and experience test and right hemisphere functions

BLOCK II: ASSESSMENT, PERCEPTION AND BEHAVIOUR

UNIT 4: Methods of Assessment In Psychology

Goals of Psychological Enquiry, Introspective method Observation method Experimental method and correlation method

UNIT 5: Methods of Assessment In Psychology

Case Study Method, Clinical Method, Genetic Method, Interview Method, Survey Method, Rating Scales, Checklists, Questionnaires, Psychological Tests, Cross-cultural Method.

UNIT 6: Sensory Process and perception

Sensory channels sensory processes vision learning smell taste skin sense from sensory process the perception process: Attending from perception visual depth perception constancy movement perception individual differences

UNIT 7: Foundations of Behaviour

(Nervous system The neuron the neural impulse the central nervous system the brain location of the brain functions Peripheral nervous system The endocrine system Impart of the functions of endoergic glands and summary 9Ref SK Mangal)

BLOCK III: BIOLOGICAL BASES OF BEHAVIOUR AND CONSCIOUSNESS

UNIT 8: Heredity and enrolment behaviour

Biological bases behaviour (heredity) nature environment behaviour (environment) Hormones on behaviour Genetics and behaviour sociological bass of behaviour Environment Behaviour Natural internal behaviour (Physical or material environment) and behaviour Man made environment subjective environment How these two affect behaviour Heredity Vs Environment

UNIT 9: Principle of learning

Classical Conditioning Instrumental conditioning cognitive Learning and learning some things are easier to learn than others

UNIT 10: States of consciousness

Nature of Consciousness Brain and consciousness nature of Consciousness normal walking consciousness directed consciousness Flowing consciousness divide consciousness Fantasy and Day dreaming Sleep stages of sleep renoland Non REM Sleep dreams The content of dreams functions and meaning of dreams circadian Rhythms

UNIT 11: Nature of consciousness

Altered states of consciousness characteristics of Altered states consciousness Hypothesis Depersonalization and near death experiences Meditation Altering consciousness with drugs

BLOCK IV: PROCESS OF INFORMATION AND APTITUDE

UNIT 12: Attention in psychology

Attention definition types of attention Overt and covert attention factors influencing attention neural correlates of attention characteristics of attention Assessment of attention , determinants of Attention

UNIT 13: Perception in psychology

Principles of perceptual organization constancies in perception size shape form space movement etc depth perception psychologists life span changes in perception extra sensory perception (ESP) illusion Plasticity of perception

UNIT 14: Aptitudes

meaning and nature of aptitudes - Aptitude ability and achievement - Intelligence - aptitude and Interest measurement of aptitudes and Utility of Aptitudes – Aptitudes tests (ref Sk Mangal)

References

1. Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.
2. Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata Mc Graw Hill.
3. Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata Mc Graw Hill.
4. Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: Mc Graw Hill.
5. NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT.
6. Balachandran, M. (2003). Psychology for Nursing Students. Thiruvananthapuram: Maanas.
7. Parameshwaran, E. G. & Beena, C. (2006). An Invitation to Psychology. Hyderabad: Neelkamall

Course Code	Title of the Course
11914	Human Developmental

Learning Objectives:

- To learn about the history of the study of human development
- To comprehend the cultural notions of children and childhood
- To focus on Indian history and tradition in the exploration of human behaviour and development
- To provide a framework to locate human development and childhood in an interdisciplinary context

BLOCK I: ASPECTS OF HUMAN DEVELOPMENT

UNIT 1: Introduction

Introduction – Concept of human Development- Basic Concepts: Growth, Development, Stages Life span development and their characteristics

UNIT 2: Maturation Aspects of development

Maturation Aspects of development, Significant facts, Physical , social cognitive Moral principles of human development

UNIT 3: Factors influencing human

Ecological factors, heredity factors chromosomal abnormalities

UNIT 4: Parental Development and Infancy

Stages of parental development – teratogens and parental involvement New born appearance reflexes assessment and states of infancy

BLOCK II: APPROACHES IN HUMAN DEVELOPMENT

UNIT 5: Physical and Motor development

Cognitive and language development, psychological development- emotions , attachment and temperament

UNIT 6: Physical Development

Patterns of physical growth – the reflexes – structural and systematic changes – growth rate – Aging process – health factors

UNIT 7: Childhood

Early and middle childhood Physical and motor development, cognitive development language development, emotions, play, aggression and altruism

UNIT 8: Intellectual Development

Approaches: Psychometric, Piagetian and Information Processing. Moral Development: Kohlberg's Levels of Morality, Language development and Acquisition of language

BLOCK III: EMOTIONAL AND DEVELOPMENT

UNIT 9: Emotional

Emotions – The emerging sense of self – Emotions throughout life span development – Temperament Self Concept – socialization

UNIT 10: Self Development

Identity crisis in adolescence – relationship with parents, peers, life partner and aging parents

UNIT 11: Puberty and Adolescents

Meaning biological changes, sexual maturation growth spurt, primary and secondary sexual characteristics, responses to physical changes, development of identity, Erikson and Marcia's vies, Adolescents relationship family, Peers Adult society

BLOCK IV: STAGES OF ADULTHOOD

UNIT 12: Early Adult hood

Early Adulthood- Vocational adjustment foundation of intimate relationship and sexuality Marriage : Marital adjustment and conditions influencing it parenthood adjustment to parenthood

UNIT 13: Middle Adult hood

Psychical development – Occupational adjustment stable and unstable patterns, preparation for retirement psychological changes, coping with mid life crisis, changes in relationships marriage relationship with maturing children ageing parents siblings, grandparent hood , friendship

UNIT 14: Late Adulthood

Primary and secondary ageing, theories of ageing psychological aspects models of coping , models of successful ageing, lifestyle and social issues, work retirement and leisure. Personal relationship with adult children , siblings, great – grandparenthood stages and patterns of grieving

References

1. Hurlock, E. B., (2001) Developmental Psychology, New Delhi: McGraw Hill
2. Srivastava, A. K., (2002) Child Development: An Indian Perspective, New Delhi, NCERT.
3. Diane E. Papalia and Sally Wendkos Olds (1998) Human Development, McGraw Hill, INC
4. Papalia D.E (2004) Human Development 9th Edition New delhi Tata McGrawHill
5. Berk L.c. (2008) child Development New Delhi: prentice Hall of India (Pvt) Ltd

SEMESTER –II

Course Code	Title of the Course
11921A	PART-I TAMIL-II

நோக்கம் : மொழி அறிவு, இலக்கண அறிவை வளர்த்தல்

பிரிவு 1: தேம்பாவணி

கூறு 1

தேம்பாவணி - காட்சிப்படலம்

பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)

14. சொல் தவிரந்த
15. அன்னை
16. அஞ்சுவார்
17. சொல்லக் கேட்டனள்
18. மற்றசெய்கை
19. மண்கனியப்
20. அழுது ஆர்ந்த

கூறு 2

தேம்பாவணி - காட்சிப்படலம்

பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)

21. பொய் பொதுளும்
22. இன்பு அருந்தி
23. வழதாயின இன்பு
24. மறம் ஏவினர்

கூறு 3

தேம்பாவணி - காட்சிப்படலம்

பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)

25. மண்ணோர்கள்
26. பொய்யா விதியோய்
27. விடியா இருள்
28. அழுவார் எவரும்

பிரிவு 2: சிறுகதை, உரைநடை

கூறு 4

சிறுகதை - நீலபத்மநாபனின் “வான வீதியில்”

கூறு 5

உரைநடை - கம்பன் புறத்திணை - தி.சொக்கலிங்கம்

Course Code	Title of the Course
11921B	PART-I : COMMUNICATION SKILLS - II

Learning objectives:

1. To make students understand the basic skills of Communication.
2. To acquaint students with the important features of Communication skills.

BLOCK I: INTRODUCTION TO COMMUNICATION SKILLS

Unit – I Code and Content of Communication Skills

Unit – II Stimulus and Response of Communication Skills

BLOCK II: SPEAKING SKILLS

Unit – III Effective Speaking Guidelines

Unit – IV Pronunciation Etiquette of Communication Skills

Unit – V Phonetics in Communication Skills

BLOCK III: LANGUAGE SKILLS

Unit – VI A self Assessment of Communicating Soft Skills

Unit – VII Language Skills –Ability –Skill Selected Need- Learner Centre activities

Unit – VIII Listening Skills –Importance –Types of Listening- Interview Skills

Unit – IX Conversation Skills –Modes

Unit – X Presentation Skills - Preparing –Planning-Presentation

BLOCK IV: WRITING SKILLS

Unit – XI Written Communication –Structure of Effective Sentences –Paragraph

Unit – XII Technical Writing-Creative Writing- Editing and Publishing

Unit – XIII Corporate Communication Skills-Internal –Effective business writing – Letters, Proposals, Resume

Unit – XIV Corporal Communication Skills-External - Press release - Newsletters-
Interviewing skills

References:

1. Dutt. Kiranmai & Geeta Rajjevan. Basic Communication Skills. Rev.ed. Foundation Books Pvt.Ltd. Cambridge House, New Delhi 2006.
2. Bill R. Swetmon. Communication Skills for the 21st Century. Chennai: Eswar Press. First South Asian Edition 2006.
3. Glass. Lillian. Talk to Win. New York: Perigee Books,1987.
4. Pease. Alan. Signals: How to Use Body Language for Power, Success and Love, New York: Bantam Books, 1981.
5. Walters. Lilly. Secrets of Successful Speakers. New York: McGraw-Hill, Inc., 1993.
6. Mandal. S.K. How to Succeed in Group Discussions & Personal Interviews. Mumbai: JAICO Publishing House.
7. Rogoff. Leonard and Ballenger. Grady. Office Guide to Business Letters, Memos & Reports. New York: Macmillan, 1994.
8. Krishna Mohan & Meera Banerjee, Developing Communication Skills, 2005.
9. Geetha Nagaraj, Write to Communicate, 2004.
10. Wren & Martin, English Grammar and Composition, 2002.
11. Rajendra Pal and Kortahalli J S, Essentials of Business Communication.

Course Code	Title of the Course
11922	PART-II : ENGLISH PAPER - II

Learning objective:

- To make the students master the different topics prescribed in the Poetry and Language use Sections.

BLOCK I: POETRY - I

UNIT – 1	Sonnet	- William Shakespeare
UNIT – 2	Lines Composed upon Westminster Bridge	- William Wordsworth
UNIT – 3	Grecian Urn	- John Keats (1795-1827)
UNIT – 4	Andrea Del Sarto	- Robert Browning (1812-1889)

BLOCK II: POETRY - II

UNIT – 5	The Road Not Taken	- Robert Frost (1874-1963)
UNIT – 6	Strange Meeting	- Wilfred Owen (1813-1918)
UNIT – 7	Gitanjali	- Rabindranath Tagore (1861-1946)
UNIT – 8	The Coromandel Fishers	- Sarojini Naidu
UNIT – 9	The Express	- Stephen Spender

BLOCK III: DRAMA

UNIT – 10	Shakespeare : The Merchant of Venice
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BLOCK IV: DEVELOPING LANGUAGE SKILLS

UNIT – 11	Essay writing
UNIT – 12	Note Making
UNIT – 13	Report writing
UNIT – 14	Comprehension

References:

1. The Golden Quill, P.K. Seshadri, Macmillan.
2. The Merchant of Venice, Shakespeare. (Any overseas edition).
3. Active English Grammar, Ed. by the Board of Editors, Macmillan.
4. Modern English – A Book of Grammar Usage and Composition by N.Krishnaswamy, Macmillan Publishers.

Course Code	Title of the Course
I11923	SOCIAL PSYCHOLOGY

Learning objectives:

- Summarize general information, through in-class discussion and assignments, pertaining to social
- psychological theories; Demonstrate knowledge, through examination procedures, of the major theories and research
- findings in social psychology.
- Become familiar with social psychological literature through independent reading and writing
- assignments.
- Apply social psychological theories and principles to your everyday behavior.

BLOCK I: SOCIAL PSYCHOLOGY – AN OVERVIEW

UNIT 1: Social Psychology

Scope and Methods of Social Psychology: Field of social psychology – Relation of psychology – Sociology and Anthropology – Practical Vs. Scientific knowledge – Social interaction and social influence and some variables under study – Society and culture – Interpersonal response traits –

UNIT 2: Methods of social psychology

Methods of social psychology – Observation -experiment - correlational method – Situational observation. Development of Social Behavior: Social behavior of Animal – Social life among insects – Territoriality, Dominance and status – Mammals – Social development in children – Infant social relation in early childhood.

UNIT 3: Individual Society and Culture:

The individual – Society – Social reality – Socio-economic status – Closed society and open society and culture primary and secondary groups – Rural and urban language – Child rearing practices – Values.

BLOCK II: SOCIAL PERCEPTION AND INTERACTION

UNIT 4: Perceptual Process

Social Perception: Perceptual process in infancy – Cognitive theories – personal factors-influence of wants and goals.

Person Perception: Nature of person perception – Impression formation – Halo effect – Stereotype – Order effect – Attribution process – Accuracy of judgements – Two traditions of person perception in India.

UNIT 5: Language and Communication:

Communication behavior – Language and communication-signs, signals and symbols – Language a cultural product – Meaning of meaning – Language and socialization.

UNIT 6: Sociometry

Interpersonal Attraction: Sociometry – Theories of interpersonal attraction – Attraction and social interaction.

Social Motivation: Behavior is biogenic and sociogenic – Social drives – Need for affection, dependence, aggression, self-assertion – Achievement motivation – Maslow's theory – Social incentives – Rewards and punishments praise and reproof – Competition and co-operation.

BLOCK III: ATTITUDE AND LEADERSHIPS

UNIT 7: Social Attitudes

Definition – Components – Beliefs, attitudes and values – formation of attitudes – Measurement – Method of social distance – Thurston's method – Likert's method – Osgood's method of semantic differential – Processes of attitude change – Persuasion radicalism and conservatism – Diffusion of innovations – Resistance to change – Attitude and behavior – Theories – Indian studies – Gandhian methods.

UNIT 8: Groups Formation of Groups

Kinds of groups – Togetherness – Small groups – properties of group – Formal and informal groups – Group structure – Group norms – Experimental studies – Village factions – Group effectiveness, cohesiveness – Reference group – Group morale – Group dynamics.

UNIT 9: Conformity and Deviation:

Conformity – Deviation – Social mobility – Crime and delinquency.

UNIT 10: Leadership and Social Power

Leadership and Social Power: Leadership and dominance – Institutional leaders – Dominant leaders – Persuasive leaders – Expert – Experimental studies – Traits – situational test – Factorial studies – Democratic Vs. authoritarian leaders – Leaders and the led – Theories of leadership – Emerging pattern of rural leadership in India – Social Power – Bases of power – Exchange theory.

BLOCK IV: OPTION AND BEHAVIOUR

UNIT 11: Public Opinion

Propaganda and Prejudice: Public opinion – Meaning – Process – Steps in opinion formation – Role of leaders – Gauging public opinion – Survey method – Propaganda –

Its relation to education – Language and propaganda – Role of suggestion – Techniques – Prejudice – Characteristics – Growth – Forms of hostile action – Methods to reduce prejudice.

UNIT 12: Collective Behavior

Mass society – Audience – Mob behavior – Kinds of mobs – Theories of crowd behavior – Rumours and mass hysteria, fads and crazes – Social movements.

UNIT 13: Social Change

Definition – Psychological processes involved – Barriers to change – Attitude toward innovation – Values and norms – Problems of motivation.

UNIT 14: Social Conflicts and their resolution:

Tensions and conflicts – Various problems in Indian society leading to conflicts – Gandhian techniques resolution.

National Integration: Characteristics of a nation – Barriers to the growth of integration – Religion not a factor – Role of social learning.

References

1. Baron R A, and Byrne D, Social Psychology, 7th edn, New Delhi: Prentice Hall of India Private Ltd., 1999.
2. Feldman R S, Social Psychology, 2nd Edn, New Jersey: Prentice Hall Inc., 1998.
3. Krech D, Crutchfield S and Ballachey E L, Individual in Society: Text Book of Social Psychology, Tokyo: Hill Kiogakuha, Ltd.,1962.
4. Kuppuswamy B, An Introduction to Psychology, Bombay, Media Promoters & Publishers Pvt. Ltd, 1980.

Course Code	Title of the Course
11924	INDUSTRIAL PSYCHOLOGY

Learning Objectives:

BLOCK I: INDIVIDUAL BEHAVIOUR

UNIT 1: Industrial psychology

Industrial psychology: Definition – Nature – Scope – Objectives – Areas covered in industrial psychology

UNIT 2: Contribution of industrial psychology – Basic Concepts – Foundations of industrial psychology.

UNIT 3: Individual Behaviour

Individual Behaviour: Individual Differences: Meaning – Nature – Dimensions – Values of individual differences in industries

UNIT 4: Factors influencing Individual Behaviour

Factors influencing Individual Behaviour: Personality – Learning – Ability – Perception – Attitude – Job Satisfaction: Factors influencing job satisfaction.

BLOCK II: MORALE AND BEHAVIOUR

UNIT 5: Morale

Morale: Morale: Meaning – Types – Aspects – Characteristics of high and low morale – Essential requirements for high morale – Psychological requirements for high morale.

UNIT 6: Motivation:

Meaning of Motivation – Importance – Types – Motivation in industry – Monetary and non-monetary incentives. Fatigue, Boredom and Monotony: Meaning – Causes – Remedies.

UNIT 7: Group Behaviour

Group Behaviour: Groups: Meaning – Definition of Group - Types – Group dynamics – Group norms – Group cohesiveness – Advantages of group

BLOCK III: LEADERSHIP AND STRESS

UNIT 8: Leadership

Leadership: Definition of Leadership- Meaning – Types – Importance of leadership – style of leadership- Qualities of a successful leader.

UNIT 9: Leadership Skill

Organisation of culture- Role model – Behaviour Adjustment- team Work-Performance- Creativity –Interpersonal Intra personal skill-cultural flexibility –communication –Self assessment of learning

UNIT 10: Stress:

Meaning – Sources of stress – Causes of stress – Managing stress – Nature of stress- Stress management –Ethical dilemmas- Work Environment Factors

BLOCK IV: LIFE AND WORKERS

UNIT11: Maladjusted Worker

Maladjusted Worker: Meaning – Causes of Maladjustment –Readjustment.
- Maladjustment worker

UNIT 12: Counselling

Meaning – Significance – Types and process – Employee health, safety and security – Industrial accidents – Accident proneness – Prevention of accidents – Quality of Work

UNIT 13 : Life

Meaning – Importance – Factors affecting quality of work life

UNIT 14: Work Motivation

Attitude of working culture –Behaviourism -Work Place –Psychological Health

References

1. Ghosh P K & Ghorpade M B, Industrial Psychology, Himalaya Pub, Mumbai.
2. Ramnath Sharma, Industrial Psychology, Rajhans Prakashan Mandir, Meerut.
3. Arnold John et-al, Work Psychology: Understanding human behaviour in the work place, Macmillan, Delhi.

SEMESTER –III

Course Code	Title of the Course
11931A	PART -1 TAMIL -III

நோக்கம் : மொழி அறிவு, இலக்கண அறிவை வளர்த்தல்

பிரிவு 1: இலக்கியம் - 1

- கூறு 1: பத்துப்பாட்டு – முல்லைப்பாட்டு
கூறு 2: எட்டுத்தொகை – ஐங்குறுநூறு
கூறு 3: கபிலர் - குறிஞ்சித்திணை
கூறு 4: மஞ்சைப்பத்து – முதல் மூன்று பாடல்கள்
கூறு 5: குறுந்தொகை – பரணர் பாடல்கள் பா. எண். 19, 24, 36, 128, 399

பிரிவு 2: இலக்கியம் - 2

- கூறு 6: நற்றிணை – பெருங்குன்றூர்கிழார் - பா. எண். 5
பெருவழுதியார் - பா. எண். 55
பெருங்கௌசிகனார் - பா. எண். 139
கூறு 7: நற்றிணை – கருவூர்க்கோசிகனார் - பா. எண். 214
உலோச்சனார் - பா. எண் 249
கூறு 8: அகநானூறு – சேந்தம்பூதனார் பாடல்கள் பா.எண். 84, 207
கூறு 9: புறநானூறு – மறோக்கத்து நப்பசலையார் பாடல்கள்
பா. எண். 37, 39, 126, 226, 280

பிரிவு 3: பதினெண்கீழ்க்கணக்கு

- கூறு 10: பதினெண் கீழ்க்கணக்கு – திருக்குறள் - வாழ்க்கைத் துணை நலம் (6),
அறிவுடைமை (43), பிரிவாற்றாமை (116)
கூறு 11: நான்மணிக்கடிகை – எள்ளற்க (3), பறைபடவாழா (4),
கூறு 12: நான்மணிக்கடிகை - மண்ணயறிப (5), கள்ளிவயிற்றில் (6), கல்லிற்பிறக்கும்(7)

பிரிவு 4: நாடகம் - புதினம்

- கூறு 13: நாடகம் - இராசராசசோழன் - அரு. இராமநாதன்
கூறு 14: நாவல் - சுவடுகள் - இரா. பாலசுப்பிரமணியன், சத்யா வெளியீடு, மதுரை.

Course Code	Title of the Course
11931B	PART-I : HUMAN SKILLS DEVELOPMENT - I

Learning objective:

1. To Make the Students develop human skills

BLOCK I: HUMAN SKILLS AND HABITS

Unit – I Human Skills –Developing skills-Types

Unit – II Mind-Levels of functions Habits-Meaning-Types-Merits of good habits - Interpersonal Relationship- Features- Interpersonal Behaviour

BLOCK II: PERSONALITY AND SELF CONCEPT

Unit – III Thinking ahead- Significance of thinking ahead

Unit – IV Developing Personality-Meaning -Need- Factors influencing personality, Ways of developing personality -Building positive personality

Unit – V Self-concept-Self-esteem-Meaning-Importance - Self- efficacy-Self-acceptance-Meaning-Importance - Etiquette-Meaning-Etiquettes in using mobile, telephones-Dais Etiquette

BLOCK III: TYPES OF SKILLS

Unit – VI Goal-setting Skills-Meaning-Types-Importance-

Unit – VII Decision-making skills-Meaning-Types-Steps in decision-making

Unit – VIII Negotiating Skills-Styles-Structure-Creating negotiation-Competitive Negotiation

BLOCK IV: HUMAN RELATIONS

Unit – IX Attitudes-Meaning-Types-Importance-Developing positive attitudes

Unit – X Coping with Change-Meaning-Characteristics-Importance of change Resistance to change-Dealing with change

Unit – XI Leadership-Meaning-Importance-Characteristics-Styles-

Unit – XII Human Relations Skill-Need-Canons of good human relations

Unit – XIII Counselling-Meaning-Importance-Forms- Conflicts-Meaning-Types- Causes-Effects-Managements of conflicts

Unit – XIV Stress-Meaning-Types-Causes-Effects-Managing the stress - Anger-Meaning-Causes-Consequences-Anger Management

References:

1. Les Giblin, Skill with People, 1995.
2. Shiv Khera, You Can Win, 2002.
3. Christian H Godefroy, Mind Power.
4. Dale Carnegie, How to Enjoy Your Life and Your Job, 1985.
5. Natalie H Rogers, How to Speak without Fear, 1982.
6. Dale Carnegie, How to Develop Self-Confidence and Influence People by Public Speaking.

Course Code	Title of the Course
11932	PART-II : ENGLISH PAPER - III

Learning objective:

- To make the students master the different topics prescribed in the Short Stories, One Act Plays, Grammar and Composition.

BLOCK I: SHORT STORIES

UNIT – 1	A Hero	- R.K. Narayanan
UNIT – 2	The Diamond Necklace	- Guy de Maupassant
UNIT – 3	The Verger	- Somerset Maugham
UNIT – 4	The Postmaster	- Rabindranath Tagore

BLOCK II: ONE ACT PLAYS - I

UNIT – 5	The Proposal	- Anton Chekhov
UNIT – 6	The Boy Comes Home	- A.A. Milne
UNIT – 7	The Silver Idol	- James R. Waugh
UNIT – 8	Progress	- St. John Ervine

BLOCK III: ONE ACT PLAYS - II

UNIT – 9	The Pie and the Tart	- Huge Chesterman
UNIT – 10	Reunion	- W.st. Joh Tayleur
UNIT – 11	A kind of Justice	- Margaret Wood
UNIT – 12	The Refugee	- Asif Currimbhoy

BLOCK IV: GRAMMAR AND COMPOSITION

UNIT – 13	Parts of speech-Noun- Pronoun- Adjective Degrees of Comparison- Verb- Adverb
UNIT – 14	Agenda- Minutes- Notice- Descriptive Writing

References:

1. Aroma, Ed. by the Board of Editors, Publishers- New Century Book House, Chennai.
2. Six Short Stories, Ed. by the Board of Editors, Harrows Publications, Chennai. One Act Plays, Ed. by the Board of Editors, Harrows Publications, Chennai.
3. Modern English – A Book of Grammar Usage and Composition by N.Krishnaswamy, Macmillan Publishers.
4. English for Communication, Ed. by the Board of Editors, Harrows Publications, Chennai.

Course Code	Title of the Course
11933	Psychological Statistics

Learning Objectives:

Objectives

- To enable students to appreciate various statistical methods used for analysing psychological data.
- To facilitate competencies to analyse data for interpreting the psychological implications.
- To develop and facilitate knowledge and skills in utilizing computer packages for statistical analyses.

BLOCK I: STATISTICAL MEASURES

UNIT 1: Statistics

Definitions of statistics Importance of Statistics in Psychological and Research Collections of Data Primary and Secondary-classification of Data Formation of Frequency distribution

UNIT 2: Diagrammatic and Graphical

Diagrammatic and Graphical representation of Statistical Data Simple Multiple sub divided, percentage Bar Diagram and Pie diagram – Histogram Frequency polygon Frequency Curve, Ogives

UNIT 3: Measures of Central Tendency

Measures of Central Tendency Mean Median Mode Geometric Mean and Harmonic Mean

BLOCK II: CONCEPTS OF DISPERSION CORRELATION AND PROBABILITY

UNIT 4 : Measure of Dispersion

Measure of Dispersion range Quartile Deviation, Mean Deviation (about mean) Standard Deviation and Coefficient of variance –concept of Skewness –Karl Pearson and Bowley's coefficient of Skewness –Simple Problems- Kurtosis (concept only)

UNIT 5: Correlation

Correlation-Scatter diagram – Karl Pearson coefficient of correlation Spearman's Rank correlation – regression equation – Properties of regressive coefficient simple problems

UNIT 6: Concept of probability

Concept of probability basic Definition- mathematical and statistical approach – Addition and multiplication Theorems(without proof) simple Problems

BLOCK III: DISTRIBUTIONS AND VARIANCE

UNIT 7 : Normal Distribution

Concept of Probability, Meaning, Importance and Characteristics of Normal Probability Curve, Deviations from Normal Probability Curve

UNIT 8: Binomial Distributions

Skewness and Kurtosis, Applications of Normal Probability Curve, Binomial Distributions.

UNIT 9: Analysis Of Variance

Purpose and Assumptions of Analysis of Variance, One way and Two way Analysis of Variance

UNIT 10: Non-Parametric Tests

Nature and Assumptions, Distribution Free Statistics, Chi-square, Contingency Co- efficient, Median and Sign test, Friedman test

BLOCK IV: ANALYSIS AND INTERPRETATIA

UNIT 11: Preparation of Data for Computer Analysis

Familiarisation with Software Packages for Statistical Analysis and their Applications.

UNIT 12: Inferential Statistics

Introduction to Inferential Statistics and Hypothesis Testing about the Difference between Two Independent Means: The meaning of Statistical Inference and Hypothesis Testing; Hypothesis Testing about the difference between Two Independent means; Null and the Alternative Hypotheses;

UNIT 13: The Random Sampling Distribution

The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means; Choice of H_A : One-Tailed and Two-Tailed Tests;

UNIT 14: Interpreting the Results of Hypothesis Testing

A Statistically Significant Difference versus a Practically Important Difference; Errors in Hypothesis Testing; Power of a Test; Levels of Significance versus p-Values.

References

1. Garrett, H. E. (2004). *Statistics in Psychology and Education*, 6th ed. New Delhi: Paragon International Publishers.
2. Mangal, S. K. (2004). *Statistics in Psychology and Education*. 2nd ed. New Delhi: Prentice Hall.
3. Guilford, J. P., & Fruchter. (1987). *Fundamental Statistics in Psychology and Education*. 6th ed. Singapore: McGraw Hill.
4. Girija, M., Sasikala, L., & Girija. (2004). *Introduction to Statistics*. 1st ed. New Delhi: Vrinda Publications.
5. Bhandarkar, K. M. (2006). *Statistics in Education*. 1st ed. Hyderabad: Neelkamal.
6. Kumar, P. (2006). *Psychological Statistics*. 1st ed. Jaipur: Aavishkar Publishers.

Course Code	Title of the Course
11934	Psychopathology

Learning Objectives:

1. Be familiar with and able to discuss several different theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.
2. Be able to apply these theoretical perspectives in reviewing each of the psychopathological conditions covered in the course.
3. Be familiar with and able to discuss the DSM-IV multi-axial classification of mental disorders and the criteria for diagnosing these disorders.
4. Be able to apply the DSM-IV classification system in determining the appropriate diagnosis of clinical cases.
5. Have a substantial foundation of knowledge about psychopathology to apply in formulating appropriate and effective intervention strategies to treat a broad spectrum of psychopathological conditions.

BLOCK I: BEHAVIOURS AND DISORDERS

UNIT 1: Abnormal Behaviour

Meaning- Historical conceptions of Abnormal behaviour; Biological viewpoint, Psychosocial viewpoint and Sociocultural viewpoint

UNIT 2: Anxiety Disorders: panic disorders & agoraphobia: Specific phobias, Social phobia; Generalized anxiety disorder; Obsessive compulsive disorders

UNIT 3: Somatoform & Dissociative disorders

Somatization disorder, hypochondriasis, Pain disorder, conversion disorder; Dissociative Amnesia, dissociative fugue, dissociative trance disorder, dissociative identity disorder, multiple personality disorder

UNIT 4: Personality Disorders

Clinical Features, Types, Causal factors in Personality disorder, Treatment: Anti-Social (psychopathic) Personality - clinical picture, causal factors & treatment

BLOCK II: RETARDATION

UNIT 5: Mental Retardation

Definition of mental retardation, levels of mental retardation, Causes - biological, psychosocial deprivation Types of Mental Retardation,

UNIT-6 Mental Illness: Signs, symptoms and syndromes. Causes of abnormal behaviour: biological, psychological, social, and cultural factors.

UNIT-7 Organic Mental Disorders

Treatment Organic mental disorders - delirium, dementias associated with Age - Alzheimer's disorder, causal factors & treatment

UNIT 8 : Conversion and dissociative disorder

BLOCK III: SYSTEMS IN PSYCHOPATHOLOGY

UNIT 9: Psychological models of psychopathology

Biological, psychodynamic, behavioural, cognitive behavioural.

UNIT 10: Psychotic Disorder

Symptoms, types, etiology, and treatment: Schizophrenia and delusional disorder.

UNIT 11: Classification systems in psychopathology

ICD-10 and DSM-5; Approaches to psychopathology: Biological, psychodynamic, behavioral, cognitive, and socio-cultural, social constructionist.

BLOCK IV: VARIOUS DISORDERS

UNIT 12: Trauma and stress related disorders

PTSD, Dissociative disorders: Dissociative identity disorders, derealization disorders.

UNIT 13: Eating and sleep disorders

Anorexia nervosa, Bulmia nervosa, Insomnia and Narcolepsy.

UNIT 14: Schizophrenia spectrum and other psychotic disorders

Schizophrenia, delusional disorder, brief psychotic disorder. Bipolar and related disorder: Bipolar I, &II, cyclothymic disorder. Depressive disorder: Disruptive mood dysregulatory disorder, major depressive disorder.

References

1. Barlow David H. & Durand, V.Mark (1995) *Abnormal Psychology*, Brooks / Cole Publishing Co.
2. Carson, Robert, Butcher, James V., Coleman, James (1988): *Abnormal Psychology and Modern Life*, VIII edition, Scott, Frismand & Co.
3. Lamm, A. *Introduction to Psychopathology*. New York: Sage
4. Buss, A.H. (1999). *Psychopathology*. New York: John Wiley
5. Carson, R.C., Butcher, J.N. & Mineka, S. (2010). *Abnormal Psychology and Modern Life*. Pearson Education, Inc. and Dorling Kindersley Publication Inc.
6. Sarason, G.I. & Serason, R.V. (2007). *Abnormal Psychology: The Problem of Maladaptive Behaviour (II Edition)*. Pearson Education, Inc. and Dorling Kindersley Publication Inc.
7. Singh , A.K. *Adhunik Asamanya Manovigyan*. N. Delhi: Motilal Banarasidas
8. Krochin, S.J. (2004). *Modern Clinical Psychology*. CBS Publishsers abd Distributors Pvt. Ltd.
9. American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders:DSM-5*. American Psychiatric Pub.
10. Barlow, D. H. & Durand, V. M. (1999). *Abnormal psychology: An integrative approach (2nd Ed)*. Pacific Grove: Brooks/Cole.
11. Buss. A. H. (1999). *Psychopathology*. New York: John Wiley.
12. Butcher, J.N. (2014). *Abnormal Psychology*. New Delhi: Pearson Education
13. Carson, R. C., Butcher, J. N., & Mineka, S. (2001). *Abnormal psychology and modern life (11thEd.)*. New York. Allyn and Bacon
14. Kaplan, H. J., & Sadock, B. J. (2004). *Synopsis of comprehensive textbook of psychiatry (10thEd.)*. Baltimore: Williams & Wilkins.
15. Sarason. I. G. & Sarason, B. R. (2006). *Abnormal psychology. (11 thEd)*. Delhi: Prentice Hall India.

SEMESTER –IV

Course Code	Title of the Course
11941A	PART 1 TAMIL IV

நோக்கம் : மொழி அறிவு, இலக்கண அறிவை வளர்த்தல்

பிரிவு 1: செய்யுள் உறுப்புகள்

- கூறு 1: செய்யுள் உறுப்புகள் - யாப்பு - எழுத்து, அசை, சீர்,
கூறு 2: செய்யுள் உறுப்புகள் - யாப்பு - தளை, அடி, தொடை
கூறு 3: வெண்பா, ஆசிரியப்பா, கலிப்பா, வஞ்சிப்பா,
கூறு 4: புதிய யாப்பு வடிவங்கள் - சிந்து, கண்ணி, கீர்த்தனை
கூறு 5: புதுக்கவிதையில் குறியீடு – படிமம்.

பிரிவு 2: அகப்பொருள் - புறப்பொருள்

- கூறு 6: அகப்பொருள் - புறப்பொருள் - ஐந்திணை விளக்கம்
கூறு 7: அகப்பொருள் துறைகள் - வரைவு கடாதல், அறத்தொடு நிற்பல்,
உடன்போக்கு
கூறு 8: புறப்பொருள் துறைகள் - வஞ்சினக்காஞ்சி, கையறுநிலை, செவியறிவுறூஉ

பிரிவு 3: அணி

- கூறு 9: அணி இலக்கணம் - உவமை, உருவகம், வேற்றுமை, பிறிது மொழிதல்,
தற்குறிப்பேற்றம், சிலேடை, பின்வருநிலை.
கூறு 10: நிறுத்தல் குறிகள்.

பிரிவு 4: காப்பியம் - சங்க இலக்கியம்

- கூறு 11: தொல்காப்பியம் - சங்கஇலக்கியம் - எட்டுத்தொகை, பத்துப்பாட்டு,
கூறு 12: பதினெண்கீழ்க்கணக்கு.
கூறு 13: ஐம்பெருங்காப்பியங்கள் - பிற்காலக் காப்பியங்கள் - கம்பராமாயணம் -
பெரியபுராணம்.
கூறு 14: இக்காலக் காப்பியங்கள் - பாரதியின் பாஞ்சாலி சபதம் - பாரதிதாசனின்
பாண்டியன் பரிசு - கண்ணதாசனின் இயேசு காவியம் , சிற்பியின் - மௌன
மயக்கங்கள்.

Course Code	Title of the Course
11941B	PART-I : HUMAN SKILLS DEVELOPMENT - II

Learning objective:

1. To Make the Students develop human skills.

BLOCK I: GUIDENCE AND COUNSELLING

Unit – I Guidance & Counselling – Role of Counsellor - Importance and Techniques of counselling

Unit – II Managerial skill- Need – Importance

Unit – III Human relational skills-Communication-Attention

BLOCK II: TECHNICAL SKILLS

Unit – IV Conceptual skills-Meaning-Importance

Unit – V Technical skills-Techniques-Practices-Tools-Procedures

Unit – VI Presentation skills-Planning-Preparation-Delivery

Unit – VII Organization skills-Meaning-Nature-Importance-Types

Unit – VIII Multi-Tasking skills Responsibilities-Causes

Unit – IX Leader- Qualities of a good leader

BLOCK III: UNDERSTANDING SKILLS

Unit – X Understanding Skills -Human systems: Individual, Group, organization, and their major interactions

Unit – XI Understanding Skills -Human systems: Community and Society, and their major interactions

BLOCK IV: SOCIETY BASED SKILLS

Unit – XII Problem solving skills – Handling –Facing - Importance

Unit – XIII Cooperative Learning Skills

Unit – XIV Making Social Responsibilities-Causes

References:

1. Les Giblin, *Skill with People*, 1995.
2. Shiv Khera, *You Can Win*, 2002.
3. Christian H Godefroy, *Mind Power*.
4. Dale Carnegie, *How to Enjoy Your Life and Your Job*, 1985.
5. Natalie H Rogers, *How to Speak without Fear*, 1982.
6. Dale Carnegie, *How to Develop Self-Confidence and Influence People by Public Speaking*.

Course Code	Title of the Course
11942	PART-II : ENGLISH PAPER - IV

Learning objective:

- To make the students master the different topics prescribed in the Short Stories, Drama, Fiction, Tales from Shakespeare, Biographies, Grammar and Composition.

BLOCK I: SHORT STORIES

UNIT – 1	Lalajee	- Jim Corbelt
UNIT – 2	A Day’s Wait	- Hemmingway
UNIT – 3	Two old Men	- Leo Tolstoy
UNIT –4	Little Girls wiser than	- Men Tolstoy
UNIT – 5	Boy who wanted more Cheese	- William Elliot Griffir

BLOCK II: DRAMA AND FICTION

UNIT – 6	Pygmalion	- G.B. Shaw
UNIT – 7	Swami and Friends	- R.K. Narayanan

BLOCK III: SHAKESPEARE

UNIT – 8	- The Merchant of Venice
UNIT – 9	- Romeo and Juliet
UNIT – 10	- The Winter’s Tale

BLOCK IV: BIOGRAPHIES, GRAMMAR AND COMPOSITION

UNIT – 11	- Martin-Luther king	- R.N. Roy
UNIT – 12	- Nehru	- A.J. Toynbee
UNIT – 13	- Concord- Phrases and Clauses-Question Tag	
UNIT – 14	- Expansion of Proverbs	
	- Group Discussion	
	- Conversation (Apologizing, Requesting, Thanking)	

References:

1. Sizzlers, by the Board of Editors, Publishers:-Manimekala Publishing House, Madurai.
2. Pygmalion – G.B. Shaw
3. Swami and Friends – R.K. Narayan
4. Tales from Shakespeare Ed. by the Board of Editors, Harrows Publications, Chennai.
5. Modern English – A Book of Grammar Usage and Composition by
N.Krishnaswamy, Macmillan Publishers.

Course Code	Title of the Course
11943	Cross Cultural Psychology

Learning Objectives:

- To understand the interface between psychology and culture
- To understand theory and practice of psychology in a cultural context
- To make acquainted with the critical perspectives towards mainstream mental health practice
- To understand the history and current status of mental health practice in India
- To offer research orientation on various cultural issues in the context of India
- Provide an understanding on culture and psychological processes
- To Sensitize the importance of interdisciplinary approach in psychology
- To understand Eastern perspectives in psychology

BLOCK I: PSYCHOLOGY AND CULTURE

UNIT 1: Introduction

Definition of culture Approaches to culture Interface between psychology and culture Pancultural principles verses culture

UNIT 2 : specific Differences of culture

Specific Differences: Etics and Emics Methods of understanding culture, scope of cultural psychology.

UNIT 3: Culture and perception

Culture and perception – perception and experience cultural influence on visual perception Culture and Cognition culture,

UNIT 4: Categorization of culture

Categorization and concept formation, culture and memory, Culture and consciousness- culture and dreams, culture and time, culture and perception of pain

BLOCK II: CULTURAL INFLUENCES

UNIT 5: Culture and intelligence

Culture and intelligence – cross cultural research on intelligence, cultural differences in the meaning and concept of intelligence

UNIT 6: Culture and health

Difference in the definitions of health, sociocultural influence on physical health and medical disease process Cultural influences on attitudes and beliefs related to health and diseases Culture,

UNIT 7: Self culture and personality

Self culture and personality Culture and gender –culture and gender stereotype, How does culture influence gender ?

BLOCK III: INDIAN CULTURE

UNIT 8: Culture in India

Indigenous healing traditions in India. History of mental health practices in India Current status of mental health practice in India Key issues in the theory and practice of mental health in India

UNIT 9: Eastern perspectives in Psychology (15 hrs)

The concept of mind in Samkhya and Nyaya-Vaisheshika philosophy Bhagavad Gita and mental health Concepts of health and illness in Ayurveda Personality –implications from Yoga Indian perspective on emotion

UNIT 10: Philosophical Antecedents

Cultural Psychology definition and meaning; Platonism, positivism, relativism, historicism; Methods of cross-cultural research; Cultural Narratives; Methodological Issues

BLOCK IV: CULTURAL FACTORS

UNIT 11: Socialization & Development; Cultural Learning

Attribution; Notions of Individuality and relatedness; Intergroup Behaviour Cultural Ideals; Acculturation, Enculturation and Socialization; Child Rearing, parenting and family in Indian setting; Play, use of symbols and communication

UNIT 12: Cognitive and Cultural factors

Notion of g and s; Genetic epistemology; Cultural factors in memory and information processing; Ability testing;

UNIT 13: Intellectual Processes

Emotional Intelligence; Metacognition; Theories of mind and metacognition

UNIT 14: Suggestive Assignment

Report on cultural influences on parenting in personal local setting; identification of cultural ideals

References

1. Matsumoto,D and Juang,L(2004).Culture and Psychology. Third edition. UNITED States: Thomson wadsworth .
2. Misra,G and Mohanthy .A.k(2002) .Perspectives on indigenous Psychology .
3. Valsiner,J(2007).Culture in minds and societies . Foundations of cultural Psychology New Delhi :Sage publications
4. Misra ,G (2003).implications of culture for psychological knowledge .in J.W .Berry R.C Mishra and R.C Tripathi.(Eds).Psychology in human and social development .New Delhi : Sage publications
5. Dalal,A.K and Misra ,G (eds) (2002).New directions in Indian Psychology . New delhi: Sage publications NewDelhi.concept publishing company
6. Basu, A.M. (2004). A new knowledge of madness-nineteenth century Asylum Psychiatry in Bengal. Indian Journal of History of Science, 39 (3), 247-277.
7. Basu, A.M. (2004). Emergence of a marginal science in a colonial city: Reading psychiatry in Bengali periodicals. The Indian Economic and Social History Review, 41 (2), 103-141.
8. Basu, A.M. (2005). Historicizing Indian Psychiatry. Indian Journal of Psychiatry. 47, 126-129.
9. Basu, A.R. (2005). Culture and mental health. Health Action, 18 (11), 7-8.
10. Bhugra,J.C.D and Campion. D. (1997). Experiences of religious healing in psychiatric patients in South India. Soc Psychiatry Epidemiol 32(9)215-221 Christ University, Bangalore –29.

11. Kakar, S. (1982). *Shamans, Mystics and Doctors. A Psychological inquiry into India and its Healing Traditions*. Delhi: Oxford University Press.
12. Mills, J.H. (1999). Re-forming the Indian: Treatment regimes in the lunatic asylums of British India, 1857-1880. *The Indian Economic and Social History Review*. 36(4) 407-409
13. Sebastia ,B(2009). *Restoring mental health in India, Pluralistic Therapies and concepts*. new Delhi :oxford university press.
14. Berry, J.W., Poortinga, Y.H., & Pandey, J. (Eds.) (1997). *Handbook of cross- cultural psychology*. Vol.1. Boston: Allyn & Bacon.
15. Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (1992). *Cross-cultural psychology: Research and applications*. Cambridge: Cambridge University Press.
16. 3. Berry, J.W., Segall, M.H., & Kagitcibasi, C. (1997). *Handbook of cross-cultural psychology*. Vol.3. Boston:
17. Allyn & Bacon. 4. Geertz, C. (1973). *The interpretation of cultures*. NY: Basic books.
18. Gergen, K.J., Glurce, A., Lock, A. & Misra, G. (1996). Psychological science in cultural context. *American Psychologist*, 51, 496-503.
19. Goldberger, N.R. & Veroff, J.B. (Eds.) (1995). *The culture and psychology reader*. NY: New York University Press.
20. Kakar, S. (1997). *Culture and Psyche*. Delhi: Oxford University Press.
21. Greenfield, P. M. (1997). You can't take it with you: Why ability assessments don't cross cultures. *American Psychologist*, 52, 1115-1124. (CP

Course Code	Title of the Course
11944	EDUCATIONAL PSYCHOLOGY

Learning Objectives

1. Identify and discuss learning, motivational, and developmental theories and psychological concepts related to education.
2. Integrate theory and research to develop and implement a lesson plan related to educational psychology.
3. Discuss best classroom and institutional practices in education.
4. Describe the various educational research methods and apply this knowledge to evaluate educational research studies.

BLOCK I: NATURE OF EDUCATIONAL PSYCHOLOGY

UNIT 1: Introduction

Definition, Historical Background, Role and Scope of Educational Psychology, Effective Teaching Methods.

UNIT 2: Educational Psychology

Educational Psychology: Meaning - Definition - Nature and scope - Relation between psychology and educations

UNIT 3 :Nature of educational psychology

Scope of educational psychology - Methods of educational psychology

UNIT 4: Human Development - Growth and development - Principles of developemnt- Theories of growth and development - Psycho-analytic theory

BLOCK II: PSYCHOLOGICAL DEVELOPMENT

UNIT 5: Erickson's theory of psychosocial development

Kohlberg's theory of moral - Jean Piaget's theory of development - Stages of Development of adolescent - Educational measures

UNIT 6: Nature of Learning

Nature of learning - Learning and maturation - Factors affecting learning- Theories of learning
Plateau of learning - Individual Differences – Memory- Remembering and forgetting -
Motivation.

UNIT 7: Intelligence

Definition of intelligence - Types of intelligence - Factor theories of intelligence - Measuring
intelligence - Classification of intelligence tests Intelligence test in India - Creativity - Theories
of Creativity - Creativity and education

BLOCK III: PERSONALITY DEVELOPMENT

UNIT 8: Personality

Characteristics of Personality - Theories of Personality -Assessment of personality - The
Rorschach Ink Blot test - Thematic Apperception Test (TAT) - Children's apperception test
(CAT) - Psychodrama - Draw a man test - Doll play - Weakness of personality tests.

UNIT 9: Exceptional Children

Types of Exceptional Children - Need for Special Education - Gifted Children - The Mentally
Retarded - Hearing Impairment -Blindness - The Orthopedically handicapped - Educational
Guidance - Vocational guidance - Guidance personnel - Problems of educational guidance

UNIT-10: Student Development and Diversity

General Principles of Development, Importance of Development in Education, Brain and
Cognitive Development, Language Development, Importance of Personal, Social and Emotional
Development, Importance of Culture, Community and Gender.

BLOCK IV: LEARNING

UNIT 11: Understanding Learning Process

Importance of Behavioural Approaches to Learning, Importance of Information Processing
Approach, Complex Cognitive Processes, Importance of Social, Cognitive and Constructivistic
Views of Learning

UNIT 12: Motivational and learning:

Nature and conditions of learning – Laws of effect and readiness – Role of transfer in education – Motivating the students – Achievement motivation – Extrinsic reward – Punishment and failure – Effects of punishment in the classroom

UNIT 13: Classroom Management: Designing Physical Environment of the Classroom, Creating Positive Environment for Learning, Classroom Assessment.

UNIT 14: Special education:

Readiness for learning: The role of maturation in learning – Special education for exceptional children – Intellectually gifted – Mentally retarded – Culturally deprived – Physically handicapped.

References

1. Woolfolk.A. (2004). Educational Psychology. 9thed. Delhi: Pearson Education.
2. Santrock, J. W. (2004). Educational Psychology. 2nded. International Edition: McGraw Hill.
3. Ormrod, J. E. (2000). Educational Psychology: Developing Learners. ed. New Jersey: Merrill.
4. Mangal S K, Advanced Educational Psychology.
5. Charles E Skinner, Educational Psychology, Prentice Hall of India.
6. Chatterjee S K, Advanced Educational Psychology, Books and Allied (1).
7. Kakkar S B, Educational Psychology, Prentice Hall of India (P) Ltd.
8. John W Santrock, Educational Psychology, Tata McGraw Hill.
9. Rather A R, Creativity: Its Recognition and Development, Sarup and Son! Course Material prepared by — Dr. J. Sujathamalini Lecturer, Alagappa University College of Education, Karaikudi.

Semester –V

Course Code	Title of the Course
11951	Human Resource Management

Objective:

- Contribute to the development, implementation, and evaluation of employee recruitment, selection, and retention plans and processes.
- Develop, implement, and evaluate employee orientation, training, and development programs.
- Facilitate and support effective employee and labour relations in both non-union and union environments.

BLOCK I: NATURE OF HUMAN RESOURCE MANAGEMENT

UNIT 1 Introduction to Human Resource Management: Definition – Objectives and functions

UNIT 2 Function of Human Resource: Role and structure of Human Resource Function in organizations- Challenges in Human Resource Management

UNIT 3 Approaches: Approaches to Human Resource Management

BLOCK II: CONCEPT OF HUMAN RESOURCE MANAGEMENT

UNIT 4 Human Resource Planning: Personnel Policy - Characteristics

UNIT 5 HR Planning: Need, Scope and Process – Job analysis – Job description – Job specification- Succession Planning.

UNIT 6 Recruitment and Selection Process: Sources of recruitment- internal Vs. External; Domestic Vs. Global sources- Selection process

UNIT 7 Placement and Induction – Training and Development: Need Assessment- Training methods for Operatives and Supervisors

UNIT 8 Executive development: Need and Programs.

BLOCK III: ADMINISTRATION

UNIT 9 Employee Compensation and Retention: Wages and Salary Administration – Bonus – Incentives – Fringe Benefits –Flexi systems

UNIT 10 Sweat Equity- Job evaluation systems –Promotion – Demotions – Transfers- Labour Attrition: Causes and Consequences

UNIT 11 Employee Retention: Need and Programs.

BLOCK IV: WELFARE, UNIONS AND SYSTEM

UNIT 12 Employee Welfare, Separation: Welfare and safety – Accident prevention – Employee Grievances and their Redressal – Industrial Relations

UNIT 13 Trade Unions - Multiplicity of Trade Unions – Workers Participation in Management- Separation: Need and Methods.

UNIT 14 Human Resource Information System- Personnel Records/ Reports- e- Record on Employees – Personnel research and personnel audit – Objectives – Scope and importance.

References

1. Mathis and Jackson, Human Resource Management, South-Western College, 2004.
2. Nkomo, Fottler and McAfee, Human Resource Management, South-Western College, 2007.
3. R. Wayne Mondy, Human Resource Management, Prentice Hall, 2011.
4. Venkataraman & Srivastava, Personnel Management & Human Resources
5. Arun Monappa, Industrial Relations
6. Yodder & Standohar, Personnel Management & Industrial Relations
7. Edwin B. Flippo, Personnel Management , McGraw-Hill, 1984
8. Pigors and Myers, Personnel Administration
9. R.S. Dwivedi, Manpower Management
10. Lynton & Pareek, Training and Development, Vistaar Publications, 1990.

Course Code	Title of the Course
11952	Environmental psychology

Learning Objectives

1. Explore and understand various perspectives on human-environment interrelationships
2. Gain insight into the ways in which the environment influences our feelings and experiences
3. Gain first-hand knowledge about key environment and behavior issues through hands-on activities

BLOCK I: CONCEPTS OF ENVIRONMENTAL PSYCHOLOGY

UNIT 1: Environmental Psychology

Introduction – Nature – Characteristics – Research – Research methods in environmental psychology – Data collection methods.

UNIT 2: Environmental Perception

Introduction – Environmental perception conventional approaches to perception – Environmental perception – Movement, habituation and the perception of change – Perception of movement – Habituation or adaptation – Perception of change – Perception of natural cognition and Cognitive mapping

UNIT 3: Cognition and Attitudes

Components of cognitive maps – Familiarity, gender and socioeconomic class – Functions of cognitive maps – Memory and cognitive maps – Cognitive organization of the environment –

UNIT 4 : Assessing the Scenic Environment

Landscape assessment, Aesthetics and preference – Descriptive systems of scenic value – Physical perceptual approach to scenic value – Forming attitudes toward the environment – Classical conditioning of attitudes – Instrumental conditioning of attitudes social learning of attitudes – Measuring attitudes toward the environment: The search for the PEQI – Changing attitudes toward the environment: a prelude – Environmental attitudes predict environmental behavior.

BLOCK II: APPROACHES TO ENVIRONMENT

UNIT 5: Theories of Environment

Behavior Relationships: Introduction – Nature and function of theory in environmental psychology – Environment–Behavior theories: Fledgling theories in a fledgling field – Arousal approach – Environmental load approach – Under stimulation approach – adoption level theory: Optimal stimulation – behavior constraint approach – Barker’s Ecological psychology

UNIT 6: Environmental Stress

Environmental stress approach Stress – Characteristics of stressors – Appraisal – Characteristics of the stress response – Natural disaster – Characteristics of natural disasters – Effects of natural disaster

UNIT 7: Environmental Noise pollution

Technological catastrophe – Characteristics of technological catastrophe noise – Defining, measuring, and perceiving noise – Important noise variables – Sources of noise – Psychological effects of noise – Effects of noise on performance – Noise and social behavior – Commuting – Impedance.

UNIT 8 : Weather, Air Pollution, and Behavior

Introduction – Heat and behavior – Perception of and psychological reaction to ambient temperatures – Heat and performance – Heat and social behavior – Cold temperatures and behavior – Cold temperatures and health – Cold extremes and performance – Cold extremes and social behavior – Wind and behavior – Perception of wind – Behavior effects of wind – Barometric pressure and altitude – Physiological effects – Acclimatization to high attitudes – Behavior effects of air pressure performance – Air pollution and social behavior – Integrating weather and pollution effects: A final note.

BLOCK III: ENVIRONMENTAL INFLUENCES

UNIT 9: Personal Space and Territoriality

Personal space – Functions of personal space – Methods for studying personal space – Situational determinants of personal space: Research evidence – Individual difference determinants of personal space: Research Evidence – Interpersonal positioning effects – Spatial zones that facilitate goal fulfillment – Consequences of too much of too little personal space – Consequences of personal space invasion – Territorial behavior: Keep off my turf – Functions of territoriality – Research on territoriality in humans.

UNIT 10: Crowding

Introduction – Effects of population density on animals – Psychological consequences of high density for animals – Conceptual perspectives: Attempts to understand high density effects in animals – Effects of high density on humans – Methodologies used to study high density in humans feeling the effects of density: consequences for affect, arousal, and illness effects of density on social behavior – Effects of high density on task performance – Putting the pieces together: Conceptualizations of density effects on humans – Eliminating the causes and effects of crowding – Look to the future. The City

- Perceiving and experiencing the city – Relationship between environmental conditions and imagery – Socioeconomic status and cognitive mapping – Race and cognitive mapping – Gender and cognitive mapping – Relevant experience and cognitive mapping – Effects of urban life on the city dweller: Research evidence – Stress – coping
- Affiliative behavior – Performance – Crime – long-term behavioral effects health – Environmental solutions to urban problems – defensible space – Land use – Social factors – Urban renewal – Escaping from the city.

UNIT 11 : Architecture

Introduction – Extent of architectural influence – An historical overview – Architectural determinism – Environmental possibilism – Environmental probabilism – Behavior and elements of architectural design – Lighting – Windows – Color – Aesthetics – Furnishings – Privacy – Design process – Congruence – Design alternatives – Stages in the design process – Awareness of design alternatives selection of behavioral criteria

BLOCK IV: RESEARCH AND DEVELOPMENT

UNIT 12: Behaviorally based research

Implementing the design process: models for the future. Design in Selected Environments: Residential setting – Preferences – use of space in the home satisfaction with the home environment – Proximity: the effect of occupying nearby territories – Learning environments – Classroom environments – Libraries – Museum environments

- Pedestrian environments: Shopping Malls, plazas and crosswalks hospital setting residential care facilities for the aged – Non institutional residences for the aged.

UNIT 13: Environments for Work, Leisure and the Future:

Introduction – Work environments – Study the design of the work environment – Designing the office landscape – Personalization – Territoriality and status in the work environment – Leisure and recreation environments – Wilderness and camping areas – Recreation environments affording exercise – Recreational environments for children –

Future environments – Living in space – Experimental undersea environments. Changing behavior to Save the Environment – Environmental psychology and saving the environment – Environmental education – Reinforcement techniques – Positive reinforcement – Encouraging good behavior – Negative reinforcement and punishment
– Alternatives to positive reinforcement – Feedback – Letting us know we're doing – Integrating and evaluating the various approaches to eliminating environmentally destructive behavior – approaches to specific environmental problem – Littering – Saving energy at home – Residential energy conservation – Energy conservation and transportation – Vandalism – Curbing environmentally destructive acts – Assessment of the present and the future.

UNIT 14: Mental health and Social learning:

Fostering Mental Health and School Development – Characteristics of mental health – Home and mental health – School and mental health – Social learning in the classroom – Social development – Self concept and behaviour – Teachers guidance of self and social development.

References

1. Bell P A, Fisher J D and Loomis R J, Environmental Psychology, Philadelphia:
2. W.E. Saunders Co., 1978.
3. Fisher J D, Bell P A and Baum A, Environmental Psychology, 2nd Edn.
4. NewYork: Holt, Rinehart and Winston, 1984.
5. Pajonis J D, Environment and Behavior, Massachusetts: Addison and Wesley
6. Publishing Co., 1977.

Course Code	Title of the Course
115953	Elective: STRESS MANAGEMENT

Learning Objectives:

- To describe different kinds of stress and their effects
- To list and prioritize stressors
- To use and explain ways to manage or cope with stress

BLOCK I: CONCEPT OF STRESS

UNIT 1: Stress Management: Stress

Definitions- Models of Stress – Theories of Stress - Stress reactions – Coping and Stress Management techniques- Pain and its management - Psychological reactions of a patient to loss – Stages of Acceptance by Kubler-Ross.

UNIT 2: Organizational stress

Concept- different perspectives, symptoms, individual factors influencing job stress.

UNIT 3: Causes of job stress

Personal characteristics, organizational structure and change, properties of work and work setting, job role, machine pacing and shift work.

UNIT 4: Consequences of job stress

Job behavior- job satisfaction- performance-absenteeism-health strains- physical illness- mental/ psychological symptoms.

BLOCK II: STRESS MANAGEMENT APPROACHS

UNIT 5: Stress management interventions

Individual centered- cognitive, behavioural and physical. Organization centered- preventing- mitigating and moderating organizational stressors.

UNIT 6: Coping with stress:

Types of coping strategies – Minimizing stress

UNIT 7: Therapeutic Approaches to stress management

Counselling, hypno-suggestive-philosophical hypnosis-self- talk, music therapy. Stress: Concept, different perspectives, and symptoms; framework of stress; Occupational stress, P-E fit model of job stress.

UNIT 8: Causes of occupational stress:

Personal characteristics, organizational structure, properties of work and work setting, job roles.

BLOCK III: STRESS MANAGEMENT INTERVENTION**UNIT 9: Effects of occupational stress**

Effect on job behavior, job satisfaction, performance, absenteeism. Effects on employee's physical and psychological health.

UNIT 10 : Individual-centered stress management techniques

Cognitive, hypnosuggestive, behavioural and physical (yoga and aerobic exercises) interventions; Coping strategies.

UNIT 11: Organization

Centered stress management interventions: Preventing, mitigating and moderating stress at organizational level.

BLOCK IV: STRESS MANAGEMENT**UNIT 12 Work Related Stress and Stress Management**

What is Stress?- Stressors – Individual differences in stress – Consequences of Distress – Managing Work-Related Stress – Any two stress reduction techniques –Case studies

UNIT 13 Areas of counselling

Educational, career, marital and gerontological; stress management oriented counselling;
Counselling for terminal disease patients: cancer and HIV /AIDS.

UNIT 14 Stress Management Interventions

Individual centered- cognitive, behavioural and physical. Organization centered-
Preventing, mitigating and moderating organizational stressors.

References

- Matteson, M.T. & Ivancevich, J.M. (1987). Controlling work stress: Effective human resources and management strategies. San Francisco: Josey Bass.
- Pestonjee, D.M. (1992). Stress and coping. New Delhi: Sage Publications.
- Ross, R. R. & Altmair, E.M. (1994). Interventions in occupational stress. New Delhi: Sage Publications.
- Srivastava, A.K. (1999) Management of occupational stress: Theories and practice. New Delhi: Gyan Publishing House.

Course Code	Title of the Course
11954	Practical -I

Historical background of Experimental Psychology and relationship with other sciences; Scope of Experimental Psychology and its Methods List of experiments (Any 15)

1. Distraction
2. Span
3. Division
4. Muller Lyer Illusion
5. Horizontal vertical Illusion
5. Organization in perception
6. Set in Perception
7. Motor learning
8. Insight & Trial & Error Learning
9. Transfer of learning- Habit Interference
10. Retroactive Inhibition & Proactive inhibition
11. Memory for names & faces
12. Paired Associate Learning
13. Facial expressions (group experiment)
14. Student stress Scale
15. Anger Expression
16. Knowledge of results
17. Level of Aspiration

Reference

Chaube. S.P.(1985): Experimental Psychology, Laxmi Narain Publishers

Semester-VI

Course Code	Title of the Course
11961	Health Psychology

Learning Objectives

1. Review and articulate advances in the fields of health and coping as these advances relate to prevention of and recovery from addiction, trauma, stress, disease.
2. Differentiate deprivation psychology characteristics and theory from that of transcendental psychology and be able to utilize this body of knowledge to recognize, understand and act upon helpful and threatening factors affecting the healing process.
3. Apply and utilize dominant developmental models of psychological, social health and social psychology in their analysis of any prevention, recovery and healing process.
4. Identify medical research, theory and treatments for stress disorders.

BLOCK I: CONCEPT OF HEALTH PSYCHOLOGY

UNIT 1: Health Psychology:

Definition of health psychology - Illness today and the fast – personality and illness Need
- Functions of health psychologists.

UNIT 2 : Mind body

Definition Mind body relationship functions and need of help psychologist Bio
psychosocial model

UNIT 3 : Stress

Definition - Three faces of stress - High-risk behaviours and health-stress models - Symptoms -
Sources - Stress coping strategies.

UNIT 4 : Substance Abuse

Kicking harmful habits: Definition - Abuse dependence and tolerance - Quitting smoking: The
promise of perseverance.

BLOCK II: MAKING HEALTHY LIFE STYLE

UNIT 5 : Use and Misuse of Alcohol

Alcoholism - Definition - Dependence and abuse - Effects of alcohol - Epidemiology of alcoholism - Alcoholism and health risk Etiology of alcoholism - Clinical treatment.

UNIT 6 : The Problem of Pain

Headache and low back pain: Definition and issues-Epidemiology of pain - Problems - Prevalence and costs The physiology of pain-Etiology of pain - The psychology of pain: Learning stress and depression - Two pain disorders: Headaches and low back pain - Treatment of pain.

UNIT 7: Coping with chronic or catastrophic illness

Silent killers: Hypertension - The hurry sickness - Biomedical background - Epidemiology of coronary disease - (Unmodifiable risk factors - Modifiable risk factors - Psychosocial factors - Biomedical intervention - Cognitive behavioural programmes.)

UNIT 8: The Healthy Child

Healthy lifestyle and prevention - Chronically ill children: Habits - Lifestyle and prevention - Children with asthma - Children with cystic fibrosis - Children with diabetes mellitus - Intervention.

BLOCK III: CONCEPT OF MIND AND BRAIN

UNIT 9: Concept of Mind

Definition – Concept of mind- The modern era of Brain imaging Ct Scan MRT Scan, PET Scan CBF Approaches to psychological psychology Philosophic Approaches Clinical Approaches and Experimental method

UNIT 10: Organisation of the Nervous system

Organisation of the Nervous system – Evolution of the brain Structures in the nervous system – The peripheral nervous system –The Spinal cord The brain

UNIT 11: Brain disorder

Factors Implementation –Psychological Deficit in the Brain injured localization of psychological Functions in the Brain- The effects of brain lesions on psychological function

BLOCK IV: BIOLOGICAL ASPECTS

UNIT 12: Neuron and groups of neurons

The anatomy of neuron –Supporting cells in the nervous system what neurons do the neuron at rest the Neuron in Action of Synaptic communication – What happen when neurons go wild?

UNIT 13 : Emotion and Measurements

The identification and measurement of emotions- Introspective reports Observation of facial expression Measurement in terms of psychological changes Physiology of emotions Theories of emotions

UNIT 14: Aging

Definition - Biology of aging - Lifestyle and aging: Stress - Nutrition and exercise - Death and dying: Grief and preparation.

References

1. Rice P L, Health Psychology, Brooks/Cole Publishing Co., New York, 1998.
2. Sarafino E P, Health Psychology, John Wiley & Sons, Inc, New York, 1990.
3. Course Material Prepared by - Mrs. Vijayalakshmi Reader, Dept. of Psychology Sri Avinashilingam University Coimbatore-641 043.
4. S.K.mangal genral Psychology Sterling Publication 2008

Course Code	Title of the Course
11962	Guidance and Counselling

Objectives

- To understand the theoretical dimension of peace psychology
- To highlight the meaning, need, aim, scope and relevance of peace psychology
- To underline implication of peace psychology for state and society through use of conflict- management and peace - building initiatives
- To study the process of peace building and peace- making in multicultural societies and the pursuit of social justice.

BLOCK I: PERSPECTIVES OF CAUSE AND EFFECTS

UNIT 1: Perspectives of peace psychology

Peace psychology: nature, scope and relevance - Psychological causes and effects of violence - Psychological causes and effects of non-violence - Nonviolence through the Indian perspective: thoughts of Gandhi, Ambedkar, Phule

UNIT 2: Understanding violence

Genocide and mass killings: roots and preventions (case study of 1984 sikh riots, kandhamal riots, gujrat riots, caste discrimination and anti-dalit violence) - Psychological approaches to understanding terrorism -. Intimate violence, women and children as victims of structural violence -. Human rights violations as structural violence

UNIT 3: Intrapersonal and interpersonal perspectives of nonviolence

Intrapersonal non violence from the individualistic perspective - Intrapersonal non violence from a collectivistic perspective -. Personality and behavioural tendencies of peaceful persons -. Nonviolent communication Approaches

BLOCK II: COUNSELING MEDIATION

UNIT 4: Peace building & peace –making interventions

Mediation: peacemaking, peace keeping and peace building. -. Assessing conflict, understanding and dealing with conflict escalation. -. Specific conflict resolution approaches: negotiation, mediation, conciliation, arbitration and adjudication. -. Communicating and practicing forgiveness.

UNIT 5: Anti Social behaviour

Juvenile Delinquency meaning difference causes classification Factors, prevention –
Crime Meaning Difference, causes, classification, factors, prevention

UNIT 6: Counselling:

Meaning and Definition — Importance — Merits — Applications — Special areas in Counselling:
Education— Family — Delinquents Marriage counselling

UNIT 7: Counselling Process

Steps in Counselling Process — Psychological Tests and Diagnosis — Factors affecting
counselling process — Qualities of counselors

BLOCK III: ESSENTIAL ASPECTS OF COUNSELLING

UNIT-8: Counselling Interview

Essential Aspects — Counsellor — Counseee relationship — Interview Techniques —
Structuring the counselling relationship

UNIT 9: Group Counselling:

Meaning — Types of Groups — Value of Group Counselling — Process of Group Counselling —
Assumptions and Limitations of Group Counselling —

UNIT-10 Individual Counselling

Meaning — similarities and Dissimilarities between Individual and group counselling

UNIT 11 : Professional Training for counselling

Counsellor Preparation and professional issues — academic preparation — Practical skills -
Selection and training of counsellors.

BLOCK IV: TRENDS IN COUNSELLING

UNIT 12: Modern trends in Counselling — Counselling and Psychotherapy -Trends in counselling — Career. Counselling— Ethical and Legal considerations in counselling.

UNIT 13: Counseling relationship

Working in a counseling Relationship – counselor skills in the understanding and action phases – Transference and counter Transference – The real relationship –Termination of counseling relationship –Functions of termination-Timing of termination –issues of termination resistance to termination –Premature termination- counselor initiated termination

UNIT 14: Theoreis of counseling

Pshcyanaltic Adlerian and Humanistic Theories of counseling-Psychoanalytic theories – psychoanalysis Adlerian theory Adlerian counseling-Humanistic theories –Person centred Counselling Existential and Gestall therapy

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1. Narayana Rao S, Counselling Psychology, Tata Mc-Graw Hill Pub.Co., New Delhi
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3. Blum L., Milton and Balinsky Benjamin, Counselling and psychology. Asia Pub., House, New Delhi, 1961.
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7. Waldron, V.R. & Kelley, D.L. (2008). Communicating Forgiveness. Arizona: SAGE

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9. Victoroff, J. (2005). The Mind of the Terrorist: A Review and Critique of Psychological Approaches. *The Journal of Conflict Resolution*, 49 (1), 3-42.
10. Woolf, L. M., & Hulsizer, M. R. (2005). Psychosocial roots of genocide: Risk, prevention, and intervention, *Journal of Genocide Research*, 7(1), 101- 128.
11. Calloway- Thomas, C. (2010). *Empathy in Global World: An intercultural perspective*. Indiana: SAGE
12. Jeong, Ho- Won. (2008). *Understanding Conflict and Conflict Analysis*. Virginia: SAGE
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Course Code	Title of the Course
11963	Consumer Behavioural

Learning objectives:

- To know the factors and facets of consumer behaviour
- To understand the consumer behaviour in different setting
- To understand the attitude of consumers and communication process
- To develop basic skills decision making

BLOCK I: CONCEPT OF CONSUMERS

UNIT I: Introduction

Definition, scope, consumer roles, history of consumer behaviour and the marketing concept, contributing disciplines and application of consumer behaviour.

UNIT2: Market Segmentation

Market segmentation: need, types – geographic, demographic, psychographic and life style. Product positioning: need and strategy.

UNIT 3: Consumer Motivation

Consumer motivation: needs, goals, motive arousal, reactions to frustration.

UNIT 4: Consumer Personality

Consumer Personality: nature, influences on consumer behaviour. Consumer Emotions
Consumer emotions: nature, uses in advertising. Consumer Perception and its implications.

BLOCK II: CONSUMERS ATTITUDE

UNIT 5: Consumer Learning

Consumer Learning: Classical and Instrumental theories in the context of consumer behaviour.

UNIT 6: Consumer Attitude

Attitude: functions, Tri-component attitude model and Katz's models of attitude and attitude change.

UNIT 7: Attitude Change

Post purchase attitude change: cognitive dissonance theory and attribution theory.

UNIT 8: Marketing Communication

Marketing communication: process, barriers, types of communication systems, Source, Message and Medium of Communication.

BLOCK III: SOCIAL CLASS OF CONSUMERS

UNIT 9: Consumers In Their Social And Cultural Settings

Reference group: Nature, types and influences on consumers. Family life cycle stages,

UNIT-10: Decision Making

Nature of household and purchases and family decision making and resolving conflict.

UNIT-11: Social Class

Social class: Nature of social class, symbols of status, concept of money and social class, social class categories and consumer behaviour.

BLOCK IV: DECISION OF CONSUMERS

UNIT- 12: Consumer Decision Making

Consumer decision: Stages in consumer decision process – situational influence, problem recognition,

UNIT-13: Purchase and Action

Information search, evaluation of alternatives and selection, outlet selection and purchase and post purchase action.

UNIT-14: Organizational Buyer

Organizational Buyer: nature, market structure and pattern of demand, characteristics, decision approach, purchase pattern and organizational buyer decision process.

References

1. Kumar, A and Singh, K. (2013). Consumer Behaviour and Marketing Communication: An Indian Perspective 1st Edition. Dreamtech Press, New Delhi.
2. Schiffman LG and Kanuk LL (2007), Consumer Behaviour, 9th edition, Prentice- Hall of India Pvt Ltd, New Delhi, India
3. Batra Satish K and S.H.H. Kazmi (2004), Consumer Behaviour – Text and Cases, Excel Books, A-45, Naraina, Phase I, New Delhi, India.

Course Code	Title of the Course
11964	Psychological Adjustment

Learning Objectives:

To enable the students to

- Understand the concept of adjustment
- Analyze the relationship between personality and adjustment
- Understand the importance of adjustment in various life areas
- Explore the facets of marital adjustment

BLOCK I: PERSONALITY AND ADJSMENT

UNIT-I: The Dynamics Of Adjustment

Adjustment: Meaning, Nature and Dynamics – The Scientific Approach to behaviour – The roots of happiness

UNIT-2: Improving Academic Performance

Improving Academic Performance: Developing Sound Study Habits – Improving Your Reading – Getting More out of Lectures – Applying Memory Principles.

UNIT –3: Personality And Adjustment

Personality: Meaning, Nature and Characteristics - Personality traits – Psychodynamic Perspectives – Behavioural Perspectives – Humanistic Perspectives – Biological Perspectives

UNIT-4 Assessment of Personality

Assessment of Personality- Definition-Meaning-Types- Psychological Testing – Self– Report – Inventories – Projective tests.

BLOCK II: STRESS AND COMMUNICATION

UNIT – 5: Stress and Adjustment

The Nature of Stress – Major Types of Stress: Frustration – Conflict – Change – Pressure. Responding to Stress – The Potential Effects of Stress - Factors influencing stress tolerance – Monitoring Your Stress.

UNIT-6: Coping Patterns

Common coping patterns – Types of Coping: Appraisal-focused constructive coping – Problem-focused constructive coping – Emotion-focused constructive coping.

UNIT – 7: Communication

Process of Interpersonal Communication – Non-Verbal Communication – Toward More Effective Communication- Communication Problems

BLOCK III: CONFLICTS AND LOVE

UNIT-8: Friendship

Interpersonal conflict – Developing Assertive skills. Perspectives on close relationships – Initial attraction and relationship development – Friendship –

UNIT-9: Love

Romantic love: Myths about love- Sexual orientation and love – Theories of love – Gender differences in love – The course of romantic love.

UNIT-10: Loneliness

Loneliness- Definition- Meaning-Nature – Prevalence – Roots – Correlates – Conquering loneliness.

BLOCK IV: MARRIAGE AND DIVORCE

UNIT- 11: Marital Adjustment

Moving Toward Marriage: The motivation to marry – Selecting a mate – Predictors of marital success.

UNIT-12: Family Life

Marital Adjustment Across the Family Life Cycle - Vulnerable areas in Marital Adjustment: Gaps in role expectations –

UNIT-13: Work and Career Issues

Work and career issues – Financial difficulties – Inadequate communication.

UNIT-14: Divorce

Divorce: Nature- Causes – Adjusting to divorce – Remarriage.

References

1. Wayne Weiten, Margret A. Lloyd. (2004). Psychology Applied to modern Life: (7th Edition). Singapore: Thompson Wadsworth.
2. Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology. New Delhi: Sage Publications.

Duration of the Programme: (3 Years)

The programme for the degree of Bachelor of Science in Psychology shall consist of three academic years divided in to six semesters. Total Programme consists of 23 theory papers and one practical in Fifth Semester. Theory course carry 4 credits each, Practical courses carry 4 credits, Each semester consist of 16 credits.

e. 4. Faculty and Support Staff Requirements:

The programme for the degree of **Bachelor of Science in Psychology** requires following faculty and supporting staff:

Staff Category	Required
Faculty for Core Psychology Subjects #	3
Faculty for Elective Subjects viz., Educational psychology, Rehabilitation psychology, Organizational psychology,	2
Faculty for languages	2
Clerical Assistant	1

e. 5. Instructional Delivery Mechanisms:

The instructional delivery mechanisms of the programme includes SLM – study materials, face to face contact session for both theory and practical courses of the programme, e-content of the study materials in the form of CD, MOOC courses and virtual laboratory wherever applicable.

e. 6. Identification of Media:

The SLM – designed study materials will be provided in print media as well is in the form of CD which carries electronic version of the study material in addition to MOOC and virtual laboratory courses.

e. 7. Student Support Services:

The student support services will be facilitated by the head quarter i.e., Directorate of Distance Education, Alagappa University, Karaikudi and its approved Learning Centres located at various parts of Tamil Nadu. The pre-admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods will be explained by the staff at head quarter and Learning Centres. The post-admission student support services like issue of identity card, study materials, etc. will be routed through the Learning Centres. The face to face contact sessions of the programme for both theory and practical courses will be held at the head quarter only. The conduct of end-semester examinations, evaluation and issue of certificates will be done by office of the controller of examinations, Alagappa University, Karaikudi.

f. Procedure for Admission, curriculum transaction and evaluation:**f. 1. Procedure for Admission:**

A candidate who has passed +2 course (10 + 2 system) of any other Institutions approved by the State , Central Governments and as equivalent thereto shall be eligible to appear and qualify for the B.Sc. Degree in Psychology of this University after a course of study of three academic years.

f. 2. Curriculum Transactions:

The classroom teaching would be through chalk and talk method, use of OHP, Power Point presentations, web-based lessons, animated videos, etc. The face to face contact sessions would be such that the student should participate actively in the discussion. Student seminars would be conducted and scientific discussions would be arranged to improve their communicative skill.

For practical courses exclusive study materials containing the requirements, procedure for the experiments will be issued to the learners. In the laboratory, instruction would be given for the experiments followed by demonstration and finally the students have to do the experiments individually.

The face to face contact sessions will be conducted as per norms

Course Type	Face to Face Contact Session per Semester (in Hours)
Theory Courses: Semester- I, II, III, IV, & VI (4 courses with 4 credits each)	64
Total	64

Theory Courses: Semester- V (3 courses with 4 credits)	48
Practical : 1 Practical with 4 credits	120
Total	168

f. 3. Evaluation:

The examinations shall be conducted separately for theory and practical's to assess the knowledge acquired during the study. There shall be two systems of examinations viz., internal and external examinations. In the case of theory courses, the internal evaluation shall be conducted as Continuous Internal Assessment via. Student assignments preparation and seminar, etc. The internal assessment shall comprise of maximum 25 marks for each course. The end semester examination shall be of three hours duration to each course at the end of each semester. In the case of Practical courses, the internal will be done through continuous assessment of skill in demonstrating the experiments and record or report preparation. The external evaluation consists of an end semester practical examinations which comprise of 75 marks for each course.

f. 3.1. Question Paper Pattern:

Answer all questions (one question from each UNIT with internal choices Time: 3 Hours Max.

Marks: 75

Part A- 10 x 2 Marks = 20 Marks

Part B -5 x 5 Marks = 25 Marks

Part C- 3 x 10 Marks = 30 Marks

f. 3.2. Distribution of Marks in Continuous Internal Assessments:

The following procedure shall be followed for awarding internal marks for theory courses

Component	Marks
Seminar (1 per course)	5
Assignments (2 per course)	20
Total	25

The following procedure shall be followed for awarding internal marks for practical courses

Internal –Practical	Marks
Continuous Assessment (demonstration and observation of experiments)	10
Record	10
Viva	5
Total	25

f. 3.3. Passing Minimum:

- For internal Examination, the passing minimum shall be 40% (Forty Percentage) of the maximum marks (25) prescribed for UG and PG Courses.
- For External Examination, the passing minimum shall be 40% (Forty Percentage) of the maximum marks (75) prescribed for UG and PG Courses.
- In the aggregate (External + Internal), the passing minimum shall be 40% for UG and 50% for PG courses.

f. 3.4. Marks and Grades:

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O+	Outstanding
80-89	8.0-8.9	O	Excellent
75-79	7.5-7.9	D+	Distinction
70-74	7.0-7.4	D	Very Good
60-69	6.0-6.9	A+	Good
50-59	5.0-5.9	A	Average
40-49	4.0-4.9	B	Below Average
00-39	0.39	U	Re-appear
ABSENT	0.0	AAA	ABSENT

C_i = Credits earned for the course i in any semester

G_i = Grade Point obtained for course i in any semester.

n refers to the semester in which such courses were credited

For a semester;

$$\text{Grade Point Average [GPA]} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

Grade Point Average = Sum of the multiplication of grade points by the credits of the courses
Sum of the credits of the courses in a semester

For the entire programme;

$$\text{Cumulative Grade Point Average [CGPA]} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

CGPA = Sum of the multiplication of grade points by the credits of the entire programme
Sum of the credits of the courses for the entire programme

CGPA	Grade	Classification of Final Result
9.5-10.0	O+	First Class- Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme are eligible.

f. 3.5. Maximum duration for the completion of the course:

The maximum duration for completion of B.Sc., Degree in Psychology programme shall not exceed ten semesters from their sixth semester.

f. 3.6. Commencement of this Regulation:

These regulations shall take effect from the academic year 2018-2019 (June session) i.e., for students who are to be admitted to the first year of the course during the academic year 2018-2019 (June session) and thereafter.

f. 4. Fee Structure:

The programme has the following Fee Structure:

Sl. No.	Fees Detail	Amount in Rs.		
		First Year	Second Year	Third Year
1	Admission Processing Fee	100.00	-	-
2	Course Fee	2500.00	2500.00	2500.00
3	ICT Fee	150.00	150.00	150.00
	TOTAL	2750.00	2650.00	2650.00

The above mentioned fee structure is exclusive of Exam fees.

g. Requirement of the laboratory support and Library Resources:

A well-equipped Psychology Laboratory exclusive for Distance Education Programme was established in the Directorate of distance Education Block, Alagappa University, Karaikudi with all the necessary equipments for conducting face to face contact sessions for Practical courses of B. Sc., Psychology programme. Directorate of Distance Education, Alagappa University, Karaikudi housing an exclusive Library facility with adequate number of copies of books in relevant titles for B. Sc., Psychology programme. The Central Library of Alagappa University also having good source of reference books. The books available at both the libraries are only for reference purpose and not for lending services.

h. Cost estimate of the programme and the provisions:

The cost estimate of the programme and provisions for the fund to meet out the expenditure to be incurred in connection with B. Sc.Psychology Programme as follows:

Sl. No.	Expenditure Heads	Approx. Amount in Rs.
1	Programme Development (Single Time investment)	10,00,000/-
2	Programme Delivery (Per Year)	20,00,000/-
3	Programme Maintenance (Per Year)	3,00,000/-

i. Quality assurance mechanism and expected programme outcomes:

i. 1. University Moto:

‘Excellence in Action’

i. 2. University Vision Statement:

Achieving Excellence in all spheres of Education, with particular emphasis on “PEARL”- Pedagogy, Extension, Administration, Research and Learning.

i. 3. University Objectives:

1. Providing for Instructions and Training in such Branches of Learning as the University may determine.
2. Fostering Research for the Advancement and Dissemination of Knowledge

i. 4. University Quality Policy:

Attaining Benchmark Quality in every domain of ‘PEARL’ to assure Stakeholder Delight through Professionalism exhibited in terms of strong purpose, sincere efforts, steadfast direction and skillful execution.

i. 5. University Quality Quote:

Quality Unleashes OpportUNITies Towards Excellence (QUOTE)

i.6. Programme's Review Mechanism:

The quality of the programme depends on scientific construction of the curriculum, strong-enough syllabi, sincere efforts leading to skilful execution of the course of the study. The ultimate achievement of B.Sc., Psychology programme of study may reflect the gaining of knowledge and skill in Psychology. Gaining of knowledge in Psychology may help the students to get new job opportunities, upgrading their position not only in employment but also in the society, make students feel thirsty to achieve in research in the fields associated with the discipline- Psychology, achieving in competitive examinations on the subject- Psychology, etc.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also the feedback from the alumni, students, parents and employers will be received and analyzed for the further improvement of the quality of the B. Sc., Psychology Programme.

Minutes of the Meeting of the Board of Studies in Psychology (For B.Sc. Psychology & M.Sc. Psychology Programmes to be offered through ODL Mode) held at the Directorate of Distance Education, Alagappa University, Karaikudi on 01.09.2017, at 11.00 am.

Members Present

- | | | | |
|----|----------------------|---|----------|
| 1. | Dr.P. Sivakumar | - | Chairman |
| 2. | Dr.S. Kadiravan | - | Member |
| 3. | Dr.J. Sujatha Malini | - | Member |
| 4. | Dr.AR. Saravanakumar | - | Member |

The modified syllabi of B.Sc. Psychology & M.Sc. Psychology programmes were scrutinized and discussed in the meeting. The board has resolved the following:

1. The board has unanimously accepted the curriculum design and modified syllabi of B.Sc. Psychology & M.Sc. Psychology programmes are prepared as per the norms.
2. The board has approved the Regulations, Curriculum and Syllabi for B.Sc. Psychology & M.Sc. Psychology programmes to be offered by the Directorate of Distance Education, Alagappa University.
3. The Approved Syllabi are provided in the Annexure-I (B.Sc. Psychology) & Annexure-II (M.Sc. Psychology).


(AR. SARAVANAKUMAR)


(J. SUJATHA MALINI) 1/9/17


(S. KADHIRAVAN)


(P. SIVAKUMAR)